

OCT 06 1992

Office of the Vice Provost  
REGIONAL CAMPUSES &  
CONTINUING EDUCATION

**THE UNIVERSITY OF SOUTH CAROLINA  
REGIONAL CAMPUSES FACULTY SENATE MINUTES  
USC COLUMBIA  
DANIEL MANAGEMENT CENTER  
SEPTEMBER 18, 1992**

**Morning Session**

The meeting was called to order by Chairperson Carolyn West. She welcomed senators and guests to the first meeting of this academic year. President John Palms then addressed the Senate and answered several questions (see Attachment 1). Provost Moeser was then introduced by President Palms. The Provost followed with some brief remarks and he also answered questions from the floor (see Attachment 2).

Professor West decided to postpone the Deans' remarks until the afternoon session. The senators then moved to standing committee meetings.

R.C.F.S. Minutes- Friday, Sept. 18, 1992

**Afternoon session**

The meeting was called to order by Chairperson Carolyn West.

The minutes of the April 10 meeting at USC-Columbia were approved as distributed.

**Reports from University Officers:**

Vice Provost & Executive Dean for Regional Campuses & Continuing Ed.

Dr. Duffy stated that he had distributed FTE and headcount figures (see Attachment 3) and that they showed the recent healthy growth and stability of the system. He said that the budget situation was not great. There was considerably more money in the system than was spent last year. Although this sounded good, Dr. Duffy went on to say that money will be lost in the budget for the next fiscal year since these "one-time monies" will not be available. Dr. Duffy said he would meet with the deans and ask for a formal evaluation of deans to take place this year. He has asked the academic deans from each campus to come up with some ideas concerning the learning center concept alluded to by President Palms. Dr. Duffy encouraged all to donate to the Family Fund on their campus. He said that he, Professor Gardner, Dr. Holderfield, and others would try to meet on a regular basis (see Gardner below). Answering the question asked of him about the two-year campus study, he replied that he talked to Jack Whitener about it and Whitener said that he did want a two-year study but does not want to bring in outside experts because of their cost. Mr. Whitener would like the study made by representatives from the institutions, the universities, and the technical colleges. Professor Catalano commented about the library study report of the C.H.E. and wanted to know if anything was going to be done about it. Dr. Duffy replied that he had not seen the report but would take a look at it. Dr. Duffy was asked about the budget losses of Union and Beaufort. Professor West commented about the term "learning center" and wanted to know if a more meaningful phrase could be used. Dr. Duffy replied that it was a term defined by the board.

**Associate Vice Provost for Reg. Campuses & Cont.Ed.**

Professor Gardner's report was distributed (see Attachment 4) and he asked for questions. One of the senators asked for more detail of the meeting with Mac Holderfield and what transpired during that meeting. Professor Gardner's reply was that they mainly talked about general issues, the budget and its impact on particular campuses, the impact of technical campus conversion to the semester system, and their common interest in the C.H.E. The conclusion of the meeting was that Dr. Holderfield was going to talk with Dr. Morris and others about some common interests and concerns. Professor Gardner was asked if a schedule for meetings had been set up or when would representatives from the

campuses be included in the meetings. His reply was that they mainly asked Dr. Morris about the possibility of such a meeting and the procedures that would be used. Ms. Chamberlain commented about the results of the last study of the C.H.E.(see Attachment 5) and asked when the schedule of the results would be available. Professor Castleberry asked when the faculty manuals would be delivered. Professor West replied that they would be available today for anyone who wanted them. Dean Plyler asked if Dr. Holderfield addressed the issue of faculty work load per semester and Professor Gardner replied that it was not discussed but concerns about monies being used on the Beaufort campus to set up labs and other facilities were discussed. They also talked about the state financial circumstances and the impact of semester conversion. Dr. Holderfield went to great lengths to assure everyone that he has no interest in merger. Professor West wanted to know the deadline for faculty exchange. Professor Gardner's reply was that he did not know exactly but would make sure that the material would get out soon. Senator Costello asked about the status of the System Academic Advisors Committee. Professor Gardner did not know anything about its present status. Professor Schoen replied that there was no new committee and that no meetings have taken place this year.

#### **Reports from Deans of the Regional Campuses:**

Dean Edwards from Union said that Dr. Duffy had already discussed the situation of the enrollment and the budget. He identified several things that were being done that would have an impact on the community such as receiving the South Carolina Arts Commission grant, hosting the Faculty Senate on Nov.20, and recruitment.

Professor Castleberry gave the report for Dean Anderson of Sumter. Professor West gave a list of the past and new senators. Professor Castleberry said that the FTE count was up 6.4% up to 1,168. Progress was being made on the new library and the bids would be opened on Sept. 29 so the actual construction should start before the end of the year. Sumter was awarded a Title III grant that would be used for a new telephone system and the hiring of a new technician to work on the computers to generate twenty new computer remote stations. The possibility of a fund raising campaign was looked at and it was decided not to start it immediately. Work is continuing on the four-year program in business, and relationships with Coastal.

Dean Clayton from USC-Salkehatchie had to leave so his report was given by Senator Group. The head count was 1,006. Sept. 22 will be the convocation ceremony and all were invited to attend. They were interested that the Board had approved the concept of the learning center.

USC-Salkehatchie has three new faculty members and two new senators.

Dean Arnold from USC-Lancaster gave a list of the senators from his campus. He believed that as a system, everyone needed to do a better job communicating our strengths this year. The use of the name two-year campus has been unfortunate. The name Regional Campus should always be used.

Dean Plyler from Beaufort gave his report next. He welcomed back past senators from Beaufort and introduced new senators. Most of the summer was spent addressing some of the system issues and trying to get their faculty situated in offices after the fire. The enrollment in head count and FTE was up.

### **Reports from Standing Committees:**

R & R: submitted by Senator Faulkner (see Attachment 6)

Senator Macias was not present but the Welfare Committee report was given by Senator Schukei (see Attachment 7).

System Affairs: submitted by Senator Costello (see Attachment 8)  
The motion carried unanimously.

### **Reports from the Executive Committee:**

Professor Catalano gave the report. He discussed the meeting on Aug. 8. Dr. Duffy discussed President Palms' speech, the board of trustees, state budget problems, the possibility of cuts, faculty raises, and he announced that he planned to visit each campus and speak with each faculty organization. After campus reports, there was a discussion of system issues. Core curriculum advisement and their ties with the Columbia senate were discussed. Meeting times for the 1992-93 year were set. Professor Gardner commented on communication of our quality, resource sharing, and the general perspectives of the system. The group worked on a letter to Dr. Palms in response to his address to the board of trustees in September. They then worked on goals. Senator Washington reported on the progress with the history of the R.C.F.S. The Executive Committee met again on Sept. 11. After campus reports, Dr. Duffy announced his new title, reported on his meeting with the new provost, announced the completion of the faculty manual, the evaluation of deans, and discussed briefly the budget outlook. The committee discussed plans for this year's meetings, charges, speakers, etc.

### **Reports from Special Committees:**

Professor Catalano reported from the University Library Committee (see Attachment 9). Professor Castleberry reported from the University Committee on Curricula and Courses(see Attachment 10), and Professor Oldhauser submitted a report from the Faculty/Board of Trustees Liaison Committee(see Attachment 11). University Faculty Welfare Committee, Academic Planning Committee, Research and Productive Scholarship Committee, and Savannah River Site Committee had not met.

#### Other Committees:

Professor Dockery from the Insurance and Annuities Committee gave his report. The committee is considering various vision care plans, one of which should take effect in January. Professor West asked about the other areas under consideration besides vision care. Professor Dockery replied that a number of additions were being researched by other members of the committee.

#### Unfinished Business:

Professor Dockery commented that finally, after three years, the faculty manual has been completed.

#### New Business:

Professor Upshaw from USC-Beaufort announced that the USC-Beaufort Caucus motioned: **that an Ad Hoc Committee be appointed by the Executive Committee to propose a meaningful model for the USC system including curriculum (to include distance education), governance, and inter campus relations.** It was seconded by Professor Bishop from USC-Sumter. The floor was opened for discussion. The motion carried.

Professor Dockery pointed out a discrepancy in the minutes about a lack of roll attendance. A sheet was passed around for those present to initial. Professor West submitted a letter to the Executive Committee from Marsha Shelburn, chair of the USC-Aiken faculty assembly, of a resolution to the chair of the Board of Trustees (see Attachment 12).

#### Announcements:

Dr. Duffy announced that President Palms was going to appoint a person from our campuses to the search committee for the Dean of Business. The next scheduled meeting time for the R.C.F.S. will be Nov. 20 at Union. The meeting was adjourned.

**Attendance, Sept. 18, 1992****EXEC. COMM.:**

**Carolyn West- Chair**  
Tandy Willis- Vice-Chair  
John Catalano- Secretary  
Mike Schoen- At Large  
Wayne Chilcote- At Large  
*Ellen Chamberlain for Rick Boulware- Past Chair*

**S.A.C.:**

**Robert C. Costello- USC-Sumter (Chair)**  
Steve Buchanan- USC-Union  
David Bowden- Lifelong Learning  
Steve T. Anderson- USC-Sumter  
Stephen T. Bishoff- USC-Sumter  
Susan Pauly- USC-Lancaster  
Ralph Garris- USC-Lancaster  
Jane Upshaw- USC-Beaufort  
Roy Darby- USC-Beaufort  
Bill Bowers- USC-Salkehatchie  
Marvin Light- USC-Salkehatchie

**WELFARE:**

**Salvador Macias- USC-Sumter (Chair)**  
Mary Barton- USC-Union  
Nancy Washington- Lifelong Learning  
James E. Privett- USC-Sumter  
John T. Varner- USC-Sumter  
Noni Bohonak- USC-Lancaster  
*Kim Covington for Bill Riner- USC-Lancaster*  
Nora Schukei- USC-Beaufort  
Duncan McDowell- USC-Salkehatchie

**R & R:**

**Danny Faulkner- USC-Lancaster (Chair)**  
Dan Snow- USC-Union  
Cieta Dunaway- Lifelong Learning  
Charles K. Cook- USC-Sumter  
Jean E. Gray- USC-Sumter  
John F. Logue- USC-Sumter  
Diane Evans- USC-Lancaster  
*Deborah Cureton for Bruce Nims- USC-Lancaster*  
Gordon Haist- USC-Beaufort  
Sally LaPoint- USC-Beaufort  
Bob Group- USC-Salkehatchie  
Paul Stone- USC-Salkehatchie

Attachment 1

West -- As some of you know, I served on the committee that chose Dr. Palms as a candidate for the President of this institution, and it is a special joy for me to have him join us today and say a few words.

Dr. Palms -- Good morning. A lot of excitement is on campus here. I am sure it is on your campuses also. I just came back from a ribbon-cutting session at our bookstore. As you know we turned that bookstore operation around a little bit. We were running a \$300,000 deficit on this campus. I just saw the numbers where it has been turned around to about a \$650,000 profit for this year, which will go into scholarships and support of instructional and academic programming. It couldn't have come at a better time. I will tell you that I continue to be broken in as the president. I have received a couple hundred calls this week about football. And in spite of a three-and-one-half million dollar cut in the budget on the Columbia Campus and another million dollar cut on Monday, I did not receive one single call expressing concern about that situation. But that financial situation has been the major focus of our attention on this campus, and I'm sure you felt that same burden on your campus, but I hope you have not felt it to the same extent that we have felt it. We're making some very serious analyses on this campus. We're maximizing our commitments to the academic operations of the campus, the principal academic operations. As I told the faculty in the spring, the budget reductions and constraints have resulted in a shift of about 5% of our overall budget on this campus for administrative and non-academic activities to academic and instructional activities and library support equipment. The percentage of the overall budget now is more heavily weighted towards the academic. That's not a bad trend. If I had to have forced it, it probably wouldn't have happened. But as you know, the major differences between a really comprehensive idea of a university, and just skilling, training, is to have a concept of a wholistic development of our students. Also, all these paracurricular, extracurricular, co-curricular activities that are being hurt by these budgetary constraints are an integral part of what we're trying to do on this campus to develop the whole person. If the outside world, including the legislature, thinks that there is fat in the university and that we've been able to absorb these cuts without affecting classroom instruction, they don't really have a sophisticated appreciation for what makes a great university. I spent an hour with the governor yesterday trying to impart that philosophy. There seems to be a general national reception that higher education still has fat. That attitude is all over the country, and with the percent of college graduates who vote in this country, including in this state (less than 50%), cutting higher education doesn't seem to affect politicians as much as cutting some other things, so it's a viable target for them. I think we just need to do battle with that concept. Let me reiterate again how important we are to the economic livelihood of our citizens. We have a challenge to do

that, and we're going to have a challenge as the economy improves again to be sure that we get our fair share. We're down on this campus. About 40% of our budget is coming from the state. 38%. The budget is now a partnership among grant revenue and tuition, and thank god for a successful campaign for the whole university system, up to \$24 million. This was led on our campus and around the system by our own faculty and staff, giving 500 and some odd thousand. That kind of a partnership among our own people is very, very important when we tell our story outside. That and the research grants and the training grants and the other gifts we get sort of make up our major resource, and I don't see where that's going to change. These are five major areas of resource. I did speak to the representatives who are conducting the Family Fund the other morning, and I don't know if you've seen the video that goes along with the Family Fund drive this year. It's really tremendously heartwarming. It has some of the history of our university. It has representative people who have given their lives and their dedication and their commitment to this institution. They are people that we all know, and I have felt privileged to get to know -- the kind of people who are here, like yourselves, who have been here as deans, have gone and come as presidents have gone and come, and people who are here who are implementing the programs that really make this university what it is. That Family Fund video--I've asked to show it to the Board of Trustees at their next meeting because it really is sort of gratifying and heartwarming to have that kind of spirit.

I appreciate what I am continually hearing about the campuses, and I don't know how you felt about the vote of the faculty on this campus. I was very, very impressed with the way that they endorsed one of my recommendations to the Board about having a continued relationship with the Regional Campuses. There wasn't even a debate about this thing. I think there were a few nays here and there, but there was an overwhelming confirmation that all the Regional Campuses are part of the University. I think that message was heard on the Four-Year Campuses as well. I see a new sentiment on those campuses that we want to explore and try to work with them to define, as our faculty said, a meaningful system, whatever that is. I know we have been trying to define that over the last year and half. I think we will see a new effort to do that. The budgetary realities could be helpful in doing that and that shouldn't be the main reason why we stay together as a system. But it may be something that will be a catalyst and make us a little bit more sober.

We all need to be challenged as to improving our quality and at the same time getting more and more efficient. I don't see the economics for higher education improving in this country in a major way. I mean all over the country people are looking at systems, looking at the breadth of operations, looking at the charging system for higher education, and we're part of that. We are in a



Attachment 1  
page 3

state that is already behind as far as allocation in total absolute dollars going into higher education. So I think that will take up a major part of what we are going to be doing in the aystem. On our campus we are delighted to have a new provost on board, James Moeser. Those of you who were at the faculty meeting heard his address to the faculty. He comes to us with impeccable academic credentials, a long career dedicated to teaching and scholarship, twenty years at Kansas and nine and one-half years at Penn State--a complex system. This ought to be a piece of cake. He had 22 campuses to worry about at Penn State and you know the deans there have responsibility across other campuses at Penn State. He chaired the Deans' Council there--unlike here where the Provost and the President meet with the deans. There, they have an election for the chair of the Deans' Council, and he was elected by his colleagues as that chair. I also think his discipline balances mine very nicely. Physics and Music ought to go together, especially playing the organ which has enough physics and mathematics that we ought to be able to talk about something together. I want him to say a few words to you about what he is up to on this campus. His presence is going to allow me to devote my time and attention to some broader issues both on this campus and in the System, which I welcome. A lot of things come across my desk now that I just say, "Moeser...Moeser....Moeser." It is wonderful to have him. He has come on board running. He is experienced, articulate, a good listener, and I look forward to coming with him to your campuses and to have him meet your faculty and bring him into the community as graciously as you have accepted me.

I would like to spend the rest of the time that I have answering any questions that you may have about anything. Include athletics if you like or anything dealing with your campuses. Yes?

Jerry Dockery (Lifelong Learning): President Palms, I'm Jerry Dockery and I've been a faculty member since 1972, and I would like to register my displeasure with the way you have handled System issues--specifically Coastal Carolina. I was hoping when you came here that you would essentially jerk them back into line. I think that there is a strong case to be made for how much money the state of South Carolina saves by having Coastal Carolina be a part of the System. I think there is a lot to be said for how having affiliation with the University lends greater academic credence to the faculty at Coastal Carolina. I think that greater emphasis needs to be placed upon cooperation within the System, throughout the System, within colleges, and among groups within the System. I also think that you are missing the boat by not using the political clout that the Four-Year and two-year campuses have to fight our biggest problem right now which is the one you haven't had the phone calls about, our lack of funding.

Attachment 1  
page 4

Palms: Well, I appreciate your sentiments. I think we spent a good bit of our time last year coming together and trying to formalize a strategic philosophy that would allow that kind of close association. We tried to do that in a very collegial way. Our efforts have not resulted in the changing of attitudes in the commission there at Coastal, with the principal business leadership in that area, and that institution is reliant upon that support. They get a local millage to help operate that institution. Their future is dependent upon the generosity of that community. My visits to the campus at the time we were looking for a new chancellor and meeting with the faculty there, the vice chancellors, and the departmental chairs, and then the committee to help advise me as to who might be best suited to be an acting chancellor--all of that didn't seem to change the major sentiment on their campus. And, also listening to the Board of Trustees and then listening to the political leadership in the state, it was my judgement that there are other things that are more important to fight than one campus.

Dockery: How much effort was put in to educate these people? For example, do you yourself know how much it would cost say Coastal Carolina to go out and get their own long distance service?

Palms: I have my own feelings about that, and they are not necessarily shared by the people in that community. They assume they can do what we're providing for them at a cheaper rate. I don't believe that myself. I think there are ways that we could really reduce our operational costs by coming together and using our modern technology.

Dockery: Those are not things that fall in the area of belief. Those fall into \_\_\_\_\_ statistics and data and if those people can't be swayed by logical financial arguments at this time of fiscal crisis then perhaps it this is not the time to lead them, perhaps it is time to be their boss.

Palms: We are going to be working this year with Aiken and Spartanburg and help them to find some aspects of our association which will make us stronger. This Coastal move still hasn't passed through the legislature, and I am sure there will be very hard questions asked of the same nature, and we will see how that comes out.

Dockery: Thank you.

Robert Castleberry (Sumter): The Faculty Senate here in Columbia in the second motion in response to your recommendations was that the status quo was not acceptable concerning the Four-Year Campuses. You later on used exactly the same kind terminology. There is the notion of getting back in line, to use Jerry's terminology, and developing a sense of cooperation. You have

Attachment 1  
page 5

detailed to some extent some of the requirements for being part of the System. Have you come to a firm definition of what a system would entail as yet, or is that still evolving? And, I guess, I would like you to address--my major concern is that we don't get so intent upon saving the system which is important but that we use solely a Columbia definition as sort of a default definition of the system. There needs to be some way that, in fact, there can be adequate and meaningful representation from all the units of...

Palms: I don't believe there is any question about that. A system philosophy development ought to certainly incorporate a coherent sense from all the campuses. I think one of the essential ingredients I tried to outline in my fall address to the faculty on the Columbia Campus as well as to the Board in the first recommendation was a very general policy statement that we are seeking on this campus to develop an institution of national distinction. I want the Columbia Campus to be to the state of South Carolina like Chapel Hill is to that state or the University of Virginia is to that state.

There are a number of objectives that I have outlined. I think that the first step is to get a clear sense of mission on the Four-Year Campuses. And that is one thing missing. What is your principal mission? Are you going to be a state institution or a national kind of an institution or are you a regional institution that serves a particular need for a particular region? What are your aspirations? Are they realistic when you consider the resources that are available to the whole system?

I think that is the first thing you have to agree on. I certainly respect, and it is certainly my life's commitment to higher education, the authority and the responsibility to the faculty on a campus. They have one major responsibility and that is their curriculum. They are responsible for that. They are responsible for helping set admission standards. In a system there might be coordination of concepts of admission standards, just like your campuses have certain authorities to have a variation of admission standards depending upon what your missions are and what goals you try to set for yourself. I think the same thing goes on those campuses.

There is a concern in the budgetary sense when you have a system, how can you best use the allocation of resources that you have. I don't think that anybody agrees that allocating monies to campuses and then charging them back for services you provide, I don't think that is ever going to work, even though we've probably come far in a year and a half to try to resolve concerns about that. I mean it is just something we ought to be able to fund in a centralized way in the system and people in charge. Just like on this campus, if we made out a budget on this campus and say that the physical plant has a certain budget but 30% of their budget has to be charged out-

Attachment 1  
page 6

-so if I want a light bulb changed in the President's House, I get charged \$30. At the investiture dinner, I got a bill for \$60.00 because two people guarded the parking lot. It just rubs you wrong. We ought to be able to somehow, as a community, to come together. These are nit-picking little things and people end up wasting more time on that junk when they could be doing other things.

I would like to work with that faculty and with those chancellors to identify goals. We are beginning to do that. We have important things to do in the classroom and just surviving these next couple of years with the budgetary realities will challenge us. The mission would be one step and could reconfirm the authority of faculty, but I also think there are going to be real concerns about it. Yes, sir?

Steve Bishoff (Sumter): In your first recommendation, you wanted the Columbia Campus to become a leader in research. The Regional Campuses, because of summertime so forth, offer a tremendous manpower resource for those people who are interested in research and I wondered if any mechanism is being examined to allow us to contribute to that.

Palms: I have not ever seen a faculty anywhere that was not interested in scholarship and professional activities. I think the nature of a flagship institution is different. Our faculty is recruited with different intentions. The emphasis on scholarship is very clearly delineated in our faculty manual, in the strategic plans of our departments. I think we ought to try to facilitate, to provide opportunity on all the campuses, within the budgetary realities, to allow faculty to develop, and whether that is a direct linkage to opportunities to participate in research grants, or providing computational power so you can do things on those campuses, whatever. Our responsibility should be to the faculty of all of our campuses. I have visited you and I know how actively many of you faculty are in scholarship. It is important. I would encourage that, and I would listen to you for some suggestions. I hope that we fund some of them now. Providing you with more opportunities for you to come to the campus here in the summer is one way. It doesn't have to be only that way. There are pieces of projects we can do and collaborations that could take place. We can create some incentives to encourage them to participate in some of our programs. This grant that the Biology Department got from the Hughes Foundation to improve biological pedagogy--Roger Sawyer is encouraging interest in participating in that and helping the faculty to do that. That is a form of research that has to deal with instruction. It is a very important part of research. I welcome to other suggestions. This includes such things as adequate leave time for some of you, and it is difficult to do that out of a strained budget but we ought to try to be able to make some of that available.

Attachment 1  
page 7

Bob Costello (Sumter, Chair of System Affairs Committee): I have a two-part question, one is very specific. What is the current status of the anticipated role of the System Academic Advisory Committee which was created last year, I believe, to replace the Academic Planning and the System Academic Policy Coordinating Committees? And then a broader question, we need your guidance as to how this senate can be useful in helping to create a more meaningful system.

Palms: I guess the answer to the first one is it depends on the activity of that committee. The committee was established to advise the system on academic matters. I think we discussed some of those during last year--the coordination of curricula so transferability would be possible. I think we ought to find some opportunities as to how we can strengthen instructional programs and some recommendations on how we could support the improvement of pedagogy in a better way. You know best on your campuses whether the demand on your academic programs--I know Sumter would certainly have different demands than Beaufort has and the kinds of programs that are most popular there. I was working all last year trying to get the accreditation process actually working so that you could have a business major there that is completely administered on your campus. That committee could help endorsing that concept and making recommendations as to our commitment to that, help set up some priorities for that. It is going to be very, very difficult. I know you are still struggling with what the real meaning and the purpose of this senate can be. I think it is very valuable that you all to come together. I do think there are generic issues that you can discuss and that there are specific issues you have on your own campuses you can bring up and we can get the collective wisdom and perspective from these other campuses. I think that is part of the value of a system. If nothing else, for all of us to get an appreciation of what our major challenges are in our regions and what the problems are that we encounter--whether it is cooperation with the technical schools or concern about fund raising. The marketing survey we just did--and by the way this Marketing Department we have established in the Advancement Office has just been incredibly valuable--we just did a wonderful study of how the state perceives the University of South Carolina and what our problems are. But the marketing survey done in Sumter involves the strengths as perceived by the community leaders of the Sumter campus, the viability of having a fund drive to support a library there. Their concerns about whether the Sumter area can afford more than one institution close together and their sense of what cooperation might mean or not mean. That is very, very important. This committee could help address the academic aspects of the results of that marketing survey. How do you define your distinctiveness? I hope that my speech helps some in giving your communities a sense of differences of the institutions and the heritage. This is very, very important.

Ellen Chamberlain (Beaufort): In regard to that and the cooperation between our Regional Campuses and the technical system, when you make this statement \_\_\_\_ (end side 1) \_\_\_\_ I think, particularly, in Beaufort and Sumter, it creates a unique problem that doesn't exist on some of the other Regional Campuses. And that is, as you blur the lines between the two institutions, if you are sharing faculty, if you are sharing classrooms, courses, and all, the perception of the community then becomes, "Why are we supporting two separate institutions in the same community doing the same thing? You should be merged." The pressures of course are there and have been for a number of years to merge our campuses. The draft of the library study that was just released this last week, the outside library consultants that came to look at academic libraries in the state made 14 recommendations. One of those recommendations was to merge the libraries of academic institutions in the same community or that are neighboring and I don't think that they were looking at Thomas Cooper Library and Midlands TEC Library. So that is a constant battle that we fight and these kinds of things are really of great concern.

Palms: Just this last week I was sent a long chronology of all the efforts of Beaufort on so-called cooperation and the concerns that have resulted from those initiatives. I am aware that within the technical college system there is a great diversity of ambition among those institutions. Their campus here at Midlands has a record enrollment. They've got almost 2100 students that are involved in the transfer program. Nationally, the percentage of students in transfer programs is going up and then you have to look at the major mission of those institutions. If those ambitions become very parallel to what the University's ambitions are then we've got a real problem. I think the commission understands that, and I think the communities understand. One of the aspects of the marketing study in the Sumter area was that concern--we can't support two institutions. But you don't want the community deciding how we are going to interact. We have got to solve that problem. But we have to clearly keep our distinctiveness from them, our heritage, and we are governed differently. We have different faculty with different credentials, etc. When it comes to building physical facilities, the proliferation of libraries, you know you can't have 60 libraries in the state of South Carolina. We've got to make use of our libraries using the new technologies in the best possible way. The legislature is just not going to tolerate it either. I'm not saying I have a solution to this problem. I think the concept of educational centers with very clear cultural distinctiveness is happening all over the country. People who enter an institution maybe share on some of the physical facilities and maybe some of the library resources but they have very distinctive programs. I think we have some of that going on in Union and Laurens. I think they were finally able to make an English class because students from both institutions cooperated and are sitting in the same classroom.

The commission has a committee together that is going to study this. It has trustees on it, commission members, members from these campuses and we will start talking about these issues. I've asked Fred Sheheen to eliminate from his vocabulary the words "community colleges." I can't get the technical school presidents not to talk about comprehensive community colleges. I am certainly not in favor of that and I will continue to say that.

Ellen Chamberlain: Well, in 1975 there was study done by outside library consultants in Beaufort that recommended merging both, which actually it was an academic committee of CHE headed by Kreche, that recommended merging the University library with the technical library on the technical college campus and here we go again in 1992. It never goes away.

Palms: You also cannot ignore what our business community is saying, what our manufacturing industry community is saying about the kinds of skills that they now require of their workforce. Strictly technical skills are no longer just the basic requirements. There are the same kind of critical thinking skills, analytical skills that we teach in the University System that are required of those technically educated people. I am on the board of one major company here in town who loves to hire our music majors and then send them to Midlands TEC to learn some programming and some computer science -- those graduates are so creative and innovative but they still don't have some of those skills. We ought to listen to the banking community, listen to the insurance industry, listen to the manufacturers, listen to the Hoffman LaRoches and the BMWs coming in here. They want sophisticated people who they can educate. And they do need some of the same intellectual talents that we are trying to impact. We are the education community -- TEC schools and universities. How are we going to respond to the needs out there.

Ellen Chamberlain: Well, their students can come to the University to get those courses but they don't have to necessarily set up a totally duplicative system of their own....

Palms: And we ought to respond that way. We should be the ones to propose that. If the status quo keeps existing, they are going to hire people from out-of-state if we don't do it ourselves. We are the ones who should be able to do that. There is a lot of emotion involved and a lot of history. I have all those newspaper clippings from 20 years ago when somebody else came here from California trying to do this. I understand that. Let's take the high ground and take the leadership role and see what we can do.

John Logue (Sumter): I heard you allude to the four-year program in Sumter a moment ago. I wondered if you would share some of your general feelings about development of four-year programs on Regional Campuses.

Palms: Well, I think politically that this is absolutely a standstill right now on independent four-year programs. It's a political movement of the state and a budgetary movement of the state. I think we are continuing in a very positive way to promote the kind of collaborative four-year programs that we have--make them better, hire better faculty so that they can withstand independent scrutiny in the future and be ready to go as soon as the climate changes. I know you have some hiring aspirations at Sumter to beef up that program in business and move towards accreditation as fast as you can. Give that program more credibility when the time is right. We are working with the accreditation association to try to get it through Columbia but it didn't work. We tried everything you could imagine. Maybe that climate will change. We will get some help from our new provost who has had that experience at Penn State. In the meantime, just produce first-rate people who are being hired in the State of South Carolina and have your program meet higher standards. But collaborative programs, even the ones with Coastal, we are going to try to continue those no matter what Coastal does. I think the Bachelor of Arts in Interdisciplinary Studies is still a very good program. We will try to continue to promote that. Everyone has a demand to meet the needs of the state.

John Catalano (Lancaster): I understand a few of the deans from the Columbia Campus will be leaving soon and I was wondering if there will be any representation on the search committees from our Regional Campuses (Palms: Yes.) to insure that there will be a System approach taken by some of these new deans?

Palms: I'll have to \_\_\_\_\_. So far we just have one dean returning to the life of scholarship and teaching. Yes?

Gordon Haist (Beaufort): I wonder if you could talk to us a little about the relationship between Distance Education and the Regional Campuses as campuses \_\_\_\_\_ academic programs \_\_\_\_\_ programs \_\_\_\_\_ priority \_\_\_\_\_.

Palms: I certainly think we have one of the most impressive records in the United States as far as what we have done with Distance Education. It is still, I think, a very viable and exciting program. I think the need is going to be increased. I think our imagination, some of the things I've heard about, give us possibilities in new technology that is just opening tremendous opportunities in Distance Education. I think we ought to take the lead. I think we are going to have the technical resources to do that, and I think if we establish on the Regional Campuses



facilities, there is no reason why the instruction taking place in Distance Education couldn't be done on all the campuses depending on the talents and the availability of resources on those campuses. I think a real system would be linked like that. We've got some major things going on on this campus as far as computational powers are concerned. We have ordered a parallel processor here that will be linked to the largest parallel processor in the world at Oak Ridge. It is going to provide for all kinds of opportunities to teach computational science which you won't be able to duplicate on your campuses. We ought to be able to get to your campus through modern technology to do that.

I think when we get this music building built, we are going to have some opportunities to do things in the creative arts that we want to be able to share on your campuses--instruction, performances, and things of that nature. Again, I hope that this committee will help to suggest some ways we could expand that program. It can be done efficiently, it can be done with high quality and there is a growing need for it.

I remember taking a course in 1959 that the University of California at Berkeley offered in atomic physics at 6:30 in the morning in Atlanta on regular television, and we didn't have a professor at Emory who taught atomic physics at the graduate level, and I took that course and sat at home. We were sent a packet of material and you know that was 30 years ago and nothing much has happened with it in this state, and I think we are just waiting for the opportunity. I think our budgetary realities are going to force us to do that. John has some great ideas on that and he's got some enthusiastic expectations of what that might bring to the University System. We taught at about 52 sites last year? Yes, we offered courses on 52 sites last year.

Attachment 2

Moerer: Let me just say I'll be very brief. I know you have an agenda to get into. It's a pleasure to be here at my first meeting of the Regional Campuses Faculty Senate. I do come from a place that is a system. In fact, one of the last things I did at Penn State was to chair a committee which was charged with a whole reexamination of Penn State Commonwealth Educational System, which was a system of 17 two-year campuses very much like the model we have here of the five Regional Campuses. In addition to that system, there was one free-standing college, \_\_\_\_\_ College at Erie, which is analogous in some ways to Spartanburg and Aiken and a junior-senior campus, \_\_\_\_\_ Medical Center, and a \_\_\_\_\_ subsidiary which was in fact a technical college. \_\_\_\_\_ I won't even get into that. I do know a little bit about systems, and I am very sympathetic to your concerns. As we were examining that system, one of the things that was very clear to us was that the system that was created exactly 25 years ago (and that strikes me as interesting as well because we are talking about almost the same chronology).

Duffy: This group \_\_\_\_\_.

Moerer: That a system of 17 cookie-cutter institutions all doing essentially the same thing was no longer what the Commonwealth of Pennsylvania needed for the 1990s. It really needed to be retooled and that what is in process now, I can tell you, is an attempt to define more clearly individual missions for those individual campuses given in that state, very different regional needs. We've got pockets of tremendous economic retooling in the western part of the state where the steel industry is no longer. On the other hand, you've got the metropolitan Philadelphia area with tremendous population expansion--very different needs. I suspect that we will do the very same kind of thing, replicated in terms of regional needs, specific community interest in this state. And I believe that systems can respond and must respond if they are to be healthy. In terms of my role in this process, let me just outline two things. One, very shortly I am about to appoint a University Future Committee which will deal first of all with the Columbia Campus. It's going to focus this year on setting academic priorities for the Columbia Campus. I envision the second phase of this, which probably won't commence until next year, to begin to look at a systemwide set of concerns. And you can begin to do your own internal homework so that we're ready to undertake that process. I think it's important for the Columbia faculty to begin to address hard on some very serious issues with regard to academic priorities in the focus and the mission of this campus. It's clear that we can't continue to do all the things that we do, to be all things to all people at this campus. I suspect the same will be true for the System. But, this whole process will be an integral one, and it will involve faculty. For the outcomes to be accepted generally, they have to be produced by faculty in various critical examinations. We're going to ask the colleges to do this when we

Attachment 2  
page 2

get into System issues we will ask the campuses. And I think through this process will evolve the answer to the question, "What is a meaningful system?" I think that's the way you get to the answer of that question. I don't have anything else for you today because I don't want to take anymore of your time unless you want to propose a specific question you would like to address.

Robert Castleberry (Sumter): In talking about this University Future Committee, you're proposing a two-phase approach as I understand it--first Columbia, then system issues. Are we now talking about two separate committees, then? I'm concerned about the representation.

Moeser: Absolutely. Essentially, the first committee will be a Columbia Campus committee. Obviously, when we get to System issues that will be an expanded \_\_\_\_\_.

Castleberry: A continuing of that questions--has there been any thought to the fact of having essentially two co-existing committees or a larger committee looking at the two separate issues. Obviously System questions are before the entire state right now, and to put off a year of how those may be addressed from a "Columbia perspective" may be a little bit problematic, especially since some definitions may be generated which would exclude say a System approach.

Moeser: I hear your point. I think my concern about that would be that there are a lot of critical questions which have to be answered before we can even get to that example. As you know, there a board committee, that subcommittee that is looking at system questions right now, and I think it would be presumptuous for us to jump into those issues before some of those critical questions have been addressed and dealt with by the Board. We need some direction from them about where ultimately we're going to go with this. To me, this seems to be an orderly way. I think it's also important, at least for me, not to acquire more than I can digest at one time reasonably. I just prefer to do this in sequence rather than taking both specific and generic issues on simultaneously.

Catalano: As you the Future Committee that will look at the Columbia Campus this year, will there be any representation from the faculty of the Regional Campuses since we are accredited under you and consider ourselves part of the general faculty of the Columbia Campus.

Moeser: I think it will be essentially a Columbia faculty committee voting in Columbia. My major concern is that obviously there are going to be some very serious issues, and the President

Attachment 2

Page 3

and I have some hard decisions to make once we get the recommendations of this committee. The most critical body examining the outcome of this whole process since it effects the very budgets of the Columbia Campus is the Columbia Campus faculty. Therefore, I think they've got to be the primary. If we were a university in which Regional Campus budgets were part of the Columbia campus, then I would take a different position on that. But this is going to effect the budgets of those colleges as well as the non-academic areas of the Columbia Campus.

It was a pleasure to be here. I look forward to working with you. Thanks very much.

West: Thank you. I don't normally take the opportunity to say anything, but I did want to address Dr. Palms briefly. The thing that I really remember clearly about the committee that met to select candidates for the President is that there were 19 candidates we interviewed before we ever talked to Dr. Palms. When he came in the room, and what was most apparent in an atmosphere that was full of tragedy, and the University being in a state of disarray was his honesty and his integrity, and how dearly he held those principles. I also remember clearly that the first thing he said to the subcommittee that I sat on was that I've read your mission statement and it's clear to me that each of your campuses has a mission statement, but there is no mission statement for the System. I \_\_\_\_\_ that statement, and I think it continues to be so, and I think that the conditions that we see today have existed for a long time, and they are not something new. We have evolved to the point that we are beginning to tackle this question. But I also have to say after having been here for 10 years, that there are elements in the state that have had a strong voice about developing a System that does not include Regional Campuses and that we have not had a strong voice concerning our point of view and what we think about our mission. There are many people in this room who are very frustrated because for the last 10 or 20 years, they have been dealing with the same question over and over, and that is, "what is the role of the Tec schools in the state, and what is the role of the Regional Campuses?" Each of us in this room dearly believe in the mission that we hold and how that mission can be expanded to the serve the state. Any aspirations we have are not for our own greatness, but it is to serve the citizens of this state. At this time, we very dearly need a strong voice, and I hope that can be Dr. Palms, so that you can go ahead and lead this system to what it can develop into. I thank you for taking the time to come and listen to us today. I have to say that in this year of elections, it is easier for me to talk to Bill Clinton and also to Fritz Hollings than it is to talk to you. So I needed to take this opportunity to thank you for coming.

Attachments 1 and 2 were prepared in Dr. Duffy's office.

UNIVERSITY OF SOUTH CAROLINA  
ENROLLMENT COMPARISON  
FALL

Attachment 3

	1990			% CHANGE Total	1991			% CHANGE Total	1992		
	Male	Female	Total		Male	Female	Total		Male	Female	Total
<b>Columbia Campus</b>											
Nursing	18	403	421	15.0	34	450	484	28.5	58	564	622
Pharmacy	141	329	470	-7.0	133	304	437	22.7	176	360	536
Health	78	102	180	25.0	105	120	225	-22.2	69	106	175
Continuing Education	158	212	370	-5.9	165	183	348	19.0	188	226	414
Distance Education	195	380	575		150	330	480		184	324	508
Science & Math	882	731	1,613	7.4	888	845	1,733	9.7	967	934	1,901
Appl. Prof. Sci. (Bacc.)	852	895	1,747	-3.1	860	833	1,693	-6.0	759	833	1,592
Humanities & Social Sci.	1,961	3,194	5,155	1.0	1,992	3,214	5,206	-2.0	1,943	3,160	5,103
South Carolina College	13	3	16	12.5	14	4	18	-33.3	10	2	12
Business Administration	1,601	1,233	2,834	-5.4	1,528	1,153	2,681	-13.7	1,289	1,024	2,313
Education	-	-	0		-	1	1	12,800.0	71	58	129
Engineering	1,038	243	1,281	4.3	1,079	257	1,336	1.3	1,107	247	1,354
Journ. & Mass Comm.	250	545	795	-1.4	262	530	792	1.0	297	503	800
Criminal Justice	259	185	444	8.8	282	201	483	19.7	353	225	578
Fort Jackson	77	39	116	22.4	101	41	142	-26.1	77	28	105
<b>TOTAL UNDERGRADUATE</b>	<b>7,523</b>	<b>8,494</b>	<b>16,017</b>	<b>.3</b>	<b>7,593</b>	<b>8,466</b>	<b>16,059</b>	<b>.5</b>	<b>7,548</b>	<b>8,594</b>	<b>16,142</b>
D.Pharm	5	12	17	323.5	24	48	72	-79.2	4	11	15
Law	502	317	819	-1.7	475	330	805	-5.8	454	304	758
Graduate	3,148	5,305	8,453	4.9	3,429	5,442	8,871	4.0	3,512	5,711	9,223
<b>TOTAL COLUMBIA CAMPUS</b>	<b>11,178</b>	<b>14,128</b>	<b>25,306</b>	<b>2.0</b>	<b>11,521</b>	<b>14,286</b>	<b>25,807</b>	<b>1.3</b>	<b>11,518</b>	<b>14,620</b>	<b>26,138</b>
<b>Other Campuses</b>											
Aiken	1,132	1,834	2,966	4.8	1,174	1,934	3,108	3.2	1,164	2,045	3,209
Coastal Carolina	1,695	2,385	4,080	-2.4	1,715	2,268	3,983	1.0	1,775	2,248	4,023
Spartanburg	1,332	2,169	3,501	.7	1,368	2,157	3,525	.4	1,363	2,176	3,539
Beaufort	385	511	896	14.2	404	619	1,023	4.6	441	629	1,070
Lancaster	352	632	984	5.6	397	642	1,039	-.8	327	704	1,031
Salkehatchie	303	528	831	12.5	398	537	935	7.6	360	646	1,006
Sumter	474	786	1,260	28.6	637	983	1,620	.4	620	1,007	1,627
Union	118	250	368	6.8	118	275	393	9.9	132	300	432
<b>TOTAL OTHER CAMPUSES</b>	<b>5,791</b>	<b>9,095</b>	<b>14,886</b>	<b>5.0</b>	<b>6,211</b>	<b>9,415</b>	<b>15,626</b>	<b>2.0</b>	<b>6,182</b>	<b>9,755</b>	<b>15,937</b>
<b>GRAND TOTAL</b>	<b>16,969</b>	<b>23,223</b>	<b>40,192</b>	<b>3.1</b>	<b>17,732</b>	<b>23,701</b>	<b>41,433</b>	<b>1.5</b>	<b>17,700</b>	<b>24,375</b>	<b>42,075</b>
MEDICINE (M.D.)	175	78	253	7.1	178	93	271	3.3	184	96	280
MEDICINE (Ph.D.)	28	26	54	1.9	24	31	55	-3.6	27	26	53

Note: P.E.Dept. moved from College of Health to College of Education  
Prepared by Office of Institutional Planning and Research  
CD/jmb 9-14-92

REPORTS OF THE ASSOCIATE VICE PROVOST  
REGIONAL CAMPUSES AND CONTINUING EDUCATION

TO THE REGIONAL CAMPUSES FACULTY SENATE  
September 18, 1992  
USC COLUMBIA

Status for the search for the Affirmative Action Officer

It is my understanding that Mr. Lawrence Dark has been offered and has accepted the position of System Affirmative Action officer. Mr. Dark is a distinguished educator, a graduate of Denison University and Northwestern University Law School. He is a Kellogg fellow, former director of the State of Virginia Council of Human Rights. He is also a former director of the National Center for the Study of Prejudice and Violence at the University of Maryland. Also, he has held an executive position with the American Red Cross. In a former life, he was also an Affirmative Action officer for Frostburg State University in Maryland. As a member of the search committee which recommended him to Dr. Palms, I look forward to working with him and I am sure many of my colleagues on the Regional Campuses will enjoy working with him as well.

Cooperation with State Technical College System

As members of the faculty will recall, President Palms in his address to the trustees at USC-Sumter in August discussed the desirability of increased initiatives for cooperation between the Regional Campuses and the State Technical colleges. For purpose of discussion of how we might proceed with this, Vice Provost Duffy and I met with Associative Director for State TEC, Dr. Mac Holderfield on September 14. We were encouraged by his openness on behalf of the State TEC office to pursue this with us, with particular focus on USC-Sumter and USC-Beaufort. We plan to invite Dr. Holderfield to meet with the Regional Campus Deans. We will keep this faculty body informed of our continuing initial discussions.

New Faculty Orientation - August 1992

Each year since 1976 this office has cohosted the Orientation Workshop for New Faculty and Executive Staff. This year, in part because of the austere budget which means very few faculty hires and because of conflicts with faculty meetings on other campuses, the participation was down significantly. What we plan to do next year is to require participation from all Regional Campuses new faculty and executive staff and this will take priority over campus events for this one day of the year. We will schedule the event way in advance so that we can minimize conflicts with campus based semester orientation activities.

Status of the Faculty Exchange Program for '93-94

My understanding from the Provost's office (Associative Provost Olsgaard) is that the Faculty Exchange Program will continue for the 1993-94 academic year. Applications for this will be accepted this fall semester 1992, as per our past custom. Naturally, given the University's current review of all its fiscal costs the program has been examined and I am pleased to report that the administration intends to continue it. In the current year, we already had made reductions in the number of awards in comparison to last year. I will continue to represent the office next year in the application process.

Faculty Manual

Our office wishes to express our sincerest appreciation to Professor Jerry Dockery and his Senate committee for the outstanding work they did on developing a new Manual for us. Congratulations.

taz

## HISTORY OF CHE STUDIES OF 2-YEAR HIGHER EDUCATION IN SOUTH CAROLINA

In September 1990, referring to the lengthening list of CHE studies and reports on Two-Year Post-Secondary Education in South Carolina, Francis Borkowski, former USC provost, said "I'm weary, as must be those who are served by the (branch) campuses, with this issue coming up again. In the past 12 years there have been nine studies on USC's campuses." Each concluded, said Borkowski, that the Carolina system is cost effective and that divorcing the campuses from Columbia would limit access to expertise at the university. "But it behooves South Carolina to let that question rest," he said, "and let the campuses develop and go on with their work."

\* 1962 - (March) - Wiggins Report

Report of the Governor's Advisory Committee on Higher Education, A.L.M. Wiggins, Chr.

This report recommends that the existing branches of the University of South Carolina be converted to public junior colleges and placed under the direction of one of the four-year state supported institutions, but that the Technical Education Centers not be included in this system.

\* 1962 - Cresan, McCormick & Paget Study

Consulting firm report.

This report makes general recommendation that all lower division programs in USC branches and centers be "coordinated closely" with emerging technical education system.

\* 1965 - (March) - Russell Report

Governor's Office. Recommendations of the Study Committee - A Report on South Carolina's Need for a Planned System of Public Education Beyond the High School; an ad hoc Study Committee chaired by Governor Donald S. Russell.

This report contains the first public call for a system of comprehensive community colleges in the state including all of the technical education centers and "most if not all" of the existing University of South Carolina branches.

\* 1966 - (March) - West Report

General Assembly. "Interim Report of the Committee Created to Study the Feasibility of Establishing a State-Supported System of Junior Colleges;" a legislative committee appointed by Gov. Robert E. McNair and chaired by Sen. John C. West.



This study recommends that experimental comprehensive community colleges be created in Greenville at the Technical Education Center and in Sumter and Conway.

\* 1968 - (March) - Moody Report

Governor's Office. "Opportunity and Growth in South Carolina"; a study done by Moody's Investor Services, Inc. and Campus Facilities Associates.

This report recommends explicitly that the technical education centers and the USC branches and centers not be combined into community colleges. It strongly opposes offering both college and vocational training in the same two-year institution and is endorsed by Gov. McNair.

\* 1968 - (June) - Thomas Study

CHE. "Survey and Principles for Implementation: South Carolina Two-Year Post-High School Education."

CHE appoints Committee of South Carolina educators, chaired by Dr. Glenn G. Thomas, to study the future of the State's two-year post-highschool institutions.

Designed to counteract the findings of the Moody Report, the Thomas study strongly endorses "comprehensive" regional colleges combining college, vocational training, and adult education under one roof. It recommends that USC be divested of its regional campuses and specifically that the Beaufort, Salkehatchie, and Union campuses be shut down.

\* 1971 - (December) - Two-Year Postsecondary Education in South Carolina: A Joint Report of the S.C. CHE and the State Committee for Technical Education.

This joint effort of the CHE staff and the TEC Board produces a plan for implementing a statewide community college system. It allows seven technical centers to add college parallel programs, devises a long-range scheme for implementing a unified system of two-year institutions across the state, and recommends one board to oversee them all.

\* 1975 - Krech/Holley Study

CHE. Two-part library study of Needs and Resources of Libraries in Postsecondary Educational Institutions in South Carolina, by CHE committee under direction of staff member, Alan Krech, and CHE consultant, Dr. Edward G. Holley.

This study recommends merging USC campus libraries at Sumter and Beaufort with neighboring technical center libraries on the TEC campuses.

\* 1979 - Second Master Plan

CHE. Report of the Task Force on Two-Year Education, formed as part of CHE's Master Plan for higher education.

Members of planning committees debate the merits of merging the two-year systems and instead recommend implementation of interinstitutional cooperative agreements.

\* 1981 - Norton Report

CHE. Report of team of consultants hired by CHE.

This study recommends phasing out occupational programs at senior colleges and maintaining the AA/AS degrees at technical colleges.

\* 1982 - (October) - "Discussion of Two-Year Campuses and Systems"

CHE. Committee on Academic Affairs paper.

This paper recommends closing USC campuses at Salkehatchie and Union and merging USC campuses at Beaufort, Lancaster, and Sumter with the nearest technical college.

\* 1983 - (January) - Recommendation on Two-Year Education

CHE. A study initiated on behalf of the CHE staff by Fred Sheheen, then chairman of the Academic Affairs Committee.

The study contains a series of recommendations from Mr. Sheheen for reorganizing and combining the two-year University branches and the technical education system "into a single two-year system." Sheheen's primary goal is the immediate merger of USC Sumter with Sumter Tech under the SBTCE.

\* 1984 - (July) - The Cost of Two-Year Education in South Carolina

CHE. Follow-up report by Mr. Sheheen's Academic Affairs Committee that recommends consolidating libraries, merging courses, administrative and student services, and combining maintenance and security services of the Tecs and USC regional campuses in Beaufort and Sumter.

- \* 1986 - (February) - Higher education in South Carolina: an Agenda for the Future

CHE. \$323,000 study by consulting firm, Augenblick, Van de Water & Assoc. of Denver, CO.

One of its recommendations concerns improving the quality of higher education by encouraging interinstitutional cooperation. The last part of this same recommendation, ignored by the staff of CHE, says, "In the case of technical and academic colleges located near one another, the technical college should only provide those academic courses required of all technical college students or those courses designed as non-transfer courses to support a specific technological emphasis."

- \* 1992 - CHE Study of Academic Libraries

CHE. Study by outside library consultants hired by CHE.

The draft of this study has just been released. One of its recommendations calls for "merging the libraries of neighboring institutions where appropriate" (obviously, in Beaufort and Sumter).

END OF HISTORY

We discussed our charge for this year. To that end, we appointed a person from each campus to prepare a written report of each campus' current T & P procedure with comments on the strengths and weaknesses thereof. This is to be done by the next meeting.

R & R will work on a T & P manual for this body's use. We need to examine Columbia's manual. Only a few committee members have a copy, so responsibility was delegated to disseminate copies of this right away.

A pot pourri of topics were briefly discussed.

One salient point was raised that we, on the committee, would like to see addressed with regard to tenure. Now that we have been accredited as a system, what does it mean to have tenure in the system?

Senator Haist made a motion for a resolution, but it was decided to defer it until the next meeting.

Two charges from the Executive Committee:

1. Encourage administrative efforts to develop and communicate the academic quality and standards of the regional campuses.
2. Explore and improve upon faculty development opportunities on all regional campuses.

Two charges from last year:

3. Continue our discussion that generated a salary report.
4. Continue our discussion about funding cuts to libraries and their effect on faculty welfare.

With reference to number two, we have assigned committee members the task of documenting current opportunities to be reported at the next meeting.

Our plans are to create a list of system and external sources that are both currently and potentially available.

With reference to number three, salary data by four thousand dollar range for individual faculty on the various campuses is now available. Each campus has a copy. We are going to seek frequency distribution data by various descriptors and will announce their availability at the next meeting.

With reference to number four, each contingent has been assigned the task of documenting funding cuts to the libraries and the libraries' solution to those problems. This will be reported at the next meeting.

The System Affairs Committee reviewed its two charges which were generated at the Executive Committee retreat last August. The first charge, which was to be shared by all three standing committees, was "to find better ways to develop, document, and communicate to the administration the academic quality and standards which exist at regional campuses." It was consensus of the Committee that the target of this effort should be broader than just the administration.

A second charge, to examine this Senate in terms of its structure, processes, and image, was discussed in depth. Our approach will be to examine current status, identify what is working well, and identify what we can do better, with suggestions for changes. Areas of current status to be reviewed include:

1. committee structure
2. representation (composition)
3. relations with other bodies
  - a. Columbia Senate
  - b. four-year campuses
  - c. Board of Trustees
4. Our representation on committees
  - a. Columbia
  - b. System

Four areas of concern regarding our image, especially among Columbia faculty, were cited:

1. Quality of programs/faculty
2. Quality of students
3. Our cost to Columbia
4. Turf protection- are we taking their students

In defining the nature of our system, we perceive the need to define the respective roles of regional campuses, the Columbia campus, and the four year campuses. We also must define our relationship with technical colleges.

The Committee presents one recommendation and one motion.

**We recommend that the Executive Committee create an ongoing mechanism to meet the charge that was shared among all three standing committees.** We present the following motion for adoption by this Senate: **The Regional Campuses Faculty Senate is committed to the integral role of the regional campuses in the development of a meaningful USC system, with every campus within the current system contributing to the definition of this emerging system.**

To: R.C.F.S.

Submitted By: John Catalano

Date: September 18, 1992

Over the summer, Dr. Patrick Scott, chairman of the Faculty Library Committee, and I have served as faculty observers of the Administrative Reorganization Committee. This committee, headed by Dr. Terry, worked out the reorganization of the system libraries as mandated by Provost Reeves at the suggestion of the System Library Organization Task Force, on which I also served. There are many changes which should benefit our campuses in the long run. An example of the new "cooperative spirit" is the assistance which Bud Walton, university librarian for Processing Services, is providing to our System Library Services (formerly the L.P.C.) on the RECON project.

The Faculty Library Committee had a special summer meeting in order to discuss the library reorganization and we have already met this semester on Sept. 11, at 3 p.m.

1. Vice-Provost Terry reported on the library budget and proposed serial cuts (appx. 17%) for this academic year.
2. Dr. Young discussed the library's response to the Americans With Disabilities Act.

The Committee discussed:

1. Serial cuts
2. Library restructuring
3. Pressures from other institutions of higher education on our library facilities and collections.

The Committee recommended a new charge for itself to the Columbia Faculty Senate which is more in line with the new library structure. It includes under membership the suggestion that one member be elected from the regional campuses as selected by the R.C.F.S. As many of you know, I serve as an appointee of the Provost.

The meeting adjourned at 4:30 p.m.

September 18, 1992

TO: University Campuses Regional Senate  
FROM: Robert Castleberry, Courses & Curriculum Committee  
RE: September Report

The Committee met September 11 and acted on 36 items. Most of them don't seem to relate to our campuses. Some items of interest that may apply:

PEDU is putting through a curriculum change

FREN has an experimental course (295) on French literature; they will probably put it through as a regular course soon

For those of you who are Tae Kwon Do experts, you may soon get to teach a new course (PEDU 137)

For those of you who are unfamiliar to the process, Colleges and Schools suggest changes to courses and curricula. The Committee acts on these requests and sends its actions on to the Columbia Senate. There is usually at least a month's delay between the Committee's action and when the Senate acts on the suggested changes. The Senate's action will appear in the minutes (which are sent to our campuses). All of this monologue was to urge you to read the Senate Minutes to see the official changes to the curriculum. As an aside, if you see a course listed that you are potentially interested in teaching, I will often have sample syllabi for new courses. I can get you copies of these syllabi.

You may also want to know that the Committee will probably be looking at three important items in the near future:

\* is there a universally accepted definition of "fine arts" courses that meet the Core Curriculum?

\* what is the testing procedure for insuring that a 109 foreign language course does, or does not, satisfy the University requirement for foreign language skills

\* was there a task force looking at SACS recommendations about the core curriculum, and if so, did it conclude anything of concern to us?





UNIVERSITY OF SOUTH CAROLINA  
AT SUMTER

200 Miller Road  
Sumter, S.C. 29150-2498

Telephone:  
(803) 775-6341

September 17, 1992

MEMORANDUM

TO: Regional Campuses Faculty Senate  
FROM: Kay Oldhouser *KAO*  
SUBJECT: Academic Affairs/Faculty Liaison Committee

The Academic Affairs/Faculty Liaison Committee of the Board of Trustees met August 6 at USC Sumter. During this meeting the Committee received the tenure and promotion statistics for the System, approved a revised mission statement for USC Spartanburg, and approved the revised Regional Campuses Faculty Manual.

The Committee discussed twelve new program proposals and approved eleven of them. A decision on the remaining proposal was postponed until accurate financial data was made available. Two of the approved programs were M.Ed. degrees in Early Childhood and Elementary Education from USC Spartanburg.

I regret that I was unable to present this report personally, and urge you to contact me if you have any questions about this report or concerns relating to this committee.



USC AIKEN

THE UNIVERSITY OF SOUTH CAROLINA SYSTEM

171 University Parkway  
Aiken, SC 29801

303-648-6851

September 17, 1992

Mr. Thomas L. Stepp, Secretary  
USC Board of Trustees  
University of South Carolina  
Osborne 203  
Columbia, SC 29208

Dear Mr. Stepp:

As Chair of the USC Aiken Faculty Assembly, I am forwarding to you a resolution adopted by an overwhelming majority of voting members at our September 15 meeting. I shall be most grateful if you would bring it to the attention of each member of the Board.

The resolution is:

As the USC Board of Trustees deliberates about President Palms' suggestion of June 24, 1992 regarding the Aiken campus, we the faculty urge due consideration of the following.

Whereas for the last sixteen years of its thirty-one year history, USC-Aiken has served well the education needs of the citizens of South Carolina as an academically autonomous campus of the USC System;

Whereas we continue to be uniquely qualified to identify, design and implement educational programs and policies to meet the needs of our students and draw on the strengths of our faculty;

Be it resolved that we oppose any action that would lessen our autonomy granted by the Board of Trustees or limit the academic freedom of the Aiken faculty.

Whereas we have derived value from and contributed value to the USC System in our role as a senior campus;

Be it resolved that the USC Board of Trustees is hereby asked to affirm, continue and support our role as an academically autonomous campus and as an equal partner in the University of South Carolina System.

Sincerely,

Marsha R. Shelburn, Ph.D.  
Chair, USCA Faculty Assembly

c: Chancellor Robert Alexander  
President John M. Palms  
Aiken County Commission on Higher Education  
Senator Thomas L. Moore

USC Coastal Faculty Senate  
USC Columbia Faculty Senate  
USCSpartanburg Faculty Senate  
Regional Campus Senate