Friday, February 18, 2011

Coffee ....9:00 - 9:30 AM
   Daniel Management Center

Morning Session ....9:30 - 10:00 AM
   Room 801-A

   Welcome

     Reports from University Officers

Standing Committees .... 10:00 - 12:00 PM

   I.   Rights and Responsibilities
      Room 858

   II. Welfare
      Room J-K

   III. System Affairs
      Room 853

Special Committees.. 10:00 - 12:00 PM

   I.   Grievance Committee

      Room 854

   II. Student Affairs
      Room 859

Executive Committee... 10:00 - 12:00 PM
   Room 801-A

Deans Meeting .... 10:00 - 12:00 PM
   Room 801-H

Luncheon...12:00 - 12:45 PM
   Dining Area behind Lumpkin Auditorium

Afternoon Session..12:45 - 2:45 PM
   Room 801-A

  Guest Speaker
     Dr. Irma VanScoy, Associate Dean, College of Education

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AGENDA

I.   Call To Order

II.   Correction/Approval of Minutes: November 19, 2010
               USC Union

III.   Reports from Standing Committees
       A.   Rights and Responsibilities – Professor Lisa Hammond
       B.   Welfare – Professor Annette Golonka
       C.   System Affairs - Professor Eran Kilpatrick

IV.   Executive Committee – Professor Steve Bishoff

V.   Reports from Special Committees
       A.   Committee on Libraries - Professor Maureen Anderson
       B.   Committee on Curricula and Courses - Professor Robert Castleberry
       C.   Committee on Faculty Welfare - Professor Pearl Fernandes
       D.   Faculty-Board of Trustees Liaison Committee – Professor Steve Bishoff
       E.   Regional Campuses Research and Productive Scholarship Committee – Professor Patrick Saucier
       F   Regional Campuses Academic Advisory Council – Professor Steve Bishoff
       G.   Other Committees
           1.   Conflict of Interest Committee – Professor Noni Bohonak

VI.   Unfinished Business

VII.   New Business

VIII.   Announcements

IX.   Adjournment

Regional Campus Faculty Senate

Minutes

February 18, 2011

Morning Session

Chair Steve Bishoff called the meeting to order at approximately 9:30 am.

In the interest of coherence and clarity, the verbatim remarks recorded from this meeting have been edited for grammatical correctness, and repetitive transitional phrases have been eliminated.

Dr. Bishoff: I want to start off by thanking Sara Miller for standing in for me last time. I was at the Academic Affairs Liaison Committee for the Board, so I had to be in two places at once. Physics people know that doesn't work. If I'm hard to hear, just tell me to speak up. I've been sick all week and I hope to finish the day.

In anticipation of concern about a letter some of you received, Dr. Carpenter is following a strict protocol. If you did receive that letter, please call the number contained in the letter. If you are not satisfied with the information from that number, then they are certainly ready to respond to your questions; but this is limited to those who are actually involved.

As you know we've changed the schedule a little bit so that we might listen to Dr. Van Scoy this afternoon talk about QEP at the afternoon session and so we've put the reports for the university officers in the morning. So I would like to start off with the reports from the campus deans.

Reports of Officers

(The campus deans gave verbal accounts of their written reports. The written reports are given below.)

Dean John Catalano, USC Lancaster:

Students: Fall enrollment is currently up and we expect a similar increase as experienced in the fall semester. We are exploring the addition of food service on campus in response to demand. We will soon have a request before the USC BOT for student housing. Tuition continues to climb and has gone from $1100 per semester in 2000/1 to $2764 last year and is now $2920. That is a disturbing trend but remember that with 95% of USCL's students receiving some form of financial aid, the actual out of pocket costs per student (excluding books) for the full academic year is only $180 this year.

Facilities: The Educational Foundation of USCL is in the first phase of design for a new 32,000 square foot classroom building on campus. The building will be funded by private pledges and gifts as well as an increase in Lancaster County millage. The targeted opening date is fall semester, 2013. Hubbard renovations are on hold until summer 2011, mainly due to asbestos remediation that was done over the Christmas holidays. The new soccer field was built during the Fall Semester, and grass will be added this spring after it warms up. The

campus will soon increase by approximately three acres. An addition of a lot on Highway 521 that backs up to campus represents a future second entryway that was recommended in the most recent facilities master plan.

Financial: **Bad news**: The state appropriation continues to decline each year and is now down to $1337.50 per FTE per year. 2010-11 is the last year of stimulus relief. Predictions of a bad year for the state budget next year could mean the cut of up to an additional 20% added to the loss of the stimulus. The state of SC seems to have given up funding higher education. At the same time there is talk among legislators of holding tuition increases to the higher education price index, or HEPI (this year < 1%).

Financial: Good news: The campus budget has improved due to several factors.
Revenues are up:
- Increased enrollments
- Increases in tuition and fees charged per student
- Palmetto Programs tuition split
- Millage increases from the Lancaster County Council

Expenses are down by $750,000 from their highest point:
- Everyone on campus has cut back to spending only on essentials
- Hiring freeze, except for "mission critical"
- Larger class sizes and fewer sections

Carryover depletion has stopped and started moving in the right direction again:
- 2008 $428,029
- 2009 $189,908
- 2010 $428,680 Not the $9.4 million reported in the State Newspaper, but improving

So, there is cause for optimism. We have endured the worst financial downturn in over 75 years without layoffs or furloughs. We will hire four new full time faculty members this year and two new staff members. We are going forward on several deferred maintenance and new building projects.

Dr. Bishoff: Thank you. USC-Salkehatchie--Dr. Carmichael.

Dean Ann Carmichael, USC Salkehatchie:

A Robert Burns Day program was held recently on the East Campus library on January 30th for the purpose of displaying a collection of the poet's works. Librarians Dan Johnson and Ed Merwin were responsible for organizing the event. Milton Harden, former IT Director for USC Salkehatchie, was recognized for his contribution in building this collection.

The Salkehatchie Arts Center raised over $13,000 at a Valentine's gala and auction held on the West Campus on February 5th. Monies raised from the event will be used to sustain the grant-funded Salkehatchie Arts initiatives.

On February 11th, the USC Salkehatchie Faculty Globalization Committee—Sharon Folk, Martha McKevlin, Maureen Anderson, Joe Siren, Bryan Lai, and Eran Kilpatrick— spearheaded and hosted a potluck lunch on campus with the international theme. Many faculty brought items from their homes to represent cultures of the respective countries to accompany their dish.

The last basketball home game of regular season play was held on February 16th. President Pastides and the Colleton County Gamecock Club were special guests at a reception at the home of Randy and Ann Carmichael. Dr. Pastides was joined by Cocky at the game.

In 2010 the USC Salkehatchie faculty had four book chapters published, four peer-reviewed journal articles published, presented at eight conferences, held five journal editorships or editorial boards memberships, and performed 18 peer reviews of journal manuscripts.

Faculty searches are underway for two additional positions, one in mathematics and a second in chemistry.

Preliminary enrollment numbers for Spring 2011 are indicating a 16.43% increase in headcount and a 20.6% increase in full-time equivalent over last spring. This represents the highest spring enrollment in the history of the campus.

Dr. Bishoff: Thank you Dr. Carmichael. You're going to have to let the other deans in on how you got such outstanding enrollments. USC-Sumter--Dr. Carpenter.

Dean Les Carpenter, USC Sumter:

For those of you who did receive a letter from me and some of you from the non-Sumter campuses, again, the protocols have been established by the powers that be here on the Columbia campus, and I have agreed to follow that protocol. Call the toll-free number, please. If you are not satisfied with the answers from the toll-free number, I am happy to talk to you, personally, just as long as you want to talk. The protocol does not provide for public or semi-public comments, so please bear with us. (Dean Carpenter's written report now follows):

Since my last report to the Regional Campuses Faculty Senate on November 9, 2010, the economic news from the state of South Carolina has continued to be grim, but there have been a number of notable events and activities at USC Sumter.

Budget: USC Sumter, and all public institutions of higher education in South Carolina, is managing a 21% cut to our state appropriation for FY 11. The 21% cut at USC Sumter translates into $642,876 in cuts that must be managed in our FY 11 budget. USC Sumter's Year 2 Federal Stimulus Funds Projects have been approved and are now underway. USC's Board of Trustees recently voted to roll back USC Sumter's tuition increase effective with the 2011 Spring Semester, which translates into a loss of $14,000 in USC Sumter's current budget. Indications for FY 12 continue to include additional cuts to state appropriations of as much as 20%, so USC Sumter already has begun the process of building budget scenarios for accommodation of additional cuts in FY 12 and beyond.

Human Resources: As you already know, the General Assembly has not provided a cost-of-living pay raise for faculty or staff for the past two fiscal years. As previously announced, three retirements have recently been announced, effective at the end of the 2011 Spring Semester. They are Professor of Sociology Richard Bell, who also serves as the Chair of the Division of Humanities, Social Sciences, and Education; Associate Professor of French and Spanish Bernard F. Fitzgerald; and Associate Professor of Management Christine Borycki. Two of these positions will be filled as one-year term Instructor positions due to budgetary cuts, and the third position is still being evaluated. An internal search was recently conducted, and Dr. John

Safford, Professor of Philosophy and Political Science has been appointed as Chair of the Division of Humanities, Social Sciences, and Education, replacing Dr. Richard Bell, effective July 1, 2011. Since the inception of the TERI program, 32 USC Sumter employees have opted into the program. Of those 32, 26 have already retired, two are scheduled to retire in FY 12, two in FY 14, and one in FY 15.

Student Enrollments: Preliminary enrollment figures for the 2011 Spring Semester indicate a 0.58% headcount enrollment increase compared to last year, and a 1.85% FTE enrollment decrease compared to last year. In spite of these "flat" headcount and FTE enrollments, USC Sumter is still very committed to growing our enrollment over the next several years.

Student Activities: USC Sumter's Baseball and Softball teams have already begun their seasons, with promising results. All of USC Sumter's intercollegiate athletic teams look forward to the friendly but spirited rivalries with teams from other USC Regional Campuses. The planned addition of Intercollegiate Basketball for both men and women has been announced. A head coach search is now underway, and recruiting will begin as soon as that position is filled. Both teams will begin competition in the 2011 Fall Semester.

Faculty Workload Adjustments: Following the adoption of a Faculty Workload Adjustment Plan for USC Sumter, the 2008 Fall Semester marked the implementation of the first phase of this Plan for all junior tenure-track faculty, as well as selected senior tenured faculty identified as "productive scholars." The second phase of adjusted teaching loads for these two groups of faculty was originally scheduled to be implemented during the 2009-10 academic year, but instead has been delayed for at least two years due to budget cuts. In light of the anticipated continuing bad budget news for FY 12 mentioned above, it is probable that the second phase of this Plan could be delayed even further.

Professional Travel: At USC Sumter, during the current fiscal year, another strategic decision was to protect professional travel funds as "mission critical" for faculty who are either presenting papers, serving on panels, or whose presence is expected as an elected officer in the professional association. All other professional faculty travel must be approved on a case-by-case basis against the "mission critical" standard. We will seek to continue to protect professional travel in the FY 12 budget, but in light of the anticipated continued bad budget news for FY 12 mentioned above, it is possible that all professional travel could be eliminated as part of the FY 12 budget cuts.

Capital Improvements: A new Instructional Laboratories Building continues to be the top priority for new buildings for USC Sumter, and currently is ranked #14 on the state-wide list of capital projects for higher education. 2011 is the eleventh year since the General Assembly passed the last capital construction bond bill – the longest span without a capital bond bill in anyone's memory. In light of the extremely bad budget news for FY 11 mentioned above, and the anticipated continuing bad budget news for FY 12, it is very unlikely that a capital construction bond bill will be passed during the 2011 Session of the General Assembly.

Dr. Bishoff: USC-Union--Dr. Lowe.

Interim Dean Steve Lowe, USC Union:

Enrollment is at 603, which represents an all-time high. Congratulations are in order for our admissions & registration team, the financial aid office, and to all advisors who helped to get a lot of late registrants in.

At last count, Union had 37 BLS students (fourth) and 39 BOL students (first) for a total of 76 (third). We lag behind in graduates, but we have eight **graduation applications** from Palmetto students for Spring.

In addition to those Palmetto graduates, there will be 34 AA/AS graduates, including six dual-degree recipients.

A **search** for an Assistant Professor of **Sociology** was approved and is underway. As of this writing, there are twenty-plus applicants for the position. The outside consultant from USC Columbia is Professor Shelley Smith.

The USCU **master plan** continues to develop:
- Environmental and structural analyses of our newly acquired building have been completed. Architects are beginning to work on drawings and proposals.
- In other **facilities news**, we are going ahead with a scaled-down plan to improve the acoustics in **Truluck**. That work should be done by graduation.
- An estimate on renovating our science lab was done. The cost is estimated at $583,878 and actually would reduce class sizes by 4 students.
- Additional parking should be available by start of fall 2011, and current parking should be improved with new asphalt and re-striping over the summer as well.

Technology upgrades continue apace:
- The second Palmetto classroom in Laurens is operational.
- A total of **five new smart classrooms** (plus the auditorium) will be installed by fall 2011, hopefully. This includes renovation of the space in the back of the library to create a new classroom.
- The placement of information monitors (46" LCDs) in several locations on the campus will be completed this semester.

Our **Strategic planning** process is complete. The streamlined version requested by the provost's office was very helpful. Our blueprint team consisted of Professors Denise Shaw and Thomas Simpson, IT Director Wesley Belk, Budget Director Michele Lee, and Admissions officer Brad Greer.

Dr. Bishoff: Thank you Dr. Lowe. Dr. Boyd is going to report for Extended University of course and also for Dr. Plyler who is also sick.

Dr. Sally Boyd, Assistant Vice Provost for Extended University: Here is the news on the Palmetto scene as of the beginning of the semester. Sixty eight students have graduated with a BLS degree and two with the BOL degree and that just excites me no end. That 70 students in South Carolina have a baccalaureate degrees who would not have been able to have them if the Palmetto Programs had not existed. Currently there are 280 students enrolled in BLS and 72 in BOL. Our total number for this semester is 352, which is almost the same as last fall. I don't believe we've reached capacity, but I'm very pleased that the

program has grown so fast. As a result of this student growth we had a search at the end of the Fall semester and selected and hired a second person to assist Mary Hjelm in teaching the three required courses in Palmetto. The person is Dawson Jones, who will be receiving a Ph.D. in English from USC-Columbia in May. Mary is ready to welcome him and I think everybody else will be too.

Dr. Boyd then read the report of **Dr. Chris Plyler, Vice Provost and Executive Dean for Regional Campuses and Extended University**. The text of Vice Porvost Plyler's report is given below:

Legislative: I accompanied President Pastides to the House Ways and Means Higher Education Subcommittee hearing last January 26. Please see the attachment for most of what was covered. I fielded two positive questions concerning the regional campuses' goal of providing more bachelor degrees to place-bound students. Potential legislation of concern: tuition cap, cap on out-of-state enrollment and recapturing what some may believe are unrestricted funds from higher education institutions.

No further word as of this writing on budget reductions in higher education.

University: The division blueprint for academic excellence, inclusive of all units/campuses, is due at the end of February.

Immediately after lunch, information sessions on the QEP will occur. Vice Provost Helen Doerpinghaus and Associate Dean of Education, Irma VanScoy will "roll-out" the University's campaign, and It will be important for students/faculty/staff on all regional campuses to be informed about the QEP, *USC Connect- Integrating Learning Within and Beyond the Classroom* in advance of our forthcoming SACS visits. Members of the visiting SACS team will travel to the Salkehatchie and Lancaster campuses on March 28 and 29. They are certain to inquire about awareness of the QEP at every stop.

University Information Technology recently discovered a breach in a network server at USC Sumter, which placed some student and employee data at risk. **All** that can be said about this incident at this time is: an investigation is ongoing by expert security personnel and strict protocol must be adhered to. What has happened may be likened to someone walking around in one of our servers and possibly nothing more. The investigation needs to run its course before any additional information can be released. Thank you for your understanding of the sensitive nature of this event and for your patience throughout. **No further questions on this matter at this time.**

System Searches: Law School Dean: 5 finalists; Honors College Dean: 4 finalists; Education dean: ongoing; Social Work Dean: ongoing; USC Upstate Chancellor: advertising; a USC Union Dean search will be officially announced the first week in.

Tenure and Promotion files are being read and, in general, look very good.

Dr. Bishoff: Any more reports or comments? Then we will adjourn to our committee meetings.

<u>Afternoon Session</u>

Dr.r Bishoff: Order please.   The secretary has asked me to remind you all that when you ask a question or present something from the floor, please identify yourself.

Okay, we will, without further ado go to Dr. Irma Van Scoy who is going to educate us about QEP. How many times did you say you've presented this information today? Three?

Dr. Van Scoy: But you have your own version. I do different versions. Thank you all for having me here with Helen Doerpinghaus. We're very glad to be here. It's a great opportunity. I was talking to Bruce about coming to Lancaster and talking to some of the faculty there as well.

The Quality Enhancement Plan or QEP is an initiative that we have been saying over and over again to people, I emphasize at every single presentation that it is an initiative that is not only for Columbia, but includes Sumter, Lancaster, Salkehatchie and Union as well and you're all very important to us in this project and I really see it as having the potential to help us be even more connected.

Thank you for your time today.   I'm not sure how much you might already know about this proposal, so I will have some basic information here for everyone.

The title of our proposal is USC Connect: Integrating Learning With and Beyond the Classroom. And we're very excited about this initiative. We've gotten a lot of feedback from people. And I want to mention that Bruce Nims, who I see is also your secretary, has been really critical to the Quality Enhancement Plan in developing it, because he has been the Regional Campus Rep on the proposal committee and he was a great voice for you all there and helped remind us when we needed reminding to remember how this is going to impact the regional campuses, and other things we needed to take into consideration. So Bruce, thank you very much for all your work.

Bruce is also a good source of information for you. You're welcome to contact me as well but I'm sure he'd be happy to answer questions and he's been very involved in the process.

So on this first slide you'll see our website; if you go to any University website, in the search box, you type USC Connect, you will find our QEP Web page.   Or, go to the Provost's Office page and you'll see a link to the QEP through that page as well.

I want to tell you about the campaign we're doing to help get the word out. This is a poster featuring a student and we've recruited over 20 students that the publications office is talking to because these students have already been involved in Beyond the Classroom Experiences and Integrative Learning which are at the core of USC Connect and we thought that one of the best ways to get students to pay attention to this was for them to hear from other students about how valuable these experiences are to them.

We did make sure that we got representatives from the regional campuses as well. So you should each be getting a poster with a student from your own campus that will be highlighting the initiative. It's a big project, but, as you can see, the posters will all tell about the student's major and then also what beyond the classroom experiences the student has been involved in, and what that has meant to the student.

And so this particular student is one who's in civil and environmental engineering. He added a minor as a result of his interests. He was involved in a research project in the Green Quad at the Columbia campus, and some other experiences. All together, he sees that as getting him well down the path to actually making a difference in the world in relation to the environment and sustainability.

So these are the early images. We are working on fine tuning it but just you know that that campaign is coming and we're also talking about having faculty and staff who will be featured on posters because of course one of the ways for faculty to maybe see this as more valuable is to hear it from other faculty who have seen the initiatives as important to their students and as part of their work.

Here are the SACS criteria. Although we are doing this as part of the requirement for SACS, I'd like to get this slide out of the way early because I think the project is very meaningful and is going to make a difference at the University and that's really what we want to focus on. And by the way, we're also meeting the SACS criteria for a quality enhancement plan. So that includes having a well defined project about enhancing student learning.

So that's what the focus has to be: making a difference in our educational environment to better prepare students. It has to be imbedded in what we're already doing and I think you'll see that throughout the presentation, and it will be a part of the University's plans, blueprints and assessment plans as well.

Broad participation: I always talk about faculty, staff and students and I always mention the regional campuses to make sure that everyone knows that this is for all of us together and we want to hear the voices of people from the different campuses as well as faculty, staff and student perspectives. And we are trying hard to make sure that there are representatives throughout the process.

Building on current research and best practice: I've learning a lot about higher education as part of this project. I'm in the College of Education as a faculty member, but I really didn't know a lot about the higher education literature. I've learned a lot from our student affairs people and the other experts we have on higher education as USC. And what we have here is really a cutting edge project in higher education and we're very proud of how that fits into the current literature and initiatives that are happening nationally.

Potential to be transformative: there is a dance between doing something that is doable, so that we already have significant things in place, and doing something new and different and that goes beyond what we're already doing. And we really see USC as having the potential to be transformative--to touch all our students, including students from regional campuses as well as USC-Columbia.

I think, probably in these slides, you'll see and we've got some feedback from the forum that we did the other day. Did any of you hear the webcast? This will be pretty similar to what you heard on the webcast. Some of the feedback we got was that it seemed like it was focused a lot on the typical traditional student. And of course your population is probably a little bit more varied from what we get in Columbia, and so it was great that people were expressing concern and making sure that this for non-traditional students as well as traditional students.

We have to start somewhere. USC Connect may look as though it's geared more toward the traditional kinds of students, but it's a five year project, and we will continue to work and listen and we goal is for it to be relevant for all undergraduate students, and ultimately graduate students. The initial focus is primarily on undergraduate students.

The developmental process: We have a whole context; this was not a small group of people sitting in a room developing a project that they thought was a great idea. It really was built on the work that the University's been doing. And although I think it pre-dates this, I go back to the beginning of the conversations about general education, which you had representatives that were all part of that and how we were going to update our gen ed requirements and what will be now the Carolina Core beginning in 2012.

That's been a long developmental process, involved hundreds of faculty on committees. And of course now there's a Carolina Core Committee that is following through.

I think you'll see the connection between USC Connect and Carolina Core as we go on. Focus Carolina is another initiative in which we had hundreds of faculty, staff and students involved in thinking about what are the big things that the University needs to be concerned about and improve on. And those committees made recommendations. We looked at those as a part of our process in the QEP Proposal Committee. And USC Connect built upon them.

Programs have gotten the message that we need learning outcomes for all programs and we need to be assessing our students. I always say Phil Moore is doing the hard part of SACS and I'm getting to do the fun part of SACS. He's doing all the compliance data and has been, of course, asking you all for assessment data related to programs so that we can show that to SACS.

But I think we have made good headway in terms of people thinking about what is it that we are trying to help our students learn, being able to clearly articulate that and show connections between our assessments and those learning outcomes.

Then there has been the actual proposal process, which we started in Fall of 2009 with the Provost's call for proposals. Over twenty were received. Four were selected as the ones that we should build upon. And then the QEP Proposal Committee actually was established around last February. So about a year ago, our first meeting was right around the 1st of March. Bruce then joined us in Columbia, and we appreciate your driving all those times. And we met really regularly, especially from March through August, when we had the core of our proposal completed at that point, and then shared that with the University Committee and got the website going, had a University forum in the Fall.

And then we've continued to develop it, involved more faculty, we have subcommittees with people developing various parts of the proposal. And then we sent in the full proposal January 31st to SACS. It's still going to be a developmental process and we're still getting all the feedback from all the constituencies on campus and we'll also get feedback from SACS. And we'll be revising the proposal continually.

So that's some of the background, the context of how this was all developed and how we're building on our work. And so the next few slides are really to give you the core ideas of what USC Connect is. Two terms in the proposal that are really important are Within the

Classroom and Beyond the Classroom Experiences. WTC is Within the Classroom and BTC is Beyond the Classroom. We use those terms so much, it's much easier to shorten them to acronyms.

Within the Classroom Experiences included what you would think of as a normal in the classroom face to face experience. It also includes online experiences and lab experiences. Beyond the Classroom Experiences are those that take place outside the classroom: service learning, undergraduate research, leadership experiences. We are considering both short-term and long-term experiences in Beyond the Classroom Experiences for students.

So short-term would be participating in a service learning day or attending a special lecture that's outside of class or long-term experiences that are those more sustained experiences, like service learning that's part of a course, or undergraduate research.

I just want to mention that as part of the proposal we asked the regional campuses to each give us a report on beyond the classroom experiences that are already occurring and we couldn't fit it all in the report because we were limited to 100 pages, but we took one full campus report and put it in the Appendix, and then we'll reference the reviewers to the other regional campuses' reports as well. And I know that not every campus is doing every type of beyond the classroom experience, but every campus was doing some kinds of beyond the classroom experience. And it was really exciting for me to see the list of students who were doing undergraduate research projects, or involved in an international day or service learning. So we've already got things happening in these areas and we just want to build on it.

There are really two steps. So it's easy to remember. Three slides on it but two steps. One is for students to intentionally select their experiences and participate in those experiences. So we want students to engage more in beyond the classroom experiences, especially ones that they've thought through in terms of what are their career goals. And when we think in a broader way about some of our non-traditional students, we might well see that having to earn a living while they're going to school and having to come part-time for courses could be considered beyond the classroom experiences.

For example, one type of beyond the classroom experience is actually employment, even if you're a short order cook. Although we really don't think of those sort of things as being really tied to our academic programs, there's a lot of ways in which they could be tied together. Because no matter where some people are, they are interacting with other people, learning how to solve problems, making decisions, things that we want them to do maybe in a different way in the discipline that they're focused on. But they can apply those experiences from different places. So think about beyond the classroom experiences in a very broad kind of way.

So we want to help students make good choices both academically for their coursework and in those beyond the classroom experiences. And one of the ways that we want to do that is by improving access to knowledge about what those experiences are that are available. There are a lot of plans for improved technology related to USC Connect, so that people will be able to go online and find out what experiences are available: what lectures are coming up, what courses are service learning courses that they might participate in. So we want to more transparent, both not only for students, but for faculty and staff, who are helping to guide their choices.

So we are building on both current university technology systems. There are lot of plans over the next couple of years to help us very much in terms of students being able to register their interest and get feedback from the system; if you registered for this group, you will automatically get an email that this particular kind of experience is occurring. There's a whole range of things we are looking to do with technology. It will take us a couple of years, or more, but we are working on that.

So the first step is choosing and participating in experiences and then, what is really important is helping students to make sense of those experiences. And research clearly shows that while students might get some things out of just participating in a lot of different kinds of activities, they will get a lot more out of it if we really help them to think back through their experience, reflect on it, make comparisons with other things they know. They need structured experiences to help them grow from it as much as possible.

One example that I use in relation to this is a student named Marissa, who did an international abroad experience and went to South Africa where she worked in a school. And when she came back, they asked her what she learned. And she was able to talk about a lot of things about South Africa, which she learned about the culture. She said education was really hard. They didn't have very many resources. And then when the interviewer said, so you're interested in being a teacher, so how did that experience inform what might be helpful to you teaching here in the U.S.?

And her first reaction was, it didn't help me at all. There's no connection. It's so different there. She couldn't think of how there was a connection. So then the interviewer continued to ask her more questions and details about what it was that she was doing when she was in the South African schools and so, as she started to describe it, then she said well, I was getting to know the students and what their culture was like and find out what their ability levels were and then what it was that they needed to learn and then I was designing some learning activities for that and some games, and she's like, aha, oh, that's what I'm going to do as a teacher here in the U.S., isn't it?

So even though the context was very different, that is all applicable. But she didn't immediately see it. And she's not unusual. This was actually an example from Michigan State University where they have a whole program to help students debrief after their international experiences to help them make those kinds of connections. That's a great example, for a strategy for encouraging student reflection. They do kind of a fishbowl exercise where a student is interviewing other students; they watch and then they talk about it together.

There are a lot of good strategies out there for helping students to make connections, and I think we can all get better at doing that. And that's really the core of integrative learning.

We're going to collect data in a lot of ways. I'll just do this really quickly. We're going to collect baseline data from students from surveys when we can. When we have new entering students, we have some standard surveys that we take. University 101, which I know is taught in the regional campuses, is going to be important to us and is going let us collect some baseline information about students and their orientation to beyond the classroom experiences and their abilities to integrate learning across experiences.

We had a general session for department chairs in Columbia this morning and Dan Friedman, who does University 101, did a great presentation, just to give them a flavor and he'll be working with all the University 101 instructors, about how we can use that as an experience to both orient students and collect some baseline information.

Participation rate is going to be tricky, because students are involved with so many things and how do we keep track ?We are looking at using things like swipe card technologies so they can swipe their card in and we can automatically have a record of who attended But we've got to do a lot of work yet figuring out how we're going to track student participation. Although we will be expecting them to track their own participation using things like e-portfolios, something that we have available to us through Blackboard, with some encouragement.

And we're already collecting a lot of data on student perceptions, whether it's a course evaluation they are filling out or an evaluation after they've had a beyond the classroom experience that student affairs people have put together.

And then the big ways really are what I was just talking about in terms of assessing student's integrative learning. Can they make the connections from one experience to another? And we think that a lot of faculty are already doing that. What we need is to collect the data that they are already generating. Or faculty might want to refine what they do in terms of assessing how much students are making connections. We'll also be doing that in student affairs. And we'll also do some of things we're doing right now to collect data for SACS but that we hope will also inform the process which is to take a random sample of student work and have that graded by independent graders to show us change over time.

This is also tied to the Carolina Core learning outcomes and we will be collecting data on students' ability to meet the new learning outcomes that are associated the new General Education courses and the assessments that go with them and we think that data will help us as well.

So we have a plan for how we're going to do all this. These are the kinds of things that we might look at for that in-depth kind of assessment. Are students making connections? Can they say how beyond the classroom experience will contribute to their learning? Can they give examples of how that experience relates to some that they have in the classroom? And then ultimately, can they transfer what they've learned from one kind of experience to solving problems in another experience?

So that's the kind of high level thinking that we are expecting of students. I know we're all as good teachers trying to make that happen on a regular basis. We want to be more systematic about how we do it and about how we assess it. And of course our ultimate goal here is to have students that can go out there, solve problems, work as a team, take initiative. These are the kind of qualities that people are looking for in the work force and they are the kinds of qualities that serve people well both in their personal lives and as citizens. So we hope USC Connect will help support all that movement.

Here's why USC Connect is a special project and why we would say it's transformative and not only what it's doing for us but why it's so special. There's been a lot done on integrative learning around the country, but it's happened mostly at small liberal arts colleges. It hasn't happened at big research institutions because it's just too hard to get a handle on. And of

course USC is always striving to be a more personal place for students, to help them make connections. And so we hope this is going to move us in that direction.

And if we do, there have been a number of people who have said this would really be ground breaking. We would be a model for other institutions around the country if we could create this kind of in-depth support for students to integrate their learning at a major research university. We want to build on the things we're already doing and I think I've mentioned some of these things already. We have strong academic programs, including the new Carolina Core. We feel like we're going to build on all of that. We have University 101 taught universally throughout the system and we're going to use that to help us with USC Connect.

We have a lot of programs sponsored by the Division of Student Affairs and, I want you to know that in all the discussions, I'll lump that in with the Center for Teaching Excellence. I know that although you all have student affairs people on your campus, you don't have the numbers of student affairs people that we have at USC-Columbia, but the offices at USC-Columbia also want to be supportive of the regional campuses. For example, the Center for Teaching Excellence: one of the activities we have are cohorts of faculty that want to focus on integrative learning. The proposal specifies that one of those cohorts will be designated for regional campus faculty. Throughout the proposal, we hope that you will see that they regional campuses are included and in our plans for how we're going to support you. Even though an activity or an office might be located in Columbia, we still want it to be supportive of the whole system. And I know that's already happening from the undergraduate research numbers and student projects that are supported by the Office of Undergraduate Research that we have students at the regional campuses who are participating in faculty research through the Magellan Scholars program.

So we just want to get stronger at making all those connections. And as I mentioned technology; we are in the middle of an implementation plan for things like One Carolina that can help the system be much easier for students to find activities.

So what do we want faculty to do or what could they do? We're listening because we want to hear more from people as we talk to different groups about they think faculty do, what they want to do, what they're interested in doing in relation to this. Here's just a little beginning list. The first one is just be aware, and this is both be aware of USC Connect, in that this is a significant project for the university and that's it's meant for everyone, and that it's about within and beyond the classroom experiences and integrative learning, and for faculty to just be aware of the difference that they can make. It can just be a comment in the hallway to a student who says they're interested in some particular thing and the faculty member then helps them make a connection to some activity related to their area of interest. So just kind of taking that extra time to help students to think about they can expand their horizons.

Be translators of integrative learning. We know that's not an easy term. A lot of faculty don't know what integrative learning is. We had a debate in committee about integrative versus integrated , for instance. So people don't necessarily know what that means but we hope that faculty will quickly understand our definition of integrative learning in terms of integrating beyond the classroom experiences in meaningful ways. And then help students

see that and see the value in it, because it's that one on one connection with the students, as you all know, that makes a difference in whether or not they get it or not.

Another important thing is for faculty to enhance existing experiences. I'm in the College of Education and I know what my faculty's first reaction is going to be: we do that already. Everybody has to teach beyond the classroom experience and then we have seminars to help debrief and understand that. And that's true. But I see this initiative to help building the context at the university and the culture so that we have support for even thinking about that in new and different ways. But still some of those faculty could go to sessions in the Center for Teaching Excellence or talk with other faculty about different ways to support their students' learning from their experiences, or different ways to design those experiences, and that we can keep getting better at.

So people can either look at the existing experiences and make them better or think about new ways in which they might integrate beyond the classroom experiences into what they are doing in their course. Or, recognize beyond the classroom experiences that students are having when they're not with us and integrate those into the class.

Okay, so there are the basics of the proposal. This is just to give you a little look at the structure. We will have a Director for USC Connect who will report to the Vice Provost. It's currently Helen, as undergraduate Dean, but you'll also see that dotted line connected the vice president for Student Affairs, Dennis Pruitt, who has been really integral to this process, as well and his staff. But we need that connection between academic and student affairs to take best advantage of the resources of the university.

There will be a USC Connect Council that you can see is connected to the director. That will be made up of the chairs of the committees that you see across the bottom of that page. This is pretty much how we operated in the proposal development stage. It worked well. We considered other things but decided that was our best option. In each one of those committees we will have faculty, staff and student reps. And we will have a regional campus rep. And so those committees will be taking on figuring out the details of how we are going to integrate USC Connect into for example first year experiences. Or, how we're going to further enhance our engagements. Or how we're going to assess what we're going or provide professional development of faculty.

So we'll have a group of people with different perspectives who are going to feed into how we will continue to design those parts of the initiative and then the chairs of those committees will form the council that will work very directly with the Director of USC Connect.

Here's some of the ways that we thinking of support being available to people to continue to work on this initiative. I mentioned a lot of them. Improved technology I think is going to be a huge benefit to everyone so that we are more efficiently able to access information. Programs that we will have at the Center for Teaching Excellence and in the budget there is some small grant money available to encourage faculty to participate in some of those initiatives. The university does have a lot of support in place already for beyond the classroom experiences and I mentioned how all those offices would be working with regional campuses as much as possible as well as here at the Columbia campus. That cooperation must go beyond just University 101, and we'll have to think creatively about the regional campuses in relation to this.

We would like integrate USC Connect into pre-matriculation materials-- brochures and things that go out to students and parents as we're advertising to them about what we do at USC. We are getting those materials throughout the system and then when we have orientations for students we would like USC Connect to be part of that in advertising about what's special about USC. We're also integrating it into the first year reading experience. I know that may not be something that you do a lot with on your campus, but we can think about that. There are ways that we can get more people involved.. So those are the kinds of things that we're thinking about in terms of support.

And here are some of the benefits, which I think have probably already come through: access to information, efficient use of resources. The third one--really to me is the biggest one: collaboration and collaboration across academic and student affairs. And I don't think I've said yet this afternoon that that was really an awakening for me as a faculty member to be involved in this project and find out what the other half of the university and student affairs does and all of the services that they offer the students. I had no idea and I've been at USC for 21 years. And I think I'm a fairly typical faculty member. But we all get our own little box. And so we don't know all the resources that are available.

And similarly, I think we don't know enough about one another in terms of what the regional system offers as part of the entire system and how we can better connect between Columbia and regional campuses as well. And so I think increased collaboration with this system wide initiative is a pretty exciting possibility.

The last one there is better prepared graduates and students. The better job we do from the very beginning in helping students to connect their learning and in a meaningful way to the rest of their lives, the better students they're going to be as they move on to other courses. And one person suggested that they thought that was the biggest hook for faculty is that they are going to get better prepared students in their classes because we're all working together in the same direction. So that may be little idealistic, but that's what we are trying to work toward.

The next step is I mentioned SACS is coming. They'll be here the 29th to the 31st. We have a reviewer on the SACS team whom we were able to nominate who actually is specifically looking at USC Connect and she's an expert in integrative learning, a nationally known person. We can recommend someone to SACS and they approved that person and made the final arrangements. So we're going to get great feedback, I think, from the SACS team about how to make the proposal better and hope to continue to get feedback from all of you and other people around the system.

And we'll get working on development this summer and then we'll begin implementation in the fall. We know that we'll continue to revise the proposal and it has to be a living, breathing, changing process. So it will never be set in stone. I think that's a good thing.

So there's the website again. Go to the Provost's Office and look for QEP, that little bullet in the middle--SACS QEP Proposal. If you'd like to read the whole 100-page proposal, you can click there and see the whole proposal and all the details, including the budget.

And I think I'm done. So my question is now, if you have for me, at this moment, or for Helen. We'd be happy to clarify or respond. Or just accept your comments. Yes, ma'am.

Dr. Carmela Gottesman, USC Salkehatchie: I was wondering if something like creating a network of internships for students outside the Columbia area would be something that you guys would be working on? Would you expand outside the Columbia area or would you just do the Columbia area?

Dr. Van Scoy: I think anything that is a good idea is something that we would try to figure out if we had the resources to do. So I don't think we have a specific plan in place related to internships at this time. We know a lot of programs include internships. A lot of programs highly recommend their students do an internship in the career center. It helps for students to find those.

Dr. Helen Doerpinghaus, Vice Provost and Dean of Undergraduate Studies: That's a great question. If you would go to the QEP website, I think there's a place for online comments and raise that question and then if we have someone thinking about internships and we could forward that comment so that that would enlarge the discussion. What could we do toward addressing that need? So if you would send that, it would allow us to do what Irma is saying, really think more through the issue of internships.

Dr. Van Scoy: Thanks Helen. In talking about the comments, you can be anonymous or you can share where you are and who you are if you so choose. They don't have to be published publicly. So please go make comments. Yes, ma'am.

Professor Martha McKevlin, USC Salkehatchie: I'm a little confused about the beyond the classroom concept. Do students have the short term experiences that are part and parcel of your course work but still is beyond the classroom? As an example, I teach environmental science at Salk, and my students have to participate in the Great American Clean Up, which is a Saturday morning cleaning up litter on the side of the highway. That's beyond the classroom but it's part of my course.

Dr. Van Scoy: Absolutely. It is a little bit confusing. Yes. We consider them beyond the classroom because they are taking off from the regular classroom experience. They are somewhere else. So there is an overlap. We have a lot of courses that include some kind service learning or that kind of experience. And what we want to do is something like cataloging so we can flag courses potentially, so students can find courses that might include those type of service learning opportunities.

Professor Martha McKevlin, USC Salkehatchie: In the lab they have to do a personal risk assessment of their own home site and it involves everything like, where do they get the water, septic system, household, waste and stuff? And it was a real eye-opener. I have a lot of students say that this is the most important thing that they've learned in college, because it's relevant. They take it home with them. It's meaningful to their life outside of college. So how do you register that?

Dr. Van Scoy: That's a good question. And I think we know that we're not going to be able to capture everything that we do. We are trying to help people consider the concept in what they are doing in their courses and what they might do and expand those types of opportunities. In terms of assessment, we just know that we can't capture every little thing, but we want to try to capture a lot more than we do now.

What we have to do is continue to figure out how we're going to get this information from faculty and staff about what they're doing and how we would put that in the system. I'm not sure if this fits your particular situation but one of the technology things that's under development at the university is a new calendaring system in which, University-wide, people can submit items to the calendar and we have a more central repository for experiences. And still we're not going to capture every single course requirement. Something like that would be overwhelming. But that will help us capture more.

Dean Doerpinghaus: A lot of the same questions are coming up and Irma and I are fielding them. I think one of the questions that came up earlier today is, who is the audience? And that's what you want to know. Is my dean supposed to know we're doing this? Is the program area supposed to know? And the answer to that is we hope to be able to flag courses. We hope when people specialize in an area or a program they know what particular beyond the classroom experience might have been successful for other students that went before them or they are in classes with now.

There's also going to be this electronic portfolio so that students can start to self report and self assess and self guide and look at each other's portfolios. So a student could be interested in learning about a particular thing or getting a particular job in their portfolio could start to reflect their interests in all the different things that they are pulling together so rather than having 200 new hires that begin to be the audience for these QEP projects, the portfolio becomes that.

Dr. Lisa Hammond, USC Lancaster: Some of our programs are designed to have a beyond the classroom experience component, aren't they?

Dr. Van Scoy: You mention programs, and we're thinking along those lines. I think that's where the faculty are really key to us. I don't think every single course we have is going to be one that includes beyond the classroom experiences. But I'm sure there are many that might be enriched by something like that now, but people haven't maybe considered that, or found a way to work it in, and what we would be doing would be to encourage people to consider how they might, when it's appropriate, to work those kinds of things into their courses. And then it's part of their course work.

In terms of other incentives for them to engage in other kinds of long term or short term beyond the classroom experiences, I think it's something we will continue to work on in making things available to students so they will know where it is is one important part of it so that they know there is something of real interest to them that they might want to participate in, that they can find it. But so far, we haven't designed any particular kinds of incentives beyond that.

(**Unidentified Senator):** A direct incentive could be the person who is supervising or could write a letter of recommendation, perhaps?

Dr. Van Scoy: That was a suggestion, just to get it in the system here. A recommendation from the supervisor is a big incentive. There is one other incentive actually that is under consideration which I forgot to mention which is that we are looking at the possibility of graduation with distinction. Students can already now graduate with distinction if their program has designated that but we talked about a university wide category of graduating

with distinction in relation to beyond the classroom experiences or integrative learning. So that would be probably considered an incentive for students to have that special mark.

Dean Doerpinghaus: One of the things Irma's done with the folks she's worked with is to ask all of the academic program liaisons (some of you do that for your role), which of your programs have a culminating experience? I think that was the phrase. So we found out different majors that have some kind of culminating experience. It might be a capstone course. It might an internship or something like that. And we were surprised at how very many programs already do this. And we know that all of the regional campuses have beyond the classroom learning experiences, but it would be helpful to get your input, I'm thinking, of what your already do. So when Lisa asked the question what incentive is there for students to do this, I just wonder how many people are already doing it.

When I do some kind of ball park figure for Columbia, about one in five students are either in the honors college or capstone, and they all have to do some kind of beyond the classroom thing and write it up now. The College of Education does it through internships. Hotel, Retail, Sport Management has an internship requirement. A lot of business school majors do this. When you start adding up and suddenly you think, goodness, two thirds of our students already do it. So when we think of incentivizing students, for a lot of them we don't have to incentivize. We just need to articulate what they are doing and lift it up and let them put it in a portfolio. I think we're farther along on the road than I had thought a year ago and we really to hear more from the regional campuses about what you all are doing. And if you have some way of ball parking what percentage of your students are already in this, I think that would be super interesting.

Dr. Van Scoy: Any other questions? It's really wonderful that people have questions. That means you're thinking about it and you care about it. So we're happy about that.

Well thank you very much for your time and please write us as you continue to think of things and we will be in touch with you for sure. Thank you.

Dr. Bishoff: Thank you Dr. Van Scoy and Dr. Doerpinghaus. Okay, on with the business of the day. I'll now call for orrection or approval to the minutes. The minutes are approved as submitted.

Reports from Standing Committees

Dr. Bishoff: Before Dr. Hammond gets up here, she's already warned me that there are a number of motions and assured me that they are all <u>substantive</u>. So I would ask that perhaps today we could limit ourselves to clarifying the issues and get down to the tooth and nail arguments at our next meeting, if that makes sense.

Dr. Lisa Hammond, Chair of the Rights and Responsibilities Committee: Good afternoon. I know you're all happy to see and hear that we have four motions for your consideration. I want to remind you that at our last meeting Rights and Responsibilities brought forward a motion regarding removing a date from the faculty manual relative to the review of files after the Vice Provost's letter, striking the March 31st date. That motion was marked substantive and will be considered under old business today. But we are bringing you four new pieces of new motions. One piece of information, we've been talking about clinical tenure track after some research; we agreed that our committee does not have the

expertise to develop a clinical tenure track. We are going to charge a subcommittee, an ad hoc committee of faculty who have a vested interest in such a project, with coming up with a procedure, a draft that we can work with because we have several documents there are vast and we don't really know what to do with them in our committee.

So the clinical tenure tract matter has been referred to a subcommittee and when we hear back from them we will report back to you on it.

The first motion that we present to you involves the first chapter of the *Regional Campuses Faculty Manual*. As you know that section describes the administrative structure of the university. Just to briefly give you an overview of its contents: that sections starts out with a description of the Board of Trustees, terms of officers vacancies on the board, duties of the board, moves into the description of the president, officers of the university, executive vice president of academic affairs, on so on.

These are administrative offices that the faculty has no control over. We keep being asked to update the manual to reflect changes in those titles and those positions, and we don't always know when those changes happen. We make the following motion, then, **to move chapter one of the *Regional Campuses Faculty Manual*, Administrative Organization, to become Appendix One and that the existing appendices after that be renumbered.** The Vice Provost's Office will assume responsibility for updating Appendix One, Administrative Organization, with the inclusion of when the update occurred at the top of the Appendix. In other words, every time a university office changes, Chris Plyler's office would update that information in that appendix. The manual would still be the 2010 or 2011 edition of the manual, but the Appendix would actually be updated. That would be reflected at the top of the page. You would know when the changes were made.

Any references to existing appendices in the manual would be updated to reflect the changes in numbering throughout, and we request the Vice Provost Office report to the Faculty Senate when such updates occur as a courtesy to this body.

Should I pause for questions or discussions here? Any questions? All right, so motion one refers to moving Chapter One of the faculty manual into the appendix and Chris Plyler's office becomes responsible for updating that.

Motion 2 – Refers to the family friendly policies that we've been working on integrating into the faculty manual. These policies are already extant policies already approved by the University administration's legal office, and they already exist in our various policy and procedure manuals. They are simply not included in our faculty manual yet. **The committee moves that a section be inserted on page 50 of the *Regional Campuses Faculty Manual* between the sections titled Appointment Procedure and Nepotism Policy. This section will be titled Duel Career Accommodation Policies, and will read as follows: USC commits to making every effort to assist with the employment search for spouses and partners of recruited candidates. See University Policy ACAF 1.61 for more information.**

This is the family friendly policy that says exactly what that says. When anybody is hired, we will try to get their spouse a job at the university if that's possible. There is also an office at

the university that works with non-academic spouses or partners of hires to help place them with jobs in the areas. So it's a description of a bit of a policy that already exists.

Any questions about that one?

Motion 3 – Regarding another family friendly policy, **the committee moves that a new section be created on page 73 of the regional campus faculty manual following the section Leave and before the title Insurance Programs. This section will be titled "Change in Status and Duties" and will include two subheadings, "Modified Duties for Faculty" and "Part-Time Status."**

The section "Modified Duties for Faculty" will read as follows:

> Full-time faculty members are eligible for one semester of modified duties or the equivalent extended over two semesters, to provide full-time faculty with some relief from academic duties and the opportunity to respond to anticipated or unanticipated life events or situations when needed. See ACAF 1.60 for more information.

The section on "Part-Time Status" will read as follows:

> Part-time status is allowed for full-time faculty and staff if approved. Full health insurance and state retirement benefits are provided if the faculty or staff member is working at least twenty hours per week. See University Policy HR 1.60.

Motion 4**--The committee moves to make two small modifications to the "Flow Chart of Regional Campuses Tenure and Promotion Procedure" chart on page 37 of the *RCFM*.** On the left hand side of the chart under "Procedure" immediately below "Candidate prepares file," insert "File undergoes external review." On the right hand side under "Candidate Notification" in the corresponding row, insert "Candidate notified of the number of external reviews added to the file."

I will be happy to entertain any questions at this point. Thank you.

Dr. Annette Golonka, Co-chair of the Welfare Committee:

We deliberated on the files for the John J. Duffy Teaching and Excellence Award to make a decision. We have a few questions for Chris Plyler, but we did find an answer, to decide on a candidate. We discussed the faculty surveys, including the salary survey which Morrie Anderson and Pearl Fernandez were putting together. We also discussed the Welfare Workload Survey which will be available in March. We need to find out from Summer how soon we can put that out.

But please look for the survey. We will have Summer send out an email to all the faculty. We ask our colleagues to make an announcement at the faculty reorganization meetings and there may be handouts as well to make sure that we have responses. Now one of the reasons we would like to have more data is because our response from our faculties is pretty low still. You can use this data in a number of ways. One of ways that we are using it on our campus is when the campus description goes out for external review. Our workloads from the 2007 data show that we work on average about 51 hours per week. Of that 51 hours, 37 hours is involved in teaching. That's a full time job right there. So we've put that data in our file, in our campus description. So you can use the data.

So we'd like to have more campus data and more faculty responses. We're going to talk to Summer to see if we can sort out the campuses so you can look at your campus and see where, on average, the faculty were this amount of hours per week and you can use it somehow in your files for your campus. We're looking into that.

T and P workshop occurred on January 14, 2011 with 32 attendees. We're adjusting a workshop based on feedback and we appreciate all the feedback that we did receive.

And that's all we have for the Welfare report unless you have questions. Again look for the survey that's coming out.

Dr. Bishoff: Thank you for that report. System Affairs--Professor Kirkpatrick.

Dr. Eran Kirkpatrick, Chair of the System Affairs Committee: System Affairs had a productive meeting in the morning session. So we have two major things to bring to floor of the Senate floor this afternoon. The first of those is the summary of teaching evaluations motion, which we'd like to bring up for the floor vote under Unfinished Business. The second major things we have would be a substantive motion. We would like to have it ruled substantive. The committee would like to make a motion under New Business to revise the wording in RCTP-7a to relate to the addition of course evaluation data that will appear in RCTP-7b if and when the summary of teaching evaluations is approved.

So we know the mandate at the table RCTP-7b is the table that we looked in the motions several times of summary data of course evaluations and the committee has revised RCTP-7a to be compatible with this mandate.

Along with other things we discussed there's a desire to reinstate developmental math and English courses that were removed from course listings by the Commission of Higher Education in 1997. To give you some examples, those courses included Math 100, English 100, and GSTD 144, which is a reading course.

In reference to committee discussions, the committee was in full agreement that these development courses are needed by our students. There is some quantitative evidence to back that up from other campus studies. For example, USC-Upstate provided a statistic where 65% of their students taking placement tests place into developmental math or English course. So we decided and came up with a list of courses that could be used on regional campuses. One of these courses in particular is already in place at USC Union and USC Sumter, and that is RCAM 105, which is roughly a course equivalent to Math 100. In addition to that course we would think about adding English 100 and the reading course GSTD 144 to course listings.

In addition to those courses that would be added to course listings, the administering of placement test was discussed and additional staffing that might be needed to teach these courses on campus was also discussed. That will be under discussion at future meetings.

The committee reviewed an academic affairs policy change as it relates to the evaluation of instructors. If you'll remember at our meeting last fall we discussed in some detail how instructors in some campuses are evaluated on their scholarly activities. So there some difference across campuses that relates to how instructors are evaluated based on their

scholarly performance.   That also will continue to be discussed in system affairs throughout the Spring and probably for the next year.

I'll be absent at the April 22nd meeting. Similar to Dr. Golonka I'll have a student presenting at Discovery Day and I'll be attending that event. As a result our committee discussed potential nominations for the System Affairs Committee Chair. And we're in somewhat of the same situation where we're still discussing potential candidates and we'll work on that over the next month or month in a half to narrow down a candidate. In the meantime, Dr. Suzanne Penuel at USC-Lancaster was selected to serve as the system affairs moderator for the April meeting and she will also give the committee report in the afternoon session at that meeting.

So that's all I have.

Dr. Bishoff: Okay and that is also a manual change and ruled substantive. Moving on. Report from Executive Committee. Which is always Bruce, not me, although it's listed on the Agenda that way. He's going to be followed by the report from the Nomination Committee, and while I mentioned that, Rights and Responsibilities, Lisa could you refresh my memory, are you chair next year or are you elected? No not today but thinking about it for next time. I'll leave the rest of that to the committee.

Dr. Bruce Nims, USC Lancaster, Faculty Senate Secretary: Actually, almost all of the material discussed at our Executive Committee has been covered from various reports both from the Deans and the Committees today. So really the only significant business we did was to adjust the agenda in order to have the Deans' reports given in the morning and to have Dr. Van Scoy's report this afternoon. So that's really all I have from the Executive Committee.

Sarah Miller, USC Salkehatchie, Vice-Chair of the Senate: On behalf of the nominating committee, I want to present the slate for the Executive Officers next year. Steve will be past chair because he will be past chair. I will be chair. You don't have a choice on that one, because you elected me last year as vice chair. So where the slate actually stands, Bruce Nims, Vice Chair, Chris Nesmith as Secretary, Jolie Fontenot from Union as our Member At-large. So we're very excited to have you back on the Executive Board. The other three names I have down on there were people we elected last year for three year terms, which is as you remember Committee on Libraries, Maureen Anderson, Committee on Curriculum and Courses, Robert Castleberry, and Committee on Faculty Welfare, Pearl Fernandez.

Dr. Bishoff: Thank you very much for those reports. I've noticed that the meetings are going more light-hearted loaded up with decongestants

Okay, reports on Special Committees. Committee on Libraries, Professor Anderson. No report?

Committee on Curricula and Courses. That renowned raconteur Professor Castleberry.

Dr. Robert Castleberry, USC Sumter: I'm just going to remind you that Courses and Curricula meet basically monthly. I will receive an agenda on the actions before that group. Those agenda are transferred to each of the regional campuses to contact people there, so if there are any problems, I can get feedback from the representatives here. If you want to be

on the list, and I have no idea why you would want to be, receive that, just send me an email and I will add you to that list. I will be sending out again the agenda of what was actually done at the meeting and let you know. Anything that the committee does is merely a recommendation to the Columbia Faculty Senate. It is their action that makes anything that we do final. So that you are referred to the Columbia Faculty Senate webpage to find out what actually was approved. Things that we have acted on include the fact that TSTM that I believe is offered on some of the courses is trying to get the name changed to ITEC and there are some course numbering changes that have been approved. There has been a 200 level Anthropology course which we approved. There was Marine Science 210 which I believe is now available for distance education. Again you have to look at the Columbia webpage to see if that was finally approved.

You may recall that at one time there was some concern about the math courses, related to the placement test process. That was withdrawn. It has not come back before committee, so I don't know anything else about that.

Thank you for your support.

Dr. Bishoff: Thank you Professor Castleberry. Committee on Faculty Welfare. Professor Fernandez.

Dr. Pearl Fernandez, USC Sumter: The Faculty Welfare Committee is working with personnel from the Blatt PE Center about extending the hours of the Center so the faculty can have better access on the weekends and after work and keep themselves in shape.

That's all my report.

Dr. Bishoff: Thank you very much. The Faculty Board of Trustees Academic Liaison Committee, which is where I was as I mentioned at the last meeting. The Committee goes over a lot of rather mundane, sort of pre-arranged items: Professor emeriti approvals and such things. But what was really interesting was the review of the law school and the response that that promoted from the committee, which was made up in the majority by lawyers. Suddenly they wanted to manage the faculty much more closely. They were more interested in what was going on, what was going to be approved and improved, which was very telling. If somehow we could get their attention that they would really become involved suddenly, instead of just going these mundane things that I mentioned.

So as a result I really think that it might be better for us to, since this is an appointment from Dr. Plyler, to discuss with him the idea of making the representative to this Board committee a multi-year appointment so that the individual has a chance to develop a little more rapport with the committee members and perhaps have a little more impact on that committee.

And that's my report.

Regional Campuses, Research and Productive Scholarship Committee,? No report. All right, thank you.

Dr. Bishoff: Now for the report from the Regional Campuses Academic Advisory Council, which is me. He has reinstated that committee, and we had a very direct talk about a number of issues. He was concerned about some of the trends toward instructors filling in for tenure track on my own campus. He was open to suggestions more than I think any

other Provost that we've had that I've had interactions with, even though Jerry was extremely open as well. And we got into some discussions about whether or not we were exceeding the expectations in P and T for our campuses and our teaching direction as opposed to the Columbia campus. He seemed to be very sincerely aware that we were not capable of doing the same level of research and scholarship and he didn't expect it from us. When I told him that it's really good to hear the Provost come out and say something like that, but what do we do to ensure the next Provost doesn't change the whole game again? He said make sure the manual reflects exactly what you want it to be.

So I thought that was probably the most important message out of the meeting. But he is very accessible, very direct, without being aggressive as certain past Provosts have been. That is my report. Any questions?

Any other committees? Conflict of Interest Committee? I don't see Noni in the audience. Is there a report from that committee? Are there any other committees that wish to report? Seeing none I will move on to Old Business.

Unfinished Business

Dr. Bishoff: Rights and Responsibilities has a motion to bring to the floor.

Dr. Hammond: This motion was ruled substantive in November and so I understand that we are eligible to vote on it today. It refers to a section on page 36 of the regional campus faculty manual. It involves very little modification of the first sentence of the section procedures after the regional campus tenure and promotion committee and then striking the second sentence.

So that section under this motion would read if approved, "The files will be reviewed by the Vice Provost for System Affairs and Executive Dean for Extended University, the Provost and the President. If after reviewing the file the President favors promotion and/or tenure and etc." as the language is in the manual right now. This simply strikes a sentence that reads, "By March 31 the file with any recommendations will be transmitted through the Provost to the President" and puts it in the hands of the upper administration to handle the progression of the files as they see fit.

Dr. Bishoff: All in favor say "Aye." (Aye) Opposed? **Motion passes.**

And we also have a motion from System Affairs.

Dr. Kilkpatrick : What's being passed out now would be a motion that's going to come second. So this isn't the primary motion. The first motion I have doesn't relate to the handout. The first motion I have is for the Senate to vote to approve the summary of teaching evaluations.

Steve, you'll have help me proceed with this vote. We had a chance to look over the summary on multiple occasions so we discussed the motion at our last meeting and so now I like to vote to approve that motion.

Dr. Christopher Bundrick, USC Lancaster: I wonder if you could just one more time say what it is exactly this summary of teaching evaluation is supposed to do and how it's going to achieve that.

Dr. Kirkpatrick : The summary concisely summarizes course evaluations to the candidate by another person. So in terms of what we've done as it relates to teaching in our course evaluatons, that's summarized by a person of the candidate's choice.

Dr. Fernandez: Was there a change in that in T and P workshop in January? Dr. Curtis mentioned that it be done by another person or the faculty himself or herself.

Dr. Kirkpatrick: So that can also be done by the candidate, Pearl, is that what you're saying? So that's the first time I've heard that.

Dr. Bishoff: Let me answer that one. If we have not approved it, it really isn't something that she can say yay or nay to.

Dr. Hammond: Since there is at present no procedure that a candidate can see an external summary. The teaching evaluations will do that. I believe that purpose expressly of her requesting that we consider this in the first place was to have somebody beside the candidate evaluate the teaching evaluations.

Dr. Sarah Miller: I understood her to say that we also do it in addition to, or maybe we don't always.

Dr. Golonka: I did not relisten to (Dr. Christine Curtis's remarks on this issue), but we can check to see what she said on that recording. That was sent out to all faculty.

Dr. Bishoff: Again, if something is not specified, then certainly there is as much latitude built into the document as there possibly could. There has been an ongoing theme in the manual for P and T. But if someone says it's required, then that steps across the line.

Dr. Nims: I believe we're voting on what the System Affairs Committee has moved, not what Dr. Curtis has recommended.

Dr. Bishoff: That's correct. Thank you, Bruce. Is there further discussion regarding the summary of teaching evaluations?

Dr. Bundrick: It was my understanding from the discussion last meeting that a large priority for this new 7b section was to bring in objectivity that that evaluation of material would be objective somehow in this document. Is that correct?

Dr. Bishoff: That's correct. Yes. Further comments? Questions? All in favor of the motion say "Aye." (Aye) All opposed? **Motion passed.**

Dr. Kirkpatrick: The second motion. Now that that motion was approved, the second motion related to a revision in the wording of RCPT-7a. Now let's look at both of those. A summary of the purpose includes first of all of the reader of the file of RCPT-7b where the summary of student evaluations will occur in the concise table that the Senate discussed at the last meeting. Now in addition to doing that the revision also allows a candidate to provide (refer to handout)

Dr. Hammond: Is this a new motion?

Dr. Kirkpatrick: Yes it is a new motion.

Dr. Bishoff: It is a manual change. And I'm going to take a hard line and say it's <u>substantive</u>.

Dr. Kirkpatrick: Okay. And now what the committee wants to do is bring that to the Senate's attention today and as a substantive motion can continue of course to receive comments and questions and have that motion posted on the website.

But let's continue any kind of discussion we might have for that now. If that's possible.

Dr. Bishoff: Really for clarification today, so you might as well.

Dr. Kirkpatrick: Okay. If you look at the current phrasing of RCPT-7a, "The table with the candidate's cumulative teaching evaluation data must be included." And now it must be included in RCPT-7b in the summary of teaching evaluations. So we decided to use that, making the inclusion of additional data, optional.

Are there any other questions? Thank you.

Dr. Bishoff: Any further old business? Any new business?

<u>New Business</u>

Dr. Hammond: I would imagine that you all do not want me to read all four motions again, but I will be happy to do so if you do. Rights and Responsibilities presents four motions for your consideration.

The first to move the first chapter of the faculty manual into the appendix and two others to update the manual to reflect family friendly policies and a fourth to include the external reviews in the flowchart for the progress of the tenure and promotion files. Anybody want to hear them all again? I didn't think so.

Dr. Bishoff: Since all these motions involve changes to the manual, they are <u>substantive</u> and will be voted upon next meeting. Any other new business?

<u>Announcements</u>

Dr. Bishoff: I know there's at least one announcement.

Dr. Rigoberto Florez, USC Sumter: For the past several meetings of the regional campus faculty senate we have been announcing the Carolina Math Seminar. The Math Seminar was created with the purpose of research in mathematics and is now has members at Sumter, Lancaster, Salkehatchie, and Palmetto College. At the last meeting we had attendance of over 60 people and we've had speakers from research universities. We will have another meeting in the second week of April in Lancaster.

Dr. Bishoff: Thank you. How many meetings are you had now?

Dr. Florez: We lost count.

Dr. Bishoff: It's been going quite well. Any other announcements?

Al right then. This meeting is adjourned.

Appendix 1—Written Reports of Standing Committees

Report of the Rights and Responsibilities Committee

Regional Campuses Faculty Senate

18 February 2011

On our charge to consider the development of a tenure track for clinical faculty, the Rights and Responsibilities Committee reviewed policies and procedures from USC departments with clinical tracks, including Educational Studies, the College of Nursing, and the Department of Psychology. We reviewed ACAF 1.06, "Academic Titles for Faculty and Unclassified Academic Staff Positions," and determined that it may well be possible to put such a track in place.

However, members of our committee feel that we lack the expertise to translate the extensive policies we reviewed into clear tenure and promotion guidelines for regional clinical track faculty. As a result, we will refer this charge again to a group we asked for feedback earlier, comprised of faculty in the affected areas and including senior faculty representation. We will ask this group to draft initial verbiage for a regional campuses tenure-track clinical faculty procedure and report back to us.

We also are bringing forward four motions proposing revisions to the *Regional Campuses Faculty Manual (RCFM)*, two of which finish the process of incorporating already extant USC Family Friendly Policies.

Motion 1

This committee moves that Chapter 1 of the *RCFM*, "Administrative Organization," be moved to become Appendix 1, and that existing appendices under this be renumbered accordingly. The Vice Provost's office will assume responsibility for updating Appendix 1, with the inclusion of the date of revision at the top of the Appendix. Any references to appendices in the *Manual* will be updated to reflect the change in numbering. We also request that the Vice Provost report to the Regional Campuses Faculty Senate when such updates occur as a courtesy to this body.

Motion 2

This committee moves that a section be inserted on page 50 of the *RCFM* between the sections titled "Appointment Procedure" and "Nepotism Policy." This new section will be titled "Dual Career Accommodation Policy," and will read as follows:

> USC commits to making every effort to assist with the employment search for spouses and partners of recruited candidates. See University Policy ACAF 6.1 for more information.

Motion 3

This committee moves that a new section be created on page 73 of the *RCFM*, following the section "Leave" and before the section "Insurance Programs." This section will be titled "Change in Status and Duties" and will include two subheadings, "Modified Duties for Faculty" and "Part-Time Status."

The section "Modified Duties for Faculty" will read as follows:

> Full-time faculty members are eligible for one semester of modified duties or the equivalent extended over two semesters, to provide full-time faculty with some relief from academic duties and the opportunity to respond to anticipated or unanticipated life events or situations when needed. See ACAF 1.60 for more information.

The section on "Part-Time Status" will read as follows:

> Part-time status is allowed for full-time faculty and staff if approved. Full health insurance and state retirement benefits are provided if the faculty or staff member is working at least twenty hours per week. See University Policy HR 1.60.

Motion 4

This committee moves to make two small modifications to the "Flow Chart of Regional Campuses Tenure and Promotion Procedure" chart on page 37 of the *RCFM*. On the left hand side of the chart under "Procedure" immediately below "Candidate prepares file," insert "File undergoes external review." On the right hand side under "Candidate Notification" in the corresponding row, insert "Candidate notified of the number of external reviews added to the file."

Regional Campuses Faculty Senate
Columbia, SC
February 18, 2011
System Affairs Committee Report

1. The committee reviewed the Summary of Teaching Evaluations motion and we are in agreement to have the senate vote to approve the motion during unfinished business

2. The committee would like to make a motion under new business to revise the wording in RCTP-7A to relate to the addition of summary data in RCTP-7B

We now have a mandated table in RCTP-7B so the committee has revised RCTP-7A to be compatible with the mandate.

2. There is a desire to re-instate developmental Math and English courses that were removed from course listings by the Commission on Higher Education in 1997.

The Committee was in agreement that developmental English and Math courses are needed by the students across the regional campuses. The following courses can be used:

> RCAM 105 = MATH 100
> ENGL 100
> GSTD 144 (reading)

A developmental math course (RCAM 105) is already in use at USC Union and USC Lancaster. The committee recommends using established developmental course descriptions and courses at other campuses (like Salkehatchie). The administering of placement tests and staffing are to be handled at each campus.

3. The committee reviewed Academic Affairs policy changes as they relate to the evaluation scholarly activities of instructors. This charge will be discussed at the April meeting.

4. I will be absent at the April 22nd meeting due to Discovery day. As a result, the committee discussed potential nominations for System Affairs committee chair for the 2011-2012 term. This process will continue this spring.

5. Dr. Suzanne Penuel was selected to serve as the moderator for the April meeting at Salkehatchie. She will also give the committee report.

February 18, 2011
RCFS Welfare Committee Report

Chair of Welfare
The committee discussed the chair for next year as Annette Golonka will not be present at the April RCFS meeting. Pearl Fernandes will run the meeting in April

John J. Duffy Teaching in Excellence Award
We deliberated on the files for the John J. Duffy award and made our decision. We have a few questions to ask Chris Plyler about the award.

Faculty Surveys
We discussed the faculty surveys, including the Salary Survey which Maureen Anderson and Pearl Fernandes are putting together.

We also discussed the Welfare and Workload survey that will be available soon. Please look for this survey and fill it out. The data can be used in many ways, including in tenure and promotion files to explain the workloads of our faculty compared to national levels. An email from Summer will be sent out with the link for the survey, it will be mentioned in local faculty organization meetings as well as a handout sent out on some campuses.

Tenure & Promotion Workshop
The T&P Workshop occurred on January 14th, 2011 with 32 attendees. We are adjusting the workshop based on positive feedback received from attendees. Also, an email from Summer was sent out with the link to audio of the morning panel:
http://saeu.sc.edu/RCFaculty/index.html.

Respectfully submitted by committee members in attendance at the February 18, 2011 meeting: Annette Golonka (Chair), USC Lancaster; Marueen Anderson, USC Salkehatchie; Christine Borycki, USC Sumter; Chris Bundrick, USC Lancaster; Rigoberto Flórez, USC Sumter; Wei-Kai (Bryan) Lai, USC Salkehatchie; Patrick Saucier, Extended University.

Appendix 2—Written Reports from Representatives to University Committees

Courses & Curriculum Report to the

Regional Campuses Faculty Senate (February, 2011)

Robert B. Castleberry

(With One Attachment)

The Committee meets on a monthly basis to consider changes to the curriculum; since my last report to you we have met twice. I usually get an electronic copy of the agenda before each meeting. I forward this agenda to contact people on each campus. If you would like to get a copy of the agenda, please email me so I can add you to my contact list.

If any of the contact people on our campuses have concerns about the proposed changes, I can bring those concerns to the attention of the Committee. Any Committee decisions are merely recommendations to the Faculty Senate, and changes are not final until the Senate approves them.

I would like to draw your attention to some specific curricular changes approved by our Committee for consideration by the Senate. What follows has been extracted from my earlier reports to the contact people on each of our campuses.

1. As you may recall, at the September, 2010 meeting MATH had a number of curricular changes proposed that related to prerequisites for admission to specific MATH courses (111, 111I, etc). Those proposals were tabled so that System Affairs (including our campuses) could get involved. They are still tabled.

2. There have been quite a few changes to courses in the AFAM program and in RELG. TSTM will have a new designator (ITEC). A 200-level ANTH course has been proposed and MSCI 210 is recommended for distance education.

3. Recall that all the recommendations by the committee go on to the Senate, and the results of the Senate's actions can be found on their web page.

Attachment 1

Faculty Agreement for

Development of Course Materials

This Agreement is made _____, 201_, by and between

_____ ("Author") and the University of South Carolina ("University").

The Author will be the sole contributor of copyrightable expression to the media

materials ("the Work") anticipated to result from the Author's connection with the course identified below. The University will contribute a significant amount of University resources to the Author's development of the Work. The parties recognize that South Carolina law requires the University to obtain appropriate consideration for the transfer of State resources.

The Author shall be the sole owner and copyright holder of the Work, and the Author shall have the right to utilize the Work and material based on the Work. However, for as long as the Author is a University employee, the Author's utilization of the Work outside the University shall be governed by University Policy ACAF 1.50.

The Author hereby grants the University the perpetual, non-exclusive right to copy, distribute, display, perform, transmit, and publish the Work for nonprofit educational purposes.

To the best of the Author's knowledge, the Author's contribution to the Work will contain no material from other copyrighted works absent written consent from the copyright holder. In the event a copyright holder protests the Author's use of copyrighted material, the Author will remove the challenged material from the Work.

I understand that the course identified below involves an institutionally defined scope and sequence of content for which the University grants credit or in other ways recognizes student achievement and that the University remains the sole owner of the course in which the Work will be used.

This Agreement shall be interpreted in accordance with the laws of the State of South Carolina.

Course Number _____   Semester _____

Author _____   Date _____

Dean _____   Date _____

For the University of South Carolina:

_____   Date _____

By: