**Regional Campuses Faculty Senate
USC SUMTER
Arts and Letters Building**

Friday, November 15, 2013

Coffee ....9:00 - 9:30 AM
   Arts and Letters Building Lecture Hall, Room 116

Morning Session ....9:30 - 10:00 AM
   Lecture Hall, Room 116

   Welcome

   Guest Speaker
    Professor Bruce Nims . ...9:30 - 10:00 AM

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

   I.   Rights and Responsibilities
        Schwartz Building, Room 118

   II. Welfare
        Schwartz Building, Room 120

   III. System Affairs
        Arts and Letters Building, Room 134

Executive Committee...10:00 - 12:00 PM
   Arts and Letters Building, Room 115

Deans Meeting ....10:00 - 12:00 PM
   Administration Building, Room 201, Bultman Conference Room

Luncheon..12:00 - 12:45 PM
   Arts and Letters Building Banquet Hall, Room 142

Afternoon Session...12:45 - 2:45 PM
   Nettles Auditorium

AGENDA

I.   Call to Order

II.   Correction/Approval of Minutes: September 27, 2013   USC Columbia

III.   Reports from University Officers
        A.   Chancellor, Dr. Susan Elkins
        B.   Vice Chancellor and Vice Provost, Dr. Chris Plyler
        C.   Assistant Vice Provost for Extended University, Dr. Chris Nesmith
        D.   Reports from the Regional Campus Deans
                    Dean Walt Collins, USC Lancaster
                    Dean Ann Carmichael, USC Salkehatchie
                    Interim Dean Lynwood Watts, USC Sumter
                    Dean Alice Taylor-Colbert, USC Union

III.   Reports from Standing Committees
        A.   Rights and Responsibilities – Professor Bettie Obi-Johnson
        B.   Welfare – Professor Nicholas Guittar
        C.   System Affairs – Professor Andy Kunka

IV.   Executive Committee
        A.   Secretary – Professor Hennie van Bulck
        B.   Regional Campuses Faculty Manual Liaison Officer – Professor Lisa Hammond

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 Janet Hudson
        D.   Faculty-Board of Trustees Liaison Committee – Professor Chris Nesmith
        E.   Regional Campuses Research and Productive Scholarship Committee – TBD
        F   Regional Campuses Academic Advisory Council – Professor Chris Nesmith
        G.   Other Committees
                1. Conflict of Interest Committee – Professor Noni Bohonak

VI.   Unfinished Business

VII.   New Business

VIII.   Announcements

IX.   Adjournment

REGIONAL CAMPUSES FACULTY SENATE MEETING
November 15, 2013

Morning session

<u>Welcome</u>
Interim Chair Dr. Jolie Fonetnot called the meeting to order at 9:44 AM. She started the meeting with the election of a new chair and she indicated that nominations could be made from the floor and, for that reason, ballots were left blank. She announced that we had two candidates. The candidates were Dr. Andy Kunka (Sumter) and Dr. Bruce Nims (Lancaster.) There were no additional candidates nominated from the floor, and the election proceeded.

<u>Guest speaker</u>
Dr. Fonetnot introduced the guest speaker, Dr. Bruce Nims.
Dr. Nims indicated that he wanted to give a perspective on the Common Curriculum and how it is a part of a larger process that has been going on for about 20 years. The Common Curriculum is the latest step in a long process of consolidation.

1990 was the last year that the regional campuses were accredited independently. In the early 1990s, the regional campuses faced the threat from an attempt by the Commission on Higher Education to fold the regional campuses in with the technical colleges to create a community colleges portion of the so-called California model for higher education. This required mobilization of local, community and Columbia campus resources.

Out of this process grew the realization that being somewhat under the umbrella of the main campus was a good thing. An administrative reorganization resulted. Dr. John Duffy became Vice Provost and reported to the Provost. For example, tenure and promotion files from that point would flow through the office of the Provost. The then Provost, Dr. James Moeser informed the regional campuses that tenure and promotion files should be upgraded to meet standards appropriate to be associated with the larger University. Over time and through a process of negotiation, the Regional Campuses Faculty Senate developed in its faculty manual clear tenure and promotion criteria for effective and highly effective teaching, scholarship, and service.

The administrative reorganization was the prelude to the reaccreditation of the regional campuses under the umbrella of the University of South Carolina (Columbia) in 2000. For a variety of reasons, our exact status slipped under the SACS radar, and did not become an issue at that point, but reappeared during the 2010 accreditation.   Meanwhile, through the Faculty Senate, the regional campuses faculty took charge of upgrading the faculty manual. In about 2008, the tenure and promotion process culminated with the introduction of external review of scholarship.

In 2010 - 2011 came the Huron report and the advent of Palmetto College. On March 2, 2012,

President Pastides and Provost Amiridis met with the Regional Campuses Faculty Senate Executive Committee to hear our concerns. This meeting also created an awareness of how much the regional campuses had come to mean to the Columbia campus. One of our concerns was administrative continuity. We are pleased that Dr. Plyler is working hand-in-glove with the new Chancellor, Dr. Elkins, to serve the needs of the regional campuses, and to help make the transition to Palmetto College a smooth one.

Our second concern was what would happen with our tenure and promotion process. We are pleased that Dr. Elkins has been anxious to develop a rapport with the regional campuses, to learn what we do, to know us, and to articulate a role for our faculty within Palmetto College.

The advantages of consolidation have very positive for us. This brought us to the Common Curriculum. While this is a positive development, it has also been controversial. The Executive Committee appointed an ad hoc committee to come up with a compromise proposal. This proposal was developed over the summer of 2013 through active and dynamic negotiation between representatives of all of the regional campuses and Extended University. The compromise that came out of this committee, and the quality of the people that were involved, serve as a model for compromise and spirited exchange of ideas that must be the model of the new type of governance and faculty organization that we will be developing in Palmetto College.

We should remember that autonomy is a mixed blessing. With Palmetto College we are becoming an integral part of the University of South Carolina, and the main campus will have a greater interest in having our campuses well-funded. When we support the Common Core, and we vote for a resolution to take on the governance of these degrees, we are opening the door to the creation of Palmetto College.

Palmetto College is not just the creation of an online environment; it is for our students, our people, and our communities. There are unprecedented resources brought forth by the legislators which will give us the chance to help our students. It is up to us to decide how those resources will help our students, and to lobby our deans to help us get to those resources for us.

To reiterate, the common curriculum is the final step in the long process of consolidation. This process of consolidation has been very beneficial to us, and the University at large, and has been clearly recognized by the leaders of the University of South Carolina. We have the opportunity through establishing an effective faculty governance system, through Palmetto College, to gain resources to make our campuses centers of unprecedented pedagogical innovation.

Afternoon session

Call to Order
Interim Chair Dr. Jolie Fonetnot called the afternoon meeting to order at 1:04 PM.

Correction/Approval of Minutes.
The Chair asked that any corrections to the minutes of the September 27, 2013 meeting be emailed to Hennie van Bulck (vanbulck@USCSumer.edu). Lisa Hammond (Lancaster) commented that she was unable to access the online minutes. Therefore, the Chair ruled that approval of the minutes be postponed to the February 14, 2014 meeting.

Reports from University Officers
Chancellor, Dr. Susan Elkins thanked interim Dean Watts (Sumter) and the staff for lunch. She also thanked the Faculty Senate and she thanked Dr. Nims for his historical presentation in the morning session. She then gave an update on what has transpired since her arrival in February, 2013, and since the launch of the fall semester (2013).
In her presentation she stressed the importance of developing a shared vision and the shared governance of Palmetto College, and the importance of shared success and the opportunity to serve students online.

Dr. Elkins presented four key issues. First, the vision of Palmetto College as it was developed with the results of the Huron study. Second, the draft organizational structure of Palmetto College. Third, the enrollment for fall semester, 2013. Fourth, "next steps together."

The vision of Palmetto College as it was presented from the Huron study is to create USC degrees that are accessible, affordable, and flexible for all South Carolinians. Regional campuses have been offering accessible, affordable, and flexible associate's degrees for many years. In more recent years, the Palmetto Programs initiative was created so that the Organizational Leadership (BOL) and the liberal studies (BLS) bachelor's degrees were accessible on the regional campuses, as well as through Extended University. The success of the Palmetto Programs provided the impetus for the development of Palmetto College. Now this fall, with Palmetto College, we can offer a new set of four-year degrees in partnership with the four-year campuses.

The structure of Palmetto College is based on the USC system with the four regional campuses. Added to that, this fall, are the new online bachelor degree completion programs that are offered by Columbia, Aiken, Beaufort, and Upstate. The seven bachelor's degrees that the offered are in high demand. Columbia is offering elementary education, liberal studies and organizational leadership. Aiken is offering the bachelors in business, Beaufort offers human services, and Upstate offers criminal justice, and the nursing RN-BSN degrees. These degree completion programs provide opportunities for the regional campuses students and graduates, technical college graduates, military personnel and veterans, business, industry and government employees, Back-to-Carolina Degree Completion students, and the general population. With campuses all around the state, we can now provide the best of face-to-face interaction with students coupled with the convenience of online learning.

Dr. Elkins explained that the structure of Palmetto College continues the previous structure of the four regional campuses, Extended University and Continuing Education. These units will continue to report to Dr. Chris Plyler, Executive Vice Chancellor for Palmetto College and Vice Provost. Since Palmetto College will be accredited with Columbia, this part of the Palmetto College organization will also report to Dr. Michael Amiridis, Provost, for accreditation purposes. The second component of the organization chart for Palmetto College represents the bachelor's degree completion programs. These degree programs are owned by the four senior campuses that report to President Harris Pastides. The Central Support units are third part of the structure. These are the key support functions in Columbia. These units include Dr. Plyler, executive Vice Chancellor for Palmetto College and Vice Provost, Ms. Pam Hayes, Associate Chancellor for Business Affairs and Human Resources, Mr. Jay Darby, Director of Communications and Marketing, Mr. Chris DeWolfe, Director of Development (shared, half-time), Mr. Randy Rollings, Director of Information Technology, Dr. David Hunter, Associate Chancellor of Planning, Assessment and Student Success, Dr. Tabatha MacAllister, Associate Chancellor for Student Enrollment Services, and a still vacant position for Vice Chancellor for E-Learning.

Dr. Elkins explained what numbers comprise fall enrollment for Palmetto College. There are three key components to enrollment for Palmetto College: the Regional Campus Lower Division Enrollment, the Regional Campus 2+2/Bachelor's Degree Completion Programs, and the Online 2+2 Bachelor's Degree Completion Programs. The unofficial fall 2013 enrollment for the three components were 4,256; 175 and 519 respectively, for a total of 4,950.

Next steps for Palmetto College should be working together to strengthen the regional campuses, to strengthen the online bachelor degree completion programs and to strengthen Palmetto College. The result of working together should be enrollment growth and corresponding revenue growth. Dr. Elkins asked for all to help and work together to make Palmetto College successful. A copy of Dr. Elkins' PowerPoint presentation is included as Appendix A to these minutes.

Vice Chancellor and Vice Provost, Dr. Chris Plyler reiterated that Chancellor Susan Elkins has been traveling around the state informing and educating audiences on the merits of Palmetto College and has initiated a statewide marketing campaign. He thanked interim Dean Lynwood Watts and the USC Sumter faculty and staff for hosting the meeting. Dr. Plyler announced that the current tenure and promotion files all have the required number of external review letters. Dr. Plyler expressed optimism about the new class of faculty.

Dr. Plyler expressed concern that we may not be emphasizing retention as much as we should. The environment in which we operate is extremely competitive. Over half of the community colleges and liberal arts colleges in the country did not reach their enrollment goals, and many of them are coming close to not being able to meet payroll. At the same time the Columbia campus is opening programs to recruit students with the same profile that we are recruiting. He called upon the faculty to become active in retaining students. The Columbia staff is actively looking for ways to support the regional campuses to improve the academic success of our student's success through student-support-services delivery. Dr. Plyler invited faculty and staff of the

regional campuses to start a discussion of these issues, and to provide ideas and input on student-service delivery.

Dr. Plyler announced that the deadline for Distributed Learning Course Development Grant application receipt was December 6, 2013.

The USC System Advisers Educational Conference will be February 28 from 9:30 AM until 2:30 PM on the eighth floor of the Darla Moore School of Business in Columbia. He hoped to have a huge attendance from the regional campuses at this conference. There is an address on the Provost's website to reserve a space for this program. (http://www.sc.edu/provost/rsvp/advisorconference.php)

Assistant Vice Provost for Extended University, Dr. Chris Nesmith. Dr. Nesmith's report was presented by Dr. Plyler, and is summarized in Appendix B to these minutes.

Reports from the Regional Campus Deans
Dean Walt Collins, USC Lancaster. Dean Collins's report is summarized in Appendix B to these minutes.

Dean Ann Carmichael, USC Salkahatchie. Dean Carmichael's report is summarized in Appendix B to these minutes.

Interim Dean Lynwood Watts, USC Sumter. Dean Watt's report is summarized in Appendix B to these minutes.

Dean Alice Taylor-Colbert, USC Union. Dean Alice Taylor-Colbert's report is summarized in Appendix B to these minutes.

Reports from Standing Committees
Rights and Responsibilities – Dr. Lisa Hammond presented the report for Rights and Responsibilities. The committee has been discussing revisions to the faculty manual to clarify how documentation is supposed to be provided for external review, so that candidates know more clearly what their primary supporting documents are. The committee is also looking at a long-term project to make adjustments to update the manual for the new curriculum and to accommodate the new structure of Palmetto College. The committee will also be considering some issues that are coming from the Columbia faculty manual. The committee also discussed in detail the process of bringing the tenure and promotion files online through Blackboard.

The Rights and Responsibilities Committee presented a motion to accept revisions to the Regional Campuses Faculty Manual relative to the tenure and promotion criteria for librarian. The tenure and promotion criteria for librarian are very out of date. We currently have two or three untenured librarians at Lancaster who are on the tenure track. The committee asked an ad hoc committee to look into this matter, to seek external clarification on how its criteria might work, and to make recommendations to the committee. The chair ruled the motion substantive. The proposed revisions will also be published on the Regional Campuses Faculty Senate website.

Prof. Harris presented an overview of the proposed revisions. A copy of the revised criteria is included in Appendix C of these minutes.

Welfare – Dr. Nicholas Guittar. The Welfare Committee focused on its three charges. Dr. Guittar presented the agenda for the Tenure and Promotion Workshop. The RSVP deadline for the workshop was December 13. The deadline was moved up to allow more time for soliciting timely feedback from attendees concerning content for the workshop.

Dr. Guittar also discussed the John Duffy award. As of November 15, only two nominees had been received (from Lancaster and Sumter.) December 1 was the deadline for nominations. Each campus is allowed up to five nominees. The committee finalized a few modifications to the criteria for the award to make the language more current. The document that candidates submit is now limited to seven pages with a two page maximum of the C.V. Therefore, the maximum for the PDF file is now nine pages. The committee will contact candidates by December 15. Candidates' files should be submitted no later than January 31. By the February Regional Campuses Faculty Senate Meeting the nominating process and selection will be finalized. The winner of the award will be announced during the April meeting. A copy of the revised criteria is included in the appendix D of these minutes.

The committee is also working on the Welfare Survey, which is the combined salary and job satisfaction surveys. The Welfare Committee is soliciting input from faculty for core metrics to be included in the survey.

System Affairs – Dr. Andy Yingst. Systems Affairs Committee completed their work on the common curriculum and has engaged in a discussion on the identity of Palmetto College. Professor Yingst read the following resolution: "The Regional Campuses Faculty Senate resolves that we clarify the status of the existing BOL/BLS degrees, and whether ownership of those degrees should be transferred to the Regional Campuses Faculty Senate." The resolution was introduced under new business.

Executive Committee - Secretary Dr. Hennie van Bulck reported that the Executive Committee met in Columbia on November 1. The committee heard executive reports of Dr. Elkins and Dr. Plyler, and reports from the various campuses as well as committee reports. During the November 1 meeting, Dr. Plyler presented a letter from the Provost addressing the need for a common curriculum. The Executive Committee discussed this letter at length. As a result of this discussion The Executive Committee presented a resolution to Senate. The resolution was introduced under new business. A copy of this resolution is included as Appendix E to these minutes.

Regional Campuses Faculty Manual Liaison Officer – Dr. Lisa Hammond reported that at times the Columbia Faculty Manual serves as a model for the Regional Campuses Faculty Manual. Before long we will have a new Appendix I to the Faculty Manual that describes the Administrative Organization. The Columbia Manual is also providing guidance for us to develop workplace civility policy. We will need to consider whether or not to include such policies in our faculty manual, and if we want to have a representative on the Columbia committee that handles

these matters.

Dr. Hammond discussed the question of how are we going to handle curriculum decisions and governance such as the BOL/BLS degrees. She indicated that we will not be able to resolve these matters quickly. She identified four areas that are critical for us to approach as we decide how to make revisions to our faculty manual and how we want to govern ourselves. First, who are the faculty of Palmetto College? For example, are the Palmetto College faculty only the faculty at the two-year campuses and Extended University? What is the status of the faculty of the senior campuses that participate in the degree completion programs? Second, how do we handle changes to the common curriculum? We need to make sure that we retain control of the regional campuses over those degrees. We need to know what our rights are for proposing new degrees. These matters must be resolved in a way that is beneficial to us, and at same time meet University needs. Third issue pertains to admission standards which are not (now) the same across all regional campuses. While we all desire to retain our autonmy, we also realize we are part of a system. Possibly, we can establish a common baseline, but allow campuses to decide beyond that. The fourth issue is the transfer of tenure. Is tenure awarded at the local campus, or at Palmetto College? If tenure is awarded at Palmetto, this would mean that tenure would move with you if you were to transfer to a different institution.

Dr. Hammond said that she needed help with these issues and she suggested the establishment of an ad hoc committee with the representatives from each campus elected by their faculty organizations. These would be interested faculty members with institutional knowledge, who have Senate service and who have an understanding of the Senate processes. She asked for feedback, suggestions and ideas about this ad hoc committee.

Dr. Catalano (Lancaster) asked why Rights and Responsibilities would not be the appropriate committee to handle this. Dr. Hammond responded that, due to all the other important and urgent matters that are in front of the Rights and Responsibilities Committee, the committee might not be able to handle these matters in a short period of time. Also, the Rights and Responsibilities Committee has a relatively large group of untenured, newer faculty.
Dr. Saucier (Extended University) questioned that, if some issues are more important than other issues, perhaps some committees should reprioritize their responsibilities. He also suggested that if the membership of the committee is not sufficient to meet the needs that are essential to the organization, maybe we should revisit who would be put on those committees. He said that no new committees should be considered.

Reports from Special Committees
Committee on Libraries - Dr. Patrick Saucier remembered the sad loss of Dr. Harriet M. Hurt who was in charge of Adult Programs. The Committee on Libraries met on November 6, and toured the historic South Caroliniana Library, the oldest freestanding library in the United States. The director, Henry G. Fullmer gave a tour of the building, highlighting the professional nuances as well as the potential dangers of the dilapidated facilities. After the tour, Thomas F. McNally, the Dean of the USC Libraries, discussed the importance of this historical building which houses many state and national treasures. According to Dean McNally it is in the State's and University's best interest to renovate the building, upgrade its storage capacity, making it a safer place, and

make it into a revenue generator. The committee vaguely discussed nebulous funding possibilities with Beki Gettys, the Associate Dean and Director of Thomas Cooper Libraries, presented improvements that the Thomas Cooper has been working on, her collaboration with Palmetto College and the Campus Library Council, and ways to improve access to regional campuses' students. A copy of this report is included as Appendix F to these minutes.

Committee on Curricula and Courses - Dr. Robert Castleberry's report was read by the Chair. A copy of Castleberry's report is included as Appendix G to these minutes.

Committee on Faculty Welfare – Dr. Janet Hudson reported that the committee has been working on putting the fall survey report together. The report is very extensive. The committee needs to decide who will have access to the report because once published, the report will be FOIA-able (Freedom of Information Act.) The committee continues to give permission to give flu shots. The Columbia Faculty Senate has passed a bullying policy. A potential issue will be the consideration of the needs of non-tenure-track faculty. The Faculty Senate has no elected members who are not tenure-track, for this involves "people who have power addressing the needs of people without power." This issue is competing against the issue of salaries of existing faculty.

Faculty-Board of Trustees Liaison Committee – Dr. Chris Nesmith (no report.)

Regional Campuses Research and Productive Scholarship Committee – Dr. Ray McManus (no report.)

Regional Campuses Academic Advisory Council – Dr. Chris Nesmith (no report.)

Other Committees

Conflict of Interest Committee – Dr. Noni Bohonak (no report.)

Unfinished Business
No unfinished business was reported.

New Business

Systems Affairs - Dr. Andy Yingst. **The Systems Affairs Committee moved that** *"the Regional Campuses Faculty Senate endorse the various Associates of Arts and Associates of Science degree proposal adopted by the individual campuses."* Dr. Yingst clarified that this motion does not include the baccalaureate prep program that was not approved by all campuses. Dr. Tom Powers (Sumter) asked what the differences between the various degree programs for the AA/AS in the common degree program is (going to be) introduced for action by the Executive Committee. Dr. Yingst responded that they are the same. Dr. Rebecca Hillman (Sumter), speaking for the Systems Affairs Committee, requested that the proposals that were approved by campuses be bundled, since they are the same. The chair responded that they would not be combined. Dr. Patrick Saucier (Extended University) asked for clarification that the

baccalaureate prep program was not part of the current proposal, and that the AA/AS degrees were the only degrees we were voting on. There was no further discussion. **The motion passed.**

The Systems Affairs Committee (Dr. Yingst) also presented the following **resolution**: "*The Regional Campuses Faculty Senate resolves that we clarify the status of the existing BOL/BLS degrees, and whether ownership of those degrees should be transferred to the Regional Campuses Faculty Senate."* Dr. Patrick Saucier (Extended University) asked if we had the authority to do that since these are programs accredited by the University of South Carolina Columbia. Dr. Bruce Nims (Lancaster) responded that the resolution is that we investigate the possibility and what would be required, and is not a motion to attempt to gain governance over the degrees. There was no further discussion. **The resolution passed.**

Executive Committee presented a **resolution** that was read during the <u>Reports from Standing Committees</u>. A copy of this resolution is included as Appendix E to these minutes.

Dr. Tom Powers (Sumter) asked if, with the passage of the previous resolution from the Systems Affairs Committee, this resolution was now redundant. Dr. Bruce Nims (Lancaster) explained that the reason for the resolution, rather than a motion, is that we simply confirm acceptance of the common requirements for the AA/AS degrees, and that we resolve with due deliberation to make the necessary changes to the bylaws, and the faculty manual in order to practice governance over those degrees. Dr. Patrick Saucier (Extended University) asked if such changes, when they come up, will be ruled substantive. Dr. Nims confirmed that.

Dr. Andy Yingst (Lancaster) asked if the first sentence of the resolution was meaningful. Dr. Nims explained that we just approved all the individual curricula that were passed by the faculty organizations at the regional campuses, and we accept these as a common curriculum, and we further resolve to put policies and procedures in the faculty manual and bylaws in order to carry out governance over these common degrees.

Dr. Tom Powers (Sumter) argued that there is a substantive difference between these two: the motion from the Systems Affairs Committee spoke to the existence of four different but identical degrees, and the Executive Committee resolution assume that all four are adopted into one, so that there won't be any longer for separate ones. Based on the Systems Affairs motion, in the future, a campus could change its degree requirements, whereas under the Executive Committee motion [SIC] these four are to be consolidated into one which could not be acted upon by individual faculty organization. Rather the Senate would have jurisdiction over the degree. Dr. Nims affirmed that this was the substance of the resolution. Dr. Powers commented that essentially the individual campuses, as represented at the Regional Campuses Faculty Senate, hereby surrender jurisdiction over their own Associates degrees to the Faculty Senate.

Dr. Andy Yingst (Lancaster) observed that this resolution attempts to be the faculty manual changes it proposes. He asked if this resolution means that we are taking over the degrees, or does it recommend that the bylaws be changed, and then it will be done. Dr. Nims explained that, by accepting this resolution, different but identical degree programs are in effect a "common" degree program, and we would be resolving to change the bylaws and change the faculty manual

as necessary. There was no further discussion. **The resolution passed.**

Announcements
Interim Chair Dr. Jolie Fonetnot announced the election the beginning of the morning session resulted in a win for Dr. Bruce Nims, who at the conclusion of the meeting will be the new interim chair.

Dr. Tom Powers (Sumter) requested that in the future the agenda as published contain under "new business" a list of the items already known to come under new business for consideration.

Adjournment at 2:58 PM

APPENDIX A

Dr. Elkins' PowerPoint presentation

Palmetto College:

LAUNCH 2013

Presented
to the

Regional Campuses Faculty Senate

by
Dr. Susan A. Elkins, Chancellor
Palmetto College

November 15, 2013

UNIVERSITY OF
SOUTH CAROLINA
PALMETTO COLLEGE

Presentation Overview

Palmetto College

- Vision

- Organizational Structure

- Enrollment – Fall Semester 2013

- Next Steps

Palmetto College Vision

USC Degrees

*Accessible

*Affordable

*Flexible

for all South Carolinians!

UNIVERSITY OF
SOUTH CAROLINA
PALMETTO COLLEGE

Palmetto College Structure

A System Approach…

New

Regional Campus Programs

(First Two Years)

- Lancaster
- Salkehatchie
- Sumter
- Union

Comprehensive Campus Online Degree Programs

(Second Two Years)

- Columbia
- Aiken
- Beaufort
- Upstate

UNIVERSITY OF
SOUTH CAROLINA
PALMETTO COLLEGE

Palmetto College Online Bachelor's Degree Completion Program

High Demand, Employable Fields

Columbia	Elementary Education Liberal Studies Organizational Leadership
Aiken	Business
Beaufort	Human Services
Upstate	Criminal Justice Nursing RN - BSN

Potential Students

- Regional Campus Students/Graduates

- Technical College Graduates

- Military Personnel/Veterans

- Business/Industry/Government Employees

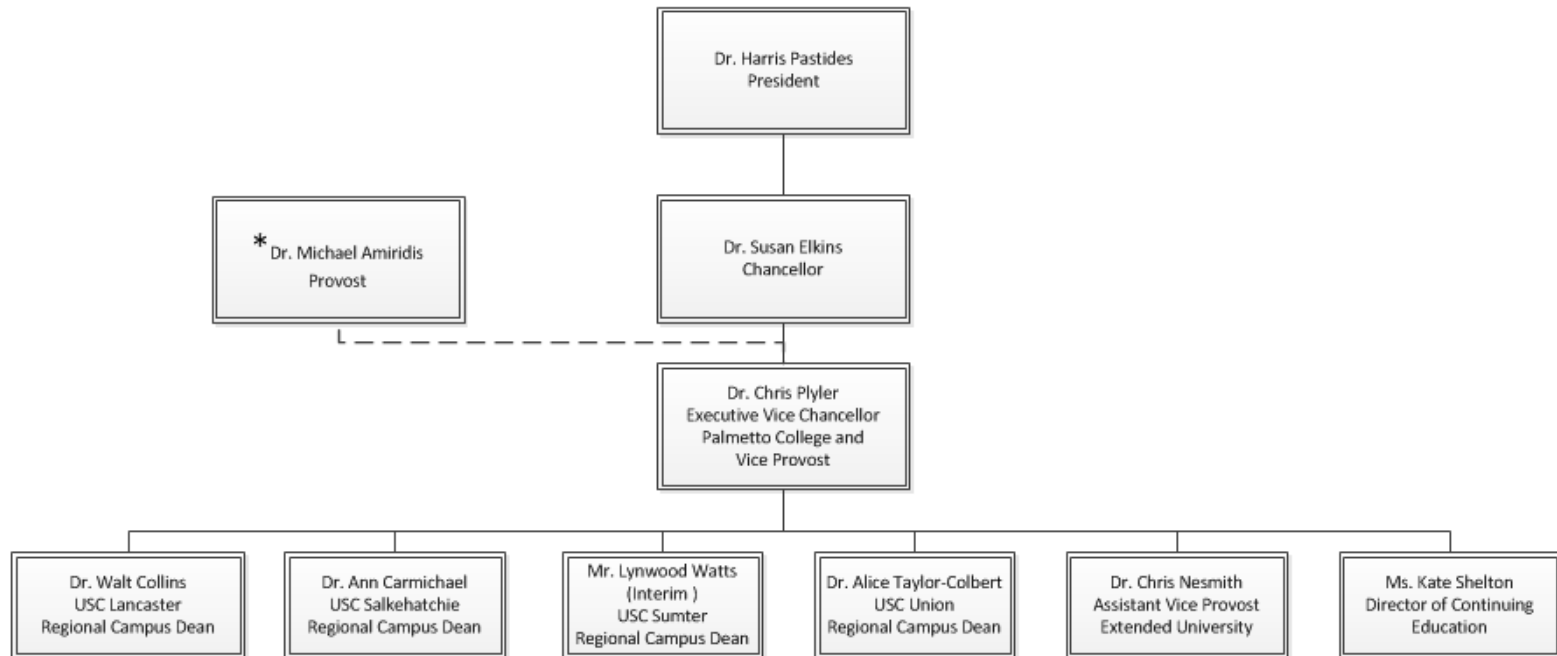- Back to Carolina Degree Completion Students

- General Population
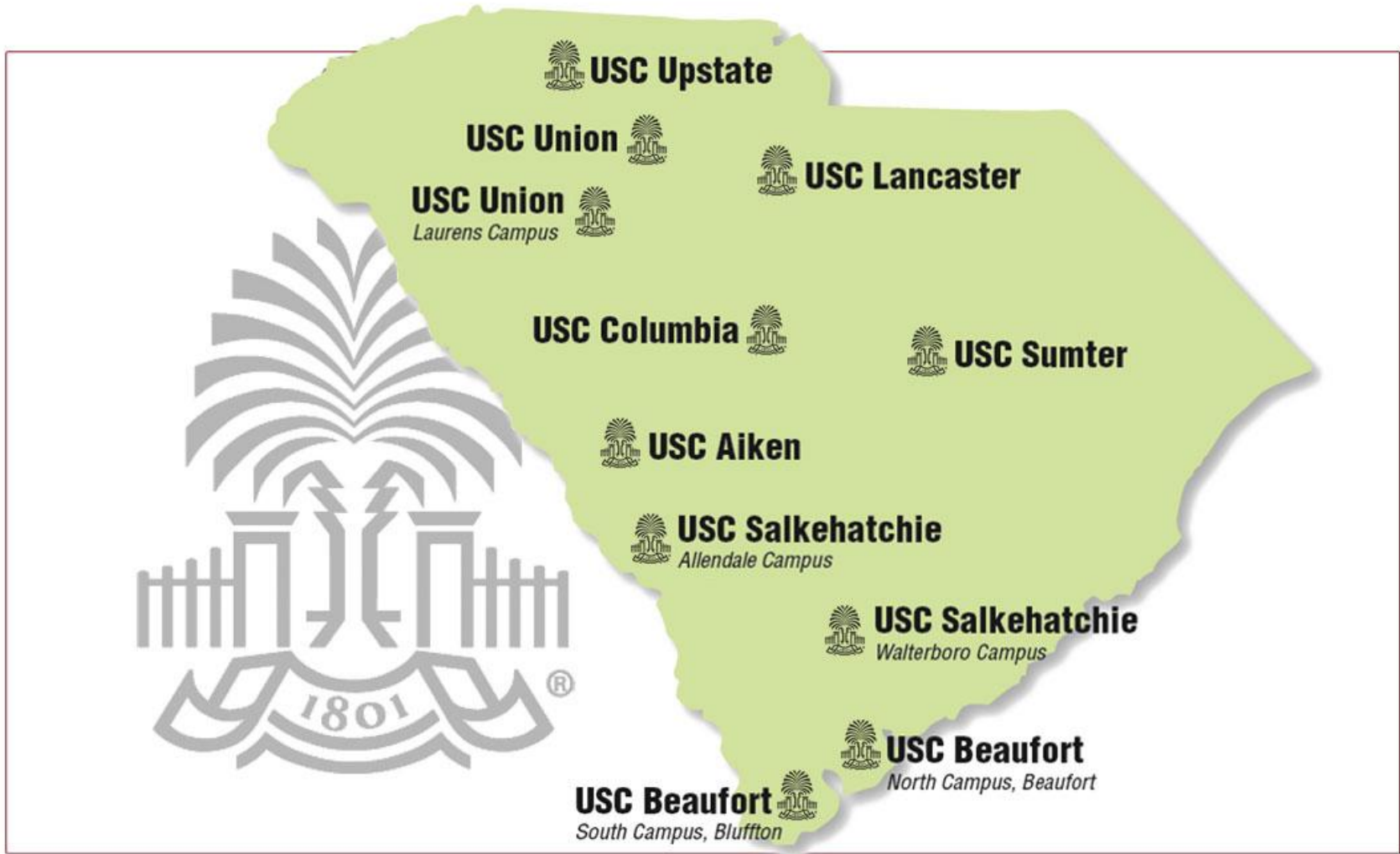
Palmetto College
Regional Campuses, Extended University and Continuing Education
11/15/2013

Dr. Harris Pastides
President

*Dr. Michael Amiridis
Provost

Dr. Susan Elkins
Chancellor

Dr. Chris Plyler
Executive Vice Chancellor
Palmetto College and
Vice Provost

Dr. Walt Collins
USC Lancaster
Regional Campus Dean

Dr. Ann Carmichael
USC Salkehatchie
Regional Campus Dean

Mr. Lynwood Watts
(Interim)
USC Sumter
Regional Campus Dean

Dr. Alice Taylor-Colbert
USC Union
Regional Campus Dean

Dr. Chris Nesmith
Assistant Vice Provost
Extended University

Ms. Kate Shelton
Director of Continuing
Education

*Denotes accountability for accreditation purposes.

UNIVERSITY OF
SOUTH CAROLINA
PALMETTO COLLEGE

Palmetto College
Bachelor's Degree Completion Programs
11/15/2013
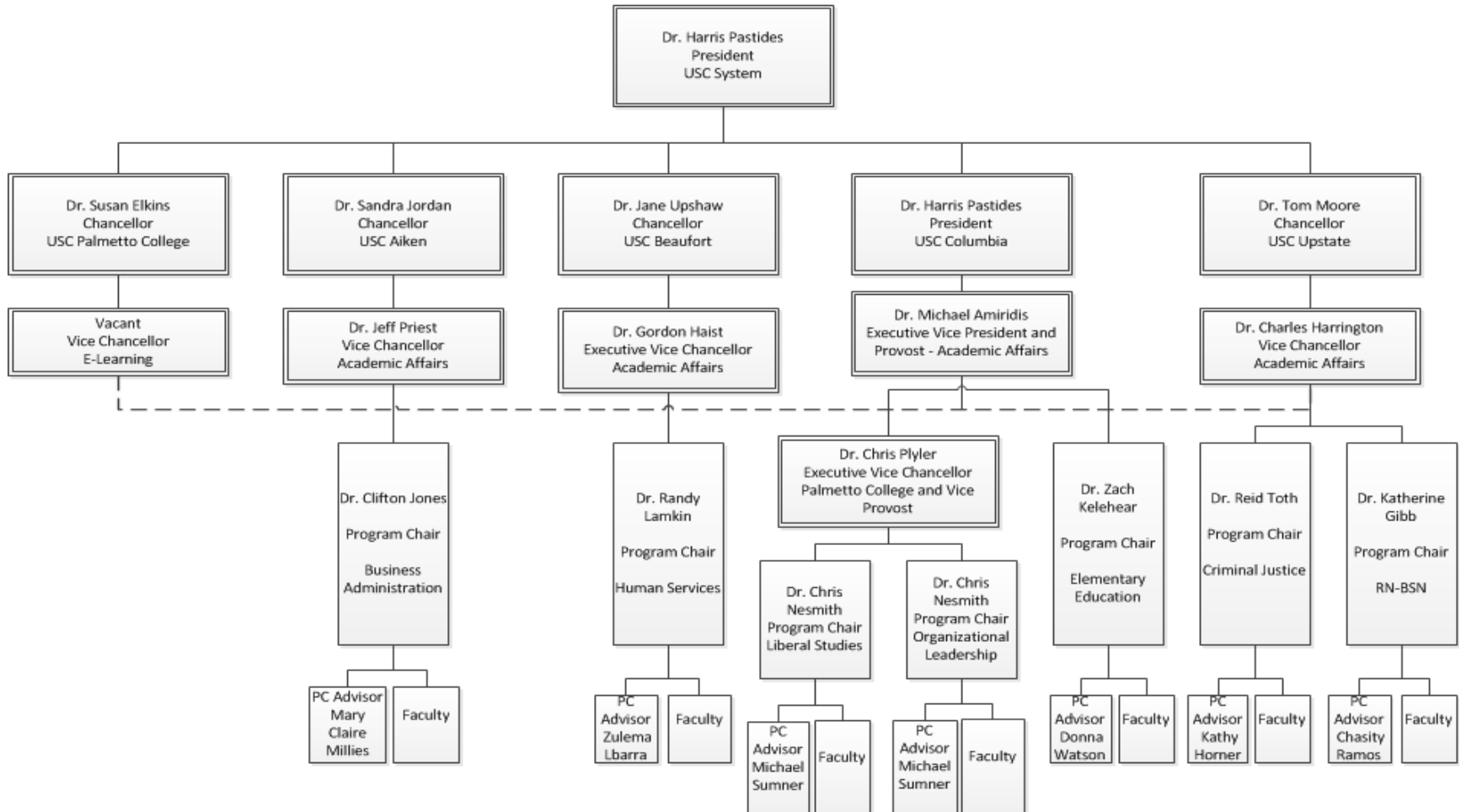
Palmetto College
Central Support
11/15/2013

Dr. Harris Pastides
President

Dr. Susan Elkins
Chancellor

Ms. Summer Yarborough
Assistant to Chancellor

Dr. Chris Plyler
Executive Vice
Chancellor
Palmetto College and
Vice Provost

Ms. Pam Hayes
Associate Chancellor
Business Affairs and
Human Resources

Mr. Jay Darby
Director
Communications and
Marketing

Mr. Chris DeWolfe
Director
Development
(.50%)

Mr. Randy Rollings
Director
Information
Technology

Dr. David Hunter
Associate Chancellor
Planning, Assessment,
and Student Success

Dr. Tabatha McAllister
Associate Chancellor
Student Enrollment
Services

Vacant
Vice Chancellor
E-Learning

Palmetto College

Enrollment Trends & Projections

Fall 2008 - 2013

Regional Campus Lower Division (100-300 Level Courses)	2008	2009	2010	2011	2012	2013 Unofficial Enrolled (11/14/13)
Degree-seeking	2,891	2,957	3,091	2,958	2,867	2675
Non-Degree Dual Enrollment	1,159	1,123	1,152	1,360	1,433	1422
Non-Degree Other	183	183	217	91	76	159
SUBTOTAL	4,233	4,263	4,460	4,409	4,376	4256

Regional Campus 2+2/Bachelor's Degree Completion (300-400 Level Courses)	2008	2009	2010	2011	2012	2013 Unofficial Enrolled (11/14/13)
Off Campus Sites/Interactive Video						
BLS - Columbia (Regional Campuses)	45	93	145	202	192	*
BOL - Columbia (Regional Campuses)		4	45	78	113	*
Business - Aiken (Sumter)	66	62	64	48	42	38
Education - Aiken (Salkehatchie)	10	10	10	4	7	12
Education - Upstate (Sumter)	79	72	69	59	42	44
Nursing - Columbia (Lancaster, Salkehatchie)	16	32	57	60	67	73
Multiple Courses - Ft. Jackson (Columbia)	39	27	44	31	23	8
SUBTOTAL	216	273	390	451	463	175

Online 2+2/Bachelor's Degree Completion (300-400 Level Courses)	2008	2009	2010	2011	2012	2013 Unofficial Enrolled (11/14/13)
Business Administration - Aiken	-	-	-	-	-	28
Criminal Justice - Upstate	-	-	-	-	-	17
Elementary Education - Columbia	-	-	-	-	-	12
Human Services - Beaufort	-	-	-	-	-	6
BLS - Columbia	-	-	-	-	-	184
BOL - Columbia	-	-	-	-	-	118
RN-BSN Program - Upstate	-	-	-	-	-	154
SUBTOTAL						519

GRAND TOTALS	4,449	4,536	4,850	4,860	4,839	4,950

*Included in Online category

UNIVERSITY OF
SOUTH CAROLINA
PALMETTO COLLEGE

Next Steps

Working ***Together*** to Strengthen

- Regional Campuses

- Online Bachelor's Degree Completion Programs

- Palmetto College

Results: Enrollment Growth
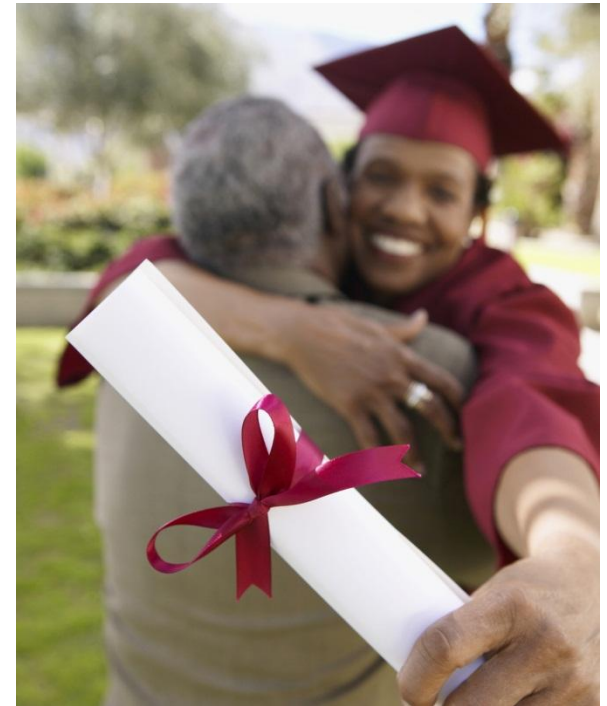*Revenue Growth*

In Conclusion….

Palmetto College

- Vision

- Organizational Structure

- Enrollment – Fall Semester 2013

- Next Steps: ***Working Together for a Successful Palmetto College!***

Palmetto College & the USC System

No Limits.

APPENDIX B

Reports from the Regional Campus Deans

Extended University

Faculty Senate Report

Nov. 15, 2013

Liberal Studies and Organizational Leadership degrees continue to be strong. We have a healthy number of new students coming into the program as well as continuing students changing campus from the regional campuses for the spring.

We currently have either 293 or 317 students, depending on your source of information, so we'll say 300. That's about 200 BLS and 100 BOL students.

We have 27 BLS and 13 BOL graduation applications for December.

To date, we have 198 BLS and 63 BOL graduates, or 261 total. So that will put us close to the 300 graduates mark.

Extended University has recently hired Dr. Anil Datt as instructor of biology, beginning in January.

**Dr. Walter P.
Collins, III
Regional Campus
Dean**

**Report to the Regional Campuses Faculty Senate
meeting at USC Sumter
November 15, 2013**

Students

Enrollment
As of November 12, 1792 students are registered for Fall 2013. We are down in enrollment by approximately 2.5% compared to last Fall. Pre-registered students for Spring 2014 currently number 477.

Athletics
USC Lancaster hosted the NJCAA Region X men's and women's soccer tournament on November 2 and 3. Eight teams from across three states were on campus to compete.

Faculty

Professor Kaetrena Kendrick published "Keeping the 'L' in Digital: Applying LIS Core Competencies to Digital Humanities Work" in *The Journal of Creative Library Practice* (http://creativelibrarypractice.org/2013/09/06/keeping-the-l-in-digitalapplying-lis-core-competencies-to-digital-humanities-work/). Dr. Dana Lawrence is also mentioned in this article.

Professor Adam Biggs published a review of Deluxe Jim Crow: Civil Rights and American Health Policy, 1935-1954 by Karen Kruse Thomas in the September 2013 issue of the *Journal of the History of Medicine and Allied Sciences*.

Dr. Michael Bonner was offered a publishing contract from USC Press to co-edit a volume with Friedrich Hamer (Caroliniana Library) entitled *Civil War and Reconstruction Essays from the South Carolina Historical Association*.

Facilities

Construction of **Founders Hall** continues and is slated to conclude by mid-Spring semester. Shortly, the sidewalk connecting Bradley and the rest of campus will be repaved and completely reopened.

Other items...

- **The Lancaster Players will perform *Alice in Wonderland*** this weekend, November 15-17 in Stevens Auditorium. More information: http://usclancaster.sc.edu/studentlife/players/Alice/Alice.jpg

- The **Fall 2013 Scholarship Luncheon** took place on Thursday, Nov. 7 in the Bradley Building with approximately 280 in attendance.

- Celebrating its first anniversary last month, the **Native American Studies Center** welcomed 872 visitors in October 2013 alone. The Center's monthly **Lunch and Learn Series** continues today with a presentation entitled "An Invisible People: South Carolina's Contemporary Native American Indian Populations." Marcy L. Hayden, Native American Affairs coordinator for the South Carolina Commission for Minority Affairs, is the presenter. Other events taking place in the month of November, Native American Heritage Month, can be found by following this link: http://usclancaster.sc.edu/NAS/NASmonth2013.pdf

- The campus hosted approximately 150 of our region's top high school juniors on October 17 for the Olde English Consortium's annual **Junior Scholars Day**. The students participated in an Academic Challenge Quiz and attended mini-lectures offered by USC Lancaster faculty and staff.

- A photograph of an unknown Native American boy that is part of the Joseph Gene Crediford Collection at USC Lancaster's Native American Studies Center was featured on the November cover of *College and Research Libraries News*, a journal of the Association of College and Research Libraries.

UNIVERSITY OF SOUTH CAROLINA

SALKEHATCHIE

Regional Campuses Faculty Senate Report
November 15, 2013

The opening of the Carolina Theatre on September 28 was well attended by community members, supporters of Salkehatchie and quite a few colleagues from Columbia. The USC School of Music, as well as the Department of Theatre and Dance, provided an outstanding program for all to enjoy.

Library news: Mr. Christopher G. Crabb, author of *Facing Sherman in South Carolina: March Through the Swamps*, held a talk on our east campus chronicling Sherman's march through the Lowcountry. On the west campus, Dr. Arthur Mitchell, USC Salkehatchie History Professor Emeritus, launched his eighth book, *Understanding the Korean War: A Ground-Level View.* A reception was held to celebrate this event.

Over fall break, student body presidents from USC's system campuses visited Washington, D.C., to meet with South Carolina congressmen and Vice President Joe Biden. The students discussed access and affordability at Carolina and general higher education trends. USC Salkehatchie's was represented by Student Body president, Rosie Curiel.

Congratulations to Coach Travis Garrett and the Indians on a HUGE win over the number one nationally ranked College of Central Florida. CCF won the NJCAA National Tournament Championship this past year.

Respectfully submitted,

Ann C. Carmichael
Regional Campus Dean

USC Sumter's Dean's Report to the RCFC
November 15, 2013

Enrollment appears to be up, First time in five years. Latest numbers reflect about 3.5 %

No real demographics of our Freshman class yet; however, our professors and instructors are encouraged by the Quality of this year's class.

Food service overhaul is paying great dividends in campus life and is on the verge of turning a profit!

Positive Student Experiences: Increased in Campus activities; Clubs; Intramural sport participation.
New signage on campus;   Sponsorship of local HS football games; Campus volunteers promoting USC Sumter on Friday nights has been a success.

Next Wed. November 20th is the 20th Annual Big Wednesday…the largest Carolina – Clemson indoor tailgate party. This is our Alumni Associations' largest scholarship fundraiser of the year.

Last Friday we held our inaugural Faculty Scholarship reception honoring faculty scholarship. We published a booklet recognizing the many scholarly accomplishments of our faculty over the past year.

The USC Sumter Dean search committee has recommended three candidates and interviews are set to be completed before the Christmas holiday break!   My days appear to be numbered….
Thank you!

USC Union Dean's Report
Alice Taylor-Colbert

New site in Laurens, SC will open with classes in January 2014.

Financial Aid and Student Services hosted area Guidance Counselor Conference on 11/1/12 with South Carolina Commission on Higher Education representatives as guest speakers.

Campus will participate in College Goal South Carolina

Student Community Service Project: Walk to End Alzheimer's raised $ 3202.56 and was the number 4 team out of 70 teams that walked.

Faculty member Tara Fetemie has received notification that she will be awarded another grant from the Department of Social Services through SC Campaign to Prevent Teen Pregnancy for $5,000.00.

Dean's Council has been engaged in Strategic Planning and establishment of short-term and long-term goals. Enjoyed a day retreat recently.

Founder's Day award recipients were John Duffy, Herbert Adams, and Mrs. Martha (Packie) Whitener.

Adjunct instructor Bill Taylor and family have given $100,000 scholarship for USC Union student to pursue Palmetto College bachelor's degree.

Fiftieth Anniversary Planning Committee being formed for 2015 celebration.

APPENDIX C

Reports from Standing Committees

Rights and Responsibilities

I am Professor Lori Harris, Director of Medford Library at USC Lancaster.
_____

On behalf of the faculty librarians on the USC Regional Campuses, I have brought to the Rights & Responsibilities Committee today a:

Recommended Revision of the USC Regional Campuses and Extended University Faculty Manual's Tenure and Promotion Criteria as it Pertains to Faculty Librarians

We submit these recommended revisions:

- To bring the criteria up to date for current practice in librarianship. For example, the current criteria include nothing about technology, which is developed, used, and taught in almost every facet of a contemporary library setting.

- To parallel the teaching faculty criteria, including creating a new table for librarians suggesting appropriate forms of documentation.

As part of our effort to update the criteria for librarians, on recommendation of the Rights & Responsibilities Committee, we submitted our recommendations to two distinguished external reviewers in the Penn State University system and incorporated their suggestions into our proposal.
_____

Here is a summary of the proposed revisions:

1. Regional Campuses and Extended University Faculty Manual, 2012 edition

- Minor changes to the Table of Contents to reflect new pagination.

- Pages 7 – 8. Qualifications for Academic Rank.
  Changes address effective librarianship, as opposed to teaching, and updates the specification for an ALA-accredited graduate degree.

- Pages 9 – 11. Criteria for Tenure and Promotion.
  Changes provide background for the newly defined criteria for effective librarianship.

- Pages 16 – 19. Tenure and Promotion Procedures for Regional Campuses.
  Changes address the need for an alternate RCTP-6 form, called "RCTP-6L", for librarians.

  Page 23.
  Inserts that the RCTP-13, "Summary of Teaching Evaluations," is not applicable for librarians.

- Page 33, plus two new pages to follow. <u>Guidelines for Documentation of Standards for Tenure and Promotion: Effectiveness as a Librarian.</u>
"Effectiveness as a Librarian" is redefined. We propose five broad criteria areas. They are:

    User Services

    Information Acquisition and Organization

    Teaching

    Management/Administration

    Technology

    These five criteria are further described in a chart which suggests appropriate documentation, mirroring the chart provided for teaching faculty, and includes descriptive statements under each criterion which are provided for the benefit of the non-librarian reviewer.

2. **Regional Campuses Tenure and Promotion File Forms (RCTP-1 through RCTP-12)**

- RCTP-2.1. <u>Regional Campuses and Extended University Criteria for Tenure and/or Promotion.</u>
The phrase, "or Librarianship," is added.

- RCTP-5.1. <u>Personal Statement.</u>
The phrase, "or philosophy of librarianship," is added.

    Teaching Responsibilities. "(Not applicable for librarians)" is added.

- RCTP-6.1. <u>Evidence of Effective Teaching.</u>
Addresses the need for an alternate form for librarians. "(Librarians use the alternate form RCTP 6L.)" is added.

3. **A new, alternate Form RCTP-6L for Librarians, "Evidence of Effectiveness as a Librarian".**

- The new alternate form RCTP-6L, with the newly defined "Effectiveness as a Librarian" criteria, is added.

Pending approval by the appropriate bodies, we respectfully request these changes be made effective prior to Fall 2014.

Thank you.

Date: November 15, 2013

To: Dr. Bettie Obi Johnson, Chair
Dr. Lisa Hammond, Acting Chair for the November 15, 2013, Meeting
2013-2014 Rights and Responsibilities Committee
USC Regional Campus Faculty Senate

From: Professor Lorene B. Harris, Director
Medford Library, USC Lancaster

Subject: Resubmission: Recommended Revision of the USC Regional Campuses and
Extended University Faculty Manual's Tenure and Promotion Criteria
as it Pertains to Faculty Librarians

Dr. Johnson and Dr. Hammond, on behalf of the faculty librarians on the USC Regional Campuses, I am pleased to submit to you the attached documents for consideration by the USC RCFS Rights and Responsibilities Committee.

As you are aware, we presented a version of these recommended revisions to your committee on September 27. In lieu of approving the recommendations, the committee directed that we librarians submit the recommendations for external review and then bring the matter up again to the committee.

We subsequently requested and received two external reviews from librarians in the Penn State system, both of whom are familiar with the tenure and promotion processes at their institutions. Several Penn State regional campuses ("Commonwealth Campuses") are on the "peer-aspirational" institutional list that Dr. David Hunter compiled for the USC Regional Campuses. Our external reviewers were:

- Courtney L. Young
  Associate Librarian & Associate Professor of Women's Studies
  Head Librarian, Penn State Greater Allegheny
  2014-2015 President-Elect, American Library Association

- Christine Copp Avery
  Director of Commonwealth Campus Libraries, Penn State University Libraries

Their letters of external review are included in our documentation. We have considered their comments and improved our recommendations considerably based on their input. Here is a paraphrased summary of their major points:

Recommendation (Avery): Make the language our own.
Response: While still drawing from the concepts found in the American Library Association's 2009 *Core Competences of Librarianship* and the Association of College & Research Libraries' *A Guideline for the Appointment, Promotion and Tenure of Academic Librarians* from 2010, we have reorganized and relabeled the criteria and added descriptive statements.

Recommendation (Avery): Simplify the language and streamline the criteria, and make it more understandable to non-librarians.
Response: In rewriting the document, we simplified and trimmed our original list to 5 broad criteria.

Recommendation (Young): The language mandating an ALA-accredited graduate degree was not consistent throughout.
Response: We have made it consistent in all affected paragraphs.

Recommendation (Young): While the roles of librarians differ, there should be criteria in which all librarians, regardless of position, should show effectiveness.
Response: In streamlining the criteria, we took this into consideration and reworded the paragraph to instruct candidates to show evidence related to the five new criteria or justify why any criterion is not applicable. This wording recognizes that some librarians may specialize in some areas and not be responsible for others.

Recommendation (Young): Use more active language in the criteria, rather than listing passive concepts or areas of knowledge.
Response: The descriptive statements are phrased in active language, to illustrate what a candidate could show evidence of **doing**.

Recommendation (Young): Eliminate a redundant paragraph under "Service" that addressed librarians.
Response: We agreed and eliminated the paragraph.

As a result of these changes, we believe that what we present to you today is a far better revision than our previous version.

To recap our reasoning in presenting recommended revisions to the librarians' criteria, we hope to accomplish the following:

1. To bring the criteria up to date for current practice in librarianship. For example, the current criteria include nothing about technology, which is developed, used, and taught in almost every facet of a contemporary library setting.

2. To parallel the teaching faculty criteria, including creating a new table for librarians suggesting appropriate forms of documentation.

Therefore, along with Kaetrena Davis Kendrick and Rebecca Freeman, both tenure-track Assistant Librarians at USC Lancaster, I submit to you proposed revisions to the following three Regional Campus Faculty Senate documents. (Attached, please find Microsoft Word versions of each document, showing recommended changes in "markup" mode.)

Regional Campuses and Extended University Faculty Manual, 2012 edition

While there are minor changes elsewhere, the most significant changes can be founded on these pages:

- Pages 7 – 8. Qualifications for Academic Rank.
  Changes address effective librarianship, as opposed to teaching, and the specification for an ALA-accredited graduate degree.

- Pages 9 – 11. Criteria for Tenure and Promotion.
  Changes provide background for the newly defined criteria for effective librarianship.

- Pages 16 – 19 and 23. Tenure and Promotion Procedures for Regional Campuses.
  Changes address the need for an alternate RCTP-6 form for librarians and that the RCTP-13, "Summary of Teaching Evaluations," is not applicable for librarians.

- Page 33, plus two new pages to follow. Guidelines for Documentation of Standards for Tenure and Promotion: Effectiveness as a Librarian.
  "Effectiveness as a Librarian" is redefined. . We propose five broad criteria areas. They are:

  User Services

  Information Acquisition and Organization

  Teaching

  Management/Administration

  Technology

  These five criteria are further described in a chart which suggests appropriate documentation, mirroring the chart provided for teaching faculty, and includes descriptive statements under each criterion which are provided for the benefit of the non-librarian reviewer.

Regional Campuses Tenure and Promotion File Forms (RCTP-1 through RCTP-12)

- RCTP-2.1. Regional Campuses and Extended University Criteria for Tenure and/or Promotion.
  The phrase, "or Librarianship," is added.

- RCTP-5.1. Personal Statement.
  The phrase, "or philosophy of librarianship," is added.

  Teaching Responsibilities. "(Not applicable for librarians)" is added.

- RCTP-6.1. Evidence of Effective Teaching.
  Addresses the need for an alternate form for librarians. "(Librarians use the alternate form RCTP 6L.)" is added.

Alternate Form RCTP-6L for Librarians, "Evidence of Effectiveness as a Librarian"

- The new alternate form RCTP-6L, with the newly defined "Effectiveness as a Librarian" criteria, is added.

We would appreciate your prompt consideration of this new version of recommended revisions. Any or all of us librarians would be happy to make ourselves available to you for questions. Pending approval by the appropriate bodies, we respectfully request these changes be made effective prior to Fall 2014. Thank you.

C: Prof. Kaetrena Davis Kendrick
   Prof. Rebecca Freeman
   Dr. Ron Cox
   Dr. Walt Collins

Regional Campuses and Extended University Faculty Manual

2012 edition

University of South Carolina

Contents

(Note: hereafter, the numbering of the pages in the table of contents will have to shift. This could not be done here because of the tracked changes still taking up so much room.)

Tenure and Promotion Regulations and Policies

Qualifications for Academic Rank

As general policy, the qualifications for appointments to faculty rank are as set forth below. These qualifications are not intended as justification for automatic promotion; conversely, justified exceptions may be made if warranted.

Rank of Professor

To be eligible for the rank of Professor, a faculty member must have a record of highly effective teaching and scholarship (see Guidelines for Documentation of Standards for Tenure and Promotion below). Except in noteworthy cases, the faculty member is expected to hold the terminal degree in the appropriate field. It is normally expected that the faculty member will have a minimum of four years of full-time faculty experience, three of which shall be at the Associate Professor level.

To be eligible for the rank of Professor, a library faculty member must have a record of highly effective ~~performance as a librarian normally involving both professional achievement and service to the University.~~ librarianship and scholarship involving both professional achievement and service to the University (see Guidelines for Documentation of Standards for Tenure and Promotion below). Except in noteworthy cases, the faculty member is expected to hold a master's degree from an institution whose program is accredited by the American Library Association (ALA). It is normally expected that the faculty member will have a minimum of four years of full-time professional experience, three of which shall be at the Associate Professor level.

Rank of Associate Professor

To be eligible for the rank of Associate Professor, a faculty member must have a record of effective teaching and scholarship (see Guidelines for Documentation of Standards for Tenure and Promotion below). The candidate must possess strong potential for further professional development. It is normally expected that the faculty member hold the terminal degree in the appropriate field and will have a minimum of four years of full-time faculty experience, three of which shall be at the Assistant Professor level.

To be eligible for the rank of Associate Professor, a library faculty member must have a record of effective ~~performance including both professional achievement and service to the University.~~ librarianship and scholarship involving both professional achievement and service to the University (see Guidelines for Documentation of Standards for Tenure and Promotion below). The library faculty member must possess strong potential for further professional development ~~and is expected to hold the master's degree in library science from an institution accredited by the American Library Association (ALA).~~. It is normally expected that the library faculty member hold a master's degree from an institution whose program is accredited by the American Library

Association (ALA) and have a minimum of four years of full-time professional experience, three of which shall be at the Assistant Professor level.

Rank of Assistant Professor

To be eligible for the rank of Assistant Professor, a faculty member must possess strong potential for further professional development. The candidate will normally be expected to hold the terminal degree in the appropriate field.

To be eligible for the rank of Assistant Professor, the library faculty member must possess strong potential for further professional development. The candidate will normally be expected to hold a master's degree from an institution whose program is accredited by ~~the master's degree in library science from an institution accredited by~~ the American Library Association (ALA) and have some professional experience.

Rank of Instructor

To be eligible for the rank of Instructor, a faculty member must have completed at least 18 graduate semester hours in the assigned teaching field and hold a master's degree. In certain exceptional cases, unique experience and demonstrated competence may substitute for advanced academic preparation. Such exceptions must be justified by the institution on an individual basis. This is a non tenure-track position. See *Policies and Procedures Manual*. (*ACAF* 1.06, L.)

To be eligible for the rank of Instructor, a library faculty member will normally be expected to hold a master's degree from an institution whose program is accredited by ~~the master's degree in library science from an institution accredited by~~ the American Library Association (ALA). This is a non tenure-track position. See *Policies and Procedures Manual*. (*ACAF* 1.06, L.)

The qualifications for appointment to positions bearing titles which are less frequently used (Lecturer, Research Professor, etc.) can be found in the *Policies and Procedures Manual*. (*ACAF* 1.06, M-P.)

Criteria for Tenure and Promotion

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

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

Each of the three categories listed above must be documented using the definition and parameters listed below and in Guidelines for Documentation of Standards for Tenure and Promotion below. The descriptors effective and highly effective, as used in the statements of qualifications for the ranks of Professor and Associated Professor, are explained below.

Effective Teaching

Effective teaching is justified using the criteria outlined in Guidelines for Documentation of Standards for Tenure and Promotion below. The faculty member seeking to establish a record of effective teaching should provide a narrative description outlining his or her case. The faculty member's tenure and promotion file must contain documentation sufficient to convince local and regional campuses tenure and promotion committees that the criteria for effective teaching have been satisfied.

Highly Effective Teaching

A record of highly effective teaching shall be established by a clear and consistent record of effective teaching. The faculty member seeking to establish a record of highly effective teaching is expected to provide evidence sufficient to convince local and regional campuses tenure and promotion committees that he or she has a consistent record (at least spanning the interval since the last promotion) of effective teaching that is clearly recognized by peers and students alike.

Effective Librarianship

According to the Association of College and Research Libraries' *Guideline for the Appointment, Promotion and Tenure of Academic Librarians*, "the basic criterion for promotion in rank is to perform professional level tasks that contribute to the educational and research mission of the institution." With regards to effective librarianship, the ACRL *Guideline* notes that "…evidence for promotion in rank may include: contributions to the educational mission of the institution, for example, teaching (not necessarily in a classroom); organization of workshops, institutes or similar meetings; public appearances in the interest of librarianship or information transfer. Assessment by students and professional colleagues may contribute to this evaluation."

Effective librarianship is justified using the criteria for librarians outlined in Guidelines for Documentation of Standards for Tenure and Promotion below. The library faculty member seeking to establish a record of effective librarianship should provide a narrative description outlining his or her case. The library faculty member's tenure and promotion file must contain documentation sufficient to convince local and regional campuses tenure and promotion committees that the criteria for effective librarianship have been satisfied.

Highly Effective Librarianship

A record of highly effective librarianship shall be established using the criteria for librarians outlined in Guidelines for Documentation of Standards for Tenure and Promotion below. The library faculty member seeking to establish a record of highly effective librarianship is expected to provide clear evidence sufficient to convince local and regional campuses tenure and promotion committees that he or she has a consistent record (at least spanning the interval since the last promotion) of highly effective librarianship that is clearly recognized by peers and students.

. . .

Effective Scholarship

To meet the qualification of effective, a faculty member must demonstrate an ongoing interest and effort to continue learning on a formal and/or non-formal basis. The faculty member must present evidence of the outcomes of her or his scholarship, if not publication of research or creative/artistic work, then evidence of activities other than classroom teaching, associated with the development, dissemination or application of knowledge. These activities should exhibit high concordance with the mission of the local campus and with the aspects of scholarship established by the checklist for determining scholarship (Guidelines for Documentation of Standards for Tenure and Promotion below).

For library faculty, the Association of College and Research Libraries' *Guideline for the Promotion, Tenure and Promotion of Academic Librarians* states, "activities related to inquiry and research: for example, scholarly publication, presentation of papers, reviews of books and other literature, grants, consulting, service as a member of a team of experts, or other means of disseminating professional expertise" may be submitted as evidence for promotion.

In total effect the faculty member should be viewed by peers on the local and regional campuses tenure and promotion committees as an individual actively and continuously engaged in the pursuit, application, and dissemination of knowledge.

Highly Effective Scholarship

To meet the qualification of highly effective, a faculty member should establish that her or his scholarly efforts are widely recognized as valuable to the campus, community, or general educational community. In effect the faculty should be easily and widely recognized as an individual who is active and has been continuously engaged in the pursuit, application, and dissemination of knowledge. This recognition may be due to a long and consistent record of effective scholarship, but can more easily be established through the relative merit and scholarly nature of activities. Documentation must be provided in the tenure and promotion file that testifies to the quality and recognition of scholarship.

Tenure and Promotion Procedures for Regional Campuses

The University of South Carolina adheres in principle to the most recent standards of the American Association of University Professors regarding the rights, privileges, and benefits accorded faculty members. Where University policies differ from those standards, the regulations stated herein, or as subsequently modified by the University, shall apply (see Guidelines for Documentation of Standards for Tenure and Promotion below).

Eligibility for Tenure or Promotion

Each year all non-tenured tenure-track faculty and professional librarians may be considered for tenure, and all tenure-track faculty members below the rank of professor may be considered for promotion. (Application, however, should be guided by the time constraints suggested in the *Qualifications and Criteria for Academic Rank* section of this *Manual*).

The Dean, or the Dean's designated academic administrator will write to each eligible faculty member asking if the individual wishes to be considered for tenure or promotion. Each campus will consider and vote on all eligible faculty members except those who, in writing, waive consideration until the following year. Each campus must consider for tenure any faculty member in the penultimate year of a probationary appointment (sixth year for assistant professor and fifth year for those appointed at the associate professor level or above).

...

Policies and Procedures for Preparation of File

- Each faculty member who wishes to be considered for tenure and/or promotion and all faculty members who have served the maximum probationary period must complete the Tenure and Promotion File Form provided to each campus by the Office of the Vice Provost for System Affairs and Executive Dean for Extended University. Subject to the conditions below, the completed Tenure and Promotion File Form, information requested by the tenure and promotion process and information selected by the applicant to support her or his application shall constitute a tenure and promotion file.

- A tenure and promotion file will be started at the time a faculty member is hired. This file will include hiring dates, rank, penultimate dates for tenure consideration and such review forms as dictated by campus and system policy. The file will be maintained in the office of the campus associate dean for academic affairs.

- The candidate bears primary responsibility for preparation of the file on which decisions will be based. Documents mandated by campus policy, such as peer review forms, administrative reviews, etc., will be delivered to the associate dean for academic affairs (by the originating authority) for placement in the candidate's file.

- In preparing a file for tenure and promotion, it is the responsibility of the candidate to determine where he or she wishes to place an item as evidence, and to provide justification as to how the item constitutes evidence of teaching, scholarship or service. See "Guidelines for the Documentation of Standards for Tenure and Promotion" below. The Tenure and Promotion File Form includes the following sections and must be arranged in this order:

  (Each section may refer to materials in the reference collection)

Form Number	Section	Commentary
RCTP-1	Regional Campuses Tenure and/or Promotion File Form	
RCTP-2	Regional Campuses Criteria for Tenure and/or Promotion	Include *Regional Campuses Faculty Manual* qualifications and criteria for academic rank sought, as well as

		tenure criteria (effective for associate, highly effective for full).
RCTP-3	Voting Form	
RCTP-4	Education and Employment History	
RCTP-5	Personal Statement	The Personal Statement should be an overview of the candidate's career, teaching philosophy, and scholarship and service activities. This Personal Statement normally should not exceed 5 typed pages. Detailed discussion and evidence should be confined to the appropriate evidence section.
RCTP-6	Evidence of Effective Teaching or Librarianship	A table with the candidate's cumulative teaching evaluation data must be included. For librarians, use alternate form RCTP-6L and include evaluations documenting professional achievements. See Guidelines for Documentation of Standards for Tenure and Promotion for additional information.
RCTP-7	Evidence of Scholarship	See Guidelines for Documentation of Standards for Tenure and Promotion below for suggested evidence.
RCTP-8	Evidence of Service	See Guidelines for Documentation of Standards for Tenure and Promotion below for suggested evidence.
RCTP-9	List of Supporting Materials	
RCTP-10	Curriculum Vitae	
RCTP-11	Other Items	Campus specific policy may dictate the inclusion of certain items in Other Items.
RCTP-12	Addenda	If referred to in the file, material information arising as a consequence of actions taken prior to the campus vote, for example (i) letters from outside evaluators solicited before but received after the campus review

		process is initiated; (ii) notification of acceptance of a manuscript referred to in the file; (iii) publication of books or articles which had been accepted prior to initiation of the review process; and (iv) published reviews of a candidate's work which appear after initiation of the review process.
RCTP-13	Summary of Teaching Evaluations	Not prepared or inserted by the candidate. Not applicable for librarians.
RCTP-14	External Reviews of Scholarship	External evaluations of a candidate's scholarly or creative achievements and other professional activities received by the candidate, department, division or campus. Not prepared or inserted by the candidate.
RCTP-15A	Division Chair's Letter (if applicable)	Levels of review may vary by campus.
RCTP-15B	Associate Dean for Academic Affairs Letter (if applicable)	Levels of review may vary by campus.
RCTP-15C	Local Tenure and Promotion Committee Letter	
RCTP-15D	Campus Dean's Letter	
RCTP-15E	System Tenure and Promotion Committee Letter	
RCTP-15F	Vice Provost for System Affairs and Executive Dean for Extended University Letter	
RCTP-15G	Provost's Letter	

- The narrative sections of the file normally should not exceed 30 typed pages (including sections RCTP-5, RCTP-6, RCTP-7 and RCTP-8).

. . .

Summary of Teaching Evaluations
for Tenure and Promotion Files (RCTP-~~7B~~13)
(Not applicable for librarians)

. . .

Guidelines for Documentation of Standards for Tenure and Promotion

Teaching Effectiveness

Definition: Teaching effectiveness is the amount of progress students make on teacher defined goals consistent with professional standards in that discipline.

Criterion:	**Suggested Documentation** *May Include*
Course design: Effective teaching involves the development of clear course goals which must be consistent with both the missions of the campus and the role of the course in the curriculum. Effective instructors clearly connect stated goals of the course to the assessment of student learning.	*Personal narrative statement *Sample syllabi *Sample exams *Development of new course(s) *Peer review
Student learning: Student demonstrates progress in achieving course goals.	*Course/student evaluations *Alumni survey data *Pre- and post-tests *Results of standardized exams *Samples of students' work *Success in subsequent course(s) *Post graduation employment statistics *Peer review of testing instruments
Knowledge: Effective instructors demonstrate a breadth and depth of understanding of the subject appropriate to the level of the course and students' background.	*Degrees, certification, credentials *Professional publications and/or presentations *Course materials (syllabi, exams, etc.) *Attendance at professional meetings, conferences, seminars
Communication ability: Effective instructors make themselves clear, state objectives, summarize major points and provide examples. They present material in an organized manner and encourage student participation	*Personal narrative statement *Student evaluations *Classroom visitations *Video tapes, syllabi, course materials
Instructional improvement: Effective instructors continually reassess their teaching methodologies and course content and seek to enhance their teaching skills.	*Personal narrative statement *Outcome measures *Attendance at teaching effectiveness workshops, seminars, etc. *Sample syllabi *Teaching diary
Personal characteristics: Effective instructors are approachable and available. They are respected and are fair in all dealings with students. Their enthusiasm about teaching and their subject serves to motivate and inspire their students.	*Student evaluations *Classroom visitations *Peer evaluations *Administrative evaluations

Effectiveness as a Librarian

Effectiveness as a librarian refers to competence, creativity, and initiative in the performance of professional responsibilities such as effectiveness in applying subject knowledge and bibliographic techniques in building and organizing library collections, skill in meeting user needs and in stimulating wider use of resources, and development of administrative skills necessary for the operation of the library. Evidence may include, but is not limited to, the following:

1. Developing library resources through the selection, acquisition, and management of library materials.

2. Extending bibliographic control over the collection through cataloging and database management.

3. Instructing and advising library users and colleagues, both formally and informally, in the efficient and effective use of library resources, through such services as reference interviews and bibliographic instruction.

4. Extending access to library resources through provision of reference and information services, including answering of specific questions, guidance in the use of the collection, and interlibrary loan.

5. Demonstrating effective interpersonal communication skills with library users and colleagues.

6. Developing innovative programs which facilitate the delivery of library or informational services.

7. Improving performance through creative problem-solving and/or coordinating the operations of a library area.

"The basic criterion for promotion in academic rank [for library faculty] is to perform professional level tasks that contribute to the educational and research mission of the institution…. The criteria for tenure are closely allied to the criteria for promotion in academic rank" (ACRL's "A Guideline for the Appointment, Promotion and Tenure of Academic Librarians.")

Candidates will describe how they have successfully addressed, and show evidence of effectiveness related to, the five criteria listed below. However, because librarians' assigned roles differ within the library organization, candidates may justify why any criterion is not applicable to their position.

User Services

Information Acquisition and Organization

Teaching

Management/Administration

Technology

Criteria, with descriptive statements: *(Descriptive statements under each criterion are not required to be individually addressed by the candidate but are provided for the benefit of the reviewer.)*	Suggested Documentation May Include:
User Services: Effective academic librarians have knowledge of and apply principles of the American Library Association Code of Ethics, including the provision of equitable access to information resources, resistance to barriers of intellectual freedom, promotion of intellectual property protections, and engagement and participation in communities of practice. Effective academic librarians facilitate use of library resources and service delivery in accordance with prevailing norms and applications. Effective academic librarians locate, evaluate, and synthesize information from diverse sources for use by the academic community. Effective academic librarians provide guidance in the use of recorded knowledge and information.	*Personal narrative statement *Student and Faculty Annual Library Survey results *Sample promotional library materials *Sample library policies *Exhibits *Related data compilations of library use *Consultation on copyright, intellectual property, censorship, customer service, etc. *Library services, outreach, programs, and marketing initiatives and/or implementation *Collaboration with academic departments or community partners
Information Acquisition and Organization: Effective academic librarians manage various collections through evaluating, selecting, acquiring, processing, implementing, maintaining, storing, preserving, conserving, and/or deselecting resources, in accordance with prevailing norms, applications, and professional, ethical judgment. Effective academic librarians organize recorded knowledge and information by employing the systems of cataloging, metadata, indexing, and classification standards and methods.	*Samples of research guides *Webpages *Exhibits *Book requests and purchases *Visual, electronic and print communications *Related data compilations of information retrieval and organization *Sample library policies
Teaching: Effective academic librarians apply a depth and breadth of understanding of information organization, research methods and methodologies, information-seeking behaviors, and critical thinking skills to the abilities and anticipated learning outcomes of students, staff, faculty, and members of the academic community. Effective academic librarians demonstrate sound, responsible pedagogy and apply proven and innovative teaching strategies in formal (ex:classrooms) and informal learning environments (ex: research consultations). Effective academic librarians enhance the formal and informal learning experiences of students and promote a sustained interest in continuing education and lifelong learning.	*Personal narrative statement *Formal course evaluations *Research Consultation data and statistics *Peer teaching reviews *Library Instruction Evaluation forms *Pre- and post-tests *Study, evaluation, implementation, and promotion of new technologies and services *Summary or statistical data of instructional activities *Instructional materials or modules *Prepared class presentations *Attendance at teaching improvement seminars or workshops *Samples of research guides

	*Workshop offerings
Management/Administration: Effective academic librarians make informed and fair decisions about library administration, policies, and services using the ALA Code of Ethics and within the basic legal framework of copyright, privacy, and other applicable laws as a guide. Effective academic librarians managing a library, library area, or individual project demonstrate principled, positive leadership, productive planning, analysis of complex problems, implementation of appropriate solutions, and evaluation of outcomes. Effective academic librarians demonstrate excellent written and oral communication skills and produce policies, programs, and services appropriate to the institution's educational mission and role in the community. Effective academic librarians develop partnerships, collaborations, networks, and other structures within and beyond the academic community. Effective academic librarians advocate for libraries, librarians, other library workers, and library services.	*Personal narrative statement *Sample library policies *Procedure manuals *Planning documents *Budget documents *Sample communications with personnel, higher administration, and other library constituents *Program summaries *Statistics and data summaries
Technology: Effective academic librarians apply information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries in accordance with professional ethics and prevailing service norms and applications. Effective academic librarians assess and evaluate the specifications, efficacy, and cost efficiency of technology-based products and services. Effective academic librarians identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.	*Samples of research guides *Websites *Interlibrary Loan Usage Information *Other Document Delivery Service Information *Visual, electronic and print communications *Prepared class presentations *Exhibits *Workshop offerings *Study, evaluation, implementation, and promotion of new technologies

• • •

[The manual would pick up with "Scholarship," previously on page 33.]

The following are excerpted pages from the Regional Campuses Tenure and Promotion File <u>forms</u>, pertaining to the proposed revision (highlighted in red) of tenure and promotion criteria for librarians, presented to the Senate on November 15, 2013.

Regional Campuses Tenure and Promotion File

Date: Click here to enter a date.

Candidate's Name: Click here to enter text.

Campus: Choose an item.

Action Requested by Candidate: Choose an item.

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

_____

Candidate's Signature

_____

Campus Tenure and Promotion Committee Chair's Signature

Regional Campuses and Extended University Criteria for Tenure and/or Promotion

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

1.   Effectiveness as a Teacher or Librarian

2.   Scholarship

3.   Service

Criteria for Tenure and Promotion
(*Regional Campuses and Extended University Faculty Manual* 2012, page 8)
Relative to the central mission of the Regional Campuses, effectiveness as a teacher and/or librarian is of primary consideration for tenure and promotion decisions. Scholarship and Service are important as individual categories and increase in importance as they are considered together, especially elements of categories used to document scholarship as defined and described in Guidelines for Documentation of Standards for Tenure and Promotion below.

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

Criteria for Faculty Rank sought
(insert from *RCEUFM* 2012, pages 7-8)

Criteria for Effective or Highly Effective Teaching or Librarianship, depending on rank being sought
(insert from *RCEUFM* 2012, page 9)

. . .

Personal Statement

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

Teaching Responsibilities (Not applicable for librarians)
Report courses taught (minimum 3 years) indicating contact hours, type of course (lecture/lab, independent study, online, two-way video etc.), credit hours, enrollment, elective vs. required, and site.

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* The Overall Global Index is the average student evaluation score for each course. {INSERT SCALE FOR EVALUATIONS: i.e., The scale for evaluations is 5-1, with 5 (Strongly Agree, Very Satisfied, Greatly Enhanced) being the most positive evaluation, and 1 (Strongly Disagree, Very Dissatisfied, Greatly Detracted) indicating dissatisfaction.}

Evidence of Effective Teaching

Please refer to the section on Teaching Effectiveness in Guidelines for Documentation of Standards for Tenure and Promotion (*RCEUFM* 2012, page 32) and address each of the criteria below. (Librarians use the alternate form RCTP 6L.) Included in the documentation submitted here must be a numerical summary of student evaluations. The candidate may include other forms of evidence of teaching effectiveness such as peer evaluations. All such evidence shall be organized in reverse chronological order. Allow extra pages as necessary.

Course design:
Effective teaching involves the development of clear course goals which must be consistent with both the missions of the campus and the role of the course in the curriculum. Effective instructors clearly connect stated goals of the course to the assessment of student learning.

Student learning:
Student demonstrates progress in achieving course goals.

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

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

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

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

Evidence of Effectiveness as a Librarian

Please refer to the section on Effectiveness as a Librarian in Guidelines for Documentation of Standards for Tenure and Promotion (*RCEUFM* 2012). Candidates will describe how they have successfully addressed, and show evidence of effectiveness related to, the five criteria listed below. However, because librarians' assigned roles differ within the library organization, candidates may justify why any criterion is not applicable to their position. All such evidence shall be organized in reverse chronological order. Allow extra pages as necessary.

User Services

Information Acquisition and Organization

Teaching

Management/Administration

Technology

APPENDIX D

Welfare

JOHN J. DUFFY EXCELLENCE IN TEACHING AWARD
A REGIONAL CAMPUSES TEACHING AWARD
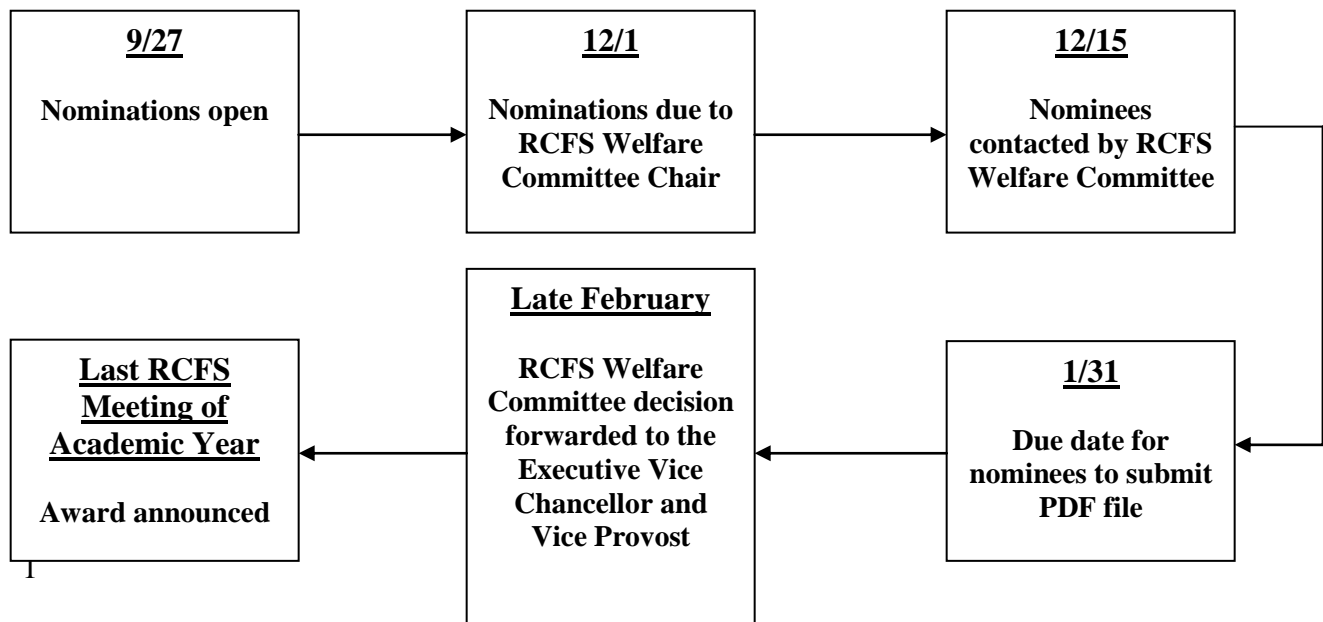
INFORMATION ABOUT THE AWARD

The Award
1. The award will be accompanied by a monetary stipend in the amount of $2500.
2. Awards will be presented at the USC Columbia Honors and Awards ceremony and announced at the last Regional Campuses Senate Meeting of the academic year.
3. All full-time faculty members are eligible, even if they have less than three (3) years of full-time teaching experience at a USC Regional Campus.

Eligibility
1. Nominees must be full-time Regional Campus faculty.
2. The award file covers the previous three (3) years of teaching (candidates with less than three years at a USC campus may submit less). For example, for the 2013 award year, faculty may include information from Fall 2010 up to Summer 2013.
3. Previous Award recipients are not eligible for nominations for a period of three (3) years after receiving the Award.
4. Recipients of other teaching awards are still eligible for nomination for the Duffy Award.
5. The Regional Campus Faculty Senate's Welfare Committee judges the files on the following criteria:
   a. Student assessment and evaluations
   b. Innovation in teaching
   c. Professional development activities
   d. Student involvement
   e. Difficulty of course load.

NOMINATION PROCESS

Nominations will be submitted by each USC Regional Campus including Extended University to the Regional Campuses Welfare Committee. Each campus will decide how the nomination process takes place at the institutional level. There is a maximum of five (5) nominees per campus (allowing each academic division on each campus to have a nominee—if desired). The timeline is presented below.

9/27 **Nominations open** →	**12/1** **Nominations due to RCFS Welfare Committee Chair** →	**12/15** **Nominees contacted by RCFS Welfare Committee**
Last RCFS Meeting of Academic Year **Award announced** ←	**Late February** **RCFS Welfare Committee decision forwarded to the Executive Vice Chancellor and Vice Provost** ←	**1/31** **Due date for nominees to submit PDF file** ←

1

FACULTY AWARDS SELECTION CODE OF CONDUCT

1. All proceedings and communications (e.g., letters) should be confidential. The number and specifics of the applications are confidential and should only be discussed in the context of the committee meeting. No individual may discuss the names, content of the discussion or any details about the nominees outside the committee. All nomination documents should be shredded after the decision has been made by the Executive Vice Chancellor and Vice Provost and all follow-up committee conversations have ended.

2. Members with conflicts of interest should abstain from votes and discussions and may remove themselves from the committee. Conflicts of interest include but are not limited to a close personal relationship with any applicant including spousal, partner, and collaborator relationships.

3. Members should attend all meetings dedicated to the selection process and perform any outside work in an expeditious fashion.

4. If any member of the committee feels that an error or impropriety has occurred during any part of the committee process, the committee member and the chair may bring the issue to the Executive Vice Chancellor and Vice Provost s office for resolution. The decision of the Executive Vice Chancellor and Vice Provost will be final.

5. When the winner of the John J. Duffy Excellence in Teaching Award is announced, the committee will announce the other nominees of the award.

REQUIRED MATERIALS FOR NOMINEE'S FILE

1. A 2-page vita
2. A narrative and summary of qualifications (7 page maximum)
   a. Narrative: Summarizes the candidate's philosophy of teaching, involvement in teaching, advising, and mentoring of students.
   b. Summary: May include teaching, student research, advisement, mentoring activities, awards. **Suggestions** for the summary:
      1. Class sizes and formats
      2. Evaluation of student learning, student-generated products, examples of completed assignments
      3. Delivery of instruction, syllabi, course requirements and assessment approaches
      4. Professional growth and Scholarship activities leading to improved teaching
      5. Community service activities leading to improved teaching
      6. Course or Program Development such as courses taught/developed, program development or revision, instructional materials developed for students, uses of current and emerging technologies
      7. Advisement and career counseling such as development of advisement materials, awards or recognitions
      8. Research or independent study supervision such as nature and quality of student performance, nature and quality of supervision, nature and quality of outcomes or products
      9. Mentoring and instructional support to colleagues, excerpts of letters from those assisted, description of support offered
3. The submitted materials include the narrative and summary of teaching (7-page limit), and vita (2-page limit), and should be submitted as a single PDF file with 12 pt Times New Roman font, double-spacing, and 1-inch margins.

Nominations should be sent to the Chair of the Welfare Committee of the Regional Campuses Faculty Senate no later than December 1st.

APPENDIX E

Executive Committee

Resolution

Whereas, the Southern Association of Colleges and Schools (SACS) granted reaccreditation to USC Columbia and the Regional Campuses with the specific understanding that "all regional campuses participate fully in the new general education curriculum and assessment activities," and

Whereas, the USC Provost, in order to implement this SACS recommendation, and with the agreement of the South Carolina Commission on Higher Education, has stated in a letter, dated 28 October 2013, that the Regional Campuses "must have a common general education requirement that is a subset of the newly revised general education requirement at Columbia, the *Carolina Core*" for their A.A. and A.S. degrees, and

Whereas, the Provost's letter also stated that, "As 'extended program sites,' the program requirements for the A.A. and A.S. degrees must be identical across all five program locations (Ft. Jackson, Lancaster, Salkehatchie, Sumter, and Union)," and

Whereas, an Ad Hoc Committee with representatives from all Regional Campuses and Extended University has developed a Common Curriculum Proposal for the A.A. and A.S. degrees, and

Whereas, this Common Curriculum Proposal has been adopted without change or amendment by the faculty organizations of the four Regional Campuses and Extended University, and

Whereas, the Regional Campuses Faculty Senate has established a precedent of reviewing and approving all curriculum changes at the Regional Campuses and Extended University,

Therefore, be it resolved that the Regional Campuses Faculty Senate accepts these curricula as a Common Curriculum for the A.A. and A.S. degrees, and **further resolves** to establish policies and procedures in the *Regional Campuses Faculty Manual* to provide for the establishment of the Regional Campuses Faculty Senate's governance of these common A.A. and A.S. degrees.

APPENDIX F

Committee on Libraries

The Faculty Committee on Libraries met on November 6 at the South Caroliniana Library, the oldest freestanding library in the United States. The Director, Henry G. Fulmer, gave us a tour of the building, highlighting the professional nuisances and potential dangers of the dilapidated facilities: mold-speckled 19th century sky lights, 1920s wiring, roaring midcentury HVAC systems, and dark and claustrophobic stacks. After our tour, Thomas F. McNally, the Dean of USC Libraries, discussed the importance of this historical building, which boasts many unique architectural features and houses state and national treasures (like maps worth a million dollars). According to McNally, it is in the state and university's best interest to renovate the building, upgrade its storage capacity, make it a safer place to store valuables, and turn it into a revenue generator. McNally shared his vision of transforming Caroliniana Library not only into a safe and efficient research zone, but also into a venue with gallery space that could be rented out for special occasions. The committee vaguely discussed nebulous funding possibilities. And then Beki Gettys, the Associate Dean and Director of Thomas Cooper Library, presented improvements that Thomas Cooper has been working on. Her collaboration with Palmetto College and the Campus Library Council to improve access for regional students is of particular interest to our regional campuses.

Committee on Curricula and Courses

Courses & Curriculum Report to the
Regional Campuses Faculty Senate (November, 2013)
Robert B. Castleberry

I regret that I can not be with you today to give this report in person; the Courses & Curriculum Committee is meeting today in Columbia. It will be a long meeting with with over 75 separate items to address.

The past recommendations of the Committee have either already been acted upon by the Columbia Senate or are part of the agenda for its next meeting (please refer to their webpage).

On the Committee's agenda today are a number of items which may be of interest to you.
1. The learning objective of GHS is to be modified.
2. The Bulletin is being altered to include Palmetto College in that section of the Bulletin currently holding information about System Affairs and Extended Campuses. This also involves a renaming of System Affairs.
3. ART will be changed to School of Visual Arts.
4. The curricula of BIOL, CHEM, MATH, STAT, BADM, CSCE, JOUR, PHAR, EOS, and MSCI are all being revised in different ways.
5. A number of 300-level HIST courses are being created.
6. The pre-requisites are being changed for several courses in CSCE and SOCY.
7. A number of SOCY courses (including some 300-level courses) are to be deleted.

I remind you that after each meeting of the Courses & Curriculum Committee, I report to contact people on each of our campuses. Please let me know if you wish to be one of those contact people.

Thanks,
Robert

rcastle@uscsumter.edu