Regional Campuses Faculty Senate

UNIVERSITY OF SOUTH CAROLINA
USC COLUMBIA
Moore School of Business - Daniel Mickel Center
Friday, March 7, 2014

Coffee .....9:00 - 9:30 AM
Daniel Mickel Center, Moore School of Business

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

Welcome

Report from Chancellor, Dr. Susan Elkins

Report from Vice Chancellor and Vice Provost, Dr. Chris Plyler

Report from Assistant Vice Provost for Extended University, Dr. Chris Nesmith

Reports from Regional Campus Deans
Dean Walt Collins, USC Lancaster
Dean Ann Carmichael, USC Salkehatchie
Dean Mike Sonntag, USC Sumter
Dean Alice Taylor-Colbert, USC Union

Standing Committees .....10:30 - 12:00 PM

I. Rights and Responsibilities
Room 855

II. Welfare
Room J-K

III. System Affairs
Room 856

Executive Committee .....10:30 - 12:00 PM
Room 801-A

Deans Meeting .....10:30 - 12:00 PM
Room 801-H

Luncheon.....12:00 - 1:00 PM
Dining Area behind Lumpkin Auditorium

Executive Committee .....12:45 - 1:00 PM
Room 801-A

Afternoon Session .....1:00 - 2:45 PM
Room 801-A

AGENDA

I. Call to Order

II. Correction/Approval of Minutes: November 15, 2013 USC Sumter

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 – Ray McManus
- 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
March 7, 2014

Morning Session

Welcome

Chair Dr. Bruce Nims called the meeting to order at 9:30 AM. Dr. Nims expressed appreciation to Mrs. Summer Yarborough for making the arrangements for the meeting. He also mentioned that this would probably be the last time that the Senate would meet at this location (Moore School of Business-Daniel Mickel Center.)

Reports from University Officers

Chancellor, Dr. Susan Elkins gave an overview of what had been accomplished so far, what lies ahead of us, and the "big picture" from the Board of Trustees' level, the President's level, and the level of the legislators, and how what we are doing is impacted by the climate in higher education. Dr. Elkins shared information on the Mid-Year Financial Review. The Review was previously prepared by Ms. Leslie Brunelli, Chief Financial Officer, and had been shared with the Board of Trustees. That information linked to the five-year enrollment table which was compiled by the Office of Institutional Research for entire system.

Dr. Elkins discussed a shared vision of "Thriving Regional Campuses and Online Bachelor's Degree Programs = Student Success." She referred to a book by Jeffrey Selingo, contributing editor to the Chronicle of Higher Education, *the Future of Higher Education and What It Means for Students.* Selingo describes five disruptive forces which will forever change higher education: (1) A sea of red ink. (2) The disappearing State in public higher education. (3) The well of full-paying students is running dry. (4) The unbundled alternatives are improving. (5) The growing value gap. Dr. Elkins referred to the economic crisis of 2008, and the fact that one third of all college and universities in the United States face financial statements that are significantly weaker than before the recession. Another quarter finds themselves at serious risk of joining them, and a similar future of red ink is predicted for more institutions. Thus, according to the Chronicle, "We're seeing prolonged serious stress." Dr. Elkins emphasized that, in South Carolina too, the State has been slashing higher education appropriations during the downturn in the economy without fully restoring the funding when good times returned. Furthermore, the number of high school graduates has peaked, and families have more difficulties finding funding for higher education. More students are looking for ways to get a quick certificate or a quick certification that gets them to a job. Increasingly, students also question the value of degrees.

Dr. Elkins briefly discussed the budget review process, which includes a weekly review of tuition and fees and enrollment; a twice-monthly budget update; a monthly review of "A" Fund revenues and expenditures; a quarterly review of "E" Funds; "A" Fund reviews at the unit level in October and February; and a mid-year review of all campuses and Columbia auxiliaries by December 31.

Dr. Elkins said that the leader of the South Carolina House's Budget Committee wants to hire a national private consultant to review public colleges to see how the State's public colleges can do a better job of

spending taxpayer tuition dollars. She also mentioned South Carolina State University's budget deficit of $4.4 million, and that school's request for a $13 million bailout. She also presented the FY2014 USC Campuses Recurring State Appropriations, and Non-Recurring Deferred Maintenance Appropriations.

Dr. Elkins also highlighted the parts of the FY2014 Mid-Year Review, as presented by Ms. Brunelli. The system campuses and auxiliary enterprises are operating within budget expectations for the current year, and campuses are aligning budgets to actual. She said that the President always asks the question: "Where is the red ink?" In that regard, Dr. Elkins stated that, as expected, the challenge is sustaining and increasing enrollments at the system campuses. Business & Finance will meet with system campuses three times throughout the fiscal year to ensure that budget targets are met. Reserves may be used as planned bridge funding continues, but units and campuses have to cut costs or grow revenue, or both. She concluded that USC faces many challenges, including enrollment trends, implementation of the Affordable Care Act, the need to manage regulatory requirements, and implementing and 'operationalizing' OneCarolina. Dr. Elkins said that Ms. Brunelli's report pointed to access and affordability, including Palmetto College and On Your Time Graduation as important USC strategies in meeting these challenges. Other strategies include Gamecock Gateway and Gamecock Guarantee, as well as continually updating the financial model including tuition pricing, enrollment, and cost containment.

The implications for regional campuses include the impact of enrollment on financial stability. In addition to the five year enrollment trends, including headcount and FTE, and traditional and concurrent enrollments, there are opportunities for recruitment and retention at both the Associate's Degree level and the online Bachelor's Degree level. As reported by Ms. Brunelli, the Regional Campuses will have to continually focus on cost containment and savings.

Implications for Palmetto College included the special legislative recurring appropriation of $5 million. We now have seven Bachelor's Degree Completion Programs. The revenue-sharing model is currently being developed. Dr. Elkins referred to the past BLS/BOL revenue-sharing model, as well as future revenue-sharing for other online programs. The next steps in working together for success include strategic planning and budgeting, marketing and recruitment, retention and student success initiatives, faculty development opportunities, cost containment and new revenue sources, and creativity and innovation. Dr. Elkins stated that she looks forward to working together with the Faculty Senate and the Palmetto College Leadership Team through both the Senate Executive Committee meetings, and meetings with the Senate committee chairs including Rights and Responsibilities, Systems Affairs, Welfare, the Faculty Manual Liaison Officer, and Faculty Senate meetings. A copy of Dr. Elkins' PowerPoint presentation and handouts are included in the Appendix to these minutes.

Vice Chancellor and Vice Provost, Dr. Chris Plyler reiterated the importance of the points presented by Dr. Elkins. A copy of Dr. Plyler's report is included in the Appendix to these minutes.

Assistant Vice Provost for Extended University, Dr. Chris Nesmith. A copy of Dr. Nesmith's report is included in the Appendix to these minutes.

Reports from the Regional Campus Deans

Dean Walt Collins, USC Lancaster. A copy of Dr. Collin's report is included in the Appendix to these minutes.

Dean Ann Carmichael, USC Salkehatchie. Dean Carmichael's report was presented by Dr. Roberto Refinetti. A copy of Dr. Carmichael's report is included in the Appendix to these minutes.

Dean Michael Sonntag, USC Sumter. A copy of Dr. Sonntag's report is included in the Appendix to these minutes.

Dean Alice Taylor-Colbert, USC Union. A copy of Dr. Colbert's report is included in the Appendix to these minutes.

Afternoon Session

Chair Dr. Bruce Nims called the meeting to order at 1.04 PM.

Correction/Approval of Minutes: November 15, 2013. No corrections were noted, and the minutes as posted were approved.

Reports from Standing Committees

Rights and Responsibilities – Professor Bettie Obi-Johnson reported that Rights and Responsibilities discussed five motions that would be brought forward under New Business. Three of the motions had to do with the change in the submission of tenure and promotion files from paper to electronic. Two motions would be brought forward concerning the unit name change from Regional Campuses and Extended University to Palmetto College. Also, under old business, the Senate would be voting on updating the criteria for tenure and promotion for librarians. She also introduced Mr. Bob Dyer from the USC IT Department who gave a demonstration of how to submit your files electronically.

Welfare – Professor Nicholas Guittar reported on the Tenure and Promotion Workshop in January. He thanked all that were helpful in organizing the workshop. The committee also selected a candidate for the Duffy award. The selection will be forwarded to Dr. Plyler's office. The award announcement will come at the April meeting. The committee also has been working on the (newly termed) welfare survey which is a combination of the prior job satisfaction and salary surveys. Emphasis will be placed on the response rate. Dr. Guittar also reported that the committee had discussed possibly introducing a regional campus specific new-hire orientation. He reminded all that the committee welcomes feedback on faculty welfare in general.

System Affairs – Professor Andy Kunka reported that the committee discussed the status of the comparative data for teaching evaluations motion that was passed last April (2013). (This motion asked the Provost's office to hold back from requiring comparative data from one regional campus to another because there was no system in place to collect the data.) Professor Kunka sent a letter to Dr. Christine Curtis' office and he received a response from Dr. Terry Smith stating that: "The Provost wants the comparative data whenever possible but if the information is not available, then that can be explained by the candidate. What he wants to see is a teaching summary from someone other than the candidate that puts the teaching in context. If that can be done without comparative numbers I think (.. these are Terry's thoughts..) he will be okay with that until the system can be implemented. His main concern is having enough information to make a decision about the quality of the candidate's teaching." The Systems Affairs Committee also came up with suggestions for revising the cover letter from the Palmetto College office to the external reviewers. This is not the campus description letter, but the cover letter that Dr. Plyler writes and that goes out to the external reviewers. The committee also discussed its future in light of the possible removal of its curriculum duties.

Executive Committee

Secretary – Professor Hennie van Bulck reported that the Executive Committee met on February 24 in Columbia. The committee heard administrative reports from Dr. Elkins and Dr. Plyler, campus reports from the various campus representatives, and reports from standing committees. Under its new business the committee discussed needed revisions to the Faculty Manual. He said that the Executive Committee would bring a resolution to the Senate floor concerning protection of academic freedom in light of recent discussions in the South Carolina General Assembly. The resolution would be considered at the April meeting. Chairman Nims, in response to a question by Professor Kunka, explained that the wording of this resolution is identical to the wording of the resolution introduced by the Columbia campus. The Columbia campus postponed voting on their resolution to allow for a comment period. However, if our Senate preferred to vote on our resolution at the current meeting he would not rule it substantive.

Regional Campuses Faculty Manual Liaison Officer – Professor Lisa Hammond. No report.

Reports from Special Committees

Committee on Libraries - Professor Maureen Anderson. No report.

Committee on Curricula and Courses - Professor Robert Castleberry. A copy of Dr. Castleberry's report is included in the Appendix to these minutes.

Committee on Faculty Welfare – Professor Janet Hudson reported that the committee is continuing to analyze the Faculty Climate Survey. The survey is very comprehensive with approximately 156 pages of single-spaced comments by faculty. The "bullying policy" (which is really the "civility policy") is going to be implemented; the committee is working with the Provost's office to hire a civility officer. This will be a full professor, and will be a half-time position. The Committee on Faculty Welfare is also working on staffing the 10 member's civility committee; only full-time faculty members are eligible. Ombudsman Jim Augustine met with the committee to discuss the increasing level of complaints, especially from non-tenure track faculty both on the Regional Campuses and in Columbia. The committee continues to provide for flu shots with a budget of approximately $20,000 for flu shots. The "Plus One" benefits program, that may be available for persons other than a spouse, does not include healthcare for non-spouses. The committee is looking for ways to expand the Plus One program to include healthcare. Various USC stakeholders have sought to obtain a large grant to develop a program called "Gamecock Live Well" to provide financial and other incentives to get faculty and staff involved in healthy lifestyle issues.

Faculty-Board of Trustees Liaison Committee – Professor Chris Nesmith. No report.

Regional Campuses Research and Productive Scholarship Committee – Professor Ray McManus. No report.

Regional Campuses Academic Advisory Council – Professor Chris Nesmith. No report.

Other Committees

Conflict of Interest Committee – Professor Noni Bohonak. No report.

Nominating Committee - Professor Jolie Fontenot presented the slate of candidates for the upcoming elections:

Committee on Libraries: Prof. Rebecca Freeman
Faculty Manual: Prof. Lisa Hammond
Executive Committee Member at Large: Prof. Janet Hudson
Secretary: Prof. Thomas Bragg
Vice chair: Prof. Hennie van Bulck
Chair: Prof. Jolie Fontenot

Chair Nims reminded the Senate that nominations from the floor will be taken during the April 2014 meeting.

Unfinished Business

Rights and Responsibilities Committee – Professor Bettie Obi-Johnson presented a motion to update the Faculty Manual to revise the tenure and promotion criteria for librarians in order to bring them up to date for current practice, and to create a table for documentation of effectiveness as a librarian that parallels the table for teaching effectiveness. Professor Lorene Harris presented the details of the motion. A copy of the proposed changes to the Faculty Manual is in included in the Appendix to these minutes. The motion came from the committee and therefore did not require a second. There was no further discussion. The motion passed unanimously.

New Business

The Executive Committee - Professor Bruce Nims presented a motion concerning the formation of a Regional Campuses Curriculum Committee. A copy of the motion is included in the Appendix to these minutes. If passed, the motion would insert text to clarify that the Regional Campuses are accredited with USC Columbia; the motion would insert text to clarify that the authority over curriculum resides in the Regional Campuses Faculty Senate; and the motion would create a Regional Campuses Curriculum Committee. Chair Nims ruled the motion substantive, but opened the floor to discussion. Professor Guittar, Lancaster, asked if the references to the regional campuses would fall in line with the other motions. Chair Nims responded affirmatively, subject to motions four and five, coming from the Rights and Responsibilities Committee. Professor Castleberry, Sumter, asked for confirmation of his understanding that first rule of change deals with functions and, de facto, creates the common degree. The second change then creates a new committee. He expressed two concerns about that. First, if this motion passed, you have two committees with the same function. Chair Nims clarified that if the language of the motion passes, the authority of the Curriculum Committee supersedes the authority of the Systems Affairs Committee. Professor Castleberry suggested that, in that case, there really is no need for the Systems Affairs Committee. Professor Castleberry's second concern was the statement that, "except for courses, everything else goes before the Columbia Committee on Curricula." This would mean that any degree changes would go before Columbia. Professor Castleberry stated that Columbia has never before approved our Associate Degrees. Professor Gottesman, Salkehatchie, commented that the courses may need to be approved by Columbia because they also count in Columbia, but that does not really say anything about the degree itself. Professor Castleberry responded by stating that, as currently worded, anything that came from the Curriculum Committee would go, de facto, to Columbia. This committee would by definition work on the common Associates Degree. The existing policy is that we own the Associate Degree's requirements; therefore anything we pass would not go

forward to Courses and Curricula. The courses that we have the authority to create, such as the RCAM, we don't have to send forward to Columbia. A component of this also specifies Palmetto courses. We currently do not recommend Palmetto courses. The Palmetto degree is owned by Columbia, so we have no authority to make changes to that; we can recommend changes, however. Upon Chair Nim's request, Professor Castleberry agreed to summarize his concerns in an email to the Executive Committee. Professor Yingst, Lancaster, moved that we separate the motion into two separate motions by separating the third change to the Faculty Manual, that deals with creation of a curriculum committee, from the first two parts of the motion. As a point of order, Professor Yingst pointed out that a motion to separate is not debatable. The motion was seconded. As a point of privilege, Professor Castleberry pointed out that the (original) motion was not on the floor at this time. Professor Yingst also asked why we need a separate committee from System Affairs. Chair Nims responded that the rationale was that the Systems Affairs Committee presently does not have any specifically designated level of representation from each campus. This would ensure that each campus would be represented on a Curriculum Committee to deal with curricula matters. Professor Yingst then asked if the faculty organizations should be thinking about electing members to the committees rather than members at large. Chair Nims responded that at present this is not a consideration. Since the motion was substantive, final discussion and vote on the motion was deferred to the April meeting. Chair Nims then accepted the motion-to-divide by professor Yingst. This motion was seconded by Professor Catalano, Lancaster. The motion passed.

The second item coming from the Executive Committee was the resolution concerning academic freedom. A copy of this resolution is included in the Appendix to these minutes. Professor Saucier, Extended University, asked if we would be prevented from joining other (joint) resolutions with other campuses if we were to accept this resolution. Chair Nims responded: "Absolutely not." Professor Guittar, Lancaster, commented that the statement did not include who we are. He made a motion to amend the resolution to include "The Regional Campuses Faculty Senate of the University of South Carolina" inserted between "We" and "strongly support.." The motion to amend was seconded and passed. Professor Love, Salkehatchie, asked if the wording of this resolution was the same as the resolution Columbia is considering. Chair Nims responded affirmatively. Professor Love moved to change the wording of the resolution from "to restrict" to "to interfere with.... through legislation or otherwise." The motion to amend was seconded and passed. Professor Kunka, Sumter, proposed that the Senate vote on this resolution during the current meeting. Professor Castleberry, Sumter, supported professor Kunka's suggestion. Professor Powers, Sumter, questioned the use of the word "condemn." The resolution passed unanimously.

The third item under new business was motions from the **Rights and Responsibilities Committee – Professor Bettie Obi-Johnson**. The first three motions presented were intended to implement an online tenure and promotion process. The main goal was not to change the process but to streamline the process to minimize administrative costs. A copy of each of these motions is included in the Appendix to these minutes.

Motion 1: Manual Changes Related to the Electronic Submission of Tenure and Promotion Files. To adopt the attached proposed revisions to the Regional Campuses and Extended University Faculty Manual, removing passages with specific language describing the transmission of tenure and promotion files.

Motion 2: To adopt the attached document, Overview of Electronic Submission of Tenure and Promotion Files. This document would not be part of the Faculty Manual, but would be available online on the Regional Campuses Faculty Senate website to give the candidate an overview of the entire process.

Motion 3: To adopt the attached document, Order of Electronic Submission of Tenure and Promotion Files. This document would not be part of the Faculty Manual, but would be available online on the Regional Campuses Faculty Senate website.

Motion 4: To replace occurrences of the title "Vice Provost for System Affairs and Executive Dean for Extended University" with "Palmetto College Chancellor" and to replace occurrences of the abbreviated title "Vice Provost" with "Chancellor."

Motion 5: To replace occurrences of the title "Regional Campuses and Extended University" with "Palmetto College." To replace occurrences of the title "University of South Carolina Regional Campuses" with "University of South Carolina Palmetto College Campuses." To replace "the Regional Campuses" with "Palmetto College." To replace occurrences of the title "Regional Campus Dean" with "Palmetto College Dean." Common occurrences include the following titles: Palmetto College Faculty Manual; Palmetto College Campuses Faculty Organization; Palmetto College Faculty Senate; Palmetto College Faculty; each faculty organization of the Palmetto College Campuses; Palmetto College Campuses Deans; and The Palmetto College Tenure and Promotion Committee.

Chair Nims ruled all five motions substantive. Final vote on these motions will be during the April meeting. Chair Nims then opened the floor for discussion. Professor Hudson, Extended University, asked if the Senate had the authority to make the unit name change. Professor Obi-Johnson responded that in December 2013, the Board of Trustees approved the name change from Regional Campuses and Extended University to Palmetto College, and the Board of Trustees and the University South Carolina have already informally adopted the unit name Palmetto College. Professor Yingst, Lancaster, commented that the title "Palmetto College Dean" sounds like one title rather than the title of several people. He also pointed out that in some places in the document reference is made to "Palmetto College Dean" and in other places reference is made to "Palmetto College Campuses Dean." Professor Yingst then made a motion to amend references to "Palmetto College Dean" to "Palmetto College Campus Dean." The motion was seconded. Professor Powers (Sumter) asked for a reading by someone in the Palmetto College office to clarify whether or not by changing this we are conflicting with something already established. Chancellor Elkins responded that she has worked very closely with Professor Hammond as she is working through the manual, and Dr. Elkins realizes that there would be questions of this type. They are still trying to identify what would be the clearest way to articulate what we're doing. She referred to the past and current use of the title "Regional Campus Dean" which is usually modified by the name of the campus, for example USC Lancaster, USC Sumter etc. She assumed that's what they would do in the future, for example "Palmetto College Dean USC Union." Professor Powers asked if there was anything in the proposed amendment that would alter her (Chancellor Elkins') intention. Chancellor Elkins indicated she was fine with that, and that she also has been working with the Provost's office to make sure that these changes are appropriate. The proposed amendment passed unanimously. Professor Kunka, Sumter, referring to the example given in motion 4, asked if the Vice Provost position is going away. Chancellor Elkins responded that the position of Vice Provost is not going away. She referred to a previously presented organization chart that still shows the position. There has been some discussion that maybe both titles need to be in the Manual. Both Chancellor Elkins and Chair Nims stated that many of the fine points in the motion may need to be changed before the final vote in April**.** Dean Taylor-Colbert, Union, pointed out that her campus has both a Palmetto College Dean and a Palmetto College Coordinator. She implied that this could be confusing to outsiders, and that the title of the Coordinator may also need to be changed. Chancellor Elkins clarified that, once the online degrees are launched, each of the Regional Campuses is given $148,000 for specific positions for infrastructure, and the Palmetto College Coordinator is there to coordinate all of the seven degree programs. Professor Castleberry,

Sumter, asked for clarification of the future role of the Vice Provost for Systems Affairs and Executive Dean for Extended University which now will be under the Palmetto College Chancellor. He asked who, for example, will be handling matters pertaining to the Associate's Degree. Professor Kunka, Sumter, then asked the Chair to charge the Faculty Manual Liaison to identify the areas where the title Vice Provost needs to be retained and that we may have this information available before the vote on the motion at the next meeting. Chair Nims agreed. Dr. Plyler agreed that clarification of the titles Vice Chancellor and Vice Provost is important. He also stated that the reporting line to the office of the Provost for academic reasons will remain, and situations where the Chancellor replaces the former Vice Provost for Systems Affairs have to do with leading the unit. Professor Gottesman, Salkehatchie, asked Dr. Plyler what his current official title is. Dr. Plyler responded: "Executive Vice Chancellor Palmetto College and Vice Provost." Chancellor Elkins then referred again to the organization chart and reiterated that Dr. Plyler is still doing everything he did before Palmetto College was created, the four Regional Campuses, Extended University and Continuing Education. Once the online programs were created, she (Dr. Elkins) has been focusing on all the new things that we did not have before. Dr. Plyler, as Vice Chancellor, also serves as second-in-command, but the Vice Provost title also links him to the USC Columbia Provost because we are accredited by USC Columbia.

Announcements

Professor Powers, Sumter, announced the passing of the former Tuskegee Airman Lieut. Gen. Leroy Bowman who trained in Walterboro, and who was a prominent and contributing figure in Sumter after World War II. Professor Powers also requested that, at the next meeting, everyone wear something red in honor of all those who are deployed.

Adjournment 3:31 PM.

Appendix

Palmetto College:

Spring 2014 Update

Presented
to the

Regional Campuses Faculty Senate

by
Dr. Susan A. Elkins, Chancellor
Palmetto College

March 7, 2014

Palmetto College

Shared Vision

"Thriving
Regional Campuses
and
Online Bachelor's Degree
Programs
*= **Student Success!**"*

Presentation Overview

- National Higher Education Climate
- South Carolina Higher Education Climate
- Implications for Regional Campuses and PC Online Bachelor's Degree Programs
- Next Steps Together

National Higher Education Climate

"*College (Un)bound* is a must-read for everyone interested in higher education and how technology will revolutionize it in the coming years."
—SEBASTIAN THRUN, founder of Udacity

COLLEGE (UN)BOUND

THE FUTURE OF HIGHER EDUCATION AND WHAT IT MEANS FOR STUDENTS

JEFFREY J. SELINGO
Editor at Large, *Chronicle of Higher Education*

Shaping the Future

The Five Disruptive Forces That Will Change Higher Education Forever

- A Sea of Red Ink
- The Disappearing State in Public Higher Education
- The Well of Full-Paying Students is Running Dry
- The Unbundled Alternatives Are Improving
- The Growing Value Gap

Force #1: A SEA OF RED INK

- Economic crisis of 2008
- One-third of All College and Universities in the US face financial statements significantly weaker than before the recession
- Another quarter find themselves at serious risk of joining them
- Similar future of red ink predicted for more
- “We’re seeing prolonged, serious stress”

Force #2: THE DISAPPEARING STATE IN PUBLIC HIGHER EDUCATION

- For the last twenty-five years, states have been slashing higher education appropriations during each downturn in the economy and NEVER fully restoring the money when good times returned
- Since 2008, nearly every major public University has started to look more like a private institution
- Students now pay more than the state does
- Twenty-nine states gave less to colleges in 2012 than in 2007
- Higher education spending is not mandated, so it is often at the end of the line when lawmakers dole out money

Force #3: THE WELL OF FULL-PAYING STUDENTS IS RUNNING DRY

- Public and private colleges mining for new sources of students
- Number of high school graduates peaked in 2008, hit a low point in 2014, and continues to drop in the Northeast until 2022
- Impact of economic crisis on American families
- Experts predict a drop in the number of affluent, well prepared high school graduates
- Impact of out-of-state and foreign students
- Increasing competition for students in the US and around the globe

Force #4: THE UNBUNDLED ALTERNATIVES ARE IMPROVING

- Unbundling services and driving down costs
- Harvard Professor Clay Christensen – The *Innovative* University
- Kahn Academy – Sal Kahn
  - Lessons viewed by more than four million people a month.
- Outsourcing to entrepreneurs and for-profit companies
- The value of the college credential versus other credentials

Force #5: THE GROWING VALUE GAP

- Questioning the value of degrees
- College graduates struggling in a tough economy and overwhelmed by student loans
- Some 75 percent of Americans say college is out of reach for most people, up to 60 percent just two decades ago
- It is hard to exaggerate how big a role the value gap will play in the future of higher education

South Carolina Higher Education Climate

UNIVERSITY OF
SOUTH CAROLINA

FY2014 Mid-Year Review

Presented by Ms. Leslie Brunelli, USC Chief Financial Officer

Board of *Trustees* Executive Committee

February 21, 2014

Budget Review Process

Weekly: Review Tuition and Fees and Enrollment
Twice Monthly: Budget Update Group meets
Monthly:

- All "A" Fund (Operating) Revenues and Expenditures
- Columbia at Unit level - includes Personnel & Fringe
- Other Unrestricted Funds
- Campuses

Quarterly: "E" Fund Review & University Treasurer Review
October and February: "A" Fund review at Unit Level
- requires unit response
February 28: Columbia "A" Fund Budget Freeze
December 31: All Campuses and Columbia Auxiliaries
Mid-Year Review - requires unit response

UNIVERSITY OF SOUTH CAROLINA

Higher Education Finance

The State
South Carolina's Homepage

SC House budget chief wants private review of public colleges

By ANDREW SHAIN

COLUMBIA, SC — The leader of the S.C. House's budget committee wants to hire a national private consultant to see how the state's public colleges can do a better job of spending tax and tuition dollars. House Ways and Means chairman Brian White, R-Anderson, wants an efficiency and accountability review of the state's public colleges. He said that the colleges are on "an unsustainable growth pattern."

UNIVERSITY OF SOUTH CAROLINA

Higher Education Finance

The State
South Carolina's Homepage

SC State says it needs a $13 million bailout

By ANDREW SHAIN

S.C. State University has a $4.4 million budget deficit and needs $13 million to pay its bills and loans, lawmakers were told Friday, leading one to call for an investigation.

The state's only historically black public college is in trouble after years of deficits and declining enrollment, the school told state budget officials.

UNIVERSITY OF SOUTH CAROLINA

2014-2015 State Funding

On Thursday, February 13th the Board of Economic Advisors met and updated the state general fund estimate for FY2015. Total new funds will be approximately $548M, excluding the lottery. More than half of the new funding is non-recurring.

There remains fierce competition for limited state resources

- Healthcare
- Affordable Care Act
- K-12 Education
- Unfunded pension liabilities
- Corrections
- Transportation

UNIVERSITY OF SOUTH CAROLINA

USC Campuses
FY2014 Recurring State Appropriations

	FY2013 Final	FY2014 Appropriations Increase	FY2014 Base	FY2014 Employer Fringe Allocation	Adjusted FY2014 Base
USC Columbia	91,114,994	2,490,000	93,604,994	1,224,706	94,829,700
USC SOM	13,315,137	0	13,315,137	106,958	13,422,095
TOTAL	**104,430,131**	**2,490,000**	**106,920,131**	**1,331,664**	**108,251,795**
USC Aiken	6,232,281	250,000	6,482,281	80,521	6,562,802
USC Beaufort	1,427,614	1,200,000	2,627,614	20,881	2,648,495
USC Upstate	8,200,119	848,200	9,048,319	102,494	9,150,813
USC Lancaster	1,542,448	0	1,542,448	16,206	1,558,654
USC Salkehatchie	1,309,944	0	1,309,944	13,658	1,323,602
USC Sumter	2,450,095	0	2,450,095	29,625	2,479,720
USC Union	600,731	0	600,731	8,401	609,132
USC System Total	**126,193,363**	**4,788,200**	**130,981,563**	**1,603,450**	**132,585,013**

USC Columbia received non-recurring funds of $2,500,000 for the On Your Time Graduation Initiative. While the senior campuses receive parity funding on a recurring basis, the regional campuses received parity funds as non-recurring. Those are: Lancaster $148,400, Salkehatchie $118,720, Sumter $176,270 and Union $59,360.

UNIVERSITY OF SOUTH CAROLINA

USC Campuses FY2014 Non-Recurring Deferred Maintenance Appropriations

	FY2014
USC Columbia	3,939,287
USC SOM	588,629
TOTAL	4,527,916
USC Aiken	270,221
USC Beaufort	61,899
USC Upstate	355,543
USC Lancaster	66,878
USC Salkehatchie	56,797
USC Sumter	106,232
USC Union	26,047
USC System Total	**5,471,533**

USC Aiken received an additional allocation of $575,000 for deferred maintenance. USC Lancaster received an additional allocation of $400,000 for deferred maintenance.

UNIVERSITY OF SOUTH CAROLINA

FY2014 Mid-Year Review

Comprehensive document providing revenues and expenditures by campus at December 31, 2013

- Total current funds
- Total unrestricted funds
- Total “A” (Operating) funds

Compares current financial position to FY2014 budget and to prior year actual at same point in time.

Also reviews Columbia Auxiliary enterprises, specifically Housing, Parking, the Student Health Center and Athletics.

UNIVERSITY OF SOUTH CAROLINA

FY2014 Mid-Year Review

- System campuses and auxiliary enterprises are operating within budget expectations for the current year. Campuses are aligning budgets to actual.
- As expected, challenge is sustaining and increasing enrollments at the system campuses.
- Business & Finance will meet with system campuses three times throughout the fiscal year to ensure that budget targets are met.
- Using reserves as planned bridge funding continues. Units and campuses have to cut costs or grow revenue – or both.

UNIVERSITY OF SOUTH CAROLINA

USC Challenges

- System Campus Enrollment Trends
- Affordable Care Act Implementation
- Manage Regulatory Requirements
- Grant Opportunities for Faculty
- GASB 68 – Retirement & OPEB
- Balance Operating and Capital Needs
- Implementing & Operationalizing OneCarolina

UNIVERSITY OF SOUTH CAROLINA

USC Strategies

Access & Affordability

- President's Initiatives - Palmetto College & On Your Time Graduation
- Gamecock Gateway
- Gamecock Guarantee

Continually Update the Financing Model

- Tuition Pricing
- Enrollment
- Cost Containment

UNIVERSITY OF SOUTH CAROLINA

USC Strategies

- Reallocate resources to priorities
- Protect state appropriations and SC Education Lottery Scholarships
- Enhance private fundraising and development
- Explore additional outsourcing options
- Contain expectations

UNIVERSITY OF SOUTH CAROLINA

Implications for Regional Campuses and Palmetto College Online

Regional Campus Implications

- Impact of Enrollment on Financial Stability
- Five-Year Enrollment Trends
  - Headcount
  - FTE
  - Traditional and Concurrent Enrollments
- Recruitment and Retention Opportunities
  - Associate's Degree Students
  - Online Bachelor's Degree Students
- Cost Containment and Savings

Palmetto College Online Implications

- Special Legislative Appropriation
  - $5 million (recurring)
- Bachelor's Degree Completion Programs available to Regional Campus and other Students
- Revenue Sharing Model
  - Past BLS/BOL Revenue Sharing
  - Future Revenue Sharing for Other Online Programs
- New Opportunities for Enrollment and Revenue

Next Steps

- **Working Together for Success!**
  - Strategic Planning and Budgeting
  - Marketing and Recruitment
  - Retention and Student Success Initiatives
  - Faculty Development Opportunities
  - Cost Containment and New Revenue Sources
  - Creativity and Innovation

Next Steps

- **Working Together: Faculty Senate and Palmetto College Leadership Team**
  - Senate Executive Council Meetings
  - Meetings with Senate Committee Chairs
    - Rights and Responsibilities
    - System Affairs
    - Welfare
    - Faculty Manual Liaison Officer
  - Faculty Senate Meetings

Palmetto College

Shared Vision

"Thriving
Regional Campuses
and
Online Bachelor's Degree
Programs
*= **Student Success!**"*

University of South Carolina
Enrollment for Fall and Spring Terms

Fall Enrollment	Headcount									
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	One Year # Change	One Year % Change	Five Year # Change	Five Year % Change
Columbia	27,488	28,481	29,597	30,721	31,288	31,964	676	2.16%	4,476	16.28%
Aiken	3,232	3,269	3,254	3,277	3,211	3,299	88	2.74%	67	2.07%
Beaufort	1,502	1,684	1,754	1,874	1,828	1,724	(104)	-5.69%	222	14.78%
Upstate	5,063	5,403	5,492	5,493	5,561	5,445	(116)	-2.09%	382	7.54%
Lancaster	1,666	1,593	1,588	1,744	1,832	1,811	(21)	-1.15%	145	8.70%
Salkehatchie	965	957	1,150	1,155	1,173	1,021	(152)	-12.96%	56	5.80%
Sumter	1,235	1,206	1,192	1,018	898	924	26	2.90%	(311)	-25.18%
Union	367	507	530	492	473	484	11	2.33%	117	31.88%
System Total	41,518	43,100	44,557	45,774	46,264	46,672	408	0.88%	5,154	12.41%

Fall Enrollment	FTE									
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	One Year # Change	One Year % Change	Five Year # Change	Five Year % Change
Columbia	25,077	25,939	27,149	28,084	28,781	28,753	(28)	-0.10%	3,676	14.66%
Aiken	2,730	2,797	2,835	2,787	2,749	2,648	(101)	-3.67%	(82)	-3.00%
Beaufort	1,193	1,444	1,518	1,593	1,547	1,457	(90)	-5.82%	264	22.13%
Upstate	4,546	4,839	4,946	4,884	4,882	4,524	(358)	-7.33%	(22)	-0.48%
Lancaster	1,085	1,080	1,143	1,259	1,298	1,162	(136)	-10.48%	77	7.10%
Salkehatchie	624	645	764	759	796	679	(117)	-14.70%	55	8.81%
Sumter	870	888	878	775	700	661	(39)	-5.57%	(209)	-24.02%
Union	249	332	359	334	344	334	(10)	-2.91%	85	34.14%
System Total	36,374	37,964	39,592	40,475	41,097	40,218	(879)	-2.14%	3,844	10.57%

Spring Enrollment	Headcount									
	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	One Year # Change	One Year % Change	Five Year # Change	Five Year % Change
Columbia	25,305	26,457	27,173	28,470	29,538	29,752	214	0.72%	4,447	17.57%
Aiken	3,048	2,763	2,904	2,877	2,914	2,871	(43)	-1.48%	(177)	-5.81%
Beaufort	1,317	1,396	1,590	1,678	1,716	1,696	(20)	-1.17%	379	28.78%
Upstate	4,550	4,693	4,979	5,172	5,072	5,058	(14)	-0.28%	508	11.16%
Lancaster	1,197	1,281	1,343	1,391	1,356	1,321	(35)	-2.58%	124	10.36%
Salkehatchie	783	825	915	1,077	1,022	935	(87)	-8.51%	152	19.41%
Sumter	1,053	1,146	1,062	1,068	902	824	(78)	-8.65%	(229)	-21.75%
Union	397	400	470	602	567	496	(71)	-12.52%	99	24.94%
System Total	37,650	38,961	40,436	42,335	43,087	42,953	(134)	-0.31%	5,303	14.08%

Spring Enrollment	FTE									
	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	One Year # Change	One Year % Change	Five Year # Change	Five Year % Change
Columbia	22,714	23,986	24,494	25,790	26,724	26,947	223	0.83%	4,233	18.64%
Aiken	2,494	2,462	2,562	2,563	2,546	2,514	(32)	-1.26%	20	0.80%
Beaufort	1,024	1,162	1,342	1,424	1,458	1,462	4	0.27%	438	42.77%
Upstate	4,104	4,247	4,493	4,617	4,534	4,507	(27)	-0.60%	403	9.82%
Lancaster	862	934	1,022	1,023	1,085	1,040	(45)	-4.15%	178	20.65%
Salkehatchie	533	540	635	765	743	703	(40)	-5.38%	170	31.89%
Sumter	768	761	779	771	658	625	(33)	-5.02%	(143)	-18.62%
Union	256	257	314	397	379	332	(47)	-12.40%	76	29.69%
System Total	32,755	34,349	35,641	37,350	38,127	38,130	3	0.01%	5,375	16.41%

University of South Carolina
Enrollment for Summer Terms

Summer I - end of fiscal year	Headcount									
	2007	2008	2009	2010	2011	2012	One Year # Change	One Year % Change	Five Year # Change	Five Year % Cha
Columbia	9,400	9,073	9,122	9,445	10,148	10,216	68	0.67%	816	8.68%
Aiken	1,036	899	889	884	965	903	(62)	-6.42%	(133)	-12.84%
Beaufort	464	412	431	502	539	470	(69)	-12.80%	6	1.29%
Upstate	1,595	1,691	1,585	1,612	1,733	1,624	(109)	-6.29%	29	1.82%
Lancaster	253	256	263	270	261	213	(48)	-18.39%	(40)	-15.81%
Salkehatchie	164	192	206	207	231	164	(67)	-29.00%	-	0.00%
Sumter	265	267	231	240	264	219	(45)	-17.05%	(46)	-17.36%
Union	96	67	83	86	77	55	(22)	-28.57%	(41)	-42.71%
System Total	13,273	12,857	12,810	13,246	14,218	13,864	(354)	-2.49%	591	4.45%

Summer I - end of fiscal year	FTE									
	2007	2008	2009	2010	2011	2012	One Year # Change	One Year % Change	Five Year # Change	Five Year % Change
Columbia	2,447	2,324	2,321	2,514	2,616	2,539	(77)	-2.94%	92	3.76%
Aiken	250	234	231	241	261	257	(4)	-1.53%	7	2.80%
Beaufort	131	121	133	147	147	120	(27)	-18.37%	(11)	-8.40%
Upstate	380	378	354	382	399	373	(26)	-6.52%	(7)	-1.84%
Lancaster	74	80	88	102	99	81	(18)	-18.18%	7	9.46%
Salkehatchie	47	59	63	67	80	52	(28)	-35.00%	5	10.64%
Sumter	73	76	69	73	84	58	(26)	-30.95%	(15)	-20.55%
Union	36	24	29	32	30	16	(14)	-46.67%	(20)	-55.56%
System Total	3,438	3,296	3,288	3,558	3,716	3,496	(220)	-5.92%	58	1.69%

Summer II - beginning of fiscal year	Headcount									
	2008	2009	2010	2011	2012	2013	One Year # Change	One Year % Change	Five Year # Change	Five Year % Change
Columbia	6,099	6,655	6,557	6,703	7,181	6,107	(1,074)	-14.96%	8	0.13%
Aiken	485	485	487	608	496	441	(55)	-11.09%	(44)	-9.07%
Beaufort	184	181	190	254	126	148	22	17.46%	(36)	-19.57%
Upstate	1,220	1,191	992	955	795	989	194	24.40%	(231)	-18.93%
Lancaster	131	140	184	167	157	133	(24)	-15.29%	2	1.53%
Salkehatchie	42	25	13	26	32	17	(15)	-46.88%	(25)	-59.52%
Sumter	123	91	113	56	48	87	39	81.25%	(36)	-29.27%
Union	37	32	33	31	20	16	(4)	-20.00%	(21)	-56.76%
System Total	8,321	8,800	8,569	8,800	8,855	7,938	(917)	-10.36%	(383)	-4.60%

Summer II - beginning of fiscal year	FTE									
	2008	2009	2010	2011	2012	2013	One Year # Change	One Year % Change	Five Year # Change	Five Year % Change
Columbia	1,340	1,332	1,347	1,320	1,357	1,130	(227)	-16.73%	(210)	-15.67%
Aiken	109	94	99	122	102	90	(12)	-11.76%	(19)	-17.43%
Beaufort	43	31	40	48	29	19	(10)	-34.48%	(24)	-55.81%
Upstate	219	193	197	200	179	222	43	24.02%	3	1.37%
Lancaster	37	41	63	55	50	43	(7)	-14.00%	6	16.22%
Salkehatchie	4	0	0	0	0	0	-	NA	(4)	-100.00%
Sumter	30	24	28	12	9	18	9	100.00%	(12)	-40.00%
Union	9	8	6	8	5	2	(3)	-60.00%	(7)	-77.78%
System Total	1,791	1,723	1,780	1,765	1,731	1,524	(207)	-11.96%	(267)	-14.91%

SOUTH CAROLINA

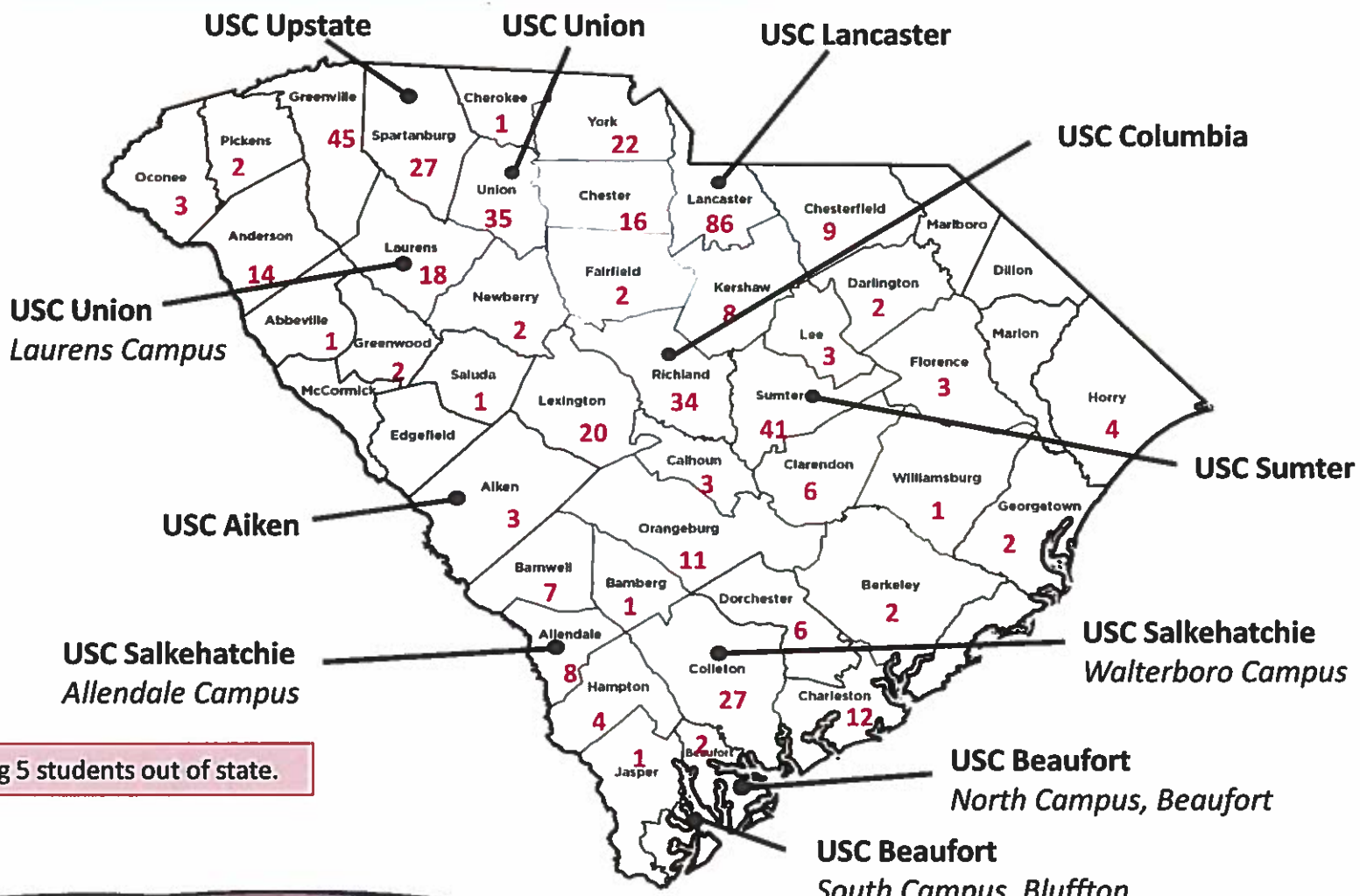
Public and Nonpublic High School Graduates – 1996-97 through 2027-28

ACADEMIC YEAR	RACE/ ETHNICITY TOTAL	PUBLIC BY RACE/ETHNICITY					PUBLIC TOTAL	NONPUBLIC TOTAL	PUBLIC & NONPUBLIC TOTAL
		American Indian/ Alaska Native	Asian/Pacific Islander	Black non-Hispanic	Hispanic	White non-Hispanic			
1996-97	30,829	56	304	12,212	204	18,052	30,829	2,418	33,247
1997-98	31,373	49	312	12,304	217	18,490	31,373	2,667	34,040
1998-99	31,496	63	339	12,296	280	18,519	31,495	2,915	34,410
1999-00	31,617	54	352	12,321	308	18,582	31,617	2,919	34,536
2000-01	30,025	43	368	11,435	322	17,856	30,026	2,923	32,949
2001-02	31,083	66	376	11,647	380	18,614	31,302	2,943	34,245
2002-03	32,421	49	387	12,330	454	19,202	32,482	2,963	35,445
2003-04	33,179	69	412	12,853	495	19,350	33,235	2,968	36,203
2004-05	33,562	72	447	12,906	648	19,489	33,439	2,950	36,389
2005-06	34,201	58	455	12,774	639	20,275	34,274	3,559	37,833
2006-07	34,842	44	462	12,643	631	21,062	35,108	3,211	38,319
2007-08	35,066	14	604	12,766	965	20,717	35,303	3,199	38,502
2008-09	38,933	107	605	14,541	1,227	22,453	39,114	3,073	42,187
2009-10	38,844	82	652	14,291	1,327	22,492	39,043	2,948	41,991
2010-11	39,044	69	534	14,294	1,443	22,704	39,168	2,866	42,034
2011-12	39,732	61	610	14,465	1,603	22,993	39,496	2,802	42,299
2012-13	38,491	78	651	13,442	1,768	22,551	38,712	2,601	41,313
2013-14	36,729	80	653	12,200	1,628	22,169	37,439	2,596	40,035
2014-15	37,079	74	715	12,099	1,787	22,404	37,771	2,498	40,269
2015-16	38,020	85	735	12,343	2,025	22,832	38,678	2,360	41,038
2016-17	39,073	96	829	12,433	2,118	23,598	39,617	2,286	41,904
2017-18	40,415	107	925	12,990	2,455	23,937	40,910	2,222	43,132
2018-19	40,486	103	988	12,867	2,701	23,827	40,953	2,169	43,122
2019-20	39,677	94	1,016	12,250	2,873	23,445	40,005	2,055	42,060
2020-21	39,725	112	1,013	11,998	3,042	23,560	39,905	1,967	41,872
2021-22	40,307	128	1,055	11,995	3,226	23,902	40,485	2,141	42,626
2022-23	41,842	172	1,377	12,756	4,579	22,958	41,739	2,187	43,925
2023-24	45,241	209	1,470	14,094	5,327	24,142	45,032	2,340	47,371
2024-25	45,733	197	1,532	14,190	5,470	24,343	45,462	2,350	47,812
2025-26	45,836	190	1,622	14,221	5,444	24,359	45,489	2,350	47,839
2026-27	43,922	171	1,596	13,442	4,864	23,848	43,731	2,274	46,005
2027-28	42,341	172	1,626	12,878	4,387	23,277	42,142	2,189	44,332

Notes: The "Race/Ethnicity Total" column is the sum of the five racial/ethnic group columns. It will not equal the "Public Total" column in the projected years and also may not for the years in which actual data are reported if the state collects data on additional racial/ethnic groups. Beginning 2008-09, Native Hawaiians that were reported separately were added to the Asian/Pacific Islander category here, and multiracial individuals were distributed among the four race categories. See Appendix B for details about the source data and Chapter 4 for the projection methodology.

☐ Actual
☐ Projected

Fall 2013: *Serving 502 students in 41 of the 46 counties in South Carolina*



UNIVERSITY OF SOUTH CAROLINA PALMETTO COLLEGE

PALMETTO PROGRAMS TUITION REVENUE GENERATED
FALL 2005 - SUMMER 2013

FALL & SPRING	FALL 2005	SPR 2006	FALL 2006	SPR 2007	FALL 2007	SPR 2008	FALL 2008	SPR 2009	FALL 2009	SPR 2010	FALL 2010	SPR 2011	FALL 2011	SPR 2012	FALL 2012	SPR 2013
LANCASTER	$10,972	$13,281	$4,950	$2,820	$11,543	$23,748	$43,044	$64,548	$103,201	$101,901	$114,385	$126,902	$154,513	$176,026	$231,823	$237,659
SALKEHATCHIE	$13,980	$10,273	$8,886	$22,182	$29,501	$57,162	$70,467	$65,716	$74,514	$61,020	$80,099	$70,472	$85,070	$106,167	$98,354	$131,500
SUMTER	$4,194	$4,194	$5,019	$9,958	$8,630	$12,917	$28,522	$44,130	$71,749	$48,439	$88,772	$82,070	$118,324	$86,882	$78,174	$94,553
UNION	$3,495	$5,592	$1,719	$5,844	$9,845	$25,089	$17,397	$28,165	$47,424	$59,760	$78,326	$69,570	$107,798	$76,553	$72,538	$85,803
CREDIT HOURS	158	149	96	168	352	560	779	951	1,218	132	1,417	1,463	1,675	1,734	2,000	2,365

SUMMER	SS 2009	SS 2010	SS 2011	SS 2012	SS 2013
LANCASTER	$14,466	$39,276	$20,450	$7,068	$19,243
SALKEHATCHIE	$7,620	$11,016	$5,608	$3,837	$3,744
SUMTER	$4,650	$17,244	$16,425	$6,765	$6,209
UNION	$4,047	$12,146	$14,750	$0	$3,751

Report of the Executive Vice Chancellor
and Vice Provost
Palmetto College Faculty Senate
Darla Moore School of Business
March 7, 2014

Special Welcome to Dean Michael Sonntag; Dr. Ann Carmichael is in planning retreat with the Allendale/Barnwell regional economic development alliance.

Campus Blueprints are being received and consolidated into one Palmetto College submission, which is due in the Office of the Provost by March 19.

Tenure and Promotion files are being reviewed by me and Chancellor Elkins and will move forward to the Office of the Provost on March 14. Special thanks to the campus T&P committees, the Associate Deans for Academic Affairs, Regional Campus Deans and the System T&P Committee for their due diligence in this important process. We have eight applications in process.

The **Office of the Provost** welcomes Dr. Allen Miller, Carolina Distinguished Professor and Chair of Languages, Literatures and Cultures, as a new Vice Provost. He'll oversee International Affairs at USC and coordinate Academic Affairs space planning in collaboration with the Provost, Capital Planning Committee and the deans. Dr. Miller will begin as Vice Provost on March 1, 2014.

Applications are invited for the **position of Vice Provost**. The Vice Provost reports to the Executive Vice President for Academic Affairs and Provost, and serves at the pleasure of the Provost. The position is expected to begin at the latest by May 1, 2014, and will be an annual appointment with subsequent renewals upon mutual agreement.

Essential functions of the position include:

- Serving as Dean of Graduate Studies with responsibility for direction of The Graduate School
- Directing faculty grant programs, including oversight of the Provost's Internal Faculty Grants
- Serving as liaison with the Office of the Vice President for Research
- Assisting with other special projects as assigned by the Provost

Spring 2014 Forum

Advising, Carolina Core, and USC Connect Updates
Wednesday, April 2
Russell House Theater

Thank you to those faculty, who will be representing our Palmetto Campuses at that conference

Best wishes to all of my faculty colleagues for an enjoyable and restful spring break…and

To my fellow administrative colleagues…..

Extended University

Faculty Senate Report

March 6, 2014

We currently have 114 BOL students and 179 BLS, or 293 total, enrolled in Palmetto College.

We have had 75 BOL and 214 BLS graduates through Summer 2013. So that number will increase once the official December graduate numbers are released.

Our two degree programs, the BLS and the BOL, now have five starts into the program—Spring II and Fall II in addition to the regular fall spring and summer entry points.

The new starts will be primarily for new students coming into the program or rather new admits into USC rather than change of campus students. We now have four 8 week courses offered through Palmetto, for Spring II, and will have many more options for students this summer and in the fall.

So we are looking for more instructors who are interested in teaching 8 week format courses. If you are interested in teaching a Palmetto class, in the full semester or the 8-week format, whether online or through two-way video, let your academic dean know.

UNIVERSITY OF SOUTH CAROLINA LANCASTER

Dr. Walter P. Collins, III
Regional Campus Dean

Report to the Regional Campuses Faculty Senate meeting at USC Columbia
March 7, 2014

Students

Enrollment

As of February 21, 2014, 1335 students (headcount) are registered for Spring 2014 which is up 1.99% over last Spring at the same time. As of February 21, 2014 we were down 7.76% FTE. The latest numbers for Fall 2013 indicate that we were down 1.15% in headcount and 10.53% in FTE.

Athletics

Student-athletes' average GPA for Fall 2013 was 2.813 with the baseball team averaging 3.241. Five percent of student-athletes earned a 4.0 GPA while 50% earned a GPA between 3.0 and 3.9. The next home baseball games are March 8 and 9 against Guilford Technical Community College. Doubleheaders begin both days at 1:00 PM.

Facilities

Construction of **Founders Hall** continues and is slated to conclude by mid-April 2014. We are beginning the process for office assignments in Founders. Computer labs in Hubbard Hall were carpeted over the holiday break.

Other items…

- Fifteen USC Lancaster students, Laura Humphrey, Ashley Lloyd and I attended **Carolina Day at the Statehouse** on Wednesday, February 05, 2014. We met with the legislative delegation from USC Lancaster's service area to thank them for their support and to ask for their continued support of USC Lancaster and higher education in South Carolina.

- Several faculty members associated with the **Native American Studies Center** and I met on February 7 with Duke Energy representatives to thank them for their financial support of the program and center and to look at ways they might support both in the future.

- We are pleased to announce that **Mr. Bruce Brumfield,** president of Founders Federal Credit Union will be our 2014 Commencement Speaker.

- Several events to celebrate Black History Month took place on campus during February. Among those events were a Black History Quiz Bowl, a lecture by Dr. Stephen Criswell on African-American Family Reunions, a month-long Black History Exhibit in Medford Library and the signature event—the **Soul Food Cook Off**—which took place on February 19. Seven community and business teams served up their finest at the cook off. Attendance was excellent, and a good time was had by all. Proceeds from the cook off will support the USC Lancaster Emergency Textbook Scholarship Fund.

- **Medford Library** will benefit from $127,000 in recurring funds from Palmetto College for the Regional Campuses E-Campus Fund, which will bring the annual amount to $180,000 to subscribe to electronic resources for Regional Campuses libraries.

- Congratulations to two faculty members, **Dr. Dana Lawrence and Dr. Stephen Criswell**, who were notified this week by the Office of Research that their proposals have been chosen for **RISE awards**.
  Congratulations to two faculty members, **Professor Marybeth Holloway and Dr. Stephen Criswell**, who were recently notified by the Provost's Office that their proposals were chosen for **Creative and Performing Arts Grant and Social Sciences Grant Awards** respectively**.**
  Congratulations to **Dr. Lisa Hammond** who was recently notified by the Provost's Office that her proposal had been chosen for a **Distributed Learning Grant Program** award.

- **Sixty high school students** will be on the USC Lancaster campus today for scholarship interviews awarded by the Educational Foundation of USC Lancaster.

- On Friday, February 28, USC Lancaster welcomed approximately 400 high school students and their sponsors for our 36th annual **Honors Day**. Students competed in a variety of academic activities and challenges. One of the highlights of the day was the final round of the Dr. Peter N. Barry Quiz Bowl where the Fort Mill High School team defeated the Andrew Jackson High School team.

- USC Lancaster was recently awarded a **$25,000 grant from Lutz Foundation** towards the establishment of a Nursing Simulation Laboratory for our cooperative BSN program with USC Columbia.

- **Congratulations to Prof. Fran Gardner** on the opening of her art exhibit entitled *Laws of Variation* on March 5 in the Rose Room Gallery, Peabody Auditorium Daytona Beach, FL.

UNIVERSITY OF SOUTH CAROLINA SALKEHATCHIE

Regional Campuses Faculty Senate Report
March 7, 2014

Congratulations to Dr. Aaron Ard on having a paper accepted and published in the *Journal of International Business Management and Research.*

Congratulations to Professors Maureen Anderson, Jeff Irwin, Sarah Miller who received Palmetto College grants to develop on line courses in an eight week format.

Anna Carol Bell, mentored by Dr. Li Cai, has been approved publication in *Caravel*, USC's journal of undergraduate research. Her paper is entitled Learning Organic Chemistry Reactions as a Nursing Student.

The official groundbreaking for the off campus housing complex in Allendale was held on January 16. A 10-month project, contractors have indicated that they are ahead of schedule and hope to have the 100 bed privately-owned housing complex open and available for students this fall.

Congratulations to Dr. Sarah Miller who was named as a finalist for the Governor's Professor of the Year award.

The annual edition of *Salkehatchie Update* was mailed in early February. Copies are available and additional copies are available upon request.

Best wishes to Dr. Roberto Refinetti who has accepted a position at Boise State University and therefore will be leaving this summer.

Respectfully submitted,

Ann C. Carmichael
Regional Campus Dean

UNIVERSITY OF SOUTH CAROLINA SUMTER

Regional Campuses Faculty Senate Report
March 7, 2014
Michael E. Sonntag, Ph.D.

Students

- About 10 students attended Carolina Day at the State Capital, spoke with almost all local legislators and represented us well
- Athletics:
  - Women's softball is 1-1 overall, but having a tough time with games cancelled due to weather
  - Men's baseball is off to a great start with 12-2 overall
  - Both teams start regional play this week
  - USC Sumter will host the area's first and only Color 5K on May 3, 2014 to support Fire Ants Softball. To date, 250 people have registered for the event, with more than 500 participants expected.
- Enrollments: FTE down about 5% from spring 2013

Faculty

- Currently interviewing to fill a Psychology position; running searches in Physics and Political Science
- Dr. Ray McManus' third book of poetry entitled *Punch* will be published by Hub City Press in Fall 2014. This work was supported by a Provost's "Creative and Performing Arts Grant"
- *Fake AP Stylebook*, the humorous Twitter feed Dr. Andy Kunka participates in, is a finalist for a Shorty Award.
- English Professor Dr. Park Bucker participated in numerous newspaper and television interviews in conjunction with the release of the movie version of *The Great Gatsby* and digital premier of F. Scott Fitzgerald's ledger by the Thomas Cooper Library.

Staff

- Recently hired Mark Waldron as evening maintenance and custodial supervisor; he is off to a good start, catching up on some neglected areas on campus

Campus/Physical Plant

- The art galleries are alive once again at USC Sumter. Currently there is an exhibit in each gallery with a new exhibit and lecture series planned for the University Gallery on April 4, 2014
- USC Sumter is now a Tobacco Free Campus
- More than 500 people attended the 14th annual Dr. Martin Luther King Dream Walk event in January, 2014
- Still working to clean up winter storm damage
- Parking: Phase I to repair drainage is complete; Phase II to resurface is scheduled to begin at the end of spring finals
- Planning for commencement exercises
- Everyone is patiently and kindly helping the new Dean learn about the campus, region, and state

USC Union Dean's Report for Regional Faculty Senate, March 7, 2014

As the smallest of the regional campuses, we are focused on growth opportunities. Pending approval by the Board of Trustees we will be partnering next fall with USC Aiken to offer the Pacer Pathway program. We will teach general education classes for freshmen who do not get admitted to USC Aiken. We are also going to be offering concurrent enrollment classes at two high schools in Spartanburg—Dorman and Broome.

We have two new faculty members this spring. Dr. Christine Rinehart is a political scientist. Dr. Joe Anderson is a mathematician. Students are so enamored of his tutoring that they even ask him to help them on Fridays.

Faculty Scholarship includes an upcoming paper by Professor Bubriski-McKenzie entitled, "Interracial Lesbian and Gay Couples: Managing Public Settings;" Professor Shaw's work "Lack Has No Boundaries: Hurricane Katrina's Reification of New Orleans' Social Identify and Cultural Heritage;" and an upcoming poster presentation for the Association for Psychological Science by Professor Lowell.

Recently we had 10 people for College Goal Carolina and hope the date will be later next year so that all our campuses will benefit from increased numbers.

Our commencement speaker will be Bill Comer, a Union native, a prominent executive, and a member of the Palmetto College Board of Visitors.

Our Upcountry Literary Festival is March 21-22. The theme is southern food. Writers and musicians will perform. It will feature Dori Sanders, Jim Clark, Tom McConnell, Marty Daniels, Ray McManus, Patricia Moore-Pastides ,and many others.

Upcoming events include the Miss USC Union Beauty Pageant on Saturday night and the Junior Scholars evening next week.

We are planning our 50th Anniversary celebration for 2015, which will include a variety of events, including an Alumni Weekend.

USC Union believes strongly in partnerships. We are working on a number of them. The Piedmont Physic Garden of the Switzer family is one. An Early College program with Union High School to offer a full Associate's degree to select students is another one we are exploring.

We have several physical plant projects. We opened the new facility in Laurens in January at a key intersection in town. Our bookstore and student center project on Main Street in Union has been delayed due to concrete flooring problems. We need roof repair and a new boiler on one of our two beautiful historic structures that are over 100 years old.

Courses & Curriculum Report to the Regional Campuses Faculty Senate (March, 2014)

Robert B. Castleberry

The Courses & Curriculum Committee has met three times since my last report to you. I remind you that interested individuals should check the USC Faculty Senate webpage for reports on the Senate's actions on the Committee's recommendations.

Concerning the last three meetings (and please note that some of these changes will become official in the Fall of 2014 while other changes will not apply until the following year):

1. The learning outcomes language for the GHS requirement of the Carolina Core was modified.
2. The Bulletin was altered to include Palmetto College, and the changes to the BLS and BOL degrees were approved.
3. ART will become known as the School of Visual Arts.
4. The curricula of BADM, BIOL, CHEM, CSCE, EDUC, EOS, JOUR, MATH, MSCI, PHAR, and STAT were all revised in a variety of ways.
5. A number of new 300-level HIST courses were created.
6. The pre-requisites for several courses in CSCE and SOCY were changed.
7. A number of SOCY (and a few RELG) courses -- including some 300-level courses -- were 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

UNIVERSITY OF SOUTH CAROLINA LANCASTER

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

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. <u>Qualifications for Academic Rank.</u>
  Changes address effective librarianship, as opposed to teaching, and updates the specification for an ALA-accredited graduate degree.

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

- Pages 16 – 19. <u>Tenure and Promotion Procedures for Regional Campuses.</u>
  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. 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.

2. 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.

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.

LBHarris, 11/15/2013

Regional Campuses and Extended University Faculty Manual

2012 edition

The following are excerpted pages from the Manual, pertaining to the proposed revision (highlighted in red) of tenure and promotion criteria for librarians, presented to the Senate on November 15, 2013.

University of South Carolina

Last updates approved by the Board of Trustees, 18 December 2012

Contents

. . .

. . .

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.

[Previously, page 8]

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.

• • •

[Previously, page 10]

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.

[Previously, page 16]

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).

. . .

[Previously, page 23]

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

• • •

[Previously, page 32]

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

[Two new pages, not previously in the 2012 Manual]

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 forms, 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 (required) 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.

---

* 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

Proposed Revisions to the *Regional Campuses and Extended University Faculty Manual*
Regional Campuses Faculty Senate
University of South Carolina
Formation of a Regional Campuses Curriculum Committee

Proposal from the RCFS Executive Committee
14 February 2014

Rationale for Proposed Revisions

- The approval of a common AA/AS degree for the Regional Campuses and Extended University requires clearly defining procedures for curriculum review, changes, and approvals. The proposed new committee once approved and elected will be charged with formalizing and publishing appropriate procedures.
- System Affairs, the existing committee that has considered curriculum approvals in the past, does not have equal representation across our campuses and units.
- Current Senate election procedures do not provide for the specific election of individual members to Senate standing committees. It is desirable that each faculty organization be able to elect and designate specific members to the committee that governs common curriculum.

Summary of Proposed Revisions

- Insert text to clarify that the Regional Campuses are accredited with USC Columbia.
- Insert text to clarify that authority over curriculum resides in the Regional Campuses Faculty Senate.
- Create a Regional Campuses Curriculum Committee.

Chapter 1: Faculty Organization
Section: Composition
Page 1

Current	Proposed
Functions. Within the limits established by the Board of Trustees and the policies and rules of the Regional Campuses Faculty Senate, the Faculty of a Regional Campus will have policy-making authority over standards of admission, registration, requirements for and the granting of degrees, the general curriculum, instruction, research, extracurricular activities, discipline of students, the educational policies and standards of the campus, and all other matters pertaining to the conduct of faculty affairs including the authority to discipline its own members.	**Functions**. Within the limits established by the Board of Trustees, the combined accreditation with USC Columbia, and the policies and rules of the Regional Campuses Faculty Senate, the Faculty of a Regional Campus will have policy-making authority over standards of admission, registration, requirements for and the granting of degrees, the general curriculum, instruction, research, extracurricular activities, discipline of students, the educational policies and standards of the campus, and all other matters pertaining to the conduct of faculty affairs including the authority to discipline its own members.

Chapter 1: Faculty Organization
Section: Regional Campuses Faculty Senate
Page 3

Current	Proposed
Functions. The Regional Campuses Faculty Senate of the University of South Carolina was created by the Board of Trustees to act for the Regional Campus faculties, subject to review by the Vice Provost for System Affairs and Executive Dean for Extended University, the Provost, the President, and the Board of Trustees. The Senate has authority to establish minimum educational standards for the Regional Campuses; it also has authority in matters pertaining to the conduct of faculty affairs, except where that authority has been specifically reserved for the Regional Campus Faculties. These policies will be generally consistent with the educational policies and standards of the University and will differ only in meeting specific requirements of the Regional Campuses.	**Functions.** The Regional Campuses Faculty Senate of the University of South Carolina was created by the Board of Trustees to act for the Regional Campus faculties, subject to review by the Vice Provost for System Affairs and Executive Dean for Extended University, the Provost, the President, and the Board of Trustees. The Senate has authority to establish minimum educational standards for the Regional Campuses, to include review and approval of any changes to the curriculum requirements for the common degrees awarded by the USC Regional Campuses; it also has authority in matters pertaining to the conduct of faculty affairs, except where that authority has been specifically reserved for the Regional Campus Faculties. These policies will be generally consistent with the educational policies and standards of the University and will differ only in meeting specific requirements of the Regional Campuses.

Chapter 1: Faculty Organization
Section: Special Committees
Page 3

Current	Proposed
In highly unusual or extenuating circumstances, the Chair of the Senate may waive these procedures and form a Nominating Committee in any manner appropriate to the temporary situation.	In highly unusual or extenuating circumstances, the Chair of the Senate may waive these procedures and form a Nominating Committee in any manner appropriate to the temporary situation. **The Regional Campuses Curriculum Committee** will convene to consider, and recommend to the Regional Campuses Faculty Senate, action on all requests for new courses or for any revisions to the curriculum requirements for the common Regional Campuses degrees. The Regional Campuses Curriculum Committee will be chaired by the System Affairs Committee Chair. The Faculty Organization of each regional campus and Extended University will also elect one representative each to the Committee, for a total of six members. All curricular actions, once approved by the Regional Campuses Faculty

	Senate, will be forwarded to the USC Columbia Committee on Curricula and Courses, with the exception that Regional Campuses Faculty Senate will give final approval to any Regional Campus specific courses, such as RCAM and PALM courses.

Resolution on Academic Freedom passed by the Regional Campuses Faculty Senate of the University of South Carolina on March 7, 2014.

"We, the Regional Campuses Faculty Senate of the University of South Carolina, strongly support the vital importance of academic freedom in our institutions. This freedom and the occasional controversies it can cause are vital to the pursuit of knowledge and truth in every discipline. Further, securing this freedom is a key obligation to accrediting bodies of our faculties, institutions, and governing boards. We therefore condemn any effort on the part of the government to interfere, through legislation or otherwise, with free academic inquiry."

Rights and Responsibilities Committee
Regional Campuses Faculty Senate
Motions Related to the Electronic Submission
of Tenure and Promotion Files
14 February 2014

The Rights and Responsibilities Committee presents the following three motions to request approval from the Regional Campuses Faculty Senate for the implementation of an electronic submission of tenure and promotion files effective Fall 2014.

In developing this process, the Rights and Responsibilities Committee has endeavored to preserve our existing procedures in as many respects as is feasible, with some modification to streamline the process and to provide more consistent administrative support. The sequence of tenure and promotion review is unchanged in this electronic submission process, as are the participants in the review. Changes are limited to how documents are prepared and transmitted.

Motion 1:
***Manual* Changes Related to the Electronic Submission of Tenure and Promotion Files**
To adopt the attached proposed revisions to *the Regional Campuses and Extended University Faculty Manual*, removing passages with specific language describing the transmission of tenure and promotion files.

Motion 2:
To adopt the attached document, Overview of Electronic Submission of Tenure and Promotion Files.

Motion 3:
To adopt the attached document, Order of Electronic Submission of Tenure and Promotion Files.

Proposed Revisions to the *Regional Campuses and Extended University Faculty Manual*
Regional Campuses Faculty Senate
University of South Carolina
***Manual* Changes Related to the Electronic Submission of Tenure and Promotion Files**

Proposal from the RCFS Rights and Responsibilities Committee
14 February 2014

Rationale for Proposed Revisions

- In other motions not affecting the *RCEUFM*, the Rights and Responsibilities Committee proposes the adoption of an electronic process of submission and transmission of tenure and promotion files.
- The new electronic submission process has been designed to reduce the time and resources used to compile and evaluate tenure and promotion files, as well as to equalize the labor required by individual candidates.
- The new electronic submission process allows for the centralization of file handling in the Office of the Palmetto College Chancellor, reducing clerical support demands on the local campus administration.

Summary of Proposed Revisions

- Replace specific language describing paper submission of any documents with electronic.
- Clarify that primary supporting documentation for external review will ordinarily be submitted electronically, with selected documentation (such as books and journals) submitted in print if desired.
- Specifies that documents previously submitted to the local campus administration will be submitted electronically to the Office of the Palmetto College Chancellor.

Chapter: Tenure and Promotion Regulations and Policies
Section: External Review Procedures
Page 22

Current	Proposed
4. By **July 1**, the candidate will submit the tenure and promotion file and primary supporting documentation for external review to the Office of the Vice Provost for System Affairs and Executive Dean for Extended University. The file should include sections RCTP-1 through RCTP-10. The candidate may choose to submit the file and documentation either in electronic (.pdf) or print format. If print, the candidate must submit four copies of the file and documentation.	4. By **July 1**, the candidate will submit the tenure and promotion file and primary supporting documentation for external review to the Office of the Vice Provost for System Affairs and Executive Dean for Extended University. The file should include sections RCTP-1 through RCTP-10. The candidate will ~~may choose to~~ submit the file and primary documentation ~~either~~ in electronic (.pdf) ~~or print~~ format. If the candidate also wishes to submit selected print items in the primary documentation~~print~~, the candidate must submit four copies of the ~~file and documentation~~print items.

Chapter: Tenure and Promotion Regulations and Policies
Section: Summary of Teaching Evaluations
Page 24

Current	Proposed
5. The writer will send the narrative summary of teaching evaluations to the local campus administrators, who will be responsible for placing it, accompanied by a copy of the cumulative report of numerical data and the student evaluation instrument, in the candidate's file (tab RCTP-7B) by November 1 or before the initial campus review.	5. The writer will ~~send~~ submit the narrative summary of teaching evaluations to the Office of the Palmetto College Chancellor ~~local campus administrators~~, who will be responsible for placing it, accompanied by a copy of the cumulative report of numerical data and the student evaluation instrument, in the candidate's file (tab RCTP-7B) by November 1 or before the initial campus review.

Chapter: Tenure and Promotion Regulations and Policies
Section: Procedures on the Local Campus Level
Page 24

Current	Proposed
• Except for those items specified for inclusion in the Addendum, the file must be complete by **November 1 and before the campus tenure and promotion committee begins to review it.** All files will be presented in binders with tabs provided by their local Office of the Associate Dean for Academic Affairs.	• Except for those items specified for inclusion in the Addendum, the file must be complete by **November 1 and before the campus tenure and promotion committee begins to review it.** All files will be presented electronically (.pdf), with bookmarks designating the sections of the file, to the Office of the Palmetto College Chancellor ~~in binders with tabs provided by their local Office of the Associate Dean for Academic Affairs~~.

Overview of Electronic Submission of Tenure and Promotion Files
Regional Campuses and Extended University
University of South Carolina

Overview

The new process for electronic submission and transmission of tenure and promotion files has been designed to reduce the time and resources used to compile and evaluate tenure and promotion files, as well as to equalize the labor required by individual candidates, who do not all have access to support staff to prepare multiple tabbed paper copies of files. To minimize costs and transition time, the new process will use both a secure file sharing site owned and solely managed by Palmetto College and Blackboard, a program with which many faculty are already acquainted. This will provide a secure process for electronic access to each file as it progresses through the system.

The new tenure and promotion forms adopted by the Regional Campuses Faculty Senate last year were designed to accommodate the transition to electronic submission by reorganizing the structure of the file, so that new material is appended to the end of the document rather than inserted into different places in the file. The .pdf file created when the candidate converts the Microsoft Word document will include automatically generated tabs demarking each individual section of the file, allowing the reader to navigate the file easily.

Summary of Important Changes

The sequence of tenure and promotion review is unchanged in this electronic submission process, as are the participants in the review. Changes are limited to how documents are prepared and transmitted. The new process is designed to be minimally disruptive to all parties involved. Below is a summary of how each party's role is changed:

- *Candidates* will submit their primary file in .pdf format, rather than printing, copying, and assembling hard-copy paper files. Candidates will write their files using a Microsoft Word document containing preformatted headers, as they have always done, and then at the completion of the document, will save their files in .pdf format. Rather than submit the files to the local campus Academic Dean, candidates will upload their files for both external review and Regional Campuses tenure and promotion review to the secure online Regional Campuses Tenure and Promotion Submission Point and will receive a confirmation that the file was successfully transmitted. For external review, the candidates' primary supporting documents will be largely electronic, with multiple copies of physical documents submitted if desired (such as books and journals). For Regional Campuses tenure and promotion review, the candidate's reference collection of documents will continue to be a paper copy submitted to the local Associate Dean for Academic Affairs.

- *External Reviewers* will submit their reviews in the same manner as our current process. The Palmetto College Office will create a .pdf copy of the review (by scanning or converting as needed) and append these documents to the file in the appropriate bookmark. The major change here is that the Palmetto College Office staff will handle the inclusion of external reviews; our current system requires each local campus Academic Dean to travel to Columbia with the files for the Vice Provost to insert the reviews. This change will result in a significant savings of money and time.

- *The Palmetto College Office* will provide centralized administrative support for each local campus, appending external reviews and teaching summaries to the files and then making the files available to appropriate tenure and promotion reviewers. Faculty Organization chairs will work closely with the Palmetto College Office to ensure that only eligible members are added to each Blackboard organization (for example, in the case of members ineligible because of service on Grievance and Welfare Committees, and in determining the membership of the Sumter Committee of the Whole). At the end of file review, the Palmetto College office will depopulate the Blackboard organizations and remove candidate files.

- *Division Chairs and Associate Deans for Academic Affairs (if applicable)* will review files in Blackboard and then transmit their votes and justifications to the Palmetto College Office, who will update the vote summary form and add the letters to the file. The Palmetto College Office will then upload the file into the local campus tenure and promotion committee Blackboard organization.

- *Local T&P Chairs* will use Adobe Acrobat to update the vote summary form and to append to the primary file all items received at the unit level (such as ballots and any addenda items). Training and support will be provided for the chairs, who will require access to Adobe Acrobat Professional.

- *Local T&P Committee members* will be able to review a file by accessing it through Blackboard, rather than requiring the creation of multiple copies or checking copies out. Ballots and vote justifications will be submitted through a secure "double-envelope" process. In other words, the administrative assistant to the Associate Dean for Academic Affairs will collect encrypted Microsoft Word ballots, rename the files for anonymity, and then forward all committee ballots to the chair at one time. The administrative assistant will not have the passwords to open files; the T&P Committee Chair will be able to open files but not to identify who submitted what ballot. At this time, we will use existing local campus tenure and promotion ballots.

- *System T&P Committee members* will follow the same procedures as the local level.

- *The System T&P Committee Chair* will follow the same procedure as the local level, working directly in the Palmetto College Office with support staff to collect ballots and justifications and to add them to the file.

- *Deans, the Palmetto College Chancellor, and the Provost* will access and review each file through Blackboard as each is forwarded to them. They will insert their own letters as .pdf files.

Security and Access to Files
Responsibility for maintaining confidentiality will remain with faculty, staff, and administration who are part of the tenure and promotion process as outlined in the *Regional Campuses Faculty Manual* and in this document. As with our existing paper transmission process, confidentially of tenure and promotion files and ballots is of paramount importance.

- Files uploaded to the Regional Campuses Tenure and Promotion Submission Point and to Blackboard shall be stored on a secure server, with unique IDs and passwords provided to all persons who have access to files.

- To preserve the security and confidentiality of the electronic transmission process, persons with qualified access should maintain sole ownership of their ID and password.

- To preserve confidentiality, persons with qualified access should not attach tenure and promotion files to emails.

- All downloaded files must be secured using password protection or encryption.

- At the end of the file review process, all downloaded material related to the file evaluation process should be deleted.

- Any documents downloaded and printed must be shredded at the completion of the review process, with the exception of an original hard copy retained in the Palmetto College Chancellor's Office. Electronic copies of the file will also be retained in the Palmetto College secure server and in a separate secure external backup system.

Possible Future Changes
After we have gone through one or two review cycles using the electronic submission process, Regional Campuses Faculty Senate may wish to consider these possible future changes:

- Consider making the reference collection of documents a largely electronic submission as well. Many candidates would also continue to submit some physical documents (such as books and journals). Document organization for easy review and large file sizes are issues that would need to be resolved.

- Consider developing a common system tenure and promotion ballot. Ballots vary considerably across the campuses and may be streamlined and simplified. This would decrease the need to administrative support to create and distribute multiple password-protected electronic ballots.

- Consider using the Palmetto College secure file sharing site owned and solely managed by our own IT department for all transmission of files and eliminate the use of Blackboard in the process.

Order of Electronic Submission of Tenure and Promotion Files
Regional Campuses and Extended University
University of South Carolina

Candidates may access the required forms at http://saeu.sc.edu/RCFaculty/tp/forms.html.
The Regional Campuses Tenure and Promotion Submission Point is available online at {insert URL}.

Candidate includes:
- All required RCEU forms, RCTP-1 through RCTP-15G
- Tenure Clock Extension Forms in RCTP-11 (if applicable)
- Uploads the file to the Regional Campuses Tenure and Promotion Submission Point

Palmetto College Office includes:
- Summary of Teaching Evaluations RCTP-13
- External Reviews of Scholarship RCTP-14
  - Cover sheet with list of external reviewers names and affiliations
  - External reviewer letters and brief CVs
- Uploads the file to Blackboard

Division Chair (if applicable) includes:
- Division Chair's justification letter
- Uploads the letter to the Regional Campuses Tenure and Promotion Submission Point

Associate Dean for Academic Affairs (if applicable) includes:
- Associate Dean for Academic Affairs' justification letter
- Uploads the letter to the Regional Campuses Tenure and Promotion Submission Point

Palmetto College Office includes:
- Division Chair's Letter (if applicable) RCTP-15A
- Associate Dean for Academic Affairs Letter (if applicable) RCTP-15B
- Updated vote summary form RCTP-3
- Updates to the file in Appendix RCTP-12
- Uploads the file to Blackboard

Local Tenure and Promotion Chair includes:
- Local Tenure and Promotion Committee ballots with justifications RCTP-15C
- Updated vote summary form RCTP-3
- Updates to the file in Appendix RCTP-12
- Uploads the file to Blackboard

Campus Dean includes:
- Campus Dean's justification letter RCTP-15D
- Updated vote summary form RCTP-3
- Updates to the file in Appendix RCTP-12
- Uploads the file to Blackboard

This document is a guide to electronic submission only. The *Regional Campuses and Extended University Faculty Manual* is the final authority on tenure and promotion policies and procedures. RCFS approval date: {insert date}

System Tenure and Promotion Committee Chair includes:

- System Tenure and Promotion Committee ballots with justifications RCTP-15E
- Updated vote summary form RCTP-3
- Updates to the file in Appendix RCTP-12
- Uploads the file to Blackboard

Palmetto College Chancellor includes:

- Palmetto College Chancellor's justification letter RCTP-15F
- Updated vote summary form RCTP-3
- Updates to the file in Appendix RCTP-12
- Transmits the file to the Provost

Provost includes:

- Provost's letter RCTP-15G
- Updates to the file in Appendix RCTP-12
- Transmits the file to the President, who recommends or denies tenure to the candidate and then requests final approval of the President's recommendation from the Board of Trustees

Standard Bookmarks for PDF Files:

RCTP-1	Regional Campuses Tenure and/or Promotion File Form
RCTP-2	Regional Campuses Criteria for Tenure and/or Promotion
RCTP-3	Voting Form
RCTP-4	Education and Employment History
RCTP-5	Personal Statement Teaching Responsibilities
RCTP-6	Evidence of Effective Teaching
RCTP-7	Evidence of Scholarship
RCTP-8	Evidence of Service
RCTP-9	List of Supporting Materials
RCTP-10	Curriculum Vitae
RCTP-11	Other Items
RCTP-12	Addenda
RCTP-13	Summary of Teaching Evaluations
RCTP-14	External Reviews of Scholarship
RCTP-15A	Division Chair's Letter (if applicable)
RCTP-15B	Associate Dean for Academic Affairs Letter (if applicable)
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

Proposed Revisions to the *Regional Campuses and Extended University Faculty Manual*
Regional Campuses Faculty Senate
University of South Carolina
Administrative Title Changes

Proposal from the RCFS Rights and Responsibilities Committee
14 February 2014

Rationale for Proposed Revisions

- By action taken at the 17 December 2013 USC Board of Trustees meeting, the unit name "System Affairs and Extended University" is now "Palmetto College."
- The unit head title is now "Palmetto College Chancellor."
- As a matter of clarification only, no change will occur to the name of the Regional Campuses Faculty Senate standing committee System Affairs.

Summary of Proposed Revisions

- Replace occurrences of the title "Vice Provost for System Affairs and Executive Dean for Extended University" with "Palmetto College Chancellor."
- Replace occurrences of the abbreviated title "Vice Provost" with "Chancellor."

Regional Campuses and Extended University Faculty Manual, all chapters
To facilitate review of this motion, the following is the first occurrence of the title in the *Manual* to illustrate the change that will be made throughout the entire document. There are 90 occurrences of the title that will require amendment. The sample change occurs on the following page:

Chapter: Faculty Organization
Section: Regional Campuses Faculty Organization
Page 1

Current	Proposed
The Regional Campuses Faculty shall be consulted on the appointment of the Vice Provost for System Affairs and Executive Dean for Extended University.	The Regional Campuses Faculty shall be consulted on the appointment of the Palmetto College Chancellor~~Vice Provost for System Affairs and Executive Dean for Extended University~~.

Proposed Revisions to the *Regional Campuses and Extended University Faculty Manual*
Regional Campuses Faculty Senate
University of South Carolina
Unit Name Change

Proposal from the RCFS Rights and Responsibilities Committee
14 February 2014

Rationale for Proposed Revisions

- By action taken at the 17 December 2013 USC Board of Trustees meeting, the unit name "System Affairs and Extended University" is now "Palmetto College."
- The Board of Trustees and USC have informally adopted the name "Palmetto College Campuses" for the Regional Campuses.
- This motion addresses a long-term need to clarify who are the faculty of Palmetto College: all faculty currently known as Regional Campuses and Extended University faculty.
- The motion formally describes the already extant relationship of the Regional Campuses and the other USC campuses offering degrees in the Palmetto College online baccalaureate degree completion pogroms.

Summary of Proposed Revisions

- Replace occurrences of the title "Regional Campuses and Extended University" with "Palmetto College."
- Replace occurrences of the title "University of South Carolina Regional Campuses" with "University of South Carolina Palmetto College Campuses.
- Replace "the Regional Campuses" with "Palmetto College." (In some cases, these changes will also necessitate a change in verb as well, as in the case of "The Regional Campuses are represented on the following committees," which would become "Palmetto College is represented on the following committees.")
- Replace occurrences of the title "Regional Campus Dean" with "Palmetto College Dean."
- Common occurrences include the following titles:
    - Palmetto College Faculty Manual
    - Palmetto College Campuses Faculty Organization
    - Palmetto College Faculty Senate
    - Palmetto College faculty
    - Each faculty organization of the Palmetto College Campuses
    - Palmetto College Campuses Deans
    - The Palmetto College Tenure and Promotion Committee.

Note

- This change if approved will require revision to a number of university policies currently in place for Columbia and Regional Campuses (for example, not as a comprehensive list, policies ACAF 1.02, HR 1.45, and RCAM 1.00 would be affected). By approving this motion, the Regional Campuses Faculty Senate requests that the Palmetto College Chancellor work with both Senate and the Provost's Office to begin the process of identifying and revising the affected policies.

Regional Campuses and Extended University Faculty Manual, all chapters
To facilitate review of this motion, the following example shows the change to the *Faculty Manual* in the first three sections of the manual to illustrate the title revisions that will be made throughout the entire document. There are 145 occurrences of the phrase "Regional Campuses" that will require amendment. **The two sentences highlighted in yellow below represent the substantive changes defining the Palmetto College faculty and formally defining the already extant role of USC Columbia and the comprehensive campuses in the Palmetto College online bachelor's degree completion programs.** The sample passage below occurs on the following page:

Chapter: Faculty Organization
Sections: Composition and Regional Campuses Faculty Organization
Page 1

Current	Sample of Proposed Change to be implemented on every occurrence of the phrase
Composition The Faculty of the Regional Campuses is composed of the faculties of the individual campuses, USC Lancaster, USC Salkehatchie, USC Sumter, USC Union, and Extended University. **Regional Campuses Faculty Organization** **Functions.** Within the limits established by the Board of Trustees and the policies and rules of the Regional Campuses Faculty Senate, the Faculty of a Regional Campus will have policy-making authority over standards of admission, registration, requirements for and the granting of degrees, the general curriculum, instruction, research, extracurricular activities, discipline of students, the educational policies and standards of the campus, and all other matters pertaining to the conduct of faculty affairs including the authority to discipline its own members. These policies will be generally consistent with the educational policies and standards of the University and will differ only in meeting specific requirements of the campus. The Regional Campuses Faculty shall be consulted on the appointment of the Vice Provost for System Affairs and Executive Dean for Extended University. Each respective faculty shall be consulted on the appointment to the office of Regional Campus Dean for that campus, and through an appropriate committee, shall communicate its views thereon to the Provost, the President and the Board of Trustees through the Vice Provost for System Affairs and Executive	**Composition** The Faculty of Palmetto College~~the Regional Campuses~~ is composed of the faculties of the individual campuses, USC Lancaster, USC Salkehatchie, USC Sumter, USC Union, and Extended University. The faculties of USC Columbia and the USC comprehensive campuses participate in the degree offerings of Palmetto College. Palmetto College ~~Regional Campuses~~ **Faculty Organization** **Functions.** Within the limits established by the Board of Trustees and the policies and rules of the Palmetto College ~~Regional Campuses~~ Faculty Senate, the Faculty of a Palmetto College ~~Regional~~ Campus will have policy-making authority over standards of admission, registration, requirements for and the granting of degrees, the general curriculum, instruction, research, extracurricular activities, discipline of students, the educational policies and standards of the campus, and all other matters pertaining to the conduct of faculty affairs including the authority to discipline its own members. These policies will be generally consistent with the educational policies and standards of the University and will differ only in meeting specific requirements of the campus. Authority over the academic policies, procedures, and curriculum for online degrees offered by the faculties of USC Columbia and the USC comprehensive campuses will reside in those units. The Palmetto College

Dean for Extended University. Each campus faculty shall make recommendations to the Regional Campuses Faculty Senate on such matters as are appropriate or require the approval of that body and shall determine the manner in which Regional Campuses Senate policy decisions are implemented on its campus. Actions taken by a campus faculty are subject to review by its Regional Campus Dean and, ultimately, by the Vice Provost for System Affairs and Executive Dean for Extended University. Some actions may require the approval of the Provost, the President and the Board of Trustees. **Membership in the Faculty Organization.** Each Regional Campus Faculty will determine the qualifications and makeup of its membership. All full-time faculty and such others as the faculty shall designate shall have membership and voting privileges. The Dean of the Regional Campus shall be a voting member of the faculty organization.	~~Regional Campuses~~ Faculty shall be consulted on the appointment of the Palmetto College Chancellor~~Vice Provost for System Affairs and Executive Dean for Extended University~~. Each respective faculty shall be consulted on the appointment to the office of Palmetto College ~~Regional~~ Campus Dean for that campus, and through an appropriate committee, shall communicate its views thereon to the Provost, the President and the Board of Trustees through the Palmetto College Chancellor~~Vice Provost for System Affairs and Executive Dean for Extended University~~. Each campus faculty shall make recommendations to the Palmetto College ~~Regional Campuses~~ Faculty Senate on such matters as are appropriate or require the approval of that body and shall determine the manner in which Palmetto College ~~Regional Campuses~~ Senate policy decisions are implemented on its campus. Actions taken by a campus faculty are subject to review by its Palmetto College ~~Regional Campus~~ Dean and, ultimately, by the Palmetto College Chancellor~~Vice Provost for System Affairs and Executive Dean for Extended University~~. Some actions may require the approval of the Provost, the President and the Board of Trustees. **Membership in the Faculty Organization.** Each Palmetto College ~~Regional~~ Campus Faculty will determine the qualifications and makeup of its membership. All full-time faculty and such others as the faculty shall designate shall have membership and voting privileges. The Dean of the Palmetto College ~~Regional~~ Campus shall be a voting member of the faculty organization.