

MINUTES OF USC LANCASTER FACULTY MEETING ON FEBRUARY 4, 2011

Approval of Minutes

The minutes of the December 3, 2010 faculty meeting were approved with minor corrections submitted by email prior to the meeting.

Reports of Officers

Dean Catalano: Report was submitted (See Appendix I).

Dean Catalano reported that the Transparency Law that states that all University credit card purchases shall be fully disclosed to the public is now in effect. He advised that all expenditures by University personnel for all activities be reasonable, appropriate and justifiable.

Dean Cox: Report was submitted (See Appendix II).

Dean Cox requested that the Outside Professional Activities report be turned into the Office of Academic Affairs as soon as possible.

Student Affairs (Collins): Report was submitted (See Appendix III).

Dean Collins announced that Professor Alexis Sanders resigned her position at the end of the fall semester.

Business Manager and Planning (Johnson): Report was submitted (See Appendix IV).

Dean Cox reported for Mr. Paul Johnson that the Quality Enhancement plan has an academic component and each division needs to come up with their academic goals for the upcoming year. Please discuss your goals with your division chairs.

Admissions (English): Report was submitted (See Appendix V).

Mrs. Amanda English urged advisors to encourage their advisees to apply for their Associates Degree. The degree applications are closed for spring 2011, but students can still apply for the summer 2011. The deadline to apply for summer is June 14th, 2011. Advise students to correspond their classes to the two-year degree requirements. In addition, make sure that students have a variety of courses for the required 6 hrs of HIST since 6 hrs of the same (i.e. US history) will not count towards their degree. Finally, College Independent Learning program is currently on hold and it may be cancelled or revamped in the future due to the adoption of the OneCarolina project.

Mrs. English also reported on the status of the OneCarolina, the University of South Carolina's multi-year project to modernize, streamline, and enhance academic and administrative services. This Project will create an integrated digital community linking the University's eight campuses. Because the scope of this project covers every major aspect of University operations, implementation has been broken into modules - Admissions, Financial Aid, Student Services, Finance, and Human Resources. Implementation of each module will occur on a schedule based in responsible ERP planning:

- Admissions and Recruitment - currently in testing and scheduled to go live in August of 2011. Admissions will form the basis of the OneCarolina system, generating student records, more efficient application and validation processes, and tracking.
- Financial Aid - currently in development, and scheduled to go live in April of 2012. Financial Aid will streamline the process for applying, managing, and administering financial aid.
- Student Information Systems - currently in development, and scheduled to go live in August of 2012. SIS will feature an easy-to-use web-based system for accessing and maintaining student

records, registration and scheduling for classes, student financial management, student financial aid, and communication.

Mrs. English will be providing training for all faculty and staff on all of the new programs listed above. If you have any questions concerning the OneCarolina project, please email Amanda English.

Library (Eliades): Professor Shari Eliades announced that there is a small amount of funds available for book purchases for the library. If you are interested in purchasing a book, please contact her as soon as possible. In addition, Prof. Eliades reported that the fate of PASCAL Delivers program is in jeopardy and the situation looks grim.

Gregory Health and Wellness Center (Hunt): Doctor Sarah Hunt reported that the renovations are completed for the Gregory Health and Wellness Center. The next phase of the renovation project is to bring educational programs to the campus. The programs are coming from non-profit organizations so there is no cost to us. A few programs have already been scheduled including the Heart Disease Awareness program in February and the Kidney Screening in April.

Counseling Center (Evans): Professor Dianne Evans reassured the faculty that the absence of Alexis Sanders will not affect the quality of services rendered by the counseling center.

Development (Garris): Professor Ralph Garris reported that the Educational Foundation has brought in \$126,242.25 between November and December ending the year on a great note. As of December 31st, the foundation has raised \$4,916,000 in donations. Last semester, the foundation has awarded \$45,550 in scholarships and created 2 new endowed scholarships.

TRIO (Bailey): Mrs. Thelathia Bailey announced the upcoming events for the USCL Black History Month celebration sponsored by TRIO and distributed a flyer with dates and times for each activity (see Appendix VI). She highlighted several events including the Soul Food competition where teams of 6 prepare 6 dishes that will be sampled by over 50 guests. The guests will decide the best team along with several other awards. Please consider putting together a team and participating in this event. In addition, Mrs. Bailey informed Professor Covington that Founders has donated an iPad to be given away at the Honors Day 2011. Finally, Mrs. Bailey urged everyone to vote on February 22nd!

Law Enforcement (Rutledge): Dr. John Rutledge reported the emergency notification systems that will be available in every classroom in less than 3 weeks. To use the system, all you have to do is login to the hardwired computer (in the classroom, lab, or in your office) and look for the icon on the desktop. In case of an emergency, click on the icon and an alert will be sent out immediately to 911 dispatchers and the local authorities.

System Committee Reports

Regional Campuses Faculty Senate (Prof. Hammond): The Executive meeting will be held next Friday, February 11th.

Provost's Advisory Council (Prof. Gardner): The committee met in December 2010 and Dr. Fran Gardner reported on the main topics discussed in the meeting.

- T&P Criteria: Dr. Amiridis declared that it is unrealistic to have the same expectations for Columbia and Regional Campus faculty. The teaching load at the RC level is much higher and it is reasonable that faculty scholarship activities be closely related to their teaching.

- Raises are out of the question at the moment. Summer 2012 is the earliest date he speculates will be the first opportunity for raises.
- Budget does not look good and hard times are still ahead.
- Huron Report: An outside company, Huron Consulting Group, was contracted to develop comparative data with respect to similar university systems so that operating efficiency may be evaluated among the USC campuses and to provide a general analysis of options for cost management and productivity increases. Dr. Bruce Nims stated that Chris Plyler gave a report on the subject during the Columbia Senate meeting and details can be found in the November minutes. Dean Catalano announced that he has a draft of the report that he will be happy to share with anyone interested. Also, the report is available on the S: disconnected drive under Faculty Organization folder.

Next meeting will be in April and any questions or suggestion of topics can be directed to Dr. Gardner and Dr. Bohonak. This is the direct line between faculty and the Provost, but Chris Plyler will be joining the meeting for the first hour.

Local Committees:

Honors Day Committee: Professor Kim Covington reported on the planning of this year's event on Friday, February 25th. The deadline for schools to register is Monday, February 14th, but we have heard already from several schools that are new to the event so there may be an increase in the number of participants. The Honor Bowl questions are being updated this year and Prof. Covington thanked those that have submitted questions already. Please continue to send questions you may have to Prof. Covington.

Welfare & Grievance Committee: Dr. Golonka presented a document to be considered as a motion during the March faculty meeting and voted on during the April meeting (see Appendix VII). The committee has been working hard this past semester to create a campus description for the external review process that is now a part of the T&P process. During the external review process, this document is sent to the external reviewer by the Office of the Vice Provost and Executive Dean for Regional Campuses and Continuing Education (Chris Plyler's office) and includes "a campus description of that Regional Campus and the following information: normal teaching load per semester; local funding and course relief for research and scholarship; description of facilities; availability of mentors or colleagues with similar interests; and availability of students to participate in research and scholarship." This document should be approved and submitted by the faculty organization and needs to be voted into effect by the end of this academic year.

The current file being sent out by Chris Plyler's office has NOT been approved by our faculty organization. The document presented incorporates the current file as well as campus description and discipline specific information. This document may need to be edited yearly or every few years to reflect changes in discipline specific information as well as facts and statistics.

Old Business:

Academic Advisory Council: During the November 5th meeting, Prof. Evans made a motion to establish the Academic Honor Committee to address issues of violations of Academic Policy and Integrity. This motion was ruled substantive and is being considered during today's meeting. In the meantime, the committee has proceeded with its charge and has refined its proposal, including development of the specific process and procedures by which this new committee would function (see Appendix VIII).

The Academic Advisory Council moves the adoption of the USC Lancaster Code of Student/Faculty Academic Integrity & Responsibility, thereby establishing an Academic Honor Code Council to address

alleged violations of Academic Policy & Integrity. This document will replace the current 'Code of Student Faculty Academic Responsibility' in the USC Lancaster Student Handbook. This is an amended motion so it requires no second. Discussion followed:

- There seems to be no middle ground for cheating violations: either the student is expelled/suspended or no consequence at all. Could there be some room for other actions such as failing all of their classes for the semester in question? One thing that can be done is to place a note in the transcript that the failing grade was due to cheating. The Office of Academic Affairs can mediate this action.
- Issue was brought up about faculty integrity as listed in Section III Part C. No change was made to the document.
- Issue was brought up with Section III Part D #2, where it states that the administrator is responsible for ensuring "that all instructional faculty members whose second language is English are able to write and speak fluently in the English language." A motion was made to amend this item by changing the sentence to: "are able to write and speak proficiently in the English language." Motion was seconded. Discussion followed and the motion was withdrawn. A new motion was proposed to strike this item all together from the document. Discussion followed, the motion was voted on, and passed.
- Clarification was requested on page 4 of the document in regards to the selection of alternates for the formal hearing. Motion was made to amend the item by changing the sentence to "one faculty representative and one alternate will be elected by each academic division at the final faculty meeting of the spring semester." Motion was seconded, voted on, and passed.

After the discussion above, the Academic Advisory Council moved to adopt the USC Lancaster Code of Student/Faculty Academic Integrity & Responsibility as presented to you. The motion was seconded, voted on, and passed.

New Business:

Commencement Committee: Dr. Hammond presented a request on behalf of Mrs. Karen Faile and the Commencement Committee to change the seating arrangements for the faculty on stage. During commencement exercises the stage is very crowded and it was clearly difficult for Bob Bundy to get from his seat at the back of the stage to receive his award for Teacher of the Year. The committee would like to make a motion requesting the approval from the faculty to allow the Teacher of the Year recipient to walk in behind the faculty chair in 2011. Motion was seconded, voted on, and passed.

Announcements:

1. Dr. Hammond announced that there will be a special order in the March faculty meeting. Dr. Bruce Nims will be giving a presentation on the QEP in preparation for the SACS visit on March 28th.
2. Dean Cox requested that all division chairs and search committee chairs stay for a short meeting immediately following the faculty meeting.

Attending:

S. Alhaddad, T. Barnes-Bailey, N. Bohonak, C. Bundrick, R. Bundy, B. Burgin, F. Burke, S. Campbell, J. Catalano, C. Catledge, R. Collins, W. Collins, K. Covington, M. R. Cox, S. Criswell, N. Davaut, S. Eliades, A. English, D. Evans, F. Gardner, R. Garris, A. Golonka, S. Gregory, L. Hammond, L. Harris, D. Hassell, J. Holt, S. Hunt, B. Johnson, C. Judge, D. Lawrence, N. Lawrence, L. Martek, E. Moon-Kelly, B. Nims, P. Parker, S. Penuel, K. Richardson, Darlene Roberts, P. Romano, J. Rutledge, T. Scarlett, A. Scott, B. Taylor, W. Thurman, R. Van Hall, S. Williams, T. Wolochwianski, A. Yingst.

Faculty Secretary: Submitted as PDF on February 28th, 2011 by Fernanda Burke

Appendix I (page 1 of 2) Dean Catalano's Report, 2-04-11

USC Lancaster Dean's Report, February 4, 2011

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

Facilities: The USC BOT B&G Committee has approved the first phase of design for a new 32,000 square foot classroom building on campus. The building will be funded by private pledges and gifts as well as an increase in Lancaster County millage. The targeted opening date is fall semester, 2013. Hubbard renovations are on hold until summer 2011, mainly due to asbestos remediation that was done over the Christmas holidays. The new soccer field was built during the Fall Semester, and grass will be added this spring after it warms up. The campus will soon increase by approximately three acres. An addition of a lot on Highway 521 that backs up to campus represents a future second entryway that was recommended in the most recent facilities master plan.

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

Financial: Good news: The campus budget has improved due to several factors.

Revenues are up:

- Increased enrollments
- Increases in tuition and fees charged per student
- Palmetto Programs tuition split
- Millage increases from the Lancaster County Council

Expenses are down by \$750,000 from their highest point:

- Everyone on campus has cut back to spending only on essentials
- Hiring freeze, except for "mission critical"
- Larger class sizes and fewer sections

Carryover depletion has stopped and started moving in the right direction again:

- 2008 \$428,029
- 2009 \$189,908
- 2010 \$428,680 Not the \$9.4 million reported in the State Newspaper, but improving

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

Appendix I (page 2 of 2) Dean Catalano's Report, 2-04-11

Dean's budget summary, USCL Faculty Meeting, Feb 4, 2011

Bad news:

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

	HDCT/FTE	State Appropriation	Stimulus Proviso or SC Supplement
2010-11	1593/1143	\$1,528,760	\$406,379
2009-10	1596/1080	\$1,935,139	\$356,295
2008-09	1666/1085	\$2,119,544	\$100,000
2007-08	1502/1003	\$2,770,893	\$800,000
2006-07	1195/824	\$3,504,105	\$0

Good news:

The campus budget has improved due to several factors.

Revenues are up:

1. Increased enrollments
2. Increases in tuition and fees charged per student
3. Palmetto Programs tuition split from Columbia is up
4. Millage increases from the Lancaster County Council

Expenses are down by \$750,000 from their highest point:

1. Everyone on campus has cut back to spending only on essentials
2. Hiring freeze, except for "mission critical"
3. Larger class sizes and fewer sections

Carryover depletion has stopped and started moving in the right direction again:

1. 2008 \$428,029
2. 2009 \$189,908
3. 2010 \$428,680
4. 2011 \$650,000 Projection - will help with the loss of stimulus and additional SC cuts.

Summary – We continue to operate as efficiently as possible, but with the worst budget year (2011-12) looming. We are in position to weather that year, but must continue to watch every expense and accept less than ideal academic conditions. There is cause for optimism. We have endured the worst financial downturn in over 75 years without layoffs or furloughs. We will hire four new full time faculty members this year and two new staff members. We are going forward on several deferred maintenance and new building projects. We have not cut faculty travel and have actually increased the amount budgeted for research and productive scholarship grants this year. Thank you for all that you do for our students and our community. USCL is blessed to have such a great faculty and staff.

Appendix II (page 1 of 3) Dean Cox's Report, 2-04-11



M. Ron Cox, Jr., Ph.D.
Associate Dean for Academic & Student Affairs

**REPORT TO THE FACULTY
04 February, A.D. 2011**

Outside Professional Activities: Just a reminder that your reports were due to the Office of Academic Affairs on 31 January 2011, but we have received very few responses. The form is found online at: <http://orc.research.sc.edu/forms.shtml>. (Use the "Faculty Annual Report" form.) **Please** submit this form as soon as possible.

SPRING 2011 Syllabi & Office Hours: Please make sure that you've sent a copy of all course syllabi, as well as a copy of your office hours schedule for Spring 2011 to the Academic Affairs Office. SACS requires that we have these on file.

SACS: We have been informed that a **SACS Accreditation team will visit the USC Lancaster campus on Monday, 28 March 2011.** We have few details about what they will want to see, with whom they will wish to meet, etc. It's a safe bet they will want to meet with faculty and possibly also with students. We are told by folks at USC Columbia that they will be VERY interested in asking about our role in QEP.

The link to USC's "Quality Enhancement Plan" is available on the USCL website at http://www.sc.edu/provost/forms/QEP_Handout_Oct2010.pdf. (Thank you, Lori Harris!)

On the subject of **QEP**, you no doubt received the e-mail announcing the Provost's Office forum on Tuesday, Feb. 15 from 11:30 a.m. to 12:30 p.m. on "USC Connect: Integrated Learning Within and Beyond the Classroom," and inviting faculty & students from the Regional Campuses to attend.

We have asked Chris Plyler to make a request to the Provost that the forum be broadcast (and video captured) so that those of us who cannot attend (due to silly little things like classes and such) may be kept in the loop. I am told they are "aware of the issue" and "will get right on it."

SUMMER 2011, FALL 2011, and SPRING 2011 Course Schedules: If you have not already done so, please send your proposed teaching schedules for Summer, Fall, and Spring to your division chair as soon as possible. Our goal is to have Summer and Fall schedules done so that students may begin pre-registering when they return from Spring break (14 March).

We are asking that you go ahead and submit a preliminary Spring 2012 schedule as well, in order to make sure we are offering the courses necessary for students within particular majors to graduate on time. (This has become all the more critical with the increasing popularity of Palmetto Programs baccalaureate degrees.)

Appendix II (page 2 of 3) Dean Cox's Report, 2-04-11

PALMETTO PROGRAMS UPDATE: Palmetto Programs continue to grow and prosper, and USCL continues to lead the way. Here is a brief rundown as of January 2011:

	CURRENT ENROLLMENT			GRADUATES		
	BLS	BOL	Total	BLS	BOL	Total
USCL	110	16	126	35	02	37
Salk	58	01	59	08	00	08
Sumter	75	16	91	24	00	24
Union	37	39	76	01	00	01
TOTAL	280	72	352	68	02	70

In FALL 2010, USC Lancaster graduated 06 BLS students and 02 students in BAIS (there are still a very few students "in the pipeline" for this degree). For SPRING 2011, we have submitted degree applications for 23 more students – 15 BLS, 6 BOL, and 2 BAIS.

Faculty Searches for 2011-2012: All advertisements have closed and committee members are reviewing applicants to determine finalists: (Committee chairs are in **bold print & underlined**)

	CRJU Committee	HIST Committee	MATH Committee	SOCY Committee
BBC&E	<u>Parker</u> Rutledge	Emanuel	Holland	Polenski Criswell
Humanities	Wolochwianski	<u>Van Hall</u> Richardson Burgin Campbell	Penuel	Davaut
MSNP	Obi Johnson	Hunt	<u>Alhaddad</u> Yingst Holt	<u>Scarlett</u>
HR Rep	Mobley	Mobley	Mobley	Mobley

EDUCATION PROGRAM UPDATE: Dean Collins and I recently met with Dr. Sally Boyd to discuss pursuing an Elementary Education degree partnership with USC Columbia. The College of Education has expressed interest in a collaborative venture if USCL can demonstrate that the program would support a cohort of at least 25 students. We believe that this can be accomplished, and a review of degree requirements reveals that we currently have faculty approved to cover 61 hours of the degree. We are asking for guidance on gaining approval for additional courses as well. If we can produce a cohort and provide the first four semesters of the program, the College of Education says it is willing to guarantee the remaining four semesters for students at USCL. More news as it develops.

NEWS FROM COLUMBIA: CHE has approved the name change for TSTM to "integrated Information Technology" (iIT). The regional campuses will need to update their respective bulletins to reflect the name change of the program and to reflect the impending change to the four letter designator. TSTM (formerly AIME formerly OADM) is changing to itec (and yes, the memo showed all lower case letters – go figure). The request reach the USC Faculty Senate this semester, and will impact USCL, since we offer several TSTM courses. If approved, the change will be effective in the bulletin Fall 2011.

Appendix II (page 3 of 3) Dean Cox's Report, 2-04-11

USCL Faculty News: The Upcountry History Museum in Greenville, SC hosted a "Family Fun Day" on Saturday, January 22, and featured several USCL faculty, including **Brittany Taylor**, who developed and serves as curator for *The Language of Clay: Catawba Indian Pottery and Oral Tradition* exhibit. USCL Archivist **Brent Burgin** led several tours during the day and folks were "mesmerized by...his vast knowledge." Professor **Claudia Priest** gave a presentation on the Catawba language, and Professor **Chris Judge** captivated audiences with a weapons demonstration. USCL student (and Catawba Spiritual leader) **Beckee Garris** also presented on Catawba pottery-making and told stories. As one professor put it, "USCL is looking really good over in Greenville right now," through the efforts of our outstanding faculty and students.

CONGRATULATIONS to Professor **Darlene Roberts**, who has been asked to present her paper, "Incorporating Human Relations into Business & Administrative Communication," at the International Academy of Business & Public Administration Disciplines (IABPAD) Summer Conference in July, 2011.

CONGRATULATIONS to Dr. **Mark Coe**, whose paper, "Examining a State Psychological Association's Efforts to Assess the Types of and Needs for Diversity Related Training of Psychologists" has been accepted for presentation at the 119th Convention of the American Psychological Association (Washington, DC). Dr. Coe also has had another paper accepted for presentation at the annual South Carolina Psychological Association Spring Conference (Myrtle Beach, SC).

USCL Student Success: Mr. Joseph Bowling, a USCL student from 2005 to 2006 (when he took courses including ENGL 101 & 102, PHIL 102, and FILM 240), has informed us that he recently had an article published in *Reconstruction: Studies in Contemporary Culture* (http://reconstruction.eserver.org/104/Bowling_01.shtml). Mr. Bowling is currently a graduate assistant at Winthrop University and is applying to several different Ph.D. programs. Last week, he wrote to Dr. **Bruce Nims**, thanking him "for taking the time to talk with me about PhDs and a potential future in the field of English back when I was a freshman." As faculty, we should never underestimate the impact that our words and encouragement can have on students. Thanks to Dr. Nims for sharing this.

Appendix III (page 1 of 1) Dean Collins' Report, 2-04-11

Walter P. Collins, III, Ph.D.
Acting Assistant Dean of Students
February 4, 2011

Report to Faculty

- **Athletics**—An active Spring sports schedule begins this weekend. Baseball is at home on Sat. and Sun. with doubleheaders beginning at 1:00 PM both days. Softball begins its inaugural season on Feb. 18 at Aiken Tech, and Men's and Women's tennis teams are in action this Sat. at Newberry and this Sun. at Coker. Come out and support the Lancers. Student-athletes finished the Fall Semester with a 2.69 GPA. Men's Tennis and Golf had GPAs over 3.27. There were four student-athletes with 4.0 GPAs.
- **Study Abroad**—Twelve students are ready to participate in USCL's trip to Dublin and London. The group leaves on May 17. A Facebook page to chronicle the progress of and planning for the trip has been established. On Facebook, search for *University of South Carolina Lancaster Study Abroad* and become a "fan."
- **Student Life/Activities**—The **Student Affairs Committee** will meet on Feb. 11 to continue discussions regarding revisions to the student handbook and other matters.
Upcoming events include:
SGA Elected Position Applications; due on Feb 25 in the Student Life Office; holding elections for sophomore senators as well as President, VP, and Secretary.
Candidate Forum; Feb 28;
Elections (along with Distinguished Teaching Award); Mar 1 & 2 Starr Hall Lobby; 10-3
The Language of Love, sponsored by Student Life; Feb 14; 12:15-1pm Student Center; Prof. Tracey Craig of Counseling Services will answer tough relationship questions. Questions may be submitted in advance to the Office of Student Life, in envelopes posted in the Student Center or they may be asked live and in person the day of the event;
 Additionally, Bi-Lo will be selling **Valentine's Day goodies**; Starr Hall lobby; 9:30-2:30.
Student Organization President Roundtables – Feb 23; March 23; April 20
Congratulations to the new PALs – they are now in training (RCAM 205-Foundations of Leadership) to prepare for Summer Orientation sessions and other leadership roles.
Lancaster Players: This past weekend some of USCL's theatre students competed at the South Carolina Speech and Theatre Festival. They represented our school with talent and pride! A special congrats to Terry Thompson for placing third in After Dinner Speaking, to Grant Baker and Brittany Johnson for placing third in Duet Acting, and Grant Baker for placing second in Audition Monologues.
- **BIT**—The BIT members met yesterday to continue efforts to support students in difficult situations. Be reminded that you can make referrals to the team by completing the form at this link: http://usclanlaster.sc.edu/BIT/bitir_main.html
- **UNIV 101**—We have five sections of UNIV 101 in Spring 2011 with a total of approximately 65 students enrolled.

Appendix IV (page 1 of 5) Mr. Paul Johnson's Report, 2-04-11



Paul C. Johnson, III, CPA
Business Manager / Director of Planning

To: Faculty – USC Lancaster

Date: Feb 4, 2011

Subject: Report for Faculty Meeting Feb. 4, 2011

Strategic Planning – The *Blueprint for Academic Excellence 2011 – 2012* is due in draft form to Dr. Plyler on Monday, Feb. 21st. This document incorporates USCL's strategic plan (long-term goals) and includes progress updates on goals and objectives, linkage to Focus Carolina, budget data, statistical data on enrollments, student credit hours and degrees awarded, and, listings of faculty research and creative accomplishments. Prior year versions are available on USCL's website.

There is a new requirement this year that requires faculty attention:

Enumerate 3 to 5 short-term (academic) goals for the upcoming academic year, either in a short paragraph or bulleted list.

This new requirement expands the purpose of the Blueprint to an annual operating plan. Dr. Cox has responsibility for preparing this section of the document and will be in contact with division chairs, if he hasn't already done so.

We are gearing up for a major update to our strategic plan during this calendar year. As we did in 2007, we will be conducting a situation analysis by examining internal and external trends and gathering data from stakeholder surveys and other sources. You will be hearing more and asked to participate in the coming weeks and months.

Budget – USCL's financial plan for FY 2010 – 2011 is on target. Included herein is a one-page summary of our Education and General (E&G) budget through the 1st half of the year. This summary is prepared each year by the USC budget office and we are asked to respond to it as part of the mid-year budget review. Revenue and expenditures are in line with projections. Please note that the 'private gifts' line under revenue refers to local property tax revenue USCL receives from the local commission on higher education. We do not anticipate a budget cut between now and June 30th. If enrollment growth is sustained through the remainder of this fiscal year we should end this budget year in good form.

Financial Planning for FY 2011 – 2012.

I have reason to believe that next year's budget will be almost as challenging as FY 08-09. In FY 09, we had numerous deep cuts to the budget and had to react rapidly to each. For next year, the cuts may be just as deep but they would begin on July 1, 2011. There are four factors that may come together to create the proverbial 'perfect storm'. First, it's a given that federal stimulus funds will no longer be a part of the funding equation. For USCL, that's a drop of \$406,379. Second, because of overall state revenue projections and legislative sentiment toward higher education, we are being advised to prepare for a cut in state appropriations of as much as 20%. For USCL, that's \$308,587. Those two factors alone mean a cut of nearly \$715,000. Third, the SC legislature may impose a cap on tuition increases equal to the Higher Education Price Index (HEPI). That translates to nine-tenths of one percent (0.9%). For all intents and purposes, that is effectively no tuition increase at all. Fourth, the costs of additional faculty positions will also have an impact on the budget.

In addressing a possible cap on tuition increases, the USC Budget Office will try to get approval for HEPI plus \$ __? __. For example, they may propose HEPI plus \$50, HEPI plus \$75, etc., etc. The Budget Office is working with university leadership and keeping Chancellors and Deans informed throughout the legislative process.

Appendix IV (page 2 of 5) Mr. Paul Johnson's Report, 2-04-11

Report to Faculty
Feb. 4, 2011
Page 2.

So, How Do We Balance Next Year's Budget?

If next year's budget is cut as much as \$715,000 and there is no significant tuition increase and no enrollment growth, how will we balance the budget for FY 2011-2012? In this scenario, we will have to look at carry-forward balances and use those funds as needed. Second, we will look at how we allocate tuition and fee revenue. Tuition and fee revenue is allocated among E&G, renovation reserve, campus activity and athletics programs. Third, we will examine every corner of the budget to find areas where expenditures can be reduced. There is still some discretionary spending that may have to be curtailed, such as the \$176,000 we are spending for student assistants.

Fourth, USCL is fortunate that the Lancaster County Commission for Higher Education, which funds a large portion of our operations and maintenance of the physical plant, had a sizable fund balance at June 30, 2010. As this year progresses, tax revenues have been on target and we anticipate that the Commission will further increase its fund balance on June 30, 2011. That means the Commission may be able to help pay for a larger portion of our operations and maintenance in the next fiscal year.

Please be assured that we are monitoring the budget daily. As unexpected needs arise, as they always do, we are looking for ways to fund all that we can. Dean Catalano monitors the budget and meets with me regularly. He is involved with all major spending decisions.

Facilities Master Plan

Since its crafting in 2008, the Facilities Master Plan has been followed step-by-step as funds became available.

- 1) We added the parking lot at Hubbard and Brook Drives.
- 2) We erected the beautiful new sign at the intersection of Gillsbrook and the bypass.
- 3) We constructed a soccer field.
- 4) Plans continue for a new classroom building that should open for fall semester 2013.
- 5) The Foundation will soon acquire property along U S 521 that was identified as ideal for a new campus entrance. That entrance will someday be visible to all who travel south along the highway to Myrtle Beach and don't even know where our campus is.
- 6) Hubbard Hall renovation is on schedule for completion this summer.
- 7) Almost weekly I get inquiries from companies interested in assisting us with student housing.

It's inevitable that USCL will have more classroom space, more students, more faculty, student housing and food service in the future.

Buildings and Grounds – USCL was very fortunate to hire Glen Jackson as Facilities Manager effective January 2011. Glen is a mechanical engineer and has been a part of USC's Campus Planning and Construction Office in Columbia for a number of years. In that role, he was assigned to work on projects in Columbia, Upstate, Union and Lancaster. He is busy compiling a list of things needing immediate attention and will be involved in implementing some the stimulus-funded projects in the next few weeks. Please welcome him to USCL.

Federal Stimulus Funds – Year 2

Federal stimulus funds in FY 2010 – 2011 are being used for both recurring and non-recurring needs. Here's a brief summary:

- 1) Faculty Tenure and Promotion and Professional Staff Development - \$25,000. (this is your travel budget);
- 2) Life safety – Emergency Alert System - \$20,000. (more about this soon);
- 3) Undergraduate Student Assistants - \$176,379;
- 4) Water Conservation & Electrical Energy Conservation Upgrades - \$35,000;
- 5) Classroom Renovations and related - \$100,000; and,
- 6) Academic Success Center - \$50,000.

Business Office Helps Students

Fall semester 2006, the Business Office signed about 4 deferred payment agreements for students who needed time to pay tuition and fees. For fall 2010, we had 40 students needing an agreement – the total fees deferred: \$98,980. The outstanding balance is \$958. For spring 2011, we have 18 agreements signed totaling \$41,699. This is one way we are responding to the downturn in the local economy.

Student IDs

Some of your students may not have a valid Carolina Card. The card printer (machine) died over the holidays. We are awaiting new equipment.

Appendix IV (page 4 of 5) Mr. Paul Johnson's Report, 2-04-11

Preliminary Enrollment Report - Spring 2011

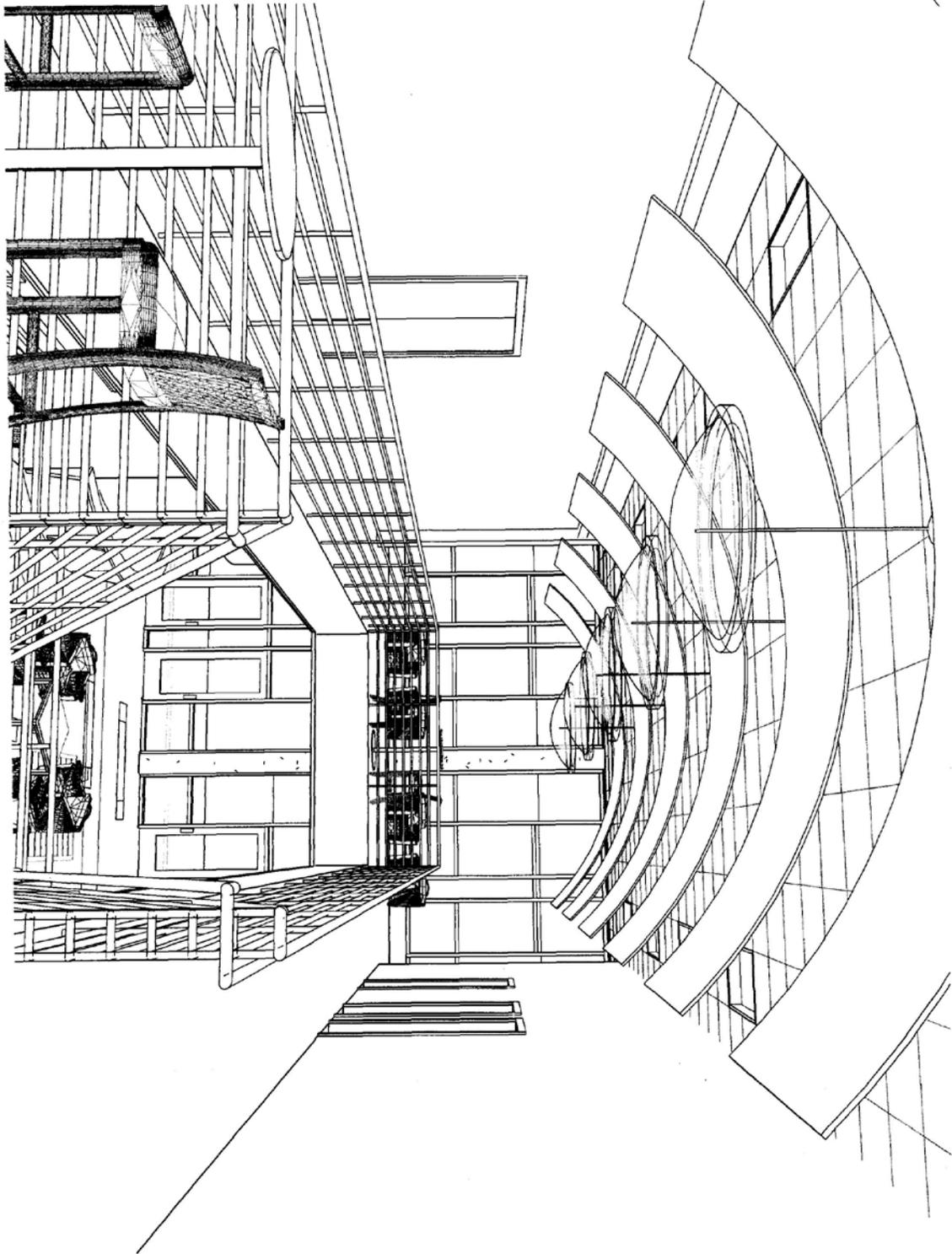
Page 1 of 2

**PRELIMINARY ENROLLMENT REPORT
UNIVERSITY OF SOUTH CAROLINA
ENROLLMENT COMPARISON
TERM: SPRING 2011**

		<u>HEADCOUNT</u>		<u>F.T.E.</u>		<u>% CHANGE</u>	
		<u>AS OF</u>	<u>AS OF</u>	<u>AS OF</u>	<u>AS OF</u>	<u>HD. CT.</u>	<u>F.T.E.</u>
		<u>1/29/2010</u>	<u>1/28/2011</u>	<u>1/29/2010</u>	<u>1/28/2011</u>		
<u>Columbia</u>							
Undergrad.		19,331	20,233	18,596	19,647	4.67	5.65
Law		679	686	731	721	1.03	-1.35
Med. School:	M.D.	325	332	325	332	2.15	2.15
**D. Pharm		0	0	0	0	.	.
**SCCP		438	433	431	423	-1.14	-1.84
	Masters	4,324	4,454	2,892	3,024		4.57
	Doctoral	1,857	1,955	1,257	1,328		5.64
Total Grad		6,181	6,409	4,149	4,352	3.69	4.89
<u>Columbia Total</u>		<u>26,954</u>	<u>28,093</u>	<u>24,232</u>	<u>25,476</u>	<u>4.23</u>	<u>5.13</u>
Aiken							
	Undergrad	2,768	2,794	2,520	2,530	0.94	0.40
	Graduate	89	74	31	33	-16.85	3.99
	Total	2,857	2,868	2,552	2,563	0.39	0.45
Beaufort		1,548	1,666	1,327	1,423	7.62	7.21
Upstate							
	Undergrad	4,836	5,016	4,453	4,561	3.72	2.43
	Graduate	118	135	38	44	14.41	15.20
	Total	4,954	5,151	4,491	4,605	3.98	2.54
Lancaster		1,111	1,213	944	960	9.18	1.69
Salkehatchie		903	1,052	622	758	16.50	21.89
Sumter		1,024	1,034	753	743	0.98	-1.35
Union		467	607	314	402	29.98	28.03
<u>Regional Total</u>		<u>12,864</u>	<u>13,591</u>	<u>11,003</u>	<u>11,454</u>	<u>5.65</u>	<u>4.10</u>
<u>University Total</u>		<u>39,818</u>	<u>41,684</u>	<u>35,235</u>	<u>36,930</u>	<u>4.69</u>	<u>4.81</u>

**The FTE's for Undergraduate students in the D. Pharm and SCCP Programs are counted at the Undergraduate level.

Appendix IV (page 5 of 5) Mr. Paul Johnson's Report, 2-04-11



Appendix V (page 1 of 1) Mrs. Amanda English's Report, 2-04-11

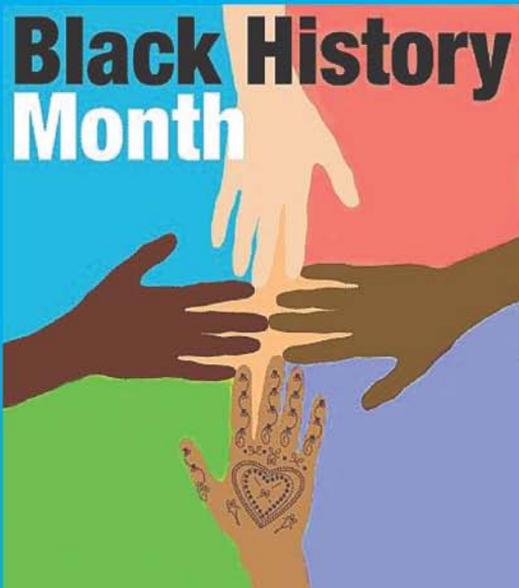
Amanda L. English
Records/Registration Officer

Report to Faculty Meeting, February 4, 2011

Topics:

1. Degree Applications: Please encourage your advisees to apply for graduation if they are eligible. The next degree application deadline is for the Summer term, June 14, 2011. Remember Associate in Art degrees require 6 hours of history. Those hours must be from European, American or Non-Western history and the 6 hours must be from different areas. For example, 3 hours American and 3 hours European would meet the requirements, not 6 hours of American only.
2. One Carolina: I am traveling to Columbia every 2 weeks for training and discussion on implementation.
 - Admissions will "go live" to Banner in August 2011 for processing Fall 2012 applications. This means any student who has to submit an application to attend USC Lancaster for the Fall 2012 semester will be entered on the new Banner system.
 - The current assumption is that throughout the Spring and Summer 2012 semesters, students enrolled in Fall 2011, Spring 2012 and/or Summer 2012 semesters will be migrated to Banner during the Spring 2012 and Summer 2012 semesters.
 - All students who have attended USC but are not currently enrolled will be migrated later.
3. Changes to the Summer 2011 calendar: An Academic Affairs policy instituted a requirement for all 8 campuses to follow a common academic calendar. Specifically, all semester beginning and ending dates; holidays and breaks; and Commencement exercises must all be the same.
 - Regional campuses summer calendars had not been closely monitored until the One Carolina implementation began. So to comply with the previous policy, I asked Dr. Cox and the division chairs to switch the summer calendar to mirror USC Columbia's. This is why the summer calendar and meeting times have changed.
4. College Independent Learning: Due to SACS reaccreditation and One Carolina implementation, this program is currently on hold. It has been tossed around that this program as it is currently will no longer be available. It is expected to be revamped or cancelled. If you deal with this program, you have already noticed that they changed the policy from anyone enrolling in the program to only USC currently registered students could enroll. Now, even current students are not allowed to take the courses. In the future, with Banner, it is expected to change as the current time frame for course completion does not fit with the Banner system.

Please feel free to contact me about any concerns, or if you want to talk shop about One Carolina. I do ask that as I bring various suggestions and/or USC mandates to Dr. Cox, Division Chairs, faculty and staff, that you take the information with an open mind and willingness to compromise on certain areas. As soon as I am trained, I will be in contact about several training sessions!!



Black History Month

USC Lancaster

Black History Month Events

Sponsors:

TRiO Programs

Omega Scholars

Delta Links

Black Awareness Group

Medford Library

Student Government Association

City of Lancaster Performing Arts Series

USCL Diabetes Education Center



For more information contact:
Ms. Dia P. Robinson
(803) 313-7046

Friday February 4

“Kenya Safari Acrobats”

7:30 p.m., Bundy Auditorium
 For tickets call: 803-286-1145

Thursday, February 10

“Black History Quiz Bowl”

11:00 a.m. - 1:00 p.m., TRiO LRC

Thursday, February 10

“F.A.C.E. Your Diabetes”

(Fearless African Americans Connected & Empowered)

6:00 p.m., Stevens Auditorium

Thursday, February 17

“Speak Up, Speak Out”

Oratorical and Poetry Competition

11:00 a.m. - 1:00 p.m., TRiO LRC

Thursday, February 24

“Soul Food Cook-Off”

11:00 a.m. - 1:00 p.m., Starr Hall Student Center

Visit Medford Library during the month of February to view an original African tribal art exhibit – **“HEART and SOUL”**

Appendix VII (page 1 of 10) Dr. Annette Golonka's Report, 2-04-11**University of South Carolina Lancaster Campus Description for External Review of Tenure and Promotion Applications**

Each Regional Campus Faculty Organization will provide the Office of the Vice Provost and Executive Dean for Regional Campuses and Continuing Education a campus description of that Regional Campus and the following information: normal teaching load per semester; local funding and course relief for research and scholarship; description of facilities; availability of mentors or colleagues with similar interests; and availability of students to participate in research and scholarship.

Campus Description

The University of South Carolina Lancaster (USC Lancaster) campus is located on the north side of Lancaster, South Carolina. It is situated on 150 acres, of which about 35 acres are developed. A **50-year growth plan** has been developed for the campus due to its continued growth (see paragraphs below), and a new classroom and office building will be built in 2012 or 2013, pending community funding.

Campus facilities are used by students, faculty, staff, and administration, as well as **members from the community** such as library patrons, individual members of the health and fitness programs, and patients receiving care in the health services building. Local medical providers, vendors, contractors and others attend conferences and meetings on campus.

USC Lancaster awards the following **degrees**: Associate in Arts, Associate in Science, Associate in Science in Business, Associate in Science in Criminal Justice, and Associate in Science in Nursing (in conjunction with York Tech). USC Lancaster also awards several **intercollegiate bachelor degrees** in conjunction with USC Columbia, including Bachelor of Science in Nursing (BSN), Bachelor of Arts in Liberal Studies (BLS), and Bachelor of Arts in Organizational Leadership (BOL). Faculty teach students in on-line classrooms as well as mentor these students in these intercollegiate degrees.

As of Fall 2010, **full time enrollment** (FTE) at USC Lancaster is approximately 1,568 students. From 2000 until 2009 (a 10 year period; based on Fall enrollment data), USC Lancaster has had a **98% increase** in FTE and a **90% increase** in Headcount. These **numbers exclude** students who are on campus working on bachelor degrees in nursing (BSN), liberal studies (BLS), and organizational leadership (BOL). The excluded student number is approximately 150 FTE per semester. Enrollment numbers for all USC campuses can be found at <http://kudzu.ipr.sc.edu/enrollment/>. There are **over 100 faculty members**, including part-time adjunct at USC Lancaster, with approximately **61 full time faculty, of which 29 are tenure track** (as of Fall 2009). Both daytime and evening classes are conducted. Faculty may be involved in teaching on campus in regular classrooms and labs, in our distance-education rooms, at local industrial companies, or at local K-12 schools.

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USC Lancaster's **student body** is diverse culturally, age-wise, economically, educationally, and occupationally. Many students have families, work full-time, and/or are returning to school due to layoffs in the textile industry. Students range in age (from directly out of high school to senior citizens) as well as in background preparation. Several of our students (~150-200) are **first generation college students** participating in the **Opportunity Scholars Program**, a TRIO program funded by the United States Department of Education.

During USC Lancaster's **local annual peer review**, tenure-track faculty are **evaluated on not only their teaching (60% of the evaluation) but equally on research (20%) and service (20%)**; however, as stated in USC Lancaster's *Annual Faculty Peer Review* file (1998) different regional campuses have different expectations and these expectations do not necessarily "reflect the level of performance expected for tenure or promotion, at either the local or the system level". USC Columbia recognizes service as an important function of a university professor in its mission statement (<http://president.sc.edu/PresidentMission.php>). This is particularly true at USC Lancaster (<http://USCLancasterancaster.sc.edu/mission.htm>). Service may include, but is not necessarily limited to, activities in four categories: service to the community, service to the local campus, service to the regional campuses/greater University, and service to the profession. In the four categories of service identified above, activities should be predicated on the faculty member's discipline, education, and professional experience. Many faculty members may spend substantial time on campus committees and/or in an advisement capacity, both of which are commitments generally expected of those in the tenure-track and should be considered in addition to the normal teaching load. It is the responsibility of the individual to demonstrate how the activities listed enhance the relationship between USC Lancaster and the community.

Mission

The mission of USC Lancaster is to provide an accessible and affordable student-centered educational opportunity and to enrich our regional community through a strong commitment to public service. The full text of the USC Lancaster mission statement may be accessed at <http://usclancaster.sc.edu/mission.htm>.

Statement of Values

As an integral part of the state's flagship university, USC Lancaster exemplifies and embodies the core beliefs of the University of South Carolina. These principles are an expression of our values and guide the daily activities of the USC Lancaster campus community. These values may be accessed at: <http://usclancaster.sc.edu/planning/>.

a. normal teaching load per semester

Teaching loads on the regional USC campuses are **both heavy and demanding**, requiring multiple preparations, grading-intensive introductory courses as well as upper-level courses, and the ability to teach courses across a wide range of the faculty member's field. The time required for effective teaching is also affected by the nature of regional campus students; because our institutions are generally open to all students who show promise of academic achievement, many are conditionally admitted and may be poorly

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prepared academically and lack background skills or courses that may be a requirement at the 4-year campuses. These students may require a good deal of individual attention to bring them up to the level they need to be in a course.

According to the Regional Campuses Faculty Senate Faculty Workload Survey Report 2007-2008, regional campuses faculty reported an average work week of approximately 51 hours (min. 31 hours, max. over 71 hours) and spent approximately **75% of their time teaching**. Course preparation, classroom instruction, and grading alone therefore require 37.5 hours a week. Effectively, regional campuses faculty have a **full-time job solely in their teaching responsibilities**. The average of 51 hours per week is higher than the reported average for faculty at two-year public institutions nationally, which is ~45 hours (data from National Center for Education Statistics, based on "paid activities within the institution" and "unpaid activities within the institution"; 2003 Fall data; newest data file from <http://nces.ed.gov/programs/digest/>).

In some disciplines, **teaching loads vary**. For example, the distinction between **contact hours and credit hours** means that science faculty loads may differ somewhat from campus to campus; a three lecture and two lab load totals 11 credit hours, but between 13-15 contact hours, and the number of lectures and labs expected varies across campuses. USC Lancaster **science faculty** are expected to teach a three lecture and two lab load one semester and a two-lecture and two lab load the other semester due to course load reductions for untenured tenure-track faculty. **Untenured non-science tenure-track faculty** are expected to have a 3 credit hour load reduction each year, which usually equates to four lectures one semester and three lectures the other semester. Faculty **course preparations** may be as few as two (for example for English faculty, who often teach three sections of composition and only one other course), or as high as five in areas like science. In some academic disciplines, **a single faculty member is responsible for teaching all offerings**, most commonly in disciplines such as philosophy, anthropology, sociology, art, and nursing (NURS courses).

In previous years, full-time faculty were allowed to teach an **overload**; however, all untenured tenure-track faculty are no longer allowed to teach overloads. Full-time faculty who are tenured may still opt to teach overloads; however, most of the overloads are currently taught by non-tenure-track faculty such as instructors or Post-TERI professors (~retired and contractually teaching).

b. local funding and course relief for research and scholarship

USC Lancaster offers a **Research and Productive Scholarship (RPS) grant program**, and awards are funded **by the campus dean**. Faculty submit a formal application judged by an administratively appointed committee. This program is designed "to encourage and support faculty and professional staff in their efforts to pursue productive research and scholarship." The anticipated outcomes of the grants include "publications, presentations, creative exhibitions, performances or other formats suitable to the discipline." From 2006 to 2010, RPS has awarded 27 faculty over \$138,641 over these 5 years, with a minimal grant of \$718 and a maximum grant of \$12,839. Funding has been adequate and administration has been

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supportive of this program; USC Lancaster is the **only campus** among the regional campuses to offer such support.

Travel budgets on the USC Lancaster campus cover travel for an accepted conference paper/presentation is funded as well as a defined amount for each faculty for their own professional development. However, for some disciplines, such as math and science, the funding is sufficient for perhaps one 3-day trip per year, making it often difficult to meet with colleagues and collaborate.

Course release time has only been granted when the release time is covered through grant funding so such release is rarely, if ever, an option (please see section *a* about course load).

c. description of facilities

General facilities (please see discipline specific facilities after this section):

Computers: There are three computer labs that function primarily as teaching labs and one computer lab in the Academic Success Center (ASC) that is primarily for student use; however, the BSN program routinely uses ASC computers for standardized testing. Most of the labs are regularly used for instruction for computer science, math, business and English courses. The campus could use 2-3 more computer labs to support current teaching and student needs. All classrooms have multimedia equipment; however, currently classroom response systems are not part of this media. Because of our tremendous growth in students and faculty, the need for additional classroom and office space is immediate.

Counseling Services: All currently enrolled students are eligible for assistance from USC Lancaster's Counseling Services. These services include personal counseling, career counseling, life skills counseling, disability services, and crisis intervention. The three counselors who provide these services teach psychology courses on the campus as well.

The goal of Counseling Services is to assist students in clarifying and resolving issues of personal, education, and career concerns. All counseling is conducted in a confidential and professional setting providing students the opportunity to explore and evaluate information central to the helping process.

Health Services: USC Lancaster offers diabetes education, physical therapy and cardiac rehabilitation clinics within its Health Services unit. Faculty members in exercise physiology and public health (as well as students in nursing programs) have found the clinics to be good local sources of information for their studies and for scholarly productivity. The Gregory Health & Wellness Center provides faculty and community access to exercise equipment, including racquetball courts, tennis courts, and pool.

Library: The Medford Library at USC Lancaster houses collections that are adequate for teaching and student research. Through consortial arrangements and its affiliation with the greater University of South Carolina system, the library has subscription access to over 130 web-based, electronic resources, most all of which contain scholarly research, much with full-text. In addition, research collections are often accessed

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for faculty scholarship through Inter-Library Loan (ILL) or PASCAL (Partnership Among South Carolina Academic Libraries). The time delay for getting materials through ILL or PASCAL can sometimes hinder research productivity. Inter-library Loan service makes scholarly articles available through Electronic Delivery and obtains books from libraries outside South Carolina. PASCAL allows a library patron to borrow from other in-state academic libraries and has a slightly faster turn-around time, but is basically for books, not articles. The library is a government documents depository and houses the new Native American Studies Archive, with a focus on native tribes of the Carolinas and the greater southeast, especially the Catawba of north central South Carolina.

Also housed within Medford Library is the Academic Success Center (ASC) which includes tutoring and a computer lab.

Located in the same building are the TRIO Programs mentioned previously.

Teaching assistants/student assistants: USC Lancaster **faculty typically do not have teaching assistants or student assistants** helping to grade or proctor exams. Some science faculty have student assistants to help prepare laboratories for classes. All requests for student assistants must be justified for financial reasons and cuts in the budget have decreased the number of hours these students work with faculty. Some faculty pay out of pocket to have student assistants.

Vehicle access: Faculty and staff have access to several vehicles for university-associated events, such as meetings at other campuses, scholarly activities, and classroom events. Prior driver license approval is necessary, and usually vehicles are available.

Discipline specific facilities

Art: Currently there is one dedicated gallery space on campus which offers 4-5 exhibitions per year. There is no dedicated space on campus for a student or faculty gallery. However, plans are underway to designate a student gallery in the near future. There is no designated studio space apart from the teaching studio and very little studio or gallery storage space, which limits the types of exhibitions as well as making it more difficult to curate. There is no prep area in the storage or the gallery area. Aside from tables, easels, and chairs, there is very little equipment. Library databases are not adequate for this discipline, and inter-library loan and PASCAL are relied upon, slowing down research in this field. Art history and art appreciation courses are taught in multimedia classrooms.

Computer Science: The library bookstacks and databases are not adequate for this discipline. Computer science faculty often purchase their own books and journal subscriptions or have access to other university libraries. The computer equipment is not advanced enough to do major computer science research at USC Lancaster. There is no computer lab for students to do work with faculty. Student researchers have been paid through personal funding and STEM (Science, Technology, Engineering, and Math) grants in the past years.

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English and Foreign Languages: Databases (see library above) and book stacks are not adequate; inter-library loan and PASCAL are often used by English faculty which may slow down academic studies.

History: Book stacks and archives are not adequate; databases (see library above) and inter-library loan and PASCAL are often used by History faculty which may slow down academic studies.

Math: Databases (see library above) and book stacks are not adequate. And although USC Lancaster Math faculty have sufficient access to journals and texts through inter-library loans and databases, they have **limited access to colleagues and mentors**. As of Fall 2010, there have been no tenured Math faculty for over ten years, leaving the untenured tenure-track faculty with little guidance in writing grants, navigating the tenure process, or making connections in the community. The nearest research institute is over an hour away and does not contain researchers in the field of study of every USC Lancaster math faculty member. Also, there is concern about meeting with colleagues at conferences (please see part **b** above on travel). There is limited funding for travel to attend conferences or to meet with colleagues (see part **b** above). Funding is not available for faculty to have student assistants or workers to aid in grading, proctoring, or recitation.

Philosophy: USC Lancaster has only recently acquired adequate database access for this discipline; however, book stacks and some journals are only accessible through inter-library loan or PASCAL which may slow down academic studies.

Political Science: USC Lancaster has adequate database access for this discipline; however, book stacks are an issue so inter-library loan and PASCAL are often used which may slow down academic studies.

Psychology: Databases (see library above) and book stacks are not always adequate; inter-library loan and PASCAL are often used by Psychology faculty; however, even these resources have not been adequate for some of our faculty's research purposes. Faculty in Psychology have **purchased their own journal subscriptions** due to this inadequacy.

Depending on the area of research, **lab or clinical space** is either insufficient or non-existent, and lack of storage space for securing professional files is also an issue. **Computer software** is often purchased by the faculty members in order to conduct statistical processes. Just as with the science faculty, finding **student researchers** with the ability to do independent research is often difficult as students may not have the basic skills necessary to assist with social science research tasks. Also, in terms of **funding student researchers**, they either volunteer or are funded through non-university sources, such as grants or personally funded by a faculty member.

Science (biology, chemistry, physics, exercise science): Databases (see library above) and book stacks are not adequate; inter-library loan and PASCAL are often used by science faculty which may slow down academic studies.

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In general, USC Lancaster Science faculty members **share teaching and research space**. While most science faculty members have individualized teaching labs, those labs are, in many cases, shared with non-tenure track or adjunct instructors. At this time, there is one shared science research lab (principally for biology and chemistry work) that sometimes doubles as a teaching lab for organic chemistry and analytical chemistry and two research oriented equipment rooms. Science faculty members report that there is often a **usage conflict between teaching space and research space in the labs**. Research space requirements do limit faculty productivity, and procuring equipment and finding blocks of time to devote to research are major challenges.

Although there is no fixed, ongoing budget for research equipment, there is **some internal funding** available through faculty research and productive scholarship grants (see *b* above on funding), but it rarely exceeds \$5000. New tenure-track faculty have received start-up funds of up to \$50,000 to purchase equipment that can be used for teaching as well as research. The USC Lancaster administration supports reasonable requests for equipment and software, but finding the time and space to get the research done often remains a challenge for science faculty.

Finding **students** with the ability to do independent research is also often difficult as students leave the campus after two years of training and prior to having time or inclination to do research with science faculty. **Student researchers** either volunteer or are funded through STEM (Science, Technology, Engineering, or Math) grants or Magellan Scholarships which are often difficult to receive due to high competition with students and faculty at other USC campuses, including not only other regional campuses but also our main campus and the senior campuses.

Theater: USC Lancaster has an auditorium which is where most theatre classes and all productions take place. As of Fall 2010, the facility's sound system has not been updated and the light system, while being updated, does not yet meet the quality or technical requirements of a "theatre-friendly" environment nor does the auditorium itself. Some safety equipment is in place, such as flame retardant curtains. Some renovations may occur in Summer 2011, but this is not clear. There is no fly space, backstage area, dressing rooms, costume storage, scene shop, nor prop storage. There is a single closet in Hubbard 221 which is overflowing with pieces from previous shows.

d. availability of mentors or colleagues with similar interests

Because of **growth in the last several years**, coupled with a shift from an instructor-oriented campus to a tenure-oriented one, as of 2009 the total number of untenured **tenure-track faculty** at USC Lancaster is **16**, while the number of **tenured faculty is 10**, making a mentoring system difficult for all disciplines. We have more than 60 full-time faculty, including instructors and tenure-track faculty, but only 29 tenure track faculty with 2 librarians. Senior faculty (part of the 10 tenured faculty listed above) hired specifically for their teaching expertise may have little research or grant writing and management experience and thus may not be ideal mentors for junior faculty facing higher research expectations. Mid-career faculty are available to be mentors and many faced similar tenure and promotion expectations; however, there are

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relatively few available **mentors** and **rarely** would they **share the applicant's specialization or even discipline**. This is particularly true of disciplines where a single individual has been hired to teach courses in that area (*e.g.*, sociology, anthropology, philosophy, music, theater) or in an area where there are no tenure-track faculty currently available to mentor or tenure has occurred prior to new tenure and promotion requirements (*e.g.*, math, and history).

e. availability of students to participate in research and scholarship

On the regional campuses, **involving students in research and teaching** often poses **significant challenges** since most students attend the campuses for only a year or two before transferring to baccalaureate-degree granting institutions. These students often have not chosen a major, often work many hours per week to be able to afford their education, and may lack preparation in certain basic academic skills. Training a student assistant to assist in research or in preparing chemicals or laboratory setup typically **involves time-consuming instruction in basic research skills in the researcher's area of expertise**. It is the experience of most faculty that these students work for a very limited period of time before they transfer to a baccalaureate-granting institution. Due to budget cuts, as of Fall 2010, there are very few, if any, work-study students. Most faculty do not have access to student assistants which are not federally funded. Funding for student assistants is limited and approval must occur prior to a student being hired. Please see "teaching assistants/student assistants" in **c** above for more information.

Appendix VIII (page 1 of 8) Prof. Dianne Evans' Report, 2-04-11

**USC Lancaster Code of Student/Faculty
Academic Integrity & Responsibility [2011 DRAFT]**

"I will practice personal and academic integrity." – from the Carolinian Creed

I. Statement of Purpose

The purpose of the Code of Student/Faculty Academic Responsibility is to establish general standards of academic discipline for the University of South Carolina Lancaster.

II. Jurisdiction

All full- or part-time faculty and all full- or part-time students enrolled at USC Lancaster, or in courses originating from or conducted at that campus, shall be subject to the Code of Student/Faculty Academic Integrity & Responsibility.

III. Responsibility of USCL Community

A. General Responsibility

1. It is the responsibility of every member of the USCL community (students, faculty, staff, and administration) to uphold and maintain the academic standards and integrity of USCL.
2. Any member of the USCL community who has reasonable grounds to believe that an infraction of the Code of Student/Faculty Academic Responsibility has occurred has a right to report the alleged violation.

B. Student Responsibility

All students have responsibilities to themselves, their classmates and their instructors:

1. to attend class and arrive on time
2. to complete assigned work on schedule
3. to attend scheduled examinations
4. to communicate with their instructors during or outside of class to help identify difficult and interesting aspects of the subject
5. to master the content of courses taken for credit
6. to contribute to course evaluations in order that instructors might learn what students believe to be their strengths and weaknesses.

C. Faculty Responsibility

All instructors have responsibility to themselves and to their students:

1. to offer clarification of this Code where necessary
2. to state in writing at an early meeting of classes, specific course learning outcomes and the manner in which they are to be obtained
3. to state, in writing and at an early meeting of classes, grading, and evaluation procedures including:

Appendix VIII (page 2 of 8) Prof. Dianne Evans' Report, 2-04-11

- a. the grading system and the method of determining the final grade;
 - b. the relative importance of prepared papers, quizzes, examinations, and class preparations;
 - c. the advance notice to be given for scheduled examinations;
 - d. the policy on unannounced quizzes.
4. to exercise care in the organization and preparation of materials
 5. to begin and end class periods on time (If absence is anticipated, classes should be informed in advance of contingency arrangements.)
 6. to maintain regular posted hours each week for student consultations
 7. to plan tests and examinations carefully, ensuring that they can be completed within the test-examination period
 8. to grade and return examinations without undue delay (preferably within one week of the examination date)
 9. to give final examinations at the scheduled time.

D. Administrator Responsibility

USC Lancaster Administration should:

1. ensure that each entering student is afforded an opportunity to review this Code prior to his or her first day of classes at the University
2. ensure that all new USCL faculty, administration, and staff personnel should be apprised of this Code

IV. Definitions of Certain Specific Violations

This Code is intended to prohibit all forms of academic dishonesty and should be interpreted broadly to carry out that purpose. The following examples illustrate conduct that violates this Code, but this list is not intended to be an exhaustive compilation of prohibited conduct.

Whenever a student is uncertain as to whether conduct would violate this Code, it is the responsibility of the student to seek clarification from the appropriate faculty member or instructor of record prior to engaging in such conduct.

A. Bribery

Bribery involves the offering, giving, receiving, or soliciting of anything of value in order to obtain a grade or consideration a student would not expect to achieve from his or her own academic performance.

B. Cheating

Cheating includes but is not restricted to the following:

1. Any conduct that involves the unauthorized use of written or verbal information, or the unauthorized use of any other means of communication in connection with the completion of any academic work.
2. Access to the contents of any quiz, test, or examination, or the buying, selling, or theft of any examination or quiz prior to its administration.

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3. The unauthorized use of any electronic or mechanical device in connection with the completion of any academic work.
4. The unauthorized use of laboratory reports, term papers, theses, or other written materials, in whole or in part.
5. Unauthorized collaboration on any test, assignment, or project.
6. The submission of another person's work in lieu of one's own work.
7. The taking of all or part of another person's course and/or examination.
8. Any conduct intended to interfere with an instructor's ability to evaluate accurately a student's competency or performance in an academic course, internship, or program.

C. Lying

Lying includes the deliberate misrepresentation of any situation or fact, in part or whole, for the purpose of avoiding or postponing the completion of any assignment, duty, test, or examination, or which interferes with the instructor's ability to evaluate accurately a student's competency or performance in the course, internship, or program.

D. Plagiarism

Plagiarism is the act of taking an original idea, writing, or work of another and presenting it as the product of one's own activity, whether in whole or in part. It is the dishonest use of the work of another person. A person has committed plagiarism when he/she submits the words, sentences, ideas, conclusion, and/or example from a source (book, an article, another student's paper, etc.) without properly acknowledging the source.

- E. Aiding a Student to Commit Any of the Violations Described in IV, A.-D. It is likewise a violation of student/faculty academic responsibility to participate in or knowingly to aid another person in any of above activities defined in IV, A.-D.

V. Procedure for Handling Alleged Violations of the Code

A. Informal Procedure

1. Alleged infractions of the Code of Student/Faculty Academic Integrity & Responsibility may be handled informally through discussion of the matter with the student or faculty member involved.
2. The Associate Dean for Academic and Student Affairs shall be requested to act as an intermediary in the informal discussion.
 - a. by the accusing party if he/she wishes to bypass the above discussion.
 - b. by either party if the discussion in A. 1. is not resolved to the satisfaction of both parties.
3. Time Limits. The part of the informal procedure involving the Associate Dean for Academic and Student Affairs must begin within seven (7) days (excluding weekends and holidays) of the discovery of the alleged violation.

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If informal discussions prove to be unsatisfactory, either party may request that the Associate Dean for Academic and Student Affairs begin formal proceedings to resolve the matter.

The formal procedure is initiated when either party makes an official request to the Associate Dean for Academic & Student Affairs within five days (exclusive of weekends and holidays) of the informal meeting. Student requests for the formal procedure must be made in writing and should outline the basic allegations being made. Faculty requests for the formal procedure must be made by completing a "Notice of Charges and Plea Response" form that can be obtained from the Office of the Associate Dean for Academic and Student Affairs. Upon receipt of the "Notice of Charges and Plea Response" form, the student will have five days (exclusive of weekends and holidays) to respond.

Formal Hearings will be held before the USC Lancaster Academic Honor Code Council. The Council shall consist of three USCL faculty representatives (one from each Academic Division), a USC Lancaster staff representative, and a USCL Student representative. Members will serve for a term of one calendar year (01 July – 30 June). One faculty representative and one alternate will be elected by each academic division at the final faculty meeting of the spring semester. Staff and student representatives (and alternates) are administratively appointed by the Dean of the USCL Campus, upon recommendation by the Associate Dean for Academic & Student Affairs and the Assistant Dean of Students, where appropriate.

RULES GOVERNING FORMAL HEARINGS

1. When a student chooses an option of a formal administrative hearing, or when a case is referred to a hearing, the Office of Academic and Student Affairs shall set a date and place for a hearing and notify those charged, the Council, and relevant participants as to the scheduling of the hearing.
2. The Associate Dean for Academic & Student Affairs will provide each party with the names of faculty, staff, and student representatives to the Academic Honor Code Council. Each party shall have the right to exclude any member of the Council in the event of a conflict of interest. In such cases, the alternate member will serve for the duration of the hearing.
3. The Academic Honor Code Council is charged with hearing and reviewing cases involving USC Lancaster students charged with violations of the Code of Student/Faculty Academic Integrity & Responsibility and will recommend sanctions based on USC and USCL policies and procedures.
4. Hearings shall be considered closed and confidential. All statements, information, or comments given during hearings shall be held in strictest confidence by Council members, University staff, witnesses, advisors, and observers before, during, and after deliberation in

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- keeping with relevant law and policy. Video, audio, stenographic, or photographic recording of hearing proceedings are prohibited, except as authorized by University policy.
5. If any material facts are in dispute, testimony of witnesses and other evidence shall be heard. Each party is responsible for securing the presence and participation of witnesses relevant to its case.
 6. A party charged with a violation is responsible for presenting his/her own case. Advisors are not permitted to speak or to participate directly in any hearing.
 7. Prior to the first convening of the hearing, the Academic Honor Code Council will select one member to serve as Chair for the hearing. Any member of the hearing Committee may require the Committee to go into private session to discuss and decide a matter by majority vote. The Chair can recess the hearing at any time.
 8. The party(ies) charged with a violation(s) and the Council members shall have the right, within reasonable time limits set by the Chair, to present questions for witnesses who testify orally. The Chair may require that questions by the charged party(ies) be addressed to Council members who can ask these questions of the witnesses.
 9. All hearings shall be conducted in an informal manner and technical rules of evidence will not be applied. Witnesses (except for the charged party or parties) shall be present during a hearing only during the time they are testifying.
 10. If the charged student chooses not to attend the formal hearing, that student may be considered as having waived his/her right to represent themselves in the hearing, and the Council may proceed with the hearing and reach decisions and impose sanctions without the student's participation.
 11. An audio recording of the hearing shall be kept by the Office of Academic & Student Affairs until any appeal has been concluded, or ninety (90) days from the date of the hearing, whichever is longer. No typed record shall be required. The charged party(ies) and advisor shall have the right, upon request, to listen to the recording in the presence of a staff member from the Office of Academic and Student Affairs. The charged student or student organization representative may request a duplicate copy of the recording at his/her/its own expense within a period of ninety (90) days from the date of the hearing.

DELIBERATION AND DECISIONS OF THE COUNCIL

1. After hearing the evidence, the Council may choose to continue the hearing at a later date if additional evidence or witnesses are needed.

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2. After all information has been presented and the charged party has made a final statement, the Council shall meet in private to discuss the case, reach its decision, and if appropriate, recommend a sanction.
3. The Council must render its decision within six hours of actual deliberation time, which may be spread over a period of one week, unless additional time is approved unanimously by the Council.
4. Decisions must be by majority vote, with the Chair voting only in the event of a tie. If the student(s) is(are) found guilty of violating the Code of Faculty/Student Academic Integrity & Responsibility, the Council may request any information concerning any past disciplinary record(s) of the student(s) in determining an appropriate sanction(s). The decision will result in a "hung" council if no majority vote for either principal may be obtained within the time limits outlined above.
5. Within three days of reaching its decision, the hearing Chair will submit its written decision (and, if appropriate, recommendations for sanction) to the Associate Dean for Academic & Student Affairs.
6. Within 24 hours of receiving the Council's decision and recommendations, the Associate Dean for Academic & Student Affairs will send a written notification of the Council's decision and sanctions to both principals and to the Dean of the Campus. The notice will include relevant information regarding the right to appeal and appeal procedures.

RECOMMENDATIONS FOR SANCTIONS

Each faculty member retains the right and authority to determine the appropriate "in class" sanction for students violating the Code of Faculty/Student Academic Integrity & Responsibility.

In addition to any sanctions imposed by the professor, the Council may recommend that the Associate Dean for Academic & Student Affairs impose the following disciplinary sanctions upon students found responsible for a violation of the Code of Faculty/Student Academic Integrity & Responsibility.

All sanctions may be imposed either singularly or in combination. The purposes of imposing sanctions are twofold: one, to protect the University community from behavior which is detrimental to the community and/or the educational mission of the University; and two, to assist students in identifying acceptable parameters and consequences of future behavior. The sanction(s) imposed is (are) intended to correspond with the severity or frequency of violations, as well as the student's willingness to recommit himself or herself to good citizenship through behaviors that fall within the guidelines of the Carolinian Creed:

Expulsion: Dismissal from the University without the ability to apply for re-admittance.

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Suspension: Denial of enrollment, attendance, and other privileges at the University for a specified period of time. Permission to apply for re-admission upon termination of the period may be granted with or without conditions or restrictions. Students may be required to complete a period of disciplinary probation upon their return to the University. NOTE: Any student suspended or expelled for disciplinary reasons must vacate the campus within the period of time noted in the notice of suspension. The student may not return to campus or University property during the term of the suspension without prior written permission by the Associate Dean for Academic & Student Affairs or designee.

Conduct Probation: A period of review and observation during which a student is under an official warning that subsequent violations of University rules, regulations, or policies are likely to result in a more severe sanction including suspension or expulsion from the University. While on conduct probation, a student may be considered to be "not in good standing" and may face specific limitations on his or her behavior and/or University privileges (see Conditions/Restrictions).

Conditions/Restrictions: Limitations upon a student's behavior and/or University privileges for a period of time, or an active obligation to complete a specified activity. This sanction may include, but is not limited to: restricted access to the campus or parts of campus, denial of the right to represent the University in any way, denial of parking privileges, required attendance at a workshop, or participation in public service.

Written Warning: An official reprimand that makes the misconduct a matter of record in University files. Any further misconduct could result in further disciplinary action.

APPEALS – Office of the Dean

1. Decisions of the Associate Dean for Academic & Student Affairs or designee, or from a formal University Hearing, may be appealed to the Dean of the Campus by a student found guilty of violating the Code. The reasons for an appeal are limited to the following:

The Associate Dean or Academic Honor Code Council committed a procedural error in hearing the case which significantly prejudiced the findings; or,

New evidence, which could not have been available at the time of the hearing, and which is material to the outcome of the case, is available.

2. An appeal to the Dean of the Campus must be made in writing within five (5) University business days of receipt of the original written decision. A decision is assumed to be received three (3) University business days from the date of mailing. On appeal the Dean or designee shall review the appeal.
3. After review, the Dean or designee may either:

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affirm the finding(s) of the original hearing authority, in which case the decision is final; or

remand the case to the original hearing authority, in which case the decision is final; or

may remand the case to the original hearing authority for further proceedings with directives to attend to procedural errors or new evidence.

4. In extraordinary circumstances, the Dean or designee may direct a new hearing before the Associate Dean or the Academic Honor Code Council. All deadlines expressed in any section are subject to change if exigent circumstances exist.
5. The Dean or designee shall send written notification of the decision regarding the appeal to the appealing party within fifteen (15) University business days of receiving the appeal barring special circumstances requiring an extension of this time limit. A copy of the decision will be sent to the original hearing authority.
6. Decisions of the Dean may be appealed in writing within five (5) University business days to the Vice Provost for Regional Campuses. The decision of the Vice Provost in all appellate matters is the final decision for the University. However, the President of the University has the discretionary authority to review decisions at the Vice Provost level or below, and the Board of Trustees has the discretionary authority to review decisions of the President.

Such review of disciplinary decisions will take place only in extraordinary cases, such as where serious procedural issues seem to have occurred or where the decision appears to be in direct violation of University policy.

7. Requests for such review normally will be considered only after the prescribed avenues of appeal have been completed.

Requests shall be made by written statement that includes the facts of the case, the type of hearing and appeal and the reasons justifying extraordinary review. Such requests must be filed in the Office of the President within five (5) University business days of the receipt of the appeal decision.

If review is granted, the reviewing authority will determine appropriate procedures.

New evidence will not normally be considered.