



UNIVERSITY OF SOUTH CAROLINA LANCASTER

Campus Description for External Review of Tenure and Promotion Applications

Purpose The ~~2014 Palmetto College Campuses Faculty Manual Regional Campuses and Extended University Faculty Manual~~ requires each regional campus to provide a campus description as part of the external review process. Specifically, the manual contains the following statement:

By April 15, each ~~Palmetto College Regional~~ Campus Faculty Organization will provide the Office of the ~~Palmetto College Chancellor Vice Provost for System Affairs and Executive Dean for Extended University~~ a campus description of that ~~Palmetto College Regional~~ Campus and the following information:

- a. normal teaching load per semester*
- b. local funding and course relief for research and scholarship*
- c. description of facilities*
- d. availability of mentors or colleagues with similar interests*
- e. availability of students to participate in research and scholarship*

*The faculty organization will review the campus description annually, updating and approving it through official channels as needed.*⁴

Campus Description

Physical Location and Size

The University of South Carolina Lancaster (USCL) ~~is~~ a regional campus of the University of South Carolina ~~at that~~ was established in 1959. The campus is located in a rural area, approximately thirty-five miles south of Charlotte, ~~NC, NC and is situated on 150 acres, of which about 35 acres are developed.~~ USCL currently consists of seven modern buildings that house classrooms, faculty and administrative offices, laboratories, auditoriums, an academic success center, computer labs, extensive athletic facilities, a campus bookstore, and a library. ~~Through community support, the USCL campus has been continues to grow~~ing. ~~In the year 2000, the James A. Bradley Arts and Sciences Building opened. In 2003, the campus expanded and renovated Medford Library. In 2005, the campus opened the Carole Ray Dowling Center on newly acquired property adjacent to the campus.~~ In Fall 2013, the USCL Native American Studies Center opened in downtown Lancaster, adding classroom and lab space, as well as establishing a public museum. A new classroom building, ~~In Fall 2014, Founders Hall, a new classroom building, Founders Hall, is expected to opened in Fall 2014.~~ ~~iii~~

USCL Faculty, Academic Divisions, and Disciplines

The size of the USCL faculty body has held steady at about 100 members over the past five years. Approximately one-third of the faculty members are part-time adjunct. In 2010, the 61 full-time faculty members were 21% tenured, 30% untenured tenure-track, and 49% non-tenure track instructors. Currently, the 61 full-time faculty members are 36% tenured, 16% untenured tenure-track and 48% non-tenure track instructors. ~~As of Fall 2013, USCL has over 100 faculty members, including part-time adjunct faculty. There are 64 full-time faculty, of which 36 are tenured (21) or tenure track (15).~~ ~~iv~~

USCL faculty members are grouped into four categories, with some faculty teaching courses in more than one division. ~~v~~

- **Division of Business, Behavioral Sciences, Criminal Justice, and Education.** This division consists of Accounting, Anthropology, Business, Business Administration, Criminal Justice,

Economics, Education, Psychology, Sociology, and Technology Support & Training Management.

- **Division of Humanities.** This division consists of African-American Studies, Art, English, Foreign Languages, History, Journalism, Music, Native American Studies, Philosophy, Political Science, Religion, Speech, Theater, and Women's Studies.
- **Division of Mathematics, Science, Nursing and Public Health.** This division consists of Astronomy, Biology, Chemistry, Computer Science, Exercise Science, Geography, Geology, Mathematics, Nursing, Physical Education, Physics, Public Health, and Statistics.

• **Librarians.**

Degree Programs

USCL awards the following four associate degrees: Associate in Arts, Associate in Science, Associate in Science in Business, and Associate in Science in Criminal Justice. In conjunction with York Technical College, USCL awards an Associate in Science in Nursing. Students can earn three bachelor's degrees on the USCL campus: Bachelor of Arts in Liberal Studies (BLS) and Bachelor of Arts in Organizational Leadership (BOL) through Palmetto College, and Bachelor of Science in Nursing (BSN) through the USC College of Nursing.

~~USCL also offers courses that may be applied towards a baccalaureate degree. Generally, USCL offers the first two years of coursework for students pursuing Associate and Baccalaureate degrees, in business administration, criminal justice, education, applied professions, journalism, liberal arts, physical education, science, and mathematics. Due to the large number of specialized courses, students may not be able to complete the full two years of study in the following areas: four-year nursing, pharmacy, computer science, and engineering.vi~~

~~USCL also offers the first two years of coursework as well as support for Palmetto College, USC's online upper level degree completion program. where, in addition to the BLS and BOL degrees, students may earn bachelor's degrees in Business Administration, Criminal Justice, Elementary Education, Human Services, and RN-BSN in Nursing.~~

~~through Palmetto College.vii~~

Student Profile

~~USCL students tend to be underprepared for college. Over the past five years, the student body has had an average yearly SAT score of approximately 900, an average ACT score of 18, and an average collegiate GPA of 2.8. Of the 381 freshmen who entered the university in Fall 2012, 8% were in the top 10% of their graduating high school class and 18% were in the top 20%. Their average SAT score was 884 and their average ACT score was 18. 10% received college credit while in high school.x~~

~~Many Most USC Lancaster students are first-generation college students come from from rural areas, small towns, and cities from across the central Piedmont area of the Carolinas.~~

~~Approximately 60% of the student body identify as white, 20% black or African American, 5% other minority or mixed race, while 15% choose not to report their race. viii Of the Fall 2012 entering freshmen, 30% were minority students and 23% were African American. Only 3% were out of state and 1% were international students. ix~~

~~In Fall 2013, USCL awarded ed financial aid to approximately 94% xi of enrolled students, including full-time, part-time, BOL, and BLS students. Approximately 60% xii of the awardees~~

~~were given Pell grants, usually an indicator of a household income less than \$40,000. USCL students were awarded \$1,561,638 in need-based grants and \$3,001,202 in scholarship. Also, 45%^{xiii} of USCL students borrowed \$2,114,727 in Need-Based Loans.^{xiv}~~

~~USCL seeks to make education accessible, affordable, and convenient to area residents.^{xv} USCL does not offer remedial instruction, but is able to admit most students who apply due to the close working relationship between students and faculty.^{xvi} Because many students are underprepared for college, faculty members regularly hold outside-of-class study sessions or~~

~~extensive office hours. Because of students' work and family obligations, it's not unusual for faculty to meet with students in the evenings and weekends.~~

Enrollment Numbers

~~Over the past five years, full time enrollment (FTE) has increased from around 800 to 1250 students, a 56% increase. The number of part time students has decreased recently, but is typically around 800 students. In Fall 2013, full time enrollment (FTE) at USC Lancaster was 936 students. From 2003 until 2013 (a 10 year period; based on Fall semester enrollment data), USC Lancaster has had a 52.4% increase in FTE and a 19.5% increase in headcount.^{xvii}~~

These numbers exclude students who are on campus working on bachelor's degrees in Nursing, Liberal Studies, and Organizational Leadership. The excluded student number is approximately 125 FTE per semester.

~~xviii~~

a. Normal Teaching Load per Semester

USCL's Definition of a Normal Workload

The base teaching load for full-time teaching faculty is determined by the total number of credit hours taught over the nine-month contract period of Fall and Spring semesters. Librarians are employed on a 12-month basis, and their normal workload is determined by the number of hours worked each week. The normal workload for each category of faculty is as follows:

- Division of Business, Behavioral Sciences, Criminal Justice and Education: 24 credit hours (8 courses).
- Division of Humanities: 24 credit hours (8 courses).
- Division of Mathematics, Science, Nursing and Public Health:
 - Mathematics and Computing: 24 credit hours (6-8 courses).
 - Natural Sciences: 22 credit hours (6 lectures and 4 labs).
- Librarians: 37.5 working hours per week.~~xix~~

Additional Duties for Teaching Faculty

Academic Advising

~~In addition to normal teaching loads, faculty must balance significant scholarship and service~~

~~expectations. USC Lancaster places a high value on service, both to campus and community. Community service is particularly emphasized given the high level of financial support USC Lancaster receives for classroom buildings, scholarships, and other academic interests from the local community. Service obligations are varied and often quite time-intensive, sometimes requiring regular travel within our service areas or to other campuses, particularly the USC Columbia campus. USC Lancaster's annual peer reviews weigh performance in the areas of scholarship and service equally, but the typical interpretation of the Regional Campuses' tenure and promotion criteria tends to weigh scholarship more heavily. Junior faculty must therefore carefully manage their scholarship and service efforts to meet this range of expectations.~~

Except in unusual circumstances, faculty members are required to serve as academic advisors. Although advising responsibilities are assigned by discipline, many faculty members advise in majors outside of their own, and some faculty advise students in more than one major. Advising loads are not uniform. ~~Some faculty may meet with fewer than 10 advisees each semester, while others meet with more than 70. Advising responsibilities are especially time-consuming in October and March, when students register for subsequent semesters. This coincides with many scholarly conferences.~~ Faculty advisors are ~~also expected~~ asked to attend at least three of the four summer freshman-orientation sessions.

~~***Labs, Recitations and Grading, limiting their ability to conduct scholarship that requires travel.xx***~~

Teaching Faculty

USCL is located in a rural area, making it difficult to hire part-time instructors, teaching assistants, or tutors in most subjects. ~~Because of this, the full-time USCL faculty are responsible for almost all offerings.~~

~~There are no graders or teaching assistants. Faculty who teach general education courses typically have larger enrollments and are s~~Each faculty member is solely responsible for all grading, regardless of the enrollment size in their courses. Faculty members who teach courses with a mandatory laboratory or recitation component are solely responsible for all lab preparations, and may have up to six additional contact hours per year, over the normal 24 hours.

~~***Distributed Learning and Off-Campus Courses***~~Faculty typically feel that students in these courses need more feedback in order to succeed, so these courses tend to be grading-intensive.

~~Most classes are taught face-to-face on campus, between the hours of 8 am and 11 pm. Some faculty teach junior and senior level courses through Palmetto College. These courses~~classes are usually taught via two-way video, fully online, and/or have an online component. In order

to teach these distributed learning courses effectively, faculty receive special training. USCL faculty members also offer dual-credit courses at high schools throughout its service area, which may add up to a two-hour round-trip commute for these faculty members.~~In addition to preparation associated with the delivery of the course content, faculty find that these courses require more preparation than general education courses because of the high academic level of the course content.~~

~~As part of their normal teaching load, some faculty members teach dual credit courses through the USCL Office of Off-Campus Programs. Many travel to neighboring high schools several times each week, adding up to a two-hour round-trip commute. Enrollments in these courses may be larger than enrollments in comparable USCL courses, increasing the amount of grading involved.~~

~~Faculty may be obligated to teach evening courses in order to meet student demand for courses.~~

~~Faculty may be obligated to teach overloads in order to meet student demand for courses.~~

~~Faculty who teach courses that have a mandatory recitation or lab component may have up to six additional contact hours per year, over the normal 24 hours.~~

Librarians

Librarians are fully engaged in user services, information acquisition and organization, teaching, management/administration, and technology in addition to balancing their faculty obligations of scholarship and service.

On average, librarians serve over 1000 patrons a week during the regular academic terms, fielding over 1000 reference questions annually. Instruction includes formal information literacy instruction for discipline-specific courses and individualized intensive research consultations for faculty and students.

All librarians are responsible for maintaining and augmenting the collections via the identification and purchasing of print and electronic resources that support USC Lancaster academic programs of study. As a Federal Depository for US government documents, librarians also adhere to the collections maintenance guidelines for these resources, as outlined by the US Government Printing Office. Librarians also perform periodic deselection of materials to ensure academic relevancy and appraise the historical value of Medford Library resources.

Librarians work closely with academic units and other departments to provide student and faculty-focused programs in the library. These events promote collections, highlight library services, and allow librarians to engage with students and faculty in a personalized manner that encourages these groups to collaborate with librarians and use resources more effectively.

Medford Library's faculty librarians are some of the few USCL faculty members employed on a 12-month basis, yet are involved in significant scholarship and service endeavors in addition to their normal year-round library responsibilities. Service engagement is encouraged in the USCL mission, and librarians are engaged in committees, task forces, and leadership positions at the campus, local, state, regional, and national levels.~~xxi~~.

b. Local Funding and Course Relief for Research and Scholarship

Local Funding

Research and Productive Scholarship Grants

The Research and Productive Scholarship (RPS) grant program is a local, competitive program, funded by the campus dean, judged by an administratively appointed committee. ~~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 20~~1008~~ to 201~~24~~, \$182,641~~205,141 in~~ RPS grants were awarded to 34-39 faculty members-, of whom 21 were untenured tenure-track and six were tenured at the rank of Associate Professor. ~~with a minimal grant of \$600 and a maximum grant of \$13,549 and~~ The RPS grant program has been allocated \$40,000 has been granted in made for 20135.

~~xxii~~

Travel Funding

Priority for tTravel budgets-funding on the USC Lancaster campus ~~cover travel for an accepted-~~ is given for conferences or events at which-if a faculty member is giving a paper, presentation, ~~or exhibition~~ disseminating research. Funding is limited and is awarded based on the merit of the proposal. Typically funds are not allocated for longer-term travel, such as to summer workshops or to meet with collaborators.

Course Relief

The Redefined Teaching Load Program

Tenured and untenured tenure-track faculty may apply for a redefined teaching/librarianship

load for one semester during the academic year. Untenured tenure-track faculty are awarded a redefined teaching/librarianship load automatically, upon request. The redefined teaching/librarianship load is as follows:~~xxiii~~

- Division of Business, Behavioral Sciences, Criminal Justice and Education: 21 credit hours (7 courses).
- Division of Humanities: 21 credit hours (7 courses).
- Division of Mathematics, Science, Nursing and Public Health:
 - Mathematics and Computing: 21 credit hours (6-7 courses).
 - Natural Sciences: 19 credit hours (5 lectures and 4 labs).
- Librarians: 30 working hours per week for one semester of the fiscal year. The faculty's redefined teaching load policy was extended in 2014 to include librarians, giving them one day per week release for one semester per year to pursue research and scholarship.

Sabbatical Leave

Tenured associate professors and full professors may request sabbatical leave which allows full-time faculty relief from all University duties during the sabbatical. According to the ~~Regional Palmetto College Campuses and Extended University~~ Faculty Manual "A sabbatical leave provides half pay for a full academic year or full pay for half an academic year. Because the granting of sabbatical leaves is dependent on the budget, ~~work loads~~~~workloads~~, and other considerations, it is a matter of administrative discretion." The first sabbatical at USCL was granted in 2008~~—~~. Since then, only two other faculty members have been granted sabbatical leave.

c. Description of Facilities

Library and Library Services

Medford Library at USC Lancaster employs three faculty librarians, has collections numbering roughly 80,000 book volumes, and is a US Government Federal Depository library~~—~~. As is the case with a small library on a small rural campus, Medford Library's collections and services are adequate for teaching and student research, but may or may not be adequate for faculty scholarly research.

Through local subscriptions, consortial and cooperative arrangements, and the affiliation with the greater University of South Carolina system, the Library provides subscription access to over 200,000 electronic book titles and over 180 web-based aggregated article databases,

reference titles, and individual e-journals. Almost all contain scholarly research articles with full text. In addition, Medford Library actively facilitates faculty research through Interlibrary Loan (ILL) and “PASCAL (Partnership Among South Carolina Academic Libraries) Delivers,” a South Carolina-based service in which books are borrowed from other in-state academic libraries, often with two-day delivery—.

Unfortunately, increased numbers of faculty, students, and programs in recent years have not been matched with increased financial support for Medford Library’s print or electronic resources. In fact, Medford Library’s materials budget since 2010 has decreased, as has happened in many academic libraries. As a result, many faculty members purchase their own journal subscriptions or books. Also, despite the library’s readily-available print and electronic materials, there can be a delay in getting research materials through ILL and books through “PASCAL Delivers” compared to campuses where collections are larger and materials are more conveniently available.

While steady decreases in library funding over the last decade have made it difficult for the library to keep up with resources for scholarly faculty research, new recurring funding for electronic resources, instituted in 2014 by the broader Palmetto College administration, will improve access to scholarly sources for all faculty and students from here on.

Technology, Lab Equipment, and Lab Space for STEM

USCL is a student-centered campus, and as such, the priority for local, revenue-based funds is to support teaching—. Specifically, teaching needs take precedence when purchasing software and equipment and when scheduling laboratory time—. Teaching equipment and technology are generally up-to-date, meeting or exceeding the standards for a two-year campus. To accommodate instruction, faculty engaged in research often plan their projects around the teaching schedule, in coordination with colleagues who share lab space. Faculty engaged in research generally use a combination of the following to fund their projects: teaching resources, local funding, grants, and personal funds. Technology for Teaching

Faculty members are provided with a personal computer, either desktop or laptop, for teaching and research. Most classrooms are also equipped with computers and multimedia equipment for teaching.

Each of the six natural science labs is equipped with at least a single teaching computer. However, in three of the labs the audio-visual equipment and computers are not up to date and can’t be used in teaching. Due to safety concerns, only faculty and students enrolled in a lab section have access to these computers.

There are three computer labs that function primarily as teaching labs, but also serve as general access labs when no classes are in session. There is an additional computer lab that is

~~primarily used as a general access lab for students but may be reserved by faculty for instruction. Occasionally, all computer labs are reserved for standardized testing or placement testing. The computer labs are used regularly during the semester for instruction in Computer Science, Mathematics, Business, and English. There is a demand for more computer space, both for instruction and for general access, but currently there are no plans to meet this demand.~~

Technology for Research

The computer equipment is not advanced enough to do major computer science research at USC Lancaster. There is no dedicated computer lab for research in computer science or engineering.xxiv

Whenever possible, discipline-specific computer hardware and software is purchased through the Office of Computer Service and Information Technology. However, it is not uncommon for faculty to purchase hardware and software with grants or personal funds.

Equipment for Natural and Behavioral Science Research

There is no fixed, ongoing budget for research equipment. New tenure-track faculty receive start-up funds to purchase equipment that can be used for teaching as well as research. Some equipment has been purchased through grants, including the local Research and Productive Scholarship grant program. The USCL administration supports reasonable requests for equipment and software. However, shared or inadequate equipment limit the ability of faculty to conduct research.

Lab Space for Natural and Behavioral Science Research

Typically, lab and clinical space is either insufficient or non-existent. There is also insufficient storage space for securing professional files.

In general, faculty in the natural sciences 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. Sharing lab space limits the scope of research projects and limits the amount of lab time available to each researcher.While the STEM tenure-track faculty are engaged in productive scholarship as it is broadly defined in the faculty manual, the scope of the projects may be limited by the availability of time, equipment, and lab space.

xxv

Art and Theatre Resources

Prior to Fall 2014, the art studio was cramped and under-equipped. While there was an on-campus art gallery that hosted rotating exhibits, there was no dedicated student gallery space. In Fall 2014 Founders Hall opened. It includes a well-designed teaching studio and student gallery. There is a long range plan for purchasing equipment. The Native American Studies

Center offers rotating exhibits which at times includes student work when specific to the mission of the Center. Resources for Public Health Faculty

~~Public Health faculty have a dedicated research lab. They may use data collected from the Gregory Health and Wellness Center for their research. The Center is an on-campus complex that contains fitness equipment, a pool, and racquetball and tennis courts. Faculty and staff offer group fitness classes at the Center throughout the year. Membership is available for faculty, staff, and members of the community.~~ ^{xxvi}

~~Art Studios and Galleries~~

~~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. Art history and art appreciation courses are taught in multimedia classrooms.~~^{xxvii}

Theater

USC Lancaster's theater program continues to grow but also faces significant infrastructural challenges. The campus currently features ~~USC Lancaster has~~ one auditorium where most theater 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 "theater-friendly" environment. ~~nor does the auditorium itself.~~ The ~~seats are in poor condition, the~~ light booth ~~is~~ poses a challenge because it lacks movable glass to allow operators to hear the shows. ~~Some safety equipment is in place, such as flame retardant curtains.~~ A new scrim (muslin backdrop curtain used for projection and lighting) is needed due to wear and tear on the ~~previous~~ current one. Other difficulties include the poor condition of the auditorium seats, and a lack of ~~There is no~~ fly space, backstage area, and designated space for set-building, dressing rooms, costume storage, scene shop, nor prop storage. ~~Prior to 2013, the theater program only had one former office space and one~~ ~~There is a~~ closet to use for storage of costumes, props and theater equipment. In 2013-2014 two additional former office spaces were designated for theater-related storage. In 2014 the theater program also received some safety equipment, including flame-retardant curtains. ~~near the~~

~~auditorium that stores pieces from previous productions as well as a former office space that is now designated storage for the theater.~~^{xxviii}

Library and Library Services

~~Medford Library at USC Lancaster employs three faculty librarians, has collections numbering roughly 80,000 book volumes, and is a US Government Federal Depository library. Through local subscriptions, consortial and cooperative arrangements, and the affiliation with the greater University of South Carolina system, the Library also provides subscription access to over 200,000 electronic book titles and over 150 web-based aggregated article databases, reference titles, and individual e-journals. Almost all contain scholarly research articles with full text. In addition, Medford Library actively facilitates faculty research through Interlibrary Loan (ILL) and PASCAL Delivers (Partnership Among South Carolina Academic Libraries), a South Carolina-based service in which books are borrowed from other in-state academic libraries, often with two-day delivery. As is the case with a small library on a small rural~~

~~campus, these collections and services are adequate for teaching and student research, but may or may not be adequate for faculty scholarly research.~~

~~Unfortunately, increased numbers of faculty, students and programs in recent years have not been matched with increased financial support for Medford Library print or electronic resources. In fact, Medford Library's materials budget has decreased, as has happened in many academic libraries. As a result, many faculty members purchase their own journal subscriptions or books. Also, despite the library's readily available print and electronic materials, there can be a slight delay in getting research materials through ILL and PASCAL Delivers.~~

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.

d. Availability of Mentors or Colleagues with Similar Interests

Prior to 2013, a large proportion of the tenure-track faculty was untenured, making it difficult to find tenured mentors in each specific discipline. The tenured faculty mentored junior faculty in many ways, including helping them navigating the tenure system, alerting them to local and system-wide funding and service opportunities, and training them to be academic advisors. Currently there are more tenured faculty members than untenured tenure-track and so there is more potential to find a mentor in a specific discipline. As a small campus, finding mentors or colleagues with similar interests in a specialized research area may not be possible. Some faculty members prefer to work in their own area while others have succeeded in conducting interdisciplinary projects.

~~In most disciplines there are no available mentors or colleagues with similar interests. Although senior and mid-career faculty members are supportive of junior faculty, very few faculty members share a specialization or even discipline. This makes it difficult for the senior faculty to assist junior faculty in research, successfully applying for grants and funding, becoming familiar with local conferences, and making local contacts in their field.~~

e. Availability of Students to Participate in Research and Scholarship

The availability of students to participate in research and scholarship varies by discipline and by project. Some projects attract students while others are inaccessible to students in their first two years of college. In some disciplines, students have contributed to projects that were disseminated on a professional level, while in others the results were disseminated in undergraduate research venues. In some of the less accessible disciplines, faculty provide opportunities to enhance student understanding of research, such as training students to use specialized equipment, teaching them analytical reasoning, or taking students to scholarly conferences. In recent years, there has been an increase in external grants to support faculty-mentored undergraduate research, benefiting students both by funding their projects and by giving them guided experience in writing grants.

~~Involving students in research and teaching often poses significant challenges. Most USCL students are college freshmen with no research experience. Training a student assistant~~

typically involves time-consuming instruction in basic research skills in the researcher's area of expertise. As USCL is primarily a two-year college, most students transfer to a baccalaureate-granting institution after one or two years. This limits the amount of time a student can spend on research after the training period.

Moreover, USCL students often have work or family obligations, preventing them from dedicating time to extra-curricular research. Due to constant budget cuts, there are no federally funded work-study students. Most faculty do not have access to locally or federally funded student assistants. Some faculty have been successful in funding student assistants through competitively awarded grants, while others have paid student assistants with personal funds.

[†] *Regional Campuses and Extended University Faculty Manual*, 2012, pp. 21-22 (External Reviews), pp. 66-67 (Sabbatical Leave).

ⁱⁱ <http://bulletin.usclancaster.sc.edu/content.php?catoid=64&navoid=6848>

ⁱⁱⁱ <http://usclancaster.sc.edu/usclhist.htm>

^{iv} Need updated numbers and source

^v <http://usclancaster.sc.edu/academics/acadprog.htm> ^{vi} <http://usclancaster.sc.edu/admissions/degrees.htm> ^{vii} <http://palmettocollege.sc.edu/about.aspx>

^{viii} <http://usclancaster.sc.edu/usclhist.htm>

^{ix} Admissions Director's annual report ^x Admissions Director's annual report ^{xi} (# awarded)/(Headcount+BLS+BOL) ^{xii} (# of Pell grantees)/(# awarded)

^{xiii} (# need-based)/(Headcount+BLS+BOL) ^{xiv} Director of Financial Aid's annual report ^{xv} <http://usclancaster.sc.edu/usclhist.htm>

^{*xvi} <http://usclancaster.sc.edu/mission.htm> – ^{*xvii} <http://kudzu.ipr.sc.edu/enrollment/> – ^{*xviii} Need updated numbers and source

^{*xix} <http://usclancaster.sc.edu/academics/Redefined%20Work%20Load%20Request%20Form%202014-15.pdf>

^{*xx} Maintained by the full-time teaching faculty

^{*xxi} Maintained by the librarians

^{*xxii} <http://usclancaster.sc.edu/rps/>

^{*xxiii} <http://usclancaster.sc.edu/academics/Redefined%20Work%20Load%20Request%20Form%202014-15.pdf>

^{*xxiv} Maintained by USCL Computer Science and Engineering faculty

^{*xxv} Maintained by faculty in the natural and social sciences

^{*xxvi} Maintained by public health faculty

^{*xxvii} Maintained by art faculty

^{*xxviii} Maintained by the theater faculty

^{*xxix} Maintained by the librarians

APPENDIX #9: USCL CURRICULUM COMMITTEE MOTION (YINGST)

The curriculum committee proposes the following three motions.

- 1) We move that the degree plan for the Associate of Arts and Associate of Science Degrees be amended as attached, so that the number of required hours of GSS be reduced from 6 to 3 in each case.

(This will cause our GSS requirement to match the requirement of the Carolina Core, meaning that a much wider range of students will be able to get one of these degrees while only taking the courses required for the 4-year degree they intend to get from another campus.)

- 2) We move that the format of the current degree plans be amended to the format as in the attached "Associate of Science Degree Plan Lancaster," (with similar adaptations for the Associate of Arts plan).

(This will allow students to find what courses are offered on our campus and which meet the learning outcome without going through the Carolina Core website.)

- 3) We that the committee description of the Curriculum Committee be amended as below:

The Curriculum Committee reviews new academic programs or proposed curriculum changes and recommends approved changes to the USCL faculty. **Additionally, the committee will annually review and update the lists of Carolina Core courses offered at USCL that appear in certain USCL degree plans.** The committee may also investigate various other issues concerning the curriculum at USCL.



UNIVERSITY OF
SOUTH CAROLINA
 PALMETTO COLLEGE

ASSOCIATE IN SCIENCE DEGREE PLAN

Course Requirements

(The most common Lancaster campus options are listed below; additional approved courses in each category may be found at the Carolina Core website. <http://www.sc.edu/carolinacore/courses.php>)

ENGL 101	3	
ENGL 102	3	
6 hours of Math, Computer Science, Statistics, or Logic, chosen from among the following courses or any approved ARP courses: MATH 111i, MATH 111, MATH 112, MATH 115, MATH 122, MATH 141, MATH 142, MATH 170, MATH 172, STAT 110, STAT 201, STAT 205, CSCE 101, CSCE 102, CSCE 145, PHIL 110.		
8 hours total of lab science, (including at least two associated laboratory courses) chosen from among approved SCI courses: BIOL 206, BIOL 243(L), BIOL 244(L), BIOL 270(L), BIOL 101(L), BIOL 102(L), CHEM 102 , CHEM 105, CHEM 111, ENVR 101(L), GEOG 202, GEOL 101, GEOL 103, GEOL 110, MSCI 101, MSCI 102, MSCI 210(L), MSCI 215(L), PHYS 201(L), PHYS 202(L), PHYS 211(L), PHYS 212(L)		
	4	
	4	
Foreign Language course at the 109 level or higher , or a score of 2 on any foreign language placement test.		
3 hours chosen from among approved GHS courses: HIST 101, HIST 102, HIST 104 , HIST 108, HIST 109, HIST 111, HIST 112		
	3	
3 hours chosen from among approved GSS courses: AFAM 201, ANTH 101, ANTH 102, CRJU 101, GEOG 103 , POLI 101, POLI 201, PSYC 101, SOCY 101,		
	3	
	3	
3 hours chosen from among approved AIU courses: ARTE 101, ARTH 105, ARTH 106, ARTS 103, ARTS 104, ENGL 270, ENGL 282, ENGL 283, ENGL 284, ENGL 285, ENGL 286, ENGL 287, ENGL 288, FILM 180 , FILM 240, FREN 290, MUSC 110, , MUSC 140, , THEA 170, THEA 200		
	3	



UNIVERSITY OF
SOUTH CAROLINA
 PALMETTO COLLEGE

ASSOCIATE IN ARTS DEGREE TEMPLATE

Course Requirements

(The most common Lancaster campus options are listed below; additional approved courses in each category may be found at the Carolina Core website. <http://www.sc.edu/carolinacore/courses.php>)

ENGL 101	3	
ENGL 102	3	
3 hours of Math, Computer Science, Statistics, or Logic, chosen from among the following courses or any approved ARP courses: MATH 111i, MATH 111, MATH 115, MATH 122, MATH 141, MATH 142, MATH 170, MATH 172, STAT 110, STAT 201, STAT 205, CSCE 101, CSCE 102, CSCE 145, PHIL 110.		
	3-4	
7 hours total of lab science, (including at least two associated laboratory courses) chosen from among approved SCI courses: BIOL 206, BIOL 243(L), BIOL 244(L), BIOL 270(L), BIOL 101(L), BIOL 102(L), CHEM 102, CHEM 105, CHEM 111, ENVR 101(L), GEOG 202, GEOL 101, GEOL 103, GEOL 110, MSCI 101, MSCI 102, MSCI 210(L), MSCI 215(L), PHYS 201(L), PHYS 202(L), PHYS 211(L), PHYS 212(L).		
	3-4	
	3-4	
Foreign Language course at the 109 level or higher, or a score of 2 on any foreign language placement test.		
3 hours chosen from among approved GHS courses: HIST 101, HIST 102, HIST 104, HIST 108, HIST 109, HIST 111, HIST 112.		
	3	
3 hours chosen from among approved GSS courses: AFAM 201, ANTH 101, ANTH 102, CRJU 101, GEOG 103, POLI 101, POLI 201, PSYC 101, SOCY 101.		
	3	
6 hours chosen from among approved AIU courses: ARTE 101, ARTH 105, ARTH 106, ARTS 103, ARTS 104, ENGL 270, ENGL 282, ENGL 283, ENGL 284, ENGL 285, ENGL 286, ENGL 287, ENGL 288, FILM 180, FILM 240, FREN 290, MUSC 110, , MUSC 140, , THEA 170, THEA 200.		
	3	
	3	

