

## Faculty Meeting Minutes:

---

September 11, 2015:

- I. Call to Order: 12:03PM
- II. Correction/Approval of the Minutes—April minutes approved
- III. Reports of Officers
  - a. Dean of the Campus--- **Dean Walt Collins—REPORT ATTACHED (SEE APPENDIX #1)**
    - i. Updated enrollment numbers from submitted report, 1686 students enrolled with additional numbers expected from second 8 weeks
    - ii. Campus Budget Meeting will be scheduled to go over numbers and discuss in more detail **(SEE APPENDIX #2)**
    - iii. Peer Review Report from Greg Lampe **(SEE APPENDIX #3)**
    - iv. Questions

**(Holland):** Is there any maintenance money earmarked for HVAC systems in Bradley Hall? There are major humidity issues.

**(W. Collins):** Yes. We get \$28,000/year for the Bradley Maintenance Fund, so this will be passed along to Glen and Butch. There was a \$22,000 expenditure in this building last year for HVAC, but it sounds like there is still some need.
  - b. Associate Dean for Academic and Student Affairs—**Dean Ron Cox—REPORT ATTACHED (SEE APPENDIX #4)**
    - i. Plans for upgrades for the Palmetto Rooms (Medford 212/213).
    - ii. Email from Chris Nesmith regarding the HPEB option for the BLS track and a major and/or cognate option (hoping to be approved by the upcoming senate meeting)
      1. USC Beaufort is proposing a Public Health type major as an online degree to be completed through Palmetto College
    - iii. Questions/Comments/Discussion

**(Cox)** Welcome to Angela Neal, our new Assistant Professor of Psychology

**(N. Lawrence)** Thank you for looking into the whiteboard issue. WD-40 and associated chemicals don't seem to be the best thing to use to erase the boards now. We have been using water plus a soft cloth.

**(Cox)** This has been a constant issue for those that teach in Founders. Butch has been working to determine products that may develop a protective coat on the board. The worst combination seems to be the cleaners and erasers provided by the manufacturers of the board. WD-40 seems to be the best short-term solution, but the odor is definitely a drawback. The hope would be that we could use WD-40 more sparingly as a protective coat is developed.

**(Van Hall)** Instead of finding better or more efficient erasing materials, it seems that changing the board itself would be much better.

**(Cox)** This would cost upwards of \$100,000.

**(Van Hall)** I just googled white board and there is a long list of paints that claim to turn any wall into a whiteboard. Could this be an option?

**(Cox)** Butch has seen similar advertisements for paints to turn chalkboards into whiteboards with paint and he is looking into the price of this as well

**(Parker)** Is that a manufacturer's defect that the contractor could possibly have to pay for?

**(Cox)** It possibly could have been, but at this point we have been in the building for a year.

**(W. Collins)** We have talked about this possibility, but it does not appear that it is.

(Cox) Part of the reason that we got those boards is because of the state contracting and the fact that they were the most economical.

(D. Lawrence) How is that not a defect? A board that doesn't erase?

(Cox) It does erase, you just have to work it hard. This is essentially the response we've gotten from the company. I'm not sure if there is a timeline, where we could have..

(W. Collins) We did submit this issue a number of times. The response was that this was the grade of board that we purchased. We are also looking at a higher grade board that is on a roll that could be placed over the existing whiteboards as a cheaper option. These boards are attached directly to the wall and to try and remove them could cause damage to the drywall.

(Cox) Yes the boards in this building (Bradley), were inserted into a frame whereas in Founders, they were attached directly to the wall.

(W. Collins) We are working on it.

(Cox) Any other questions?

(Bonner) Do we need to have a vote for a 2 year Nursing faculty to get membership to the Faculty Organization today?

(Cox) We do not have anyone in the position currently. Carolyn Harmon accepted a position with USC Columbia. We met with the representatives from York Tech in the ADN program to get through this Fall semester and then the idea is to have a new faculty member replacing Carolyn in the Spring semester.

(Bonner) So maybe in February then.

(Catledge) You may be seeing a part-time person in our wing as well.

c. Career Services – **Andrea Campbell (SEE FLYER ATTACHED—APPENDIX #5)**

- i. Career Services cards in advisors mailbox to pass out to students to help direct students
- ii. Also send students that need help with resumes or finding a job
- iii. If you would like someone to come and talk to your classes about Career Services contact Andrea Campbell

(D. Lawrence) I have been putting information in my syllabus regarding Student Services

(A. Campbell) Would you all be open to posting a Career Services flyer on your Blackboard? I will send that out today.

d. Academic Success Center – **Dana Lawrence (SEE ACS REPORT ATTACHED—APPENDIX #6)**

- i. Already a very busy this semester
- ii. The updated space offers more privacy

e. Admissions- **John Jones and Sarah Katherine DeVenny (SEE REPORT ATTACHED—APPENDIX #7)**

- i. Introduction of Sarah Katherine DeVenny, new Admissions Counselor and Recruiter  
(DeVenny) I'm very open to any suggestions you may have as I'm heading out into the high schools, so please send me any ideas you may have
- ii. Enrollment Perspective
  1. Increase in new freshman and hopes to further increase that number over 400 next year
  2. Drop in dual enrollment, but this has been somewhat offset by increases in other areas

(Johnson) York had a jump in 7%. What do you attribute this to? Which schools are they coming from?

(J. Jones) We are not sure yet, but traditionally students seem to come from Fort Mill, Rock Hill, Northwestern and South Pointe seem to be large contributors. South Pointe

and Northwestern seem to be the biggest contributors, with Rock Hill behind them. It varies with Fort Mill and there is still some relationship building that needs to be done.

**(Cruise)** Will you be recruiting in Union County, NC?

**(J. Jones)** We are. We will be at the Union County Public Schools Fair in a couple of weeks.

**(Cox)** I do want to point out that those students are charged out-of-state tuition rates, so it is important that they apply for scholarship opportunities to lower the cost closer to in-state tuition.

**(W. Collins)** When we started advertising the USC Beaufort Hospitality/Tourism 4-year pathway, we sent information to South Mecklenburg and South Union areas

**(J. Jones)** We will also be at the Charlotte Metro Public Schools Fair in October as well

**(Van Hall)** I'm not sure if it still exists, but years ago one of the feeders from Union County was the JAARS program. We had missionary activity where we were getting graduates from New Guinea high schools who were some of the best. We had direct contact with the JAARS people.

**(Parker)** One more thing to add, our Fall 2014 numbers are final numbers and the Fall 2015 numbers will likely improve once finalized, which is encouraging.

**(Cox)** One reason the dual credit program lost some students was because we lost Chapin High School. Our target has always been that dual enrollment would not constitute more than 33% of our total enrollment which it had been. So I'm okay with that number going down a little bit.

**(Faulkenberry)** Also our numbers are bolstered by the Palmetto College students and BSN students.

**(S. Campbell)** Do we have any data regarding race/diversity?

**(J. Jones)** We do. Currently there are some issues with Data Warehouse because of the way that race/ethnicity is reported in Banner. We should have that in the next couple of weeks.

**(Emanuel)** One issue that I know many of us have is when students are dropped from the roster and stop coming to class only to show up weeks later because they are back in the class. This is very confusing for us.

**(Cox)** They should not come back on your roll unless you have signed the form to allow them to do so.

**(Emanuel)** Yeah, I'm just saying that it is very confusing because they quit coming and I don't know what the solution is.

**(Cox)** Definitely continue using the Excessive Absences Form if students are not showing up. Our office is tell them to keep coming to class.

**(Emanuel)** The other issue is that they can't get on Blackboard. It is frustrating because students don't communicate and can't get to their assignments.

**(J. Jones)** It is definitely an imperfect system, but it is important that different areas of campus are communicating.

**(Emanuel)** In terms of retention, those are the students that need to be in class and then they are so behind.

**(Golonka)** Students don't want to approach the professor and have no clue that they have recourse to this sort of issue until the end of the semester. A lot of it is that they are not willing to speak to the faculty. If they are not willing to ask the professor, you can only do so much.

**(Biggs)** I think they are getting mixed messages. I had a student that had this issue and I had no problem with her sitting in class, but she stopped coming because she thought she was not allowed to come to class until it was resolved.

**(Golonka)** I tell them to keep coming and usually they tell me about what's going on. I will send them the slides if they come to me.

**(Biggs)** Is this a message that my student got from someone or a presumption that she made on her own?

**(J. Jones)** She did not get that message from us. We are able to see why the students get dropped and we work with Ken to resolve the issue.

**(Holland)** I agree with Annette; I need to know that they are not on Blackboard and who to send the slides to...

**(Cox)** It used to be that you could manually add students to Blackboard.

**(Emanuel)** Yes, but we need to be told who is being dropped.

**(Campbell)** Could a statement be drawn up that we could add to our syllabi? For students in this situation, they need to be sure to follow up with the professor and your office?

**(J. Jones)** Yes, I think that is a good idea. I think the problem is that the students don't do a good job at checking their email so they don't even realize they have been dropped until they try to sign into Blackboard.

**f. Human Resources—Tracey Mobley-Chavous**

- i. October 1-31 is open enrollment for benefits and you can add Dental Plus this year.
- ii. Insurance premiums will remain unchanged this year for employees (but employers will see an increase of 4.2%)
- iii. Search for the Palmetto College Student Services Coordinator
- iv. Questions

**(Heinemann-Priest)** Is that also the time to apply for an HSA?

**(Mobley-Chavous)** Yes.

**(Sellhorst)** I have a question about the Dental Plus? I have the entire family under Dental Plus but my youngest child did not yet need these services, will I need to add her or is she already covered?

**(Mobley-Chavous)** Please physically add her.

**(Parker)** Congratulations to Tracey on her certification

**(Wolochwianski)** When are we able to use the new insurance?

**(Mobley-Chavous)** January 1. Anything you sign up for in October, goes into effect January 1.

**g. Computer Services and Information Technology—Blake Faulkenberry**

- i. Please remember to turn off the LCD projectors at the end of class
  1. Extends the life of the projector and lamps

**(Parker)** Is there a shutdown or power-saving mode?

**(Faulkenberry)** Projectors, as a rule, do not have a power-saving mode, because if you are in the middle of teaching a three-hour course you would not want it to shut down. We have talked about building in the code for an auto-shut off but it could not get that to work.

- ii. Use the faculty/staff wireless network
  1. Password will be provided via email
  2. More space for actual guests and will speed the use of your device.

**(Hammond)** What is the printer allotment for students? It seems lower this year than previous years.

**(Faulkenberry)** It is. Typically it is \$25 per student per year. Last year when I was putting in credits, I made a mistake that would have been difficult to fix. The advertised rate for all students is \$25 per semester (250 pages). We never take paper away or credit away from students. We only add the \$25 per semester or when they do their exchange. For summer, Maymester, Summer I, and Summer II counts as one semester. So if they are enrolled in any terms, it is \$25 for Summer. As far as the success of this program, we have reduced printing by 55% on this campus. The reasoning for going to the paper exchange has to do with the amount of waste.

**(Parker)** When a student graduates, can they still sign into the system and print?

**(Faulkenberry)** They can for up to 6 months. There is a limited amount of time when they are able to use their balance or share it with another student if they want. However, they cannot be refunded their balance because they never paid any money in the first place.

**(Hammond)** So if they run out of credit, they can just bring you a pack of paper?

**(Faulkenberry)** Yes, to myself, Karen Owens, or any of the IT staff.

h. Law Enforcement/Security—**John Rutledge**

- i. Construction on Hubbard will begin on Hubbard to make it safer.
- ii. Clery Report: No threat, but continue to use the BIT team on campus as you see necessary.
- iii. Update your emergency information in the Carolina Alert system
- iv. LINKS emergency system on the computers is having some issues.
  1. If you are in a true emergency, do not solely rely on the LINKS system.
  2. Remember to dial 9-911 from campus phones.
- v. Only place students can use their Carolina card to buy things is the USCL bookstore
- vi. Parking: Please do not use visitor parking spaces.

i. Medford Library—**Rebecca Freeman and Kaetrena Davis Kendrick-- (SEE REPORT ATTACHED—APPENDIX #8)**

- i. Thank you to Blake for the help with updating our Study Rooms. Large monitors and Blu-ray.
- ii. Thank you to those who attended our Welcome Week

j. Native American Studies Center—**Brent Burgin**

- i. Collaborative agreement with Winthrop where they will house the NASC's Oral History works.
  1. This will be hosted on Winthrop's Scholar Commons and they will be indexing everything, but we will have the rights and own everything.

**(Kendrick)** Will the metadata that they will be using to index everything with Winthrop's Scholar Commons, match what is used through USC?

**(Burgin)** That's a good question. I will ask about that. We are also going to pair Catawba interviews with other interviews that we have done with the low country tribes. Chris and Steven have done tremendous fieldwork and I have done some, and this is going to be called "South Carolina Native American Voices," so it's going to be a statewide thing.

- ii. There is a link to the calendar for the upcoming events at the NASC

IV. Reports of USC System Committees

a. Palmetto Colleges Faculty Senate

- i. Executive Committee—(SEE REPORT ATTACHED—APPENDIX #9)
- ii. Rights and Responsibilities
- iii. System Affairs
- iv. Welfare

b. Provost's Advisory Council

c. Columbia Senate

d. Other System Committees

- i. Carolina Core Assessment Committee: All of those faculty that teach classes under the AIU designation will be asked to submit an artifact via Blackboard for assessment.

V. Reports of Local Committees

a. Student Affairs (SEE REPORT ATTACHED—APPENDIX #10)

VI. Unfinished Business

VII. New Business – **Motion – (Exec. Comm.) Lower Quorum to 1/3 (SEE MOTION—APPENDIX #11) Discussion:**

(*N. Lawrence*) This motion was brought about from the Executive Committee because attendance has prevented us from conducting business previously. We are presenting this motion to be voted on hopefully during the next meeting if we have a quorum since this is a change to the by-laws.

(*Criswell*) Are we required to vote at a certain time during the meeting?

(*Bonner*) When the motion is on the floor.

(*Criswell*) What I mean is we need the 2/3 to be here to vote to reduce the 2/3. It's possible though that we may have a 2/3 at the beginning of the meeting...

(*Bonner*) To clarify, as long as we have a majority we have a quorum. We will then just need 2/3 of that majority.

(*Catalano*) I intend to vote against this motion for two reasons. I do not think that we want to make decisions for the faculty based on 1/3. We don't come to these meetings the way we should, mainly because we spend so much time listening to reports that we could be reading ahead of time. We ought to be into faculty business much earlier into the meeting. We have many people that have to leave to get back to class at 1PM. If we are going to last for two hours, then maybe we need to be meeting at a different time. We don't need to be changing the procedures just because people aren't showing up, because there is a reason that they are not showing up and it has nothing to do with governance.

(*Harris*) I mostly agree with John. I think it's a mistake to change the procedures because people are not coming. I think the emphasis should be to make changes to get more people here.

(*N. Lawrence*) I don't think it is the job of the Chair to make the meetings fun. I have heard some talk about asking Walt to pay for food or to change the order of the meetings, but at some point if you want to be here, this does include listening to the reports and doing the work of governance. I have no problem personally with people saying "I don't want to come to these meetings," but I fail to identify where that should handicap those that are coming from conducting business. I feel that those that are against the motion on the basis that they don't like the meetings want to have their cake and eat it too. This idea of "I don't want to be there, but I don't want you all to do anything either," and that's why this motion is being put forward. Some of us have been coming this whole time, even though it is designed this way and we are not asking for it to be changed to entice us to come to the meetings.

(*Biggs*) Can you give an example of where this was actually an issue?

**(N. Lawrence)** Last year. The Welfare and Grievance Committee made a lot of changes to the campus description and we almost did not get it voted on. We had to wait 3 meetings, it was ridiculous. Once again, no quorum. Maybe we have other business we want to do. I can think of a lot of meetings last year, where we had no quorum.

**(Biggs)** But, what you're describing...what were the costs of this though?

**(N. Lawrence)** The costs are that the committee does the work, brings something before the faculty, and then we almost don't get to put it through just because people weren't showing up. To me, that's hard to defend.

**(Campbell)** I have concerns about the potential negative, unintended consequences of this change. I understand the reasons behind the motion, but I wonder if it could cause some divisiveness down the road among the faculty as a whole.

**(N. Lawrence)** How so?

**(Campbell)** I don't know. I just have concerns about negative unintentional consequences.

**(N. Lawrence)** I think it is worth noting, that people can still come to the meetings if there is a lower quorum. We are not saying only 1/3 can come to the meetings.

**(Hammond)** I agree with John on this issue. I think this is a bad idea. I am also frustrated; we have a lot of work to do in these meetings, and I don't know what we need to do. I think Mike has done a really good job as Chair and I appreciate that, but I think we have a problem with the structure of our meetings. Until we figure that out, I would hate to see us change the democratic process in our governance. This is what that feels like to me.

**(Rutledge)** I think once before we explored the ability to use electronic voting. Why can't we change our constitution to allow us to use electronic voting on the issue? Would this be a possibility?

**(Nims)** There is a concern over apathy. It seems to me that this motion tends to enable and institutionalize apathy. I think that is a serious concern.

**(Harris)** I wanted to clarify, that while I'm sure that there could be work done to the structure of the meeting, I am not one to sit here and be frustrated with the length of the meeting. As one that has presented here before, I get impatient with people that are supposed to be sitting here listening to me, being impatient with me. It makes me feel like I cannot do a longer report, nobody likes it if the meeting goes over an hour. I think that's not the right attitude to come to the faculty meeting and I feel like that is a constant. Nobody can bring up anything that will take more than 5 minutes and that is a real problem. I don't have a problem with the length, although I think there are other changes that can be made.

**(Sellhorst)** I'd like to make two points. This is our only forum where we are exposed to business all over campus so I think the announcements are important. I plan on being here for two hours minimum, just from experience, so that does not bother me. I just feel like the announcements that are made are important and pertinent to what we do and I tend learn a lot about what is going on in other disciplines that may impact what I do. The second point, I understand the apathy point and I agree with what Bruce said. There is some degree of that, but there is also some degree which I think would penalize people who have increased demands from Columbia, from Palmetto College, from things that call meetings on Fridays, that they have no choice not to go to. There is sometime no way out of those, we have strong faculty members that want to be here, but can't be here to vote on issues that they feel strongly about.

**(Harris)** Many of the faculty members don't know what is going on at the administrative level without the faculty meetings. This is just another reason the announcements are important.

**(N. Lawrence)** I think we have wandered into "sleight of hand" territory if we suggest that the people at meetings in Columbia are being penalized if the quorum is lowered, because what if we reach a quorum (of 2/3) with those in Columbia, are they penalized then? I think that when we volunteer for these committees that take us away from campus, we understand that part of the price we are paying is that we are not going to be around as much. It looks like we may not be getting the 2/3 we want for this motion, and fair enough, but it may be that another sort of apathy sets in where we begin to wonder "why come at all?" If it is such a random act of whether we have a quorum by the end of the meeting after the reports, it may be that those who have been coming regularly begin

to stop coming as well. This could lead to a more severe breakdown of faculty governance than what we already have. I have only been here 5 years and I have noticed a significant drop in attendance. That signals to me that if they are not here, they must not be too investing in what is going on.

**(Judge)** Let's take the bottom of the agenda and move it to the top and leave the quorum as it is.

**(Bonner)** That is in the by-laws so that requires a majority and 2/3 vote. That can be a motion and I will act on it. I would be happy to put that on the agenda for next time.

**(Cruise)** I just wondered if it would be helpful to put out a survey to see why people are not coming? Perhaps there are legitimate reasons or reasons that we aren't aware of.

**(Cox)** On Chris's comment about the order, the theory is that faculty gets the information during the reports and are able to act during the business section of the agenda. While my written reports are long, I try to keep my spoken reports brief.

**(Bonner)** The deans have done very well in the past 2 years of minimizing their reports.

**(Cox)** From an administrative perspective, in our annual evaluations, we have made notes of non-attendance to faculty meetings because we consider that an important part of faculty service to this campus. Now granted, there have been no real repercussions, but we have at least noticed it. I have not seen that coming from the peer-review committees. So if it is important to you, you need to let your colleagues know.

**(Nims)** As a former Chair of this Faculty Organization and Faculty Senate, I have been strongly invested in faculty governance for 31 years. One of the things that faculty governance allows is the dynamic exchange of views in real time. No matter how many people show up, when that dynamic exchange of views occurs, we are better able to understand the issues and problems we are facing and come to a collective decision. Therefore I don't think a lower quorum or having people doing an absentee ballot will enhance this process. I think that what happens here, has to happen here.

**(Emanuel)** We met on a Wednesday previously, and I know that there is not much time in there, but if you had an important piece of business that you were afraid you wouldn't get a quorum, why couldn't you schedule that meeting on that meeting then. We had a quorum every time because everyone was here. I don't recall us ever not being able to vote on anything.

**(Bonner)** There is a portion of the by-laws that allow for emergency sessions like that. So if anyone feels like there is something important like that, I suggest you read the details on how that is accomplished and I would be happy to try and help facilitate that.

**(Emanuel)** Well just like he said, there were 3 times, last year when we had to put off that vote...

**(N. Lawrence)** We had to grab Stan and Phillip from the car wash, just to be able to vote

**(Emanuel)** I don't know how many people remember those Wednesday meetings but I remember them being full

**(Harris)** I remember the Wednesday meetings and they were challenging because they were very rushed, but I agree with Stan. If we were to have a single agenda item that needed to be handled, that might be a good way to do that, but I wouldn't want to see any entire faculty meeting handled that way.

**(Bonner)** We will revisit discussion of this topic in October, at which point we will bring this to a vote.

## VIII. Special Orders-NONE

### VIII. Announcements/For the good of the order

#### a. USCL Research Club--

- i. This is a student organization that is meant to enhance Graduation with Leadership Distinction in the Research Pathway. We have the largest GLD constituent in the Palmetto College system and we would like to enhance this. You may get some research assistants out of this and we do have a scholarship available for one student over the course of the Spring or Summer 2016 semesters. Our first meeting is Wednesday,

September 16 and our first event is Tuesday September 15 which will be Julie Morris and Nick Vaught speaking about undergraduate research and the GLD Research Pathway.

- b. Psychology Club: Also meeting on Tuesday September 15
- c. Consuming and Consumption Conference: Abstracts are due October 20
- d. If you are a chair of a committee, please convene a meeting to elect a new chair
- e. (Nims) Mike Bonner and I will be watching highlights of the Beatles "Let it Be" in Founders 001 following this meeting,

IX. Adjournment: 1:42PM

IN ATTENDANCE: Berry, Biggs, Bonner, Brown, Bundy, Burgin, Campbell, Castiglia, Catalano, Catledge, W. Collins, R. Collins, Covington, Cox, Criswell, Cruise, Easley, Emanuel, Freeman, Golonka, Hammond, Harris, Heinemann-Priest, Holland, Holt, Hunt-Sellhorst, Jenkins, J. Jones, Judge, Kendrick, D. Lawrence, N. Lawrence, Mobley-Chavous, Moon-Kelly, Neal, Nims, Obi-Johnson, Pangburn, Parker, Pate, Penuel, Richardson, Roberts, Rutledge, Taylor-Driggers, Van Hall, Wolochwianski



UNIVERSITY OF  
**SOUTH CAROLINA**  
LANCASTER

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

**Report to the USC Lancaster Faculty Organization**  
**September 11, 2015**

**People**

**Enrollment**

As of September 10, 2015, 1670 students (headcount) are registered for the Fall 2015 semester. A few more students are being registered (high school dual credit). We will also add to this headcount with second 8 weeks students as well. The Fall 2015 enrollment freeze will take place around Oct. 21. We are serving approximately 129 BOL/BLS and 47 BSN students at USCL as well this semester who do not count in our campus enrollment numbers.

**New faces at USC Lancaster:**

**Dr. Angela Neal**, Assistant Professor of Psychology, comes from the University of New Hampshire

**Ms. Sarah Katherine DeVenny**, Admissions Counselor and Recruiter, recent graduate of Furman University

**Mrs. Karen Young**, part-time administrative assistant in Counseling Services

**Mrs. Carlethia Ingram**, part-time custodian

I would like to express my thanks to the members of the **Hiring Priorities Committee** who have already completed their report for this year. Dean Cox and I will move forward with requests in the next few weeks.

Likewise, I would like to express my thanks to faculty who were able to attend the faculty session of our campus **Peer Review** visit the first week of June. I realize that this was an inconvenient date and time but remain grateful for your participation. **A copy of our campus report accompanies this report.**

**Athletics**

**Women's volleyball** begins this Fall. The first home match is this afternoon at 4:00 at Springdale Recreation Center.

**We have 85 student-athletes** in four sports (**2 men's and 2 women's**) this year.

Check the athletics web page for the next home matches, and come out to support our teams.

## Budget

The campus ended FY15 with just over \$635,000 in carry forward in our general operating fund (A Funds) and \$988,352 in carry forward in all funds. This contrasts with \$122,146 (A funds) and \$334,516 (all funds) a year earlier. **I have included along with this report a two-page roll up sheet that details our ending balances (carry forwards) as of 6/30/15, the close of this past fiscal year.**

We received \$254,000 in recurring state allocation this year, and \$262,000 in deferred maintenance funding. The recurring allocation brings our current state allocation total to \$1,938,535 (contrasted with \$1,803,089 last year). The new deferred maintenance funding will be targeted toward upgrades in enrollment services spaces in Starr Hall. I am grateful for the support of our local legislative delegation and their help in securing this new funding for our campus.

**The Dean's Budget Advisory group will be meeting on Tuesday, Sept. 15.** Additionally, I will schedule and announce a **campus budget update in October** after the first quarter of the fiscal year has ended.

## Facilities

Campus renovation and construction projects are now concluding:

- BSN Nursing Simulation Lab—the project has been completed and we are in the process of scheduling dates for donor preview and a general open house event.
- Phase II of Gregory Health and Wellness renovations and refurbishments are substantially complete. Pool filtration system replacement is next, and roof work will be bid next.
- TRiO restrooms, TRiO lighting and Academic Success Center projects are now complete and ready to serve students this fall.
- Repairs to science lab exhaust hoods in Bradley will go to bid next in September/October for a December project time frame.

During the campus summer break, we were able to accomplish the following:

1. We are currently doing landscaping work in the rose garden and **“front yard” of Hubbard Hall** with spendable earnings from the Crawford Beautification Fund
2. Facilities staff assisted with the relocation of the athletic department (coaches) to CRD
3. Performed annual HVAC preventative maintenance routines across the campus
4. Personnel changes a) facilities manager is now working part time b) hired a 2nd shift, part-time custodian
5. Did annual deep cleaning on floors (strip/wax/buff) in student center (Starr Hall), carpet spot cleaning/floor cleaning in Bradley, student lounge in Founders and restrooms in Hubbard Hall.

## Other items...

- As mentioned in my recent email, **Palmetto College is paying for an enrollment and marketing consultant for each of the four PC campuses and Extended University.** The team will visit USC Lancaster on Friday, Sept. 18 and will meet with Admissions, Financial Aid, Public Relations and the staff of other campus offices in the morning. The team would like to meet with any available faculty at 1:00 PM (Founders 104). They will also meet with students at 2:00. Thank you for participating as you are able.

## Appendix #1: Dean's Report

- Personnel searches finished or nearing completion (Palmetto College and greater University):
  - **Vice Chancellor for E-Learning, Palmetto College**—to be named soon.
  - **Executive Vice Chancellor/Chief Operating Officer, Palmetto College—Dr. Elliott Vites** has joined Palmetto College in this position. He comes from University of Central Florida where he has served in numerous capacities.
  - **Executive Vice-President for Academic Affairs and Provost—Dr. Joan Gabel** from the University of Missouri was named USC's new Provost in July. She began the position on August 24. We will be inviting Provost Gabel to campus soon.
- A campus and community **open house for the BSN Simulation Lab** will take place on October 8. More information to come.
- **The Lancaster County Chamber's Business After Hours** will take place next Thursday (9/17) at 5:30 at the Gregory Health and Wellness Center. USC Lancaster is a Chamber member, so you are all invited to the event.
- **The greater University's capital campaign, Carolina's Promise**, concluded on June 30. The University surpassed the billion dollar goal. USC Lancaster is credited with raising \$7.544 million toward the goal. Many faculty and staff contributed in some way to our fundraising efforts and the Lancaster portion of the campaign. Thank you for your generosity.

We are now retooling for new corporate visits and the possibility of our next capital campaign in connection with our 60<sup>th</sup> Anniversary (2019). More visits with potential donors will be scheduled soon.

**New scholarship giving opportunities** were announced late in the Spring. Faculty and staff are working to raise scholarships to honor Mrs. Kitty Jackson on the occasion of her retirement and to memorialize Patrice Moss, a former student who passed away last spring.

Sincere thanks for all of your contributions to getting the 2015-2016 academic year off to a great start. Your work during the summer orientation sessions and at late registration is critical to our success in meeting student needs. Please accept my expression of gratitude for those efforts. The campus continues to lead the way in Palmetto College BOL/BLS enrollment, has shown improvement this year in the number of new freshmen enrolling, successfully engages students in USC Connect and Graduation with Leadership Distinction opportunities, supports the innovative proposals of faculty through Research and Productive Scholarship funding and travel support, and welcomes the events and activities of our community to our campus. Thank you for being an integral part of all we are able to accomplish. I look forward to all we will do together this year.

## 52 USC LANCASTER

## APPENDIX #2: Budget Summary

	<b>BUDGET</b>	<b>ACTUAL</b>
<b>I. Resources</b>		
Tuition and Fees	6,524,636	6,456,495
State Appropriations	1,803,089	1,803,089
Grants, Contracts, and Gifts	1,042,000	1,010,747
Sales and Services of Educ. and Oth. Sources	65,000	123,759
Sales and Services of Auxiliary Enterprises	0	0
<b>Total Unrestricted Resources</b>	<b>9,434,725</b>	<b>9,394,090</b>
<b>Transfers and Prior Year Balances</b>		
Net Transfers	148,500	337,171
Beginning Fund Balance	52,374	122,146
<b>Total Transfers and Prior Year Balance</b>	<b>200,874</b>	<b>459,317</b>
<b>Total Resources</b>	<b>9,635,599</b>	<b>9,853,407</b>
<b>II. Uses</b>		
Personnel Services	5,352,363	5,304,626
Fringe Benefits	2,005,228	1,742,567
Contractual Services	606,891	652,070
Supplies	122,925	131,174
Utilities	499,700	445,838
Other Expenses	1,048,492	941,608
<b>Total E&amp;G Expenditures</b>	<b>9,635,599</b>	<b>9,217,883</b>
Total Auxiliary Expenditures	0	0
<b>Total Uses</b>	<b>9,635,599</b>	<b>9,217,883</b>
<b>Ending Fund Balance</b>	<b>0</b>	<b>635,524</b>

<u>RESOURCES:</u>	A Funds	B Funds	C Funds	D Funds	E Funds	R Funds	S Funds	TOTAL
<u>Revenue:</u>								
Tuition and Fees	6,456,495			375,667	513,824	0	0	7,345,986
State Appropriations	1,803,089		0	0	0	0	0	1,803,089
Grants, Contracts and Gifts	1,010,747		8,521		213,445	0	0	1,232,713
Sales & Service of Educ and Oth Sources	123,759		33,262		486,409	0	0	643,430
Sales & Service of Auxiliary Enterprise		0	42,310					42,310
<b>Total</b>	<b>9,394,090</b>	<b>0</b>	<b>42,310</b>	<b>417,450</b>	<b>1,213,677</b>	<b>0</b>	<b>0</b>	<b>11,067,527</b>
<u>Transfers:</u>								
Transfers-In	337,171	0	0	18,378	589,235	38,000	29,651	1,012,435
Transfers-Out	0	0	-38,000	-39,378	-720,312	-3,651	0	-801,341
<b>Net Transfers</b>	<b>337,171</b>	<b>0</b>	<b>-38,000</b>	<b>-21,000</b>	<b>-131,077</b>	<b>34,349</b>	<b>29,651</b>	<b>211,094</b>
<b>Prior Year's Fund Balance</b>	<b>122,146</b>	<b>0</b>	<b>17,306</b>	<b>165,974</b>	<b>28,616</b>	<b>450</b>	<b>24</b>	<b>334,516</b>
<b>TOTAL RESOURCES</b>	<b>9,853,407</b>	<b>0</b>	<b>21,616</b>	<b>562,424</b>	<b>1,111,216</b>	<b>34,799</b>	<b>29,675</b>	<b>11,613,137</b>
<u>USES:</u>								
<u>Educational and General Expenditures:</u>								
Instruction	5,540,914		0	181,406	0	0	0	5,722,320
Research	47,716			204,978	0	0	0	252,693
Public Service	-3,331			287,419	0	0	0	284,088
Academic Support	733,055		0	153	0	0	0	733,208
Student Services	696,249		354,187	5,986	0	0	0	1,056,422
Institutional Support	859,852			304,304	30,118			1,194,273
Operation and Maintenance of Plant	1,170,718		0	0	0			1,170,718
Scholarships and Fellowships	172,710			0	0		29,651	202,361
<b>Total</b>	<b>9,217,883</b>		<b>354,187</b>	<b>984,245</b>	<b>30,118</b>	<b>30,118</b>	<b>29,651</b>	<b>10,616,083</b>
<b>Auxiliary Expenditures</b>	<b>0</b>	<b>0</b>	<b>8,702</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8,702</b>
<b>TOTAL USES</b>	<b>9,217,883</b>	<b>0</b>	<b>8,702</b>	<b>354,187</b>	<b>984,245</b>	<b>30,118</b>	<b>29,651</b>	<b>10,624,784</b>
<b>Fund Balance</b>	<b>635,524</b>	<b>0</b>	<b>12,914</b>	<b>208,238</b>	<b>126,971</b>	<b>4,682</b>	<b>24</b>	<b>988,352</b>

## APPENDIX #3: Peer Review Notes

June 7, 2015

**To:** Charles P. Bird, Consultant and Chair of the Peer Review Team  
**From:** Greg Lampe, Provost and Vice Chancellor for Academic and Student Affairs  
University of Wisconsin Colleges  
**Re:** Palmetto College Peer Review Visit

On Tuesday, June 2, I had the pleasure and privilege of visiting the University of South Carolina Lancaster campus. Dr. Walter Collins, the Dean of the Lancaster campus, was my host. He provided outstanding hospitality and responded openly to my many questions. I am deeply grateful to Dean Collins for his generosity and kindness.

The day at Lancaster moved quickly and my schedule for my Tuesday visit moved easily from session to session. Each session was well attended and I was able to gather excellent information. Below is how the day unfolded:

7:15 a.m. Breakfast with Dean Walter Collins at the Inn at USC  
8:30 a.m. Drive to Lancaster  
10:00 a.m. USC Lancaster Campus Overview and Tour of the Campus  
11:00 a.m. Meeting with campus executive team and lunch  
2:00 p.m. Conversation with USC Lancaster students  
3:00 p.m. Conversation with USC Lancaster faculty  
4:30 p.m. Tour of the Native American Studies Center (downtown Lancaster)  
6:30 p.m. Dinner and conversation with community stakeholders

This report will be structured around the visit schedule above. Throughout the visit, I took notes whenever possible. This report will capture what I had recorded in my notes, and my general impressions of the campus and the people with whom I met. Any errors of fact are my own. In the report that follows, I did my very best to be accurate, clear, and informative.

**USC Lancaster Campus Overview and Tour:** Dr. Collins and Dr. Ron Cox, Associate Dean for Academic and Student Affairs, took me on a tour of the campus facilities. We walked from building to building and I was briefed as we walked.

We began at Hubbard Hall, where administrative offices and classrooms are located. The building is among the original campus buildings. It provides easy access to students and visitors, and is the building situated closest to student parking areas. Upon entering the

### APPENDIX #3: Peer Review Notes

building, there is an information desk, and an open area where students and visitors can sit and have conversations. When I was on the campus, there was construction going on and a part of the building was being renovated to support nursing students. The new area will feature a clinical-like setting for nursing students so that they can remain on campus and not have to drive a distance to hospitals in the region. It was clear throughout the tour and throughout the day that teaching excellence and serving USC Lancaster students well is the highest priority at USC Lancaster.

Next, we visited the Medford Library where I had a conversation with the two librarians that lead library activities and acquisitions. The librarians have faculty status (currently assistant professors) and enjoy having equal standing among USC Lancaster faculty members (both librarians were among the faculty members I spoke with later in the day). Our conversation focused on the services the library provides to students, faculty, staff, and community members. Community members are welcome to use the library. Within the library is the Academic Success Center. There is a large area on the second floor of the library dedicated to the center. Among the many services available to students is peer tutoring. Students with a grade point average of 3.0 or better and who have earned an A in a class in which are willing to provide tutoring can be peer tutors. Additionally, faculty members provide tutoring in the Academic Success Center as do retired school teachers from the community. I was impressed by the size, scope, and location of the Academic Success Center. Students can easily access tutoring services via the internet and make appointments online. Moreover, having the center in the library provides an academic “home” for students outside of the classroom experience.

Also housed within Medford Library are the TRIO and Upward Bound programs. I was able to meet with the director of these programs during the tour. The space dedicated to these programs is large, spacious, and well equipped to assist students who qualify for these programs. The director communicated with passion and resolve about her TRIO and Upward Bound students. I came away from the conversation with little doubt that the TRIO and Upward Bound students are well served (like it or not). Indeed, the director takes a personal interest in and makes a commitment to each and every one of the students who are part of these programs both when they are on and away from campus.

The next building we visited was Starr Hall which houses the financial aid office, the student government association office, the business office, and mental health and general counseling offices. There are several classrooms in this building as well. Of all the buildings I visited on campus, this is the one that is most in need of a facelift. It is an old building with cinder block walls and difficult to access offices. It is a dark and unwelcoming building. During the tour of the building Dean Collins shared the campus’ plans to renovate the building. In the future, the building will add student affairs offices so that students can go to a single site for paying tuition, getting counseling and academic advising services, and financial aid questions

### APPENDIX #3: Peer Review Notes

answered. I applaud this plan to make it easier for students (and especially first generation students) to have a “one stop shop” for having their financial aid, tuition, and student services questions and needs met.

Next we visited the James Bradley Building. This is a beautiful new building on campus. Large lecture halls, an auditorium, and modern lab spaces are contained within its walls. I was especially impressed with the Chemistry labs (which were numerous and well equipped) that support the nursing program. The building was extraordinary and it stood in strong contrast to Starr Hall. Additionally, I was impressed with a large room that is intended for community and campus gatherings and events. It is equipped with a kitchen area and an open floor plan that can be divided into smaller meeting rooms as needed.

Our tour ended at Founders Hall, the most recently built building on campus. This is a LEED (Leadership in Energy and Environmental Designed) building. It has modern classroom space, a dedicated space for students to gather and a dedicated space for faculty and staff members to gather. The art classrooms/lab spaces are located on the lower level of the building. Classroom spaces of varying sizes are located throughout the building. I met with administrators, students, and faculty members in a classroom in Founders Hall.

Later in the day, I walked with Dean Collins to the Gregory Health and Wellness Center. The building is located “through the woods” and is a short distance from the rest of the campus buildings. The walk provided me with an opportunity to experience the most prominent geographical feature of the campus—its woods. My impression is that the woods are a point of pride for the campus and that they provide an outdoor classroom laboratory for students and faculty members. Still, my sense is that they could be better managed and cared for if only there was enough personnel support and funds to do so.

The Health and Wellness Center is in the process of being renovated. The pool area was recently updated. The center also has weight training rooms, racket ball courts and a large gymnasium with an elevated track for walking and running. The lobby and gym areas looked quite well used and will soon be updated and renovated. It is important to note that members of the community can join the center and use its pool and other facilities. They are charged a fee to do so. During our tour of the building, I learned that membership in the center is down due, in part, to increased competition within the community. There is no YMCA or YWCA in Lancaster; however, there are numerous centers like Anytime Fitness that are moving into the city and provide community members with numerous options for health and wellness activities.

On our walk back to Founders Hall, we visited the Carole Ray Dowling Health Services Center. This building, which was formerly a church, provides a community meeting room and health

services to students. It is conveniently located across the street from the rest of the campus and has its own parking lot for easy access. It is important to note that at no time during my visit did issues of having enough parking arise from students, faculty and staff members. In my experience this is unusual because commuter students particularly complain about parking availability.

**Meeting with campus executive team:** I met with the campus executive team for approximately three hours. Our meeting included conversation time, and time for lunch and informal conversation. Ten people were present for this meeting (including the dean). They included administrators from facility and grounds, the foundation, public information, the advancement office, academic affairs, student affairs, compliance, admissions, the Palmetto online program, and the faculty chair. Each participant in the meeting introduced themselves, and what services they provide to students, the campus, and the community. Overall, the meeting went well and we covered a great deal of ground. Among the strongest impressions I had throughout the meeting is the campus' incredible commitment to serving the community. The very strong campus-community connection cannot be overstated. It is comparable to the strong and abiding commitment the campus has to student success. In my opinion, these two commitments are the foundation of the USC Lancaster experience.

What follows is a summary of the key points covered during my meeting with the campus executive team.

*International Student Recruitment:* While the campus attracts several international students each year for athletic team participation, there are no current efforts to attract and recruit international students to the campus. As high school graduates in the region decline, recruiting international students to the campus could be an area of growth for the campus. Throughout the day, Dean Collins and I discussed this opportunity and how my institution has intentionally developed an international student recruitment and growth strategy. Additionally, Palmetto College might consider exploring the international student market and serving international students with its online degree completion programs. Students in China, India, and other places in the world could become part of the Palmetto College experience.

*Dual Enrollment Program:* The campus has a very well organized dual enrollment program. The program is currently meeting high school students' demands for access to college level courses in area high schools. Currently, USC Lancaster faculty members travel to the high schools to offer junior and senior students college level courses. The campus is experimenting this summer with bringing high school junior and seniors to campus to enroll in college summer classes. I encouraged the campus to explore providing this service to high school students during the school year.

### APPENDIX #3: Peer Review Notes

*Student Recruitment:* The campus lost its full time recruiter in fall 2014. Consequently, responsibilities for recruiting new students to campus are shared among a number of people in student affairs and among the faculty. For instance, financial aid professionals hold information sessions about the campus and financial aid in the high schools, the campus hosts high school proms, and a number of scholarships are offered to high school students to attract them to the campus.

During our meeting we discussed being more strategic and intentional with recruiting traditional students to the campus. The loss of the full time recruiter has been compensated through having staff and faculty member time devoted to recruiting. The hiring of a new full time recruiter provides an opportunity for the campus to revisit its recruitment practices and priorities.

*Marketing and Recruiting Returning Adults:* My impression during our discussions of the Palmetto College program is that efforts to recruit returning adults into the online degree completion programs are not as coordinated as marketing and recruiting traditional students into the USC Lancaster associate degree and transfer programs. More generally, I was left with the impression that marketing and recruiting returning adult students into the associate degree and transfer programs is not as well organized as it could be. I understand the challenges with recruiting returning adult students—they are harder to find and more difficult to recruit than traditional students. Still, I think there is room to be more strategic and intentional about recruiting returning adult students to campus. I believe there are opportunities for working with local business leaders and for leveraging USC Lancaster's strong community connections to recruit returning adults who wish to improve their employment status or who wish to enter (or re-enter) the workforce with a higher education degree.

*Palmetto College Online Course Development:* During the meeting, one of the issues raised by the faculty chair was faculty members' concerns over the development of online courses. One of the matters raised was the amount of the development stipends paid to develop online courses for the Palmetto College unit. Based on what I heard, I would suggest revisiting the stipend amount paid to faculty members for developing online course offerings. I would further recommend meeting with faculty members who have developed courses for the Palmetto College program and having a discussion focused on the course development process as a whole and the dollar amount of the stipends offered in particular.

*Early Intervention for At-Risk Students and for Students in General:* It was very clear to me throughout the meeting that every participant in the meeting is dedicated to student success. From academic coaching for students on academic probation to faculty advising, everyone is dedicated to making sure students succeed. Two needs emerged during our discussion that merit future attention: first, there is a need for a more systematic and intrusive intervention

### APPENDIX #3: Peer Review Notes

program. We discussed the need for perhaps initiating a mid-term grade policy so advisors could be informed earlier in the semester about student class performance. We also discussed the possibility of faculty members' reporting excessive student absenteeism in their classes so that faculty and student affairs advisers could intervene and meet with students who are struggling in classes. Second, we discussed the need for clarifying where faculty advising falls within faculty roles and responsibilities. There was a good discussion about service versus teaching and where advising falls along this continuum.

*Merit, Peer Review, and the Faculty Information Form:* Each year, faculty members fill out the Faculty Information Form which summarizes activities around teaching, professional development, and service. The information provided by faculty members is then evaluated by their peers. In years when there are no merit increases for faculty members there is concern around the time and effort it takes to complete the form. Some faculty members believe that this becomes a "burden" for faculty members. Others believe that completing the form is important regardless of the availability of merit increases. I believe this is an area that deserves more attention and follow-up locally as faculty members seem divided on the utility of the Faculty Information Form and its value to evaluating faculty members' performances.

**Conversation with USC Lancaster students:** During my visit I was able to spend about 50 minutes meeting with students. At one point during my session with them, approximately 20 students were present. In the room were traditional students enrolled in the USC Lancaster associate degree or transfer programs and students enrolled in one of the online Palmetto College programs.

What follows is a summary of the key points covered during my meeting with the students.

*What students like best about USC-Lancaster:* Students were unanimous about the support they receive from faculty and staff members on the campus. They deeply value the advising they receive from student affairs' staff and faculty members. They appreciate the accessibility of the faculty to students and the ability to get to know faculty members in a very personal and meaningful way. Students also appreciate the small class sizes (in some cases, even smaller than their high school class sizes) and the low tuition. They like being able to live at home while attending college which results in cost savings. Students truly value the level of student support they receive on campus. They specifically mentioned faculty members' willingness to meet with them outside of classes, the Academic Success Center, and the guidance they received from library staff with research questions.

*Student Clubs:* Students appreciate the ease with which student clubs can be created on campus. They mentioned the Chemistry Club, the Outdoors Club, the Rotarac Club, the Nursing Club, the Criminal Justice Club, and the Research Club as clubs that they are either a part of or that

### APPENDIX #3: Peer Review Notes

have been formed by students (and sometimes by students working with faculty and staff members). Of particular note to me was the formation of the Research Club. The club will match student interests in research with faculty members' research interests. I found this idea particularly exciting as undergraduate research has been identified as a high impact practice that significantly adds to the student experience and increases the likelihood of student retention and success.

*What students would change about USC Lancaster:* When I asked students what they would change about the campus to make it better, they hesitated. Several of the students shared with me that they like the campus just as it is. When I pushed them, they identified several areas that they would like to see improvement. First, several students expressed a need for a cafeteria on campus. They believe a cafeteria would keep students on campus and build a stronger sense of community between and among students, faculty, and staff members. Second, they believe classes and labs could be better scheduled. Too often required classes are offered at the same time as elective classes leading to difficult choices having to be made. Labs are only offered in the afternoon and late afternoon. Students would like to see labs also offered in the morning. Third, several students felt that faculty members could be more understanding about students missing classes due to personal reasons. They pointed out that commuting students face family and transportation issues that often cannot be avoided. Fourth, students would like to see more upper level (junior and senior) courses offered and in a variety of modalities. They would like to see more blended courses (offered partially online and partially face-to-face) and more face-to-face junior and senior level courses. Fifth, students would like more upper level mathematics courses offered. Several students found the mathematics curriculum as being too limited.

It is clear to me that students are truly satisfied with their experiences at USC Lancaster and in the Palmetto College program. They value their close relationships with faculty and staff members, and feel an exceptional level of support is available to them on the campus and in the Palmetto College program.

**Conversation with USC Lancaster Faculty:** Over 20 faculty members met with me during the one-hour faculty member session. I found the discussion to be open and candid. We covered a wide variety of topics and challenges. Throughout the hour, it was clear to me that faculty members like and respect one another. They were exceptionally polite to each other, and listened to one another's comments and built off one another's ideas. The hour passed quickly and several faculty members lingered to talk with me after the session was over.

Identified below are the key points that were made during the conversation I had with faculty members.

### APPENDIX #3: Peer Review Notes

*The Palmetto College experience:* This session focused primarily on Palmetto College and the faculty members' experience with the program. My impression is that faculty members have mixed feelings about Palmetto College. Although several faculty members seemed to understand the concept and philosophy that undergirds Palmetto College, others seemed confused about its purpose and goals. Based on this conversation, I think a more conscious effort needs to be made to reach out to faculty members and explain the program's objectives and direction.

According to the faculty members in the meeting, the course offerings within Palmetto College are varied enough; however, more courses could be offered face-to-face. This comment echoes the concern that students expressed during their time with me. It seems that more Palmetto College junior and senior course offerings could be offered on the campus by USC Lancaster faculty members.

There was also concerns expressed about first year students' and returning adult students' readiness for participating in online classes. There was strong opinions expressed about the need to prepare students for the online class experience and to work with students to be sure they had the appropriate level of technical knowledge and the right level of motivation to succeed in online classes. Additionally, faculty members expressed concern over building strong faculty-to-student relationships in the online environment. They shared with me their pride in creating a true "community of learners" on the USC Lancaster campus. How might a community of learners' environment be created in an online class? This is a question that should be explored with faculty members across all four of the USC two year campuses.

Faculty members in the meeting expressed their concerns over the level of compensation being offered to them to develop online courses. They questioned whether or not the level of compensation was sufficient to engage faculty members in the development process.

*The associate degree, transfer, and degree attainment:* It is clear to me that faculty members value the associate of arts and associate of science degrees offered by the campus. This is truly a point of pride for them. The realignment of the USC Lancaster associate of arts and associate of science degree requirements with the other two year regional campuses' degree requirements seems to be resolved. Their primary concern is with "moving students forward" and preparing them for what is next. They expressed strong support for the first and second year curricular array available to students through USC Columbia and the autonomy they have for how the courses are taught to students.

I asked the faculty members present how they view transfer and whether or not transfer students are tracked from USC Lancaster to the next receiving institution. They seemed unsure of the level of data that might be available to them regarding student transfer behavior, the

### APPENDIX #3: Peer Review Notes

majors students pursue upon transfer, and bachelor degree completion whether at USC Columbia or at one of the regional comprehensive institutions. I believe this kind of transfer data needs to be made available to faculty members and if it is not currently being collected, it should be collected and considered as a measure of student success and institutional effectiveness.

*Favorite part of being a faculty member at USC Lancaster:* To close the session, I asked the faculty members present to identify for me their favorite part of being a faculty member on the USC Lancaster campus. They expressed the following ideas.

**Impact on the community:** USC Lancaster adds significantly to the quality of life of the Lancaster community and the region. The campus is a hub for cultural and community-centered and regional events.

**Providing access to higher education:** the campus provides easy and affordable access to a quality higher education experiences to Lancaster residents and to the surrounding counties.

**Impact on the students:** students can earn associate and bachelor degrees on campus without leaving the community/region.

**Campus commitment to students:** faculty members, staff members, and administrators have a strong commitment to student success. As one faculty member stated, “our work is all about the students.” Faculty members truly care about students and value seeing students attain their academic and career goals.

**Everyone contributes to the student experience:** when something needs to get done on campus, people step up, volunteer, and get things done.

**Desire to impress the community:** faculty members recognize the importance of maintaining and deepening the campus-community connections. There is a commitment to not disappoint the community. As one faculty member shared, “we want to be sure the community recognizes that we are committed to getting this right!”

**Tour of the Native American Studies Center:** Immediately following the faculty conversation, Dean Collins and I traveled to downtown Lancaster to tour the Native American Studies Center. This building, formerly a department store, stands on Main Street and provides the campus a physical presence downtown. I truly enjoyed the tour of the galleries, the rooms where anthropologists work to identify and preserve Native American, Lancaster historical, and Catawba artifacts. The facility also has classrooms for community and student use. It is a beautiful building!

**Dinner with community stakeholders:** I had the pleasure of having dinner with Dean Collins and two community stakeholders: Deborah Cureton, who was once a campus executive officer and dean at the UW-Richland campus and in-coming campus foundation member, and Mary Barry, a longtime supporter of the USC Lancaster campus. Over dinner, we discussed the rich history of the campus, its deep roots in the community, and the strong community support the campus has enjoyed throughout its history. My impression is that the campus enjoys incredible community financial and human resources support. This is a credit to Dean Collins, the faculty, staff, and administrators, and all of the people who have served on the campus since its founding. The campus-community relationship is clearly foundational to the continued success of the campus.

I truly enjoyed my day on the campus. I am grateful for the opportunity I had to visit the campus and to have spent time with such dedicated professionals throughout the day. Please feel free to contact me with any additional questions or concerns, or for more information. While I have done my best to capture my experiences at USC Lancaster, I would welcome the opportunity to discuss any of my observations and recommendations with you further.

## APPENDIX #4: Academic and Student Affairs Dean's Report



UNIVERSITY OF  
**SOUTH CAROLINA**  
 LANCASTER

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

**REPORT TO THE FACULTY**  
**11 September, A.D. 2015**

**COURSE SYLLABI AND OFFICE HOURS:** If you have not already done so, please submit a copy (**preferably electronic**) of your course syllabi and office hours to the Office of Academic Affairs. Remember that we need a **separate syllabus for each section you are teaching**, even if they are the same course. **Please submit these even if you have posted your syllabi and office hours on your webpage or on Electronic Blackboard.** We need them on file for SACS purposes. For Information about what needs to be included on your syllabus, see "Resources for Faculty" on the USCL webpage (<http://usclancaster.sc.edu/academics/syllabi.htm>).

**PLEASE be sure to check your course rolls for accuracy.** If students are attending your class who are not on the roll, ask them to check with the Admissions Office to determine the issue at hand. It will save much time and effort (yours, the Admissions Office's, and the student's) if these issues are handled at the beginning of the semester and not after grades have been assigned.

Please continue the "Excessive Absences Referral Form" online to report students who have stopped attending but who may still be on your roll. The last dates for students to withdraw from courses without a grade of "WF" is September 13 (Fall I); October 12 (16-week courses); and November 13 (Fall II). (<https://saeu.sc.edu/apps/uscl/attendanceReporting/index.php>)

Please note also that Tuesday, November 03 is NOT a holiday this year (no federal elections). We will be operating on a normal class and office schedule.

**2016 Academic Schedules.** Thank you for your assistance in providing proposals for your teaching schedules in SPRING and SUMMER 2016. The division chairs and our office are working right now to have develop the draft schedules. Our goal is to begin pre-registration on Monday, October 19 (just before Fall Break).

**FALL 2015 & SPRING 2016 COURSE EVALUATIONS.** Two years ago, this Faculty Organization voted to make traditional in-class (paper) course evaluations the "default" method, but retained the option of allowing faculty to choose if they wished to have their course evaluations available online. Please notify Pam Ellis by SEPTEMBER 15 if you wish to use online course evaluations. Otherwise, you will get the old timey (time honored?) paper version. We will be looking at requests for SUMMER 2016 evaluations separately, as some faculty have indicated that they like to "mix it up" for their summer courses.

I have reviewed the report of the **HIRING PRIORITIES COMMITTEE** and have forwarded to Dean Collins my recommendation for two faculty searches: an instructor of Computer Science, and an instructor OR assistant professor (depending on qualifications) of Speech. Ideally, both will be approved and we can begin the processes soon.

On the subject of new hires, **PLEASE JOIN ME IN WELCOMING** our new Assistant Professor of Psychology, Dr. Angela Neal.

## APPENDIX #4: Academic and Student Affairs Dean's Report

On the subject of searches, the advertisement for **PALMETTO COLLEGE COORDINATOR** has been posted, and a search committee (consisting largely of faculty & staff who advise in the BLS & BOL programs) has been recommended (and pretty much assembled). The goal will be to have a suitable candidate in place by November 01.

**REMINDER: IF YOU HAVE TO CANCEL A CLASS**, it is very important to notify both your Division Chair and the Office of Academic Affairs, preferably with both an e-mail and a phone call. When e-mailing, please include your division chair, me, and Pam Ellis. I also strongly encourage you to send out a notification e-mail (or an Announcement) to your students utilizing Blackboard. We will try to get signs posted for you prior to the start of your class. **If you know in advance that you will be canceling class or office hours, please let us know as soon as you can.** There will, of course, be times where this notice will be "last minute," and we will do our best to accommodate.

**ON A RELATED NOTE**, if you wish to allow students to have access to your office when you are not present, please notify the Office of Academic & Student Affairs. Specify the student(s) who have your permission to enter, and specify the terms of the access (e.g., Can the student be left alone? Must the student be supervised?). Our office will share this information with Campus Security, Maintenance, etc. **No student will be allowed access to your office unless this notification has been provided.**

On the subject of the campus **BUDGET**:

- Numbers are still in flux, and we are not "rolling in dough," but we are hearing few warning sirens at this point. So there is cautious optimism regarding overall condition of "A" funds.
- By October, we should have some specifics. Please make spending requests thoughtfully through your division chairs. Priority will be given to instructional needs.
- Faculty Travel:
  - We have a Faculty travel budget of \$25,000 for the current fiscal year. (This comes to a little less than \$400 per full-time faculty member for the year.)
  - Division chairs and I will review TA requests as they are submitted. Priority will continue to go to untenured tenure-track faculty who are presenting and tenured faculty seeking promotion who are presenting, with past activity taken into account.

**CAROLINA CORE.** I am very pleased to report that CHEM 101 is now listed on the Carolina Core website as an approved SCI course. To my knowledge, this is the first course proposed by the Regional Campuses faculty to make it through the process. My thanks to all of our faculty who worked with colleagues on other campuses and with the Columbia department to make this happen.

Dr. Catalano and Dr. Roberts have been working on a proposal to have PHIL 324 (Business Ethics) added to the Core under the "Values, Ethics & Social Responsibility (VSR)" outcome. This proposal has been forwarded to the PHIL department for review.

The following was distributed at our most recent Carolina Core Committee meeting:

CAROLINA CORE COURSES		OVERLAY COURSES	
		Course Number & Title	Outcomes
2012	44	BIOL 208 (Our Hungry World)	SCI & VSR
2013	170	CPLT 150 (Values & Ethics in Lit)	AIU & VSR
2014	179	ENGL 102 (Rhetoric & Comp)	CMW & INF
2015	193	HIST 108 (Science & Tech in World Hist)	GHS & VSR
		PHIL 325 (Engineering Ethics)	CMS & VSR
		POLI 201 (American Nat'l Gov't)	GSS & VSR
		SAEL 200 (Social Advocacy/Ethical Life)	CMS & VSR
		STAT 112 (Statistics & the Media)	ARP & INF
		WGST 112 (Women in Society)	GSS & VSR

## APPENDIX #4: Academic and Student Affairs Dean's Report

**SOME ACADEMIC THOUGHTS FOR CONSIDERATION:** In late August, I shared the following suggestion with the Academic Deans from the various Regional Campuses. They all seemed supportive of the ideas, and I wish to include it in this report. The faculty may wish to consider if they would like to ask our Senate representatives to pursue action on any of these points:

- 1) First, that the "RCAM" (Regional Campuses) designator for the courses we currently offer (e.g., RCAM 141, RCAM 151, RCAM 205, etc.) be changed to "PALM," denoting that the course belongs to the Palmetto College campuses collectively – just like PALM 493 and PALM 494 do.

(This should not have any major substantive change to it, as I rather imagine the courses will continue to count as credit towards an associate's degree, but would not necessarily transfer – even as elective credit – into a baccalaureate degree. That's the case with RCAM courses currently and I don't see us changing this.)

This would require action by the Palmetto Senate. I don't know if it would have to go through the whole Columbia Senate process, since these courses are not offered on the Columbia campus and do not necessarily carry with them any credit towards a bachelor's.

- 2) There are, on occasion, instances where we have encountered professors who wish to teach "special topics" courses on our campus. In these instances, we normally have to go through the individual departments, request approval of the topic, request approval for the professor to teach the topic, etc. And this has to be done each and every time the professor teaches the class – even if it's the same topic.

Compounding the issues, different academic departments have widely varying numbers for their special topics. In HRTM, special topics in culinary arts is HRTM 190. In political science, it's POLI 591. For Latin American Studies, it's LASP 398. History can be HIST 492, 493, or 494. Sociology is SOCY 598. Psychology is PSYC 589. The list goes on, and some departments are very hesitant about giving approval for 400- and 500- level courses on our campuses; sometimes because of faculty credentials; sometimes because they view our students as primarily freshmen and sophomores, unready for the demands and rigor of upper division courses.

I would like to see our Senate (presumably the System Affairs Committee, which I believe is serving as the de facto curriculum committee for the Palmetto College) explore the feasibility of creating a topics course (or courses) for PALM. Something like the following:

**PALM 295.** Special Topics: Humanities. Credits: 03 Description: Readings & research on selected topics based in the humanities. Course and content varies. Pre-requisite: sophomore standing and/or permission of instructor.

**PALM 296.** Special Topics: Social & Behavioral Sciences. Credits: 03 Description: Readings & research on selected topics based in the social and behavioral sciences. Course and content varies. Pre-requisite: sophomore standing and/or permission of instructor.

**PALM 297.** Special Topics: Mathematics & Natural Sciences. Credits: 03 Description: Readings & research on selected topics based in mathematics or the natural sciences. Course and content varies. Pre-requisite: sophomore standing and/or permission of instructor.

**PALM 298.** Special Topics: Professional Studies. Credits: 03 Description: Readings & research on selected topics based in business, education, or other professional studies disciplines. Course and content varies. Pre-requisite: sophomore standing and/or permission of instructor.

**PALM 299.** Independent Study. Credits (03-06) Description: Contract approved by instructor, advisor, and department chair or academic dean is required for all students. Course and content varies. Pre-requisite: sophomore standing and/or permission of instructor.

## APPENDIX #4: Academic and Student Affairs Dean's Report

(The Bulletin notes that a minimum GPA of 2.5 is required for students to enroll in an independent study courses. Also, independent study credits cannot count for more than 10% of total credit hours required for the degree – so no student would be able to have more than 06 hours of Independent Study credit towards an associate's.)

The Palmetto Campuses would need to agree – collectively – that we would accept credit from these courses toward completion of our associate's degrees (probably as elective credit only) and students would need to be made aware that there is no guarantee that the credit would carry over to the baccalaureate degree (the same as any other RCAM – hopefully soon, PALM, course). On the other hand, I am confident that students entering the BLS and BOL degree programs would find those two degrees willing to consider allowing the credit, even if only as electives, on a case-by-case basis perhaps. These details would, of course, have to be worked out.

The campuses may also want to consider whether or not there should be a limit on the number of hours of "special topics" or "independent study" that can be counted toward the associate's degree.

Approval for the topics (and for the professors to teach them) would go through the normal campus chain of command (division chair, academic dean, etc.) and then go to Palmetto Central for final review and approval before the course(s) could be scheduled.

Creation of these courses would give us some greater flexibility in course offerings (within the confines of our own degree programs). For us at Lancaster, these options would be especially helpful in creating our "Travel Study" courses during Maymester, which oftentimes turn into bureaucratic nightmares that frustrate students and faculty alike.

**WHITE BOARDS IN FOUNDERS HALL.** Many faculty members have mentioned to me (and I have also heard second and third-hand as well) the problems surrounding the white marker boards in Founders Hall. I am directly familiar with the situation, as I also teach in Founders this semester.

The primary issue appears to be how difficult it is to erase completely (or nearly completely) after the boards have been written on. Here's what I think I know at the moment:

- 1) The boards appear to be a different type of material from others on campus.
- 2) The erasers that come recommended by the board manufacturers is almost completely useless in terms of cleaning the thing.
- 3) The best current method appears to be a combination of cleaning solution and cloth rags – but the rags end up looking mighty nasty piled up there. And we run out of cleaning solution.

So, I have talked at length with Butch Lucas and asked him to do some investigation (and experimentation) to see what can be done to meet faculty (and student) needs, but also done at a reasonable cost (because to replace all of the boards in Founders would be exceedingly expensive).

Here's where we currently stand:

- 1) Butch has tried several different types of cleaners and solutions, along with different implements and tools to be used in making erasures. He is continuing to try lots of different things to see what will work best.
- 2) Right now, the best cleaning solution appears to be WD-40. Apparently using this for cleaning purposes not only cleans the markers efficiently, but also creates a protective coat of types which makes it easier to erase the board even later.
- 3) The thought is that a continued use of WD-40 may allow the boards to "build up" a protective coat that will last and make the boards more user friendly. The biggest drawback appears to be the odor associated with WD-40.

## APPENDIX #4: Academic and Student Affairs Dean's Report

- 4) Butch is also looking for items – different types of erasers, cloths, other tools and implements – that are better at erasing the boards in Founders. The cloths appear to be the most effective at the moment.

I am sharing this information with the faculty just to let you know that we ARE trying to address the problem and will continue to seek out the best (economical) solution. Butch will continue to use “trial and error” as we go, and we appreciate your continued patience with the process.

**On a somewhat related note** (which applies not only to Founders but to all buildings & classrooms), please try to leave your classroom in the same (or better) condition as you found it. (This includes simple things like erasing the boards, making sure equipment is restored to its original condition, etc.) This is professional courtesy, and your colleagues who teach after you will be very appreciative.

**CONGRATULATIONS** to Dr. Lisa Hammond, Professor of English, who participated this summer in the Tin House Summer Writer's Workshop, a weeklong intensive series of workshops, seminars, panels, and readings led by the editors of Tin House magazine and Tin House Books. The program combines workshops with craft seminars and career panels, as well as author readings. Her workshop leader was Cornelius Eady, poet and cofounder of Cave Canem, and author of more than half a dozen volumes of poetry.

**CONGRATULATIONS** to Professor Kaetrena Davis Kendrick, who published the article, "A phenomenological study of Conservative academic librarians," in *Behavioral & Social Sciences Librarian* 34 (3): 127-159 doi: 10.1080/01639269.2015.1063952. The article was co-authored with Ione. T. Damasco (University of Dayton).

### **FROM THE WORLD OF STUDENT AFFAIRS:**

**A HUGE THANK YOU** to all faculty and staff who assisted with the multitude of Freshman Orientation sessions this summer.

If they have not already done so, **STUDENT ORGANIZATIONS** need to submit their list of 2015-2016 officers to Student Life Director Laura Carnes. Any budgetary requests should also be submitted for consideration. A new funding rubric is being put into effect for these requests.

### **ATHLETICS**

- Congratulations to the USC Lady Lancers Soccer team, who defeated the Patrick Henry CC Patriots 4-0 to earn their first region win of the season. The Lady Lancers play again at home on September 15, hosing Cape Fear CC in another region match.
- The Lancers Men's Soccer team will play Oxford College at home on September 20 (3 pm), Patrick Henry CC on September 26 (4 pm), and Wake Tech CC on September 27 (3 pm).
- The Lady Lancers Volleyball team will play Spartanburg Methodist at home on September 24 at 6:00 pm, and Cape Fear CC on September 26 at 1:00 pm. Today the team is traveling to Pitt Community College for a “tri-match” against Pitt & Wake Tech.
- The Lancers Baseball team will have home scrimmages on October 3, 10, 18, and 31. All game times are scheduled at 1 pm.

**TRAVEL STUDY** for May 2016 will be an overseas trip centered on NURS 398: Nursing & Healthcare in London. In addition to a week of classroom content before the trip, as well as three days of class presentations after returning, students will visit historical nursing sites in London (e.g., Florence Nightingale's museum), a modern hospital, and cultural/historic sites as well. More information may be found online at <http://usclancaster.sc.edu/travelstudy/2016/LondonNursing.pdf>.

# Career Services

- ◆ **Career Counseling**
- ◆ **Resume Building**
- ◆ **Job Search Assistance**



*.....because  
earning a degree  
is just a step in  
your journey  
toward success.*

## USCL CAREER SERVICES

Andrea Campbell  
Career Counselor  
125B Starr Hall  
(803) 313-7590  
acampbell@sc.edu  
<http://usclancaster.sc.edu/careers>

Office Hours:  
Monday—Thursday: 9:00—3:00



UNIVERSITY OF  
**SOUTH CAROLINA**  
**LANCASTER**

APPENDIX #6: Academic Success Center Report  
 Academic Success Center Report  
 For September 11, 2015 Faculty Meeting  
 Submitted by Dana Lawrence

Please send all ASC-related questions and requests to [LawrenDE@mailbox.sc.edu](mailto:LawrenDE@mailbox.sc.edu) or call 313-7023.

Fall Semester

	August 2014	August 2015
Number of Tutors	9	10
Total Number of Sessions	13	28
Tutoring Sessions/Day (avg)	2.6 (5 operating days)	5.6 (5 operating days)
Tutoring Sessions/Tutor (avg)	1.4	2.8
Appointment	6	16
Drop-in	7	12

Tutoring Sessions by Area

	August 2015
Biology	2
Chemistry	0
Computer Science/RCAM 151	0
Economics	0
French	0
Italian	0
Math/RCAM 105	15
Spanish	7
Writing	4 <ul style="list-style-type: none"> <li>• ENGL: 2</li> <li>• PHIL: 1</li> <li>• Other: 1</li> </ul>
Other (help student navigate Blackboard, access USCL email, use Microsoft Word, skills review, etc.)	0

REMINDERS about the ASC's booking system:

- Students must book appointments at least 12 hours in advance.
- The booking page allows students to book a maximum of one week in advance (in an effort to allow as many students as possible to have access to tutoring services).
- Students who do not show up for appointments TWICE (without cancelling) are not allowed to book appointments for the rest of the semester. They are welcome to work with tutors on a drop-in basis.
- **ALL students can still work with tutors on a drop-in basis!**



UNIVERSITY OF  
**SOUTH CAROLINA**  
LANCASTER

A Palmetto College Campus

**Registered Student Report (09/11/15)**

Student Type	Fall 2015	Fall 2014	Variance
Change of Campus	12	7	+5
Continuing	404	405	-1
High School, Concurrent	664	771	-107
New Freshman	348	332	+16
Non-degree	146	97	+49
Readmit	38	44	-6
Transfer	73	69	+4
Visiting, Transient	1	1	0
<b>Total</b>	<b>1686</b>	<b>1726</b>	<b>-40</b>

**Gender and Test Score Breakdown 2009-2014 (New freshmen only)**

Semester	New Freshmen	Female	Male	Avg. ACT Composite	Avg. SAT Total
Fall 2009	341	186	155	17	945
Fall 2010	352	196	156	17	909
Fall 2011	389	210	179	18	891
Fall 2012	341	176	165	18	887
Fall 2013	341	161	180	18	901
Fall 2014	312	152	160	18	904
<b>Total</b>	<b>2,076</b>	<b>1,081</b>	<b>995</b>	<b>-</b>	<b>-</b>

**Percentage of Enrollment by County 2009-2014 (New freshmen only)**

Semester	Chester	Chesterfield	Fairfield	Kershaw	Lancaster	York	Other
Fall 2009	8.2	3.5	1.5	0.9	63.3	6.5	16.1
Fall 2010	9.1	4.5	2.6	2.6	50.3	8.2	22.7
Fall 2011	8.0	4.1	0.5	3.3	49.6	8.0	26.5
Fall 2012	6.1	5.0	0.9	1.8	55.8	9.4	22.1
Fall 2013	9.1	3.5	0.9	1.5	56.9	4.4	23.8
Fall 2014	10.9	4.5	1.9	1.9	46.5	11.2	23.1
<b>Average</b>	<b>8.5</b>	<b>4.2</b>	<b>1.3</b>	<b>2.0</b>	<b>53.7</b>	<b>7.9</b>	<b>22.4</b>

# Medford Library

## FACULTY MEETING REPORT SEPTEMBER 11, 2015

### SELECTED SERVICE STATISTICS/ ACTIVITIES FOR AUGUST 2015

- **4,092** unique visits ( + 554 compared to August 2014)
- Processed **29** Interlibrary Loan requests ( + 16 compared to August 2014)
- Fulfilled **31** PASCAL Delivers requests (comparable to August 2014 – 37)
- Answered **136** reference questions ( + 94 compared to August 2014)
- Circulated **215** items (+ 71 compared to August 2014)
- Expanded seating on the 2<sup>nd</sup> floor
- Technological updates to Study Rooms (large monitors and DVD players)
- New furniture for Creative Venture and other small library events
- Updated signage throughout the library
- More equipment checkout availability (cables, videocamera, charging stations, and more)

Over the summer we added 603 new books to our collection. Be sure to stop by the New Books section to see our latest titles. We have also expanded our current periodicals section for expanded leisure reading, and those titles will start arriving soon.

Our first ever Welcome Week event was a success – thank you for attending the Fac’s in the Stacks event, and be sure to review our [Fall 2015 Program Calendar](#). This month:

- **All month: Vice + Virtue Exhibit Series**, “Humans Being”
- **September 15: Show What You Know** – Professor Brent Burgin, “Show What You Didn’t Know but Know Now: Creating the NAS Archive Blog”
- **September 30: Faculty Colloquium** – Professor Kaetrena Davis Kendrick “Perspectives on Phenomenology in the Information Professions”
- **(POP-UP) September 27 through October 3:** Banned Books Week. Stop by to find out which books you shouldn’t be reading – and then, flex your subversive literacy muscles.

### HELPFUL LINKS

- Schedule Instruction: <http://bit.ly/1MePeQQ>
- Faculty research support (Book A Librarian): <http://bit.ly/1iAfckX>
- Reserve the conference room : <http://bit.ly/1NsfhEr>
- Reserve materials for your courses: <http://bit.ly/1iAfckX>
- Request books for purchase: <http://bit.ly/1iAfckX>

VISIT... MEDFORD LIBRARY’S TUMBLR PAGE <http://usclmedford.tumblr.com/>

- Book Mark(it)
- Browse forthcoming titles and request them for purchase

#### **UPCOMING**

- Improved and expanded research guides
- Digital scholarship collection projects
- Expanded DVD collection

## APPENDIX #9: Senate Executive Committee Report

### Senate Report for 9-11-2015 Faculty Meeting

Bundrick and Yingst are absent from the faculty meeting because they are meeting with Executive Committee today.

The full senate will meet in two weeks on 9-25. The Lancaster delegation (with committee assignments are below). Please contact any of us if you have concerns, questions, or requests.

John Catalano System Affairs Committee 2013-2016  
Susan Cruise System Affairs Committee 2015-2018  
Andrew Yingst System Affairs Committee 2013-2016

Jason Holt Rights and Responsibilities Committee 2015-2018  
Dana Lawrence Rights and Responsibilities Committee 2015-2018  
Suzanne Penuel Rights and Responsibilities Committee 2015-2017

Fernanda Burke Welfare Committee 2014-2017  
Stephen Criswell Welfare Committee 2015-2016  
Earnest Jenkins Welfare Committee 2013-2016

Chris Bundrick Executive Committee, At-Large 2015-2016

## **APPENDIX #10: Student Affairs Committee Report**

### **Student Affairs Committee Report for 9/11/2015 Faculty Meeting**

Student affairs met 9/9/2015. In attendance were Chris Bundrick, Laura Carnes, Sarah Sellhorst, and Kaetrena Kendrick. Bundrick was selected to be chair.

The committee discussed the 2015-2016 agenda and agreed that it would try to address the following issues:

1. Food service/hangout spaces on campus
2. Considering/Approving Student Affairs funding requests
3. Universal Calendar (online) for Student Activities
4. Springs Writing Contest
5. Travel Study Applications

**Anyone with concerns or additional requests should contact their division representative.**

**Executive Committee motion:**

Purpose: to lower the quorum requirement at Faculty Meetings.

Vote: Lawrence (Yes), Easley (Yes), Bonner (Abstain)

In Article IV, Section 4 of the USCL By-Laws, replace "**A simple majority**" with "**One third**"

The revised Article IV, Section 4 clause will read:

**"One third of the members of the faculty organization shall constitute a quorum."**