

Faculty Meeting Minutes  
March 2, 2018

PRESENT: Shemsi Alhaddad, Brent Burgin, Li Cai, Jill Castiglia, Courtney Catledge, Walt Collins, Ron Cox, Stephen Criswell, Susan Cruise, Liz Easley, Stan Emanuel, Blake Faulkenberry, Rebecca Freeman, Annette Golonka, Lisa Hammond, Kate Holland, Jason Holt, Ernest Jenkins, Claudine Jones, Dana Lawrence, Nick Lawrence, Pat Lawrence, Tracey Mobley Chavous, Erin Moon-Kelly, Angela Neal, Bettie Obi-Johnson, Allan Pangburn, Phillip Parker, Suzanne Penuel, Denise Roberts, John Rutledge, Todd Scarlett, Peter Seipel, Sarah Hunt Sellhorst, Brittany Taylor-Driggers, Dick Van Hall, Tania Wolochwianski, Andy Yingst

ABSENT: Brooke Bauer, Marybeth Berry, Adam Biggs, Noni Bohonak, Dwayne Brown, Chris Bundrick, Fernanda Burke, Steven Campbell, Mark Coe, Kim Covington, Garane Garane, Darris Hassell, Claudia Heinemann-Priest, Chris Judge, Kaetrena Kendrick, Howard Kingkade, Pernel Lewis, Godfrey Ndubuisi, Leigh Pate, Babette Protz, Kim Richardson, David Roberts, Ann Scott, Mike Sherrill

CALL TO ORDER: 1:00 PM

CORRECTION/APPROVAL OF MINUTES: February minutes approved

REPORTS OF OFFICERS

**Dean of Campus—Walt Collins:**

Good afternoon. I've submitted a report [page 10]. One thing is left off; I'll add to it. I want to thank Bettie and Jill for their work this week getting Buford High students to campus. This was part of the grant they wrote to get science students here to see our campus and do some science. Thank you for that discipline-specific recruiting. Megan Keown is also here recruiting; I encourage all of you to reach out to her if you have ideas for discipline-specific ways to do that. Thanks to all of you who do that already. Questions?

Sarah: About last week's budget meeting—could you highlight what we're facing in the coming year with enrollment?

Walt: We always have an increase in retirement and health benefits (fringe costs) that the state passes on to us. We'll have a \$100,000 increase in costs next year. We've lost three big-enrollment dual-enrollment high schools, though we expect two back in fall 2019. That's a decrease in revenue—hence my emphasis on a disciplines-specific recruiting. There are some challenges, but we have a plan. We have an offer out for our enrollment manager position and have had a good conversation with our candidate. We'll keep our fingers crossed about making sure our fall class is strong.

Philip: Is there a replacement for Sarah Katherine?

Walt: That's Megan. She's away a lot recruiting.

Megan: If you have any ideas at all, please get in touch.

Todd: Why are we raising lab fees?

Walt: Our science lab fees are at \$40; Columbia's are at \$120. We want to raise ours to \$60.

Sarah: That would match our math lab fees.

Todd: What happens to it?

Walt: It goes into general operating funds. We're readjusting by division so we can better see how they work.

**Associate Dean for Academic and Student Affairs—Ron Cox:**

My report is submitted [page 13]. As is painfully obvious, I left nothing out. Actually, I do want to add one thing: we just did scholarship interviews, and four students specifically said the good experience they had with you as faculty made the difference in their deciding to come here.

Stan: We heard it too.

Ron: Don't steal my report.

There were some great students. I apologize for the length of the report. Notice new PCAM courses in bulletin, such as an independent study that can work for a travel-study course, PCAM 299. John Rutledge and I were talking about some of the foundational courses we could offer too.

Dana: People take PCAM math courses because they have to; English doesn't have that.

Tania: Are these remedial?

Ron: No. The university cannot offer remedial courses. These are foundational.

Nick: Could we all get some documents about how many dual-enrollment students we have and how many we pick up to stay here?

Ron: We don't have specific numbers on recruitment. I asked students today. One said, "I was going to North Greenville University until I took Kim Richardson," for example. Questions? *[None.]*

**Director of Academic Success Center—Dana Lawrence:**

I sent out a report yesterday [page 21]. The ASC will close during Spring Break. Based on the past three years' records, we've had a total of one person per year come by then. I sent out an email notifying you of our subject-specific flyers in your campus mailboxes. Also, it includes a link to our booking site. We're able to tutor a lot of courses with our smart group.

**Director of Law Enforcement and Security—John Rutledge:**

We're going to add sirens on several of the campuses. One sound is for weather-related emergencies, and one for an intruder on campus. They're supposed to be installed May 20. I'll send out an email with more info.

They're loud. We're trying to supplement what we already have—Lynx, Carolina Alert, and these. If you're outside, you'll hear a message telling you to take shelter. Inside, you may not hear the voice. I did send you guys an email with the difference between tornado watch and tornado warning. Last but not least, I've arranged with a crime prevention guy for a presentation on surviving an active shooter in everyday life. We'll try to do it about four times.

Erin: I'm going to be teaching Maymester; will this happen at other times?

John: We'll do it in the summer too. You're welcome to bring your family; this applies to when you're in the grocery store or the library too.

Erin: I was talking about the alarm testing.

John: We're going to test it once a month Saturdays at noon, but in May I won't have control over the test scheduling. One of the things we've been criticized for is not doing fire drills while everybody's there. We don't want to interfere with classes. Public schools do it during class. The Columbia safety guy is trying to talk President Pastides into mandating it during class.

**Medford Library**

Report submitted [page 23].

**Information Technology—Blake Faulkenberry**

My report is submitted [page 25]. Good afternoon. A couple of points: email migration has been discussed for a year now. It's been put on hold. We can't set up the new email system until the information is on the new email server. Also, our campus phone system has reached the end of its life. I'm speaking with a couple of vendors; we're meeting with one next Thursday. The entire campus would be on Voice Over IP. We'd have unified messaging—we could get our voicemails by email. We'll be able to host conference calls without going through Columbia. I'm really excited about it—it has a lot of flexibility.

If you received a pop-up (IBM) on your computer asking you to restart, that was legitimate—that was me. Everyone’s going to see more of those. Please go ahead and restart even though it’s a pain. I’m going to try to do it at the end of the day. Also, if you restart your computer every few weeks, it’s going to perform better.

Last, we’ve had some reports of blinking projectors. It was actually the media PCs—the video adapter was disconnecting. I’ve adjusted three classrooms so far; so far, so good. I’ll do the rest of the building later if everything continues well. To make it stay stable, I’ll put the resolution at 1280 by 800 to match the switcher. A mismatch is what causes the instability.

Stephen: Have you heard anything about two-way video upgrades? The Chancellor mentioned something at senate.

Blake: That’s grant-funded.

Walt: We’re waiting to hear. The money will be split between the four campuses.

Blake: If the grant’s not funded, we’ll have to figure something out. I do respect that there’s a need.

## REPORTS OF COMMITTEES

Columbia Faculty Senate  
Reports submitted [page 26]

System committees—

### **Palmetto College Faculty Senate Executive Committee—Ernest Jenkins:**

A request: the chancellor wants to explore altering our meeting locations. Currently, we alternate with Columbia. She’s thinking about eliminating Columbia or having Columbia only once a year rather than twice. Let me know by the end of the month if you have thoughts on that.

Walt: Some context: cost. Columbia costs thousands for renting the space. We’d use that money to fund something else.

Ernest: There will likely not be a Welfare survey this year. The person who has handled it in the recent past left Salk in December. That has created a need to scramble. Will we continue as before? Likely not.

### **Rights and Responsibilities—Jason Holt:**

We passed a motion to remove the Summary of Teaching Responsibilities from third-year review; this goes on to the Board of Trustees. We’re now working on a plan to include all our T and P policies in the *Manual*.

**System Affairs—Andy Yingst:**

I sent an email with three items:

- 1) A motion about creating an entrepreneurship emphasis for the BOL [page 41]. This would be a subset of current courses. It says fifteen hours, but that might change. If you're in business or advise for the BOL, please take a look and let us know your thoughts.
- 2) For the BLS, we're looking at creating a legal studies concentration; please let us know your thoughts [page 45].
- 3) Lancaster sent us a charge to change the AA. System Affairs is proposing the motion I attached [page 48]. The gist: if you want to change the curriculum, it would to come through System Affairs, though anyone could initiate it. It would have to pass with a three-fourths majority. That's a change.

**Welfare—Stephen Criswell:**

Data from past surveys was all on an account that belongs to someone who no longer worked for PC. We decided to have it deleted—it contained personal info. On February 21, Matt Rashotte sent out an email to that effect. The account owner was the person who did the technical work for the surveys, so we're having to back up and rethink what we do.

UNFINISHED BUSINESS

**Assessment Committee Abolishment, Bylaws Change**

Nick: I meant to do this last time. We need a two-thirds vote for this, since it's a change of the bylaws; that's twenty-four people.

Shemsi: The committee was created when we had control over the AA and AS. We no longer really do, and assessment doesn't need to be done here. The AS in CJ and in Business also doesn't need the entire faculty represented—just faculty from those disciplines.

Nick: Let's do this as a standing vote. All in favor?

*Motion passes.*

**Hardship Withdrawal Policy, Committee Incorporation, Bylaws Change—Ron Cox:**

The policy as adopted empowered the Admissions, Petitions, and Grade Change Committee to become this new review committee; this just changes the description [page 50].

*Standing vote; motion passes.*

#### NEW BUSINESS

*None.*

#### SPECIAL ORDERS

**Campus Election Ballot, Finalize Nominations—Andy Yingst:**

We need a faculty chair; if we don't have one, I would ask Fernanda to call for meetings in April and May. [Ballot at page 51].

Nick: We need three people for the instructor peer-review committee. We're down one person for Welfare and Grievance. We're down one on Faculty Senate, and for alternates too, and one for PC Grievance Committee, who can't be on T and P. There are lots of slots for Columbia Faculty Senate.

Andy: You're not allowed to serve twice in a row on Columbia Senate. We'd been doing that.

Stephen: I don't want to take on full T and P work, but because I'm hoping my app for P works out, I'm wondering if there's something in place for when we don't have enough full professors.

Nick: Yes, there is. We cobble together committees from other campuses.

John: I'll throw my name in for instructor peer-review.

Tania: Instructor peer-review for me too..

Andy: Thank you for nominating in alphabetical order.

Fran: Is that also a minimum of five or six?

Andy: I'll look.

Nick: I would self-nominate for local T and P with the caveat that there will be an awful lot of fives. If you don't like that, don't vote for me.

Pat: Could I nominate you to run in a couple of years when I go up?

Stephen: We need representation on Columbia Senate.

Fran: I'd like to know, if we don't elect a faculty chair, how does the business of the faculty organization get done?

Nick: We wouldn't have meetings; Fernanda would call special elections.

Fran: How would reports and discussion of, say, curriculum changes happen?

Nick: It would be up to the kindness of the few people on Senate to send emails.

Andy: Fernanda could call more meetings if she felt like it.

Nick: Another notable thing here is being down a senator.

Andy: If anyone wants to run but doesn't want to commit to a three-year term, there's an opportunity for a one-year term, if that changes anyone's mind.

Fran: If we only elect three senators, does that mean more work for the alternates?

Andy: Alternates are for elected senators who can't show.

Criswell: Would it be better to have someone as a senator even knowing they won't make all four meetings?

Brittany: I'll put my name down for Senate.

Nick: That brings us to capacity on Senate.

Todd: You can put me down for alternate.

Lisa: I'll put my name in for faculty chair if people are comfortable with the fact that I'm half-faculty, half-administrator.

Shemsi: My message today: stop overcommitting, everybody.

Nick: Some good advice. I second that. Grievance committee?

Andy: Administrators are able to serve. The grievance committee only meets once a year. That's a really easy one.

Fran: If we have to have a grievance committee, I guess you better put me down. That's an important committee.

Nick: We still have lots of slots.

Andy: The bold lines are just where we need people. We could exceed the bare minimum.

Kate: Does the grievance committee meet here?

Andy: I assume if they met, they'd meet in Columbia. I assume it's been a long time since they met.

Phillip: For instructor peer-review committee, I'll gladly volunteer.

Ron: He can. He doesn't do the evaluations for that division.

Lisa: Is there any provision for coming back later and filling in the gaps?

Andy: We no longer need a special election. It's really easy to add in people—if we have meetings.

Nick: But this ballot will be frozen after today. Are we done?

Andy: I'm going to make a ballot with the Senate nominations on it to do tie-breakers if the candidates can't agree on who's doing the two-year term.

#### ANNOUNCEMENTS

Stephen: Reminder: we're having our thirteen annual Native American Studies Week March 16-21st. We start with Lunch and Learn and a craft sale. On Tuesday night, you can hear our keynote speaker Roo George-Warren, a Catawba who's been working at the Smithsonian. Then, we'll have a panel of nationally recognized scholars, and art exhibits. Come by and look at the trouble we're stirring up.

The schedule will be on the web. Also, three of us have a summer I travel course, a bus tour of Southeast—art, English, anthropology. We'll visit native sites and museums, finishing up at the Catawba Reservation. We'll offer ENGL 490, ARTS 399, and Brooke's anthropology course

Brittany: Sign up soon. The last day to pay is April 15.

Erin: For those of you who need a free activity for kids, There's concert going on at Queens University in Charlotte—Latin American music. It's March 3rd, 7:00, the same time as the Arts Gala.

Liz: Sarah and I are hosting another celebration of productive scholarship on April 9th. There will be events at Medford throughout the week. We'll email you soliciting material to display.

Shemsi: I sent out an email about the CTE. They're tentatively scheduled for March 30th, a Friday. There's no time or place yet. An instructional developer and the head of the

CTE initiated this. If there are any topics you're interested in, email me and I'll let them know.

The Welfare Committee in Columbia is working on summer compensation for teaching and research. This may end up being a policy that impacts us. If you have any feedback, send it to them or to me after you read the attachment.

Susan: Is summer compensation something we have to figure out ourselves, as far as whether we might go over the cap? Who would let me know if I'm over the percentage limit?

Tracey: You'd want to monitor that, and if you think you might go over, talk to Dr. Cox. We'd have to get special permission. I can help you with that.

Annette: The Lancaster County School District science fair on right now. If you want to see, head over. The awards ceremony is Monday with the Chem Club.

Andy: Local Welfare and Grievance is meeting to update the campus description. If you might be going up for T and P this year, let me know.

Fran: I'd like to congratulate our archivist Brent Burgin on his being named South Carolina's Distinguished Archeologist of the Year.

Allan: I'm district chair for our local Boy Scouts; I'd like to see representation at our banquet next Thursday, 6:30. Please let me know.

Courtney: On Tuesday the 6th in Carole Ray Dowling at 5:30, we'll have a nursing program information session.

Bettie: Thanks to faculty for welcoming students into your classrooms this week.

*Adjournment 2:07 p.m.*



UNIVERSITY OF  
**SOUTH CAROLINA**  
LANCASTER

Dr. Walter P. Collins, III  
Palmetto College Campus Dean

Report to the USC Lancaster Faculty Organization  
March 2, 2018

## People

### Enrollment

As of March 1, 2018, 1494 students (headcount) are registered for Spring 2018. Final enrollment in Spring 2017 was 1511. There are additional second 8 weeks enrollment numbers to be added. Thank you to all who have helped students register for classes this semester.

### Athletics

**Upcoming baseball games:** Saturday (3/3) at home against Wake Technical Community College at 1:00 and 3:30 and Sunday (3/4) at noon and 3:00.

Other game days and times are available at: <http://www.usclathletics.com/schedule.asp?sportID=1>

### Searches

We have extended an offer in the Director of Enrollment Management search and expect to hear something in the next several days.

Thanks to everyone who is serving or who has served on a faculty or staff search committee this academic year. Choosing our colleagues is one of the most important aspects of our varied responsibilities.

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## Congratulations to

**Dr. Li Cai** (chemistry) on receiving the RISE grant for his project entitled "Targeting Tumor Cells by Natural Anti-Carbohydrate Antibodies Using Rhamnose-Functionalized Virus Particles."

**Prof. Chris Judge** (anthropology) on receiving the RISE grant for his project entitled "Determining the Validity of a Model Developed to Document the Decrease in the Basal Width of Triangular Shaped Stone Arrowheads through Time: 3,000 to 300 Years Ago."

**Prof. Brent Burgin** (NASC archivist) who was awarded Archaeologist of the Year by the Archaeology Society of South Carolina at their recent conference. Prof. Burgin serves as the archivist for the society.

## Budget

Buddy Faile and I participated in the Spring Budget Meeting on Friday, February 23. While most aspects of the budget are in order, regular spring tuition is under budget right now by about

\$130,000. While there is contingency money built in to the budget to cover most of this and not affect our budgeted carry forward, any additional students we are able to add to Spring II and any savings we can work toward in the last 4 months of the fiscal year will help our overall financial situation as we continue to build toward 3 months operating funds in reserve.

Additionally, we are entering the budget preparation period for next fiscal year, and Mr. Faile and I met with Dean Cox and the Division Chairs this week to begin that process and to discuss expected mandated fringe increases for the campus next fiscal year, the impact of the loss of three large dual credit high schools starting in the fall, and a request for increases in some course and lab fees. Mr. Faile will continue to work individually with the Division Chairs and other directors as together we carefully monitor next year's budget.

With an estimated Palmetto College revenue of \$385,743 for Spring 2018 (an increase of 13% over last Spring), our total PC revenue is \$733,566 this year, up from about \$710,000 last fiscal year.

On the enrollment management side, we are working to increase dual enrollment offerings for new schools and to ensure that general fall 2018 enrollment is strong on the campus. Careful management of next year's budget will be important, and I encourage everyone to remember the importance of recruiting and retention to the bottom line. Many thanks to those who have already volunteered to help with recruiting activities.

The Dean's Budget Advisory Group will be meeting after Spring Break.

### **Legislative Update**

USC Lancaster was allocated \$1.8 million for next fiscal year in the House budget for renovations and deferred maintenance requests. We are hopeful that the funding will remain once the Senate budget is published and that the Senate might add some recurring operational funds as well. Time will tell. The USC presentation of budget requests to the Senate Finance Committee was Feb. 22.

### **Facilities**

Renovation work in the Gregory Center has concluded with the showers and locker rooms re-opening 2 weeks ago.

Recoating of select white boards in Founders Hall will begin over Spring Break. The remainder of the boards will be finished this summer.

We are currently planning lighting and some minor upgrades to the stage area of Bundy Auditorium.

We are currently formulating our Comprehensive Permanent Improvement Plan for the campus which is a state planning document for future deferred maintenance and capital improvement projects.

### **Other items...**

- The **Soul Food Cook Off** was Tuesday, February 20. Proceeds from the event support the Thelathia Barnes Bailey Textbook Scholarship Fund. Approximately \$4000 was raised for the endowed fund. Thanks to all who participated by cooking or coming over to eat.
- The **Educational Foundation of USC Lancaster** has set the date for a 5K, 10K and 1-mile Fun Run—**Laps for Lancers**—as a fundraising activity on Saturday, March 24 here on

campus. Events planned that morning include the races, a pancake breakfast, and activities for families with children to enjoy. Please come out and join us for this event.

- The campus hosted **Honors Day**, Friday, Feb. 23 and welcomed about 280 students from area high schools for academic activities/quizzes and the Honors Bowl Academic Challenge. Sincere thanks to Prof. Kim Covington and Honors Day committee members for organizing and planning the day and to the many faculty and staff for volunteering to help with the events and activities.
- Next **Lunch and Learn at the NASC**, Mar. 16<sup>th</sup> at noon with Mr. Robert Greeson, M. Ed - Chair of the American Indian Party of Charlotte. Topic: “Red Power: Cultivating cultural pride, increasing tribal member engagement & empowering American Indians through grassroots activism aimed at addressing the issues impacting American Indian communities.”  
Native American Studies Week is March 16-21, 2018. A listing of the week’s events can be found here:  
[http://www.sc.edu/about/system\\_and\\_campuses/lancaster/documents/native\\_american\\_studies/nas\\_week/nas\\_week\\_2018.pdf](http://www.sc.edu/about/system_and_campuses/lancaster/documents/native_american_studies/nas_week/nas_week_2018.pdf)
- Recently some NAS faculty, Chris DeWolf, and I met with OceanaGold to discuss financial support for the NASC. After the submission of a proposal, we learned that they will be giving \$10,000 immediately to support NAS programming. They are amenable to further discussions about a larger gift and naming opportunity at the NASC as well. We are scheduling follow-up discussions with them later this month.
- With the upcoming changes (beginning March 5<sup>th</sup>) in the travel authorization process, please be reminded that our business office staff are ready and able to assist. Please see email sent earlier this week regarding getting set up in the new system and the traveler approval process.

**Have an enjoyable Spring Break!**



UNIVERSITY OF  
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LANCASTER

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

**REPORT TO THE FACULTY**  
**02 March, A.D. 2018**

**I. Syllabi for Spring Courses:** If you have not already done so, please remember to submit copies of course syllabi to our office. We still have a number of 16 week, Spring I, and Spring II courses for which no syllabus has been received. Electronic submission is preferred. E-mail them to Pam Ellis ([pellis@mailbox.sc.edu](mailto:pellis@mailbox.sc.edu)).

**II. Course Evaluations for Spring (16-week) & Spring II classes:** Please notify Pam Ellis ([pellis@mailbox.sc.edu](mailto:pellis@mailbox.sc.edu)) regarding the format (paper or online) you wish to employ for your courses. Per the action of this Faculty Organization, if we do not hear from you by March 09, you will receive the traditional paper version.

On the subject of course evaluations, if you are using the paper version, it is **critically important that you review the instructions you're your students so that they mark the forms correctly.** For SPRING I 2018 courses, our office has already received numerous forms that were marked incorrectly (e.g., full block instead of "X"; or used pencil instead of pen). The scanning machines will not properly read nor record the information from incorrectly-marked forms.

**III. Spring I 2018 Schedule.** The last day of classes for SPRING I term is Monday, March 05. Final exams will be administered during the regular class time on March 7 & 8, with final grades due by noon on March 12.

**IV. Summer 2018 & Fall 2018 Pre-Registration.** Pre-registration will begin on Monday, March 19 (the day students and faculty return from Spring Break). Please encourage your advisees to go ahead and set their advisement appointments with you early – particularly those who are looking to graduate and are in need of very specific courses.

Please take the time to **review your summer and fall schedules** in Self-Service Carolina, taking note of the course dates, times, and locations, in order to ensure accuracy.

Send any requests for adjustments to your academic division chair (not directly to Pam Ellis or Megan Catoe). It's much easier to have this done prior to the start of pre-registration.

Please keep in mind if you are teaching courses for Palmetto College (two-way video or online), you'll need to check these also. These courses would be found under the USC Columbia schedule, with the attribute of "Regional Palmetto." Make sure that there are sections for each campus (Lancaster's will be designated "P11,") and that there are sufficient seats available for students to meet anticipated demand.

If you are scheduled to teach off-campus in the Dual Credit program, these will not appear on SSC, but make sure your Division Chair is aware of the courses, and make sure that there are no scheduling conflicts. (You may need to consider travel time constraints.)

- V. 2018 USCL Commencement Exercises** will be held Saturday, May 05 in Bundy Auditorium. All faculty are encouraged to participate. There will be a VIP reception in the Peter Arnold Multipurpose Room prior to the ceremony, with a reception for graduates and parents following the commencement exercises.

A notice will be sent out asking you to confirm your attendance so we can set up the stage appropriately. Full academic regalia is the fashion rage of the day.

- VI. Outside Professional Activities:** If you have not already done so (and many of you have – thank you), please make sure that you complete your Report of Outside Professional Activities.

This is done online through the **Professional Activity & Financial Interest Reporting System (AIR)**, which provides the means to address all reporting requirements with one comprehensive disclosure and collects the information necessary to comply with university policy and government regulations.

Information about AIR, and the forms which must be completed by all USC faculty, may be found on the Provost's web page at [http://www.sc.edu/about/offices\\_and\\_divisions/provost/faculty/outside-professional-activities.php](http://www.sc.edu/about/offices_and_divisions/provost/faculty/outside-professional-activities.php).

**VII. Faculty Search Committees.** The search committees in ART, CSCE, and SOCY are moving forward with their respective charges. The SOCY committee has scheduled campus visits and interviews for two candidates, and the ART committee has submitted credentials for two candidates for preliminary perusal by the Art Department on the USC Columbia campus, with interviews and campus visits forthcoming.

Dr. Sarah Sellhorst and I are representing USC Lancaster on the search committee for the Program Director for our collaborative Associate's Degree in Nursing program with York Technical College. We held our first meeting on Thursday, March 01 and identified finalists, who will be interviewed on Thursday, March 22.

Dr. Shemsi Alhaddad, Dr. Annette Golonka, and Professor Claudine Jones are all serving on a collaborative search committee for a faculty member in the A.D.N. program, due to the retirement of Professor Jane Fleischer, a veteran faculty member in the program.

**VIII.** The USCL **SCHOLARSHIP COMMITTEE** held freshman scholarship interviews on Friday morning, March 02. Approximately 60 applicants attended (in addition to those who participated in the "Lancer Scholars" program in Fall 2017).

**IX. Administrative Evaluations.** The Academic Division chairs are currently reviewing Faculty Information Forms. Our anticipated schedule remains as previously reported:

|                  |   |
|------------------|---|
| January 31       | FIFs due  |
| February & March | Division Chairs review FIFs.  |
| April 02 – 06    | Division Chairs meet with Ron to review evals; Ron and Division Chairs sign off on them                       |
| April 09 – 13    | Ron meets with Walt to review evals; Walt signs off on them; they are returned to Division Chairs             |
| April 16 – 30    | Division Chairs meet with Faculty to discuss reviews (Last day of classes for Spring 16-week classes is 4/30) |

Faculty who underwent a process related to tenure/promotion in 2017-18 are **encouraged** (not required) **to submit an abbreviated FIF** for review. This will help ensure that you have a continual record of evaluation in your files. If no FIF is submitted, the administrative reviewers will use the information contained in the file you already submitted (although it may be difficult to discern activities relevant to the year under evaluation).

If you did not submit a file related to tenure/promotion and have not submitted a FIF, the administrative reviewers (your division chair, myself, and Dean Collins) will have only access to your course evaluations for 2017.

Our evaluation therefore will only be able to address only the section on teaching effectiveness. I will be recommending that the other sections (Scholarship & Service, as appropriate), be marked with something like “unable to evaluate” and that the failure to submit a FIF be noted in the overall evaluation and comments.

**A personal note.** My intent in making this recommendation is not to be severe, but rather stress the importance of this process and to urge... beg... plead... anyone who has not yet submitted a FIF please do so.

As a State agency, USC Lancaster is legislatively mandated to conduct annual administrative reviews, and the FIF process provides administrative reviewers with much-needed information, while also giving each of us as faculty the opportunity to look back on and consider accomplishments, identify strengths, and identify challenges and future opportunities to improve.

- X. New PCAM Courses.** A recent visit to the USC *Bulletin* revealed a number of PCAM courses of which I was unaware. (PCAM courses are offered only on the regional campuses and carry academic credit towards associate’s degrees, although not necessarily towards all baccalaureate degrees at the University.)

The course listing now shows:

- PCAM 104 – Foundations of Composition
- PCAM 105 – Contemporary College Mathematics
- PCAM 106 – Foundations of College Algebra
- PCAM 110 – Careers in Education
- PCAM 120 – Effective Reading
- PCAM 141 – Introduction to Computer Keyboarding
- PCAM 151 – Computer Literacy & Application
- PCAM 201 – Introduction to Internet Research
- PCAM 205 – Foundations of Leadership
- PCAM 299 – Independent Study

This last course, PCAM 299, carries variable credit (1-6 hours) and requires a contract with each student participant. According to the course description, the contract must be approved by the instructor, advisor, and academic dean, and the course is taken for elective credit only.

- XI. Faculty Scholarship Event.** As noted in Dr. Hammond's email from earlier this week, our office will soon be sending out invitations to a reception to recognize and honor Faculty scholarship. The event will be held following the last F.O. meeting on Friday, April 06. And yes...it will be VERY informal. Light on program, heavy on socializing and celebrating.

The plan is to run a slide show during the reception featuring photographs of faculty scholarship – perhaps a photo of you working, or the results of your scholarship, or student engagement in your research—whatever you deem appropriate.

And if you do not already have such a photograph, Shana Dry has graciously volunteered to take one for those who are interested. If you have photos you would like to share, please upload those at the following link:

<https://www.dropbox.com/request/NHgoLdYq5g3pUtWxg8FA>

We will be asking for RSVP (not just “regrets only”) so that we can make a reasonable estimate on the amount of refreshments to order. But please go ahead and mark your calendars so you can plan to attend.

- XII. Associate's Degree in Criminal Justice.** The proposed changes to the AS in CRJU degree were approved at February's meeting of the Palmetto College Campuses Faculty Senate.

Dr. Jenkins has indicated that he will keep this office informed of the status as the proposal makes its way through the upper levels of administrative review, with hopeful approval by the USC Board of Trustees at its June 2018 meeting.

If all goes according to plan, the revised curriculum will go into effect for students entering USC in FALL 2018 and thereafter.

- XIII.** On a somewhat related subject, at the February Senate meeting, the Deans and Associate Deans were joined by **Dr. Sandra Kelly, Vice Provost & Dean of Undergraduate Studies**. She talked about a number of different USC initiatives, but focused primarily on assessment and the Carolina Core.

During the discussion, the issue of Carolina Core classes and the “model” syllabi was raised, and this was her response (and yes, there were plenty of witnesses): “The syllabus online is a model. The course must meet the major Carolina Core outcome.”

In other words, she reaffirmed what we have always said – that the course objectives on the model syllabi represent one way, but certainly not the only way, that the course may be taught in order to meet the overall Carolina Core outcome. It was nice to hear, and many of us encouraged her to share this information with various academic departments who may view the “model” syllabi as something more than merely a model.

- XIV.** Effective March 01, I have assumed the additional duties and title of **Associate Dean for Equity, Diversity, and Inclusion** for the Palmetto College campuses. In that capacity, I will serve on the University’s Council of Academic Diversity Officers (CADO) representing the Palmetto College. (Each USC college has a representative to this committee.)

While the exact nature of the appointment is still evolving, I will be working with the campuses individually and collectively to develop and implement diversity initiatives related to student recruitment and retention, faculty recruitment, student activities, and academic courses & programs.

My first goal is to do an inventory of activities and initiatives already in place, both on the campuses and for Palmetto College as a whole. Once I have a clear picture of what we are already doing, both individually and collectively, then I may have a better idea of recommendations for next steps.

I will be making regular reports to the Chancellor, the Campus Deans & Academic Deans, as well as to the Palmetto College Campuses Faculty Senate.

I will also be serving on the **Palmetto College Focus Carolina 2023 Strategic Planning Committee** (along with Dr. Ernest Jenkins, who is serving in his capacity as PC Senate Chair), which will be responsible for helping to develop the 2018-19 Blueprint for the Palmetto College Campuses, but also to develop a five-year strategic plan to align with and be a part of USC’s overall five-year strategic plan. One of the primary areas of this strategic plan has been identified as “Equity, Diversity, & Inclusion.”

- XV. Assessment.** The assessment process for 2018 is proceeding (locally for our specialized associate’s degrees as well as for the common AA & AS degrees), and you may be requested to assist with the scoring of some artifacts within your discipline (or within broader academic categories, depending on available faculty). If you are contacted, please consider agreeing to assist. This process cannot work without everyone’s help.

**XVI. Palmetto College News.** From an academic standpoint, the most poignant news from Palmetto College regards discussions related to a cultural studies track/major concentration for the BLS, an entrepreneurial track for the BOL, the possible development of a “Leadership Capstone” course for BOL (similar to PALM 401 for BLS), and continuing discussions about development of a formalized approval process for teaching courses like PALM 493, PALM 494, PALM 495, and PALM 401.

**XVII.** Proposals for **TRAVEL STUDY 2019** are due no later than April 09. The Student Affairs Committee will review all proposals, although (based on our alternating schedule), the focus will be on international travel. The Committee will follow the same format and process that it did last year, and Laura Carnes (who is scheduled to return to campus next week, I do believe) will be sending out the proposal forms.

**XVIII. Items from the World of Student Affairs:**

- Teacher of the Year Elections will be held on March 5 & 6 from 11am to 1 pm. In order to maximize student participation and access, election tables will be set up in the Student Center and the Hubbard Hall lobby on March 05, and in the Student Center and in front of Bundy Auditorium on March 06.

Division winners will interview with the student panel the week of March 19-23, with the overall winner being announced at the 2018 Spring Fling. Please encourage your students to participate.

- The USC Board of Trustees Student-Trustee Liaison Committee presentation date has been moved to Friday, March 16 at 1:30 pm. We have been asked to identify our student representatives and provide their names to the Chancellor’s office by Friday, March 2.
- An Outdoor Movie will be held at the Founders Hall Outdoor Classroom on the evening of Thursday, March 22. I do not know the title of the movie yet.
- The American Red Cross will hold a blood drive in the Student Center on Tuesday, April 3 from 11am to 3:30pm.
- 2018 Spring Fling will be held on Monday, April 9 from 11am to 1pm.
- The Elliot White Springs fiction contest will open for students once they return from Spring break (March 19). Again, Laura Carnes will circulate more details upon her return.

- **FRESHMAN ORIENTATION for SUMMER 2018** will be held on the following dates: June 19 & 20; July 10 & 11; July 24 & 25; August 07 & 08. Advisement will occur on Wednesday of each orientation, and it will begin at 1:15 pm. All incoming students who have been fully accepted to USC Lancaster will receive an invitation and will be strongly encouraged to attend to orientation.

**XIX. USC Lancer Athletics.** Mr. Kevin Thompson has asked me to report that the USCL Lancers baseball team will host Wake Technical Community College this weekend with two days of double-headers. Saturday's games will begin at 1:00 pm and around 3:30 pm. Sunday's games will begin at noon and around 2:30 pm. The next home game will be Wednesday, March 7 against Catawba Valley Community College, with the first game beginning at 3:00 pm and the second game around 5:30 pm.

The weekend of March 10-11 the baseball team will travel to USC Salkehatchie for the first region games of the spring.

**XX. Congratulations to the following faculty:**

- Professor **Brent Burgin** was named Distinguished Archaeologist of the Year by the Archaeological Society of SC.
- Dr. **Li Cai** received an \$8000 RISE grant for his project, "Targeting Tumor Cells by Natural Anti-Carbohydrate Antibodies Using Rhamnose-Functionalized Virus Particles."
- Professor **Fran Gardner**, who has been invited to give a gallery talk for Beaux Arts, a members-only juried exhibition in Daytona, Florida. She will also be judging, speaking, and consulting with the Missouri Fiber Artists later in 2019.
- Professor **Chris Judge** received a \$7918 RISE grant for his project, "Determining the Validity of a Model Developed to Document the Decrease in the Basal Width of Triangular Shaped Stone Arrowheads Through Time: 3000 to 300 Years Ago."

**AND, AT THE END OF THIS  
RIDICULOUSLY LONG REPORT,  
PLEASE ACCEPT MY BEST  
WISHES TO ALL FOR A SAFE AND  
ENJOYABLE SPRING BREAK.**

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

The ASC will be CLOSED during Spring Break—we have only had one student come in for spring break tutoring during each of the past three years.

**NOTE:** We have placed subject-specific flyers in your campus mailbox this week in the hopes that you will share the information with your students both in class and, perhaps, by posting the flyer on or near your office door.

You can take a peek at our online booking system (and list of all of the courses our tutors cover) at the following link:

<https://usclacademicsuccesscenter.setmore.com/>

I'm happy to share information about specific writing assignments, tests, homework, or other work with the tutors if you think it would be helpful.

As always, thanks for your support.

**REMINDERS about the ASC's booking system:**

- **Students can book appointments as late as ONE hour in advance.**
- The booking page allows students to book a maximum of ten days in advance (in an effort to allow as many students as possible to have access to tutoring services, and to cut down on no-shows).
- 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 still welcome to work with tutors on a drop-in basis.

**ALL students can still work with tutors on a drop-in basis!**

**Spring 2018 Semester**

|                                      | Jan 2017                       | Jan 2018                      | Feb 2017                          | Feb 2018                             | March 2017  | March 2018 | Apr. 2017                      | Apr. 2018 | May 2017                       | May 2018 |
|--------------------------------------|--------------------------------|-------------------------------|-----------------------------------|--------------------------------------|---|------------|--------------------------------|-----------|--------------------------------|----------|
| <b>Number of Tutors</b>              | 7                              | 11                            | 7                                 | 11                                   | 7   |            | 8                              |           | 8                              |          |
| <b>Total Number of Sessions</b>      | 50                             | 47                            | 111                               | 102                                  | 122—<br>including ONE<br>spring<br>break<br>session)                          |            | 153                            |           | 6                              |          |
| <b>Tutoring Sessions/Day (avg)</b>   | 3.8 (13<br>operatin<br>g days) | 5.8 (8<br>operatin<br>g days) | 6.9 (16<br>operati<br>ng<br>days) | 6.4<br>(16<br>opera<br>ting<br>days) | 7.6 (16<br>operating<br>days—<br>open 2<br>days<br>during<br>spring<br>break) |            | 8.5 (18<br>operatin<br>g days) |           | 3 (2<br>opera<br>ting<br>days) |          |
| <b>Tutoring Sessions/Tutor (avg)</b> | 7.1                            | 4.3                           | 15.8                              | 9.3                                  | 17.4  |            | 19.1                           |           | 0.75                           |          |

|                           |    |     |    |     |                                  |                         |                         |
|---------------------------|----|-----|----|-----|----------------------------------|-------------------------|-------------------------|
| # of tutor hours per week | 95 | 105 | 95 | 105 | 111.5 (36 M during spring break) | 111.5 (Faculty Meeting) | 111.5 (Faculty Meeting) |
| Appointment               | 31 | 45  | 88 | 97  | 103                              | 137                     | 6                       |
| Drop-in                   | 19 | 2   | 24 | 8   | 19                               | 16                      | 0                       |

### Tutoring Sessions by Area

|                             | January 2018  | February 2018   | March 2018 | April 2018 | May 2018 |
|-----------------------------|---|---|------------|------------|----------|
| Accounting                  | 0   | 0   |            |            |          |
| Biology                     | 3   | 10  |            |            |          |
| Chemistry                   | 0   | 4   |            |            |          |
| Computer Science/PCAM 151   | 5   | 4   |            |            |          |
| Economics                   | 0   | 0   |            |            |          |
| French                      | 2   | 4   |            |            |          |
| Italian                     | 0   | 0   |            |            |          |
| Math/PCAM 105               | 24  | 45  |            |            |          |
| Spanish                     | 0   | 1   |            |            |          |
| Statistics                  | 0   | 0   |            |            |          |
| Writing                     | 11 <ul style="list-style-type: none"> <li>• CRJU: 1</li> <li>• ENGL: 6</li> <li>• HIST: 1</li> <li>• POLI: 1</li> <li>• Other: 2 <ul style="list-style-type: none"> <li>• SAP appeal letter</li> <li>• Scholarship essay</li> </ul> </li> </ul> | 34 <ul style="list-style-type: none"> <li>• ENGL: 18</li> <li>• HIST: 3</li> <li>• MGSC: 1</li> <li>• MUSC: 2</li> <li>• PALM: 4</li> <li>• PCAM: 2</li> <li>• PSYC: 1</li> <li>• SOCY: 2</li> <li>• Other: 1 <ul style="list-style-type: none"> <li>• SAP appeal letter</li> </ul> </li> </ul> |            |            |          |
| Other                       | 0   | 0   |            |            |          |
| <b>TOTAL # OF SESSIONS:</b> | <b>45</b>   | <b>102</b>  |            |            |          |

|                                | 1 visit | 2 visits | 3-5 visits | 6+ visits | Total |
|--------------------------------|---------|----------|------------|-----------|-------|
| # of individual students (JAN) | 17      | 3        | 6          | 0         | 26    |
| # of individual students (FEB) | 27      | 9        | 8          | 4         | 48    |

# Medford Library

## FACULTY MEETING REPORT MARCH 2, 2018

### SELECTED SERVICE STATISTICS/ ACTIVITIES FOR FEBRUARY 2018

- **4,610** unique visits
- Processed **5** Interlibrary borrowing requests
- Processed **18** Interlibrary loan lending requests
- Fulfilled **29** PASCAL Delivers borrowing requests
- Fulfilled **32** PASCAL Delivers lending requests
- **1,944** LibGuide views
- **62** Community computer uses
- **74** Group Study Room Reservations
- **7** Conference Room reservation
- Answered **26** reference questions
- **2** items added to Lancer Scholar Square
- Hosted Faculty Colloquium: Dr. Li Cai, "Surface Labeling of Enveloped Virus"
- Presented Memoirs at Medford Exhibit Series, "African-Americans in Times of War"

### CIRCULATION STATISTICS

- **183** General collection items circulated
- **7** New Books circulated
- **50** Juvenile items circulated
- **16** Reserve items circulated
- **3** AV items circulated
- **6** Special Collection item circulated

### COLLECTION DEVELOPMENT ACTIVITIES

- **25** New Books processed

### UPCOMING or ONGOING PROGRAMS & SERVICES

- **March 1- 31:** Medford Exhibit Series, "Memoirs @Medford: Books That Reflect"
- **March 28:** Faculty Colloquium – Professor Kaetrena Davis Kendrick, "The Low Morale Trajectory in Academia" (12:15 -12:45, Library Conference Room)
- **Pop Up Tea Shop** is open through Mid-March 2018

### UPCOMING SPRING BREAK LIBRARY HOURS

- **March 12-15:** 8am to 4:30pm
- **March 16:** 8am to Noon

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

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

**HELPFUL LINKS**

- Is the Computer Lab available: <http://bit.ly/2zXsVv1>
- Schedule Library Instruction: <http://bit.ly/1MePeQQ>
- Faculty research support (Book A Librarian): <http://bit.ly/2zoHqvE>
- **Document the impact of your scholarly activities:** <http://bit.ly/20Gu02g>
- **Check out tools for teaching and learning support:** <http://bit.ly/1nMHxrm>
- Reserve the conference room : <http://bit.ly/1NsfhEr>
- Reserve materials for your courses: <http://bit.ly/1iAfckX>
- Request books and media for purchase: <http://bit.ly/2ymm6Xm>

**USC Lancaster Faculty Meeting**  
**Campus Technology Report**  
March 2, 2018 -

**Highlights**

- **Microsoft Office 2016/365 and OneDrive:** The e-mail migration has been delayed by the project team at UTS. I will share updated information with faculty and staff when it is received.
- **Campus Telephone System:** The current campus telephone and voicemail system has reached end-of-life and part support status. Avaya's IP Office is being strongly considered as the replacement solution and will be a major upgrade and add new features. All Cortelco, Avaya 6218, Avaya 6408d sets will be replaced as part of the upgrade. We hope to start the procurement process this month. A summary of features will be shared at the April faculty meeting.
- **Information Security Initiative-Patch, identity management and disk encryption:** IT staff is beginning to apply operating system and application updates/patches using IBM BigFix. Some users will occasionally see an onscreen notification from IBM BigFix to restart your computer. This message is legitimate and please comply with the request to restart. Restarting your computer a few times per month will help it stay updated/patched and will help with performance.
- **Founders Hall Projector blinking:** Modifications have been made to Founder's 003 and as of this report the projector has not blinked. The same modification are being implemented in the rest of the Founders Classrooms.

Blake Faulkenberry  
Director of Computer Services and Information Technology

**Please submit comments to Dr. Subrahmanyam Bulusu, Chair Faculty Welfare Committee by Wednesday, March 21, 2018, [sbulusu@geol.sc.edu](mailto:sbulusu@geol.sc.edu) with a subject line: Summer Salary Compensation**

**USC Summer Pay Policy – DRAFT (26 February, 2018)**

Summer courses at USC have taken on increasing importance as more non-traditional students seek degrees and as both traditional and non-traditional students strive to complete their degrees as quickly as possible to minimize debt. It is therefore important that faculty members with nine-month appointments be offered reasonable pay for teaching during the summer terms. Furthermore, since salaries at USC lag behind those at many other institutions, adequate summer pay is necessary to recruit and retain highly qualified and talented faculty members. Recruitment difficulties, combined with impending retirements due to the end of the TERI program, are leading to severe shortages of faculty willing and able to teach during the summer. Thus, incentives for existing faculty are needed. Finally, policies are needed to minimize last minute course cancellations due to low enrollment, which cause inconvenience to and wasted effort by faculty members.

Each department should develop a fair and consistent policy for summer pay according to the principles outlined below. The examples refer to faculty with nine-month contracts. Percentages may be adjusted accordingly for faculty with ten- or eleven-month contracts. Individual units may choose to exceed the minimum standards.

**1. Fair payment principles:** Summer pay should be based on the principle of full-time pay for full-time work. Thus, if the workload and amount of effort put forth by a faculty member during the summer is similar to the workload during the school year, the faculty member should be paid 33.85% of base salary for summer teaching. For example, if two three-credit courses are considered a full-time teaching load, appropriate pay would be approximately 8.5% of base pay per course, assuming that two courses are taught per summer session. These numbers may be adjusted for differences in the number of courses/credits that constitute a full teaching load in each unit.

Payment for a full-time teaching load may be less than 33.85% of base pay if departmental faculty have substantially reduced administrative or other non-teaching responsibilities than during the school year. When deciding whether full-time pay is justified, departments should consider the expectation that faculty perform research and the limited amount of time available for research during the school year. Faculty members who overload themselves with teaching during the summer in order to receive adequate compensation will be less likely to perform research, to the detriment of both the faculty member and the university.

**2. Minimum payments:** While reduced administrative duties may warrant some reduction in the pay rate, the minimum payment for teaching a full course load shall be no less than 30% of base pay. For faculty who teach part-time in the summer, pay should be based on the hours of required effort and should not be lower than the equivalent of their hourly pay rate during the school year. The dollar amount of payment for summer teaching may not be capped, as this is unfair to senior faculty. Additionally, students benefit from being instructed by experienced, highly successful faculty members and such faculty members should be encouraged to teach during the summer. Under no circumstances

should a faculty member receive less compensation for teaching than the rate that would be paid to an adjunct professor or instructor.

**3. Maximum payments:** The maximum amount that a faculty member may be paid during the summer is 40% of base salary, according to state law. This is only to be offered under extenuating circumstances where the workload is higher than that required during the school year. Faculty who have extramural funding to pay for two months of summer research may teach a three-week summer I course, but may not teach while being paid 100% effort for research. If such faculty are needed to teach during summer, course release may be offered during the school year so that the faculty member can devote 100% effort to research during that time.

**4. Prevention of course cancellations:** Given the lack of budget allotted to summer courses, the summer courses offered by each department must generate adequate revenue to cover salaries and overhead expenses. This economic reality often leads to course cancellations that are inconvenient to faculty members. Departments should use one or more strategies to minimize last minute course cancellations and wasted effort. New courses should not be offered during the summer term because considerable time and effort must be devoted to curriculum development prior to the start of classes, leading to considerable uncompensated effort if the class is cancelled. When deciding which courses to offer during the summer, departments should consider historical enrollment numbers and not offer courses that are unlikely to meet the required enrollment. In the event that particular courses are required for timely advancement of students, departments should consider offering high enrollment courses in order to offset deficits incurred by low enrollment courses. Courses may not be cancelled after the first week of instruction.

December 19, 2017

Provost Joan Gabel  
Office of the Provost  
University of South Carolina  
Columbia, SC 29208

Dear Provost Gabel,

Subject: Summer salary compensation - A recommendation is made to allow for compensation of up to 40% of faculty salary in all cases in which undergraduate/graduate courses are taught by faculty “fully grant funded or fully funded” for research activities. This would be a change in procedure only, because the existing policy on summer compensation for faculty (HR 1.81; I.B) allows such compensation.

On December 11<sup>th</sup>, 2017 the Faculty Welfare Committee met to review and make suggestions for how to best address the restrictions currently in existence which limit both faculty and non-tenure track faculty maximum salary levels. Based on the Provost’s memo dated March 1, 2017, it appears that receipt of a 3-month grant-funded salary will prohibit any additional salary being paid by USC if the total of the grant reaches 33.85% of the faculty’s salary. Under these circumstances no fully grant-funded faculty will be able to provide summer or additional teaching and receive compensation. Ideally, this would not be a problem if sufficient qualified instructors were available both during the summer and during the academic year to meet teaching needs, but this will not be the case for at least the next several years. Qualified faculty members exist who would be willing to assume an extra load, particularly if the quality and even existence of their Departments were at stake. They would, however, expect some reasonable level of compensation for this extra effort. The university must incentivize teaching from these faculty if we are to solve this problem and its consequences. The primary barriers to solving this problem are the cap and policies that prevent dual employment or supplements during the summer.

For many years now, faculty have been teaching additional courses both in the summer and during the academic year to meet departmental needs. The funding formula, coupled with the loss of TERI faculty, will create a major shortage of highly qualified instructors as early as July 1, 2018. This loss will be most evident at the upper division undergraduate and graduate level of instruction.

In addition, salary levels at USC are not fully comparable at all levels with other universities. This already makes it difficult for USC to recruit and retain talented faculty. Denying an opportunity to obtain additional compensation eliminates a potential way for faculty to adjust for pay discrepancies and encourage retention. State and federal agencies have made it clear that the expectation of summer supported research faculty does not exceed 37.5 hours per week. Thus, any teaching outside of this time is not an issue with state and federal law. Any hours beyond the 37.5 hour dedicated to research should be at the discretion

of the faculty member, yet current State and University regulations or procedures do not, as a matter of course, allow for this.

By allowing additional compensation for summer or academic year instruction, the University will expand its pool of highly trained instructors from which departments can draw to meet enhanced enrollment and loss of faculty rather than searching each year in the Columbia community for less experienced instructors. Many programs have already reached the point where there are no tenure track faculty teaching in the 100 and 200 level classes and with upcoming TERI losses (and limited resources to hire new faculty, particularly in the STEM areas), the problem will become one of which classes can be taught, not who can teach them. This problem become even more serious when we look at the pool of instructors required to adequately staff the Honors College. Currently we are highly ranked by many standards but upcoming losses and the lack of replacements will make it extremely difficult to continue to maintain this ranking.

The lack of graduate level courses makes it difficult to attract graduate students and for students to graduate on time. Furthermore, the mandatory 3 credit hours of tuition in the summer is viewed as unfair, since there are few courses in which these students can enroll. Graduate students need courses taught by successful researchers who are fully funded if we want to achieve the excellence in both research and instruction that the President set as a goal in this year's state of the university address. For that purpose, even a 40% cap in salary is not enough to allow top research faculty to be more than partially compensated for assumption of additional teaching responsibilities. The already small number of summer graduate courses available will be further diminished as TERI retirements force units to ask senior faculty to teach undergraduate courses. A direct consequence is that graduate programs are less able to attract students due, in part, to a lack of graduate courses that meet their academic and career needs. The competition for well-qualified students, particularly graduate students, exists on a national level. Students look carefully at all factors including number of faculty and range of course offerings in making their decisions. National ranking of universities includes both the number and status of graduate programs. Fewer courses (both undergraduate and graduate) will also have a negative impact on "On Your Time Graduation." While the number of temporary faculty ("T-Fac") can continue to be increased, there is a very limited pool of SACS-level qualified instructors for upper division and graduate instruction. Thus, the lack of graduate courses is both reducing tuition income due to inability to recruit students and diminishing USC's national ranking.

Addressing the compensation issue will also bring financial benefits to the university. Utilizing existing faculty members is more cost effective than hiring temporary faculty and increasing the course offerings will increase enrollment. Recruiting new faculty to replace those who seek better pay and opportunities elsewhere is extremely expensive. The inability to recruit graduate students reduces research productivity, thus reducing the likelihood that faculty will be able to compete for grant funding. These lost opportunities will only increase over time.

The Faculty Welfare Committee proposes one immediate remedy and one long term effort to address these issues. The first is to shift the upper limit of compensation for faculty who teach extra academic year and summer courses from the de facto limit of 33.85% to the policy prescribed limit of 40% of base salary. The mechanism could be similar to that used for

administrative “supplements” for faculty with administrative duties. Although this would only result in a 6.15% pay increase and would not fully compensate the extra work load, it would be a step in the right direction. Second, we recommend the Administration internally consider alternative mechanisms for compensating teaching activities that address critical needs. With this should come the onset of a dialog with the Legislature about how modifications or exceptions might be made in current state law to meet these challenges.

Sincerely,

/sig/

Subrahmanyam (Subra) Bulusu

Chair, Faculty Senate Faculty Welfare Committee

**SUMMER SALARY POLICIES**

**Survey done by the FAC in Spring 2015**

**Medical Schools (Greenville and Columbia)**

**12 month salaried positions**

**Library**

**12 month salaried positions**

**College of Hospitality, Retail and Sport Management**

**based on course #/enrollment**

201 level courses

Enrollment 10-125=7.5% of 9 month salary

126-150 an additional 3.5%

151-200 an additional 4.0%

201-or more an additional 2.5%

These % are additive so someone teaching a course with over 200 students would get 17.5%

500 level courses and above

5-50 = 7.5%

51-75= 3.5%

76-100=4.0%

101 or more = 2.5%

**Education**

Full time faculty = 7.5% of each individual's 9 month salary capped at 7,500 per course regardless of 9 month base. Can get 15% for teach 2 courses (considered a full load)

Temporary faculty: course by course basis contingent on minimum enrollment

7.5% for 8 or more doctoral students

5.63% for 6-7

3.75% for 4-5

0% 3 or less

7.5% for 10 or more masters level and undergraduate

5.63% for 7-9

3.75% for 4-6

0% for 3 or less

**Music**

7.5% for one course and 15% for 2 courses (must be 3 credit courses). 1-2 credit courses taught by TAs

**College of Social Work**

Each 3 credit course = 7.5% of 9 month base salary

**College of Arts and Sciences**

Capped at 7,500 per course regardless of base salary

7.5% of each individual's base salary. Classes with labs = 10% of base salary.

Faculty with 9 month appointments can teach a maximum of 4 courses during the summer

Faculty with 11 month appointments can teach a maximum of 2 courses

Compensation for all summer courses cannot exceed 30% of 9 month base for 9 month appointees

Compensation for 11 month appointments for each course is calculated at 6.2% of base and cannot exceed 11.7% of base salary

Minimum class size: 500 or above = 5 students (for 100% compensation)

300-400 = 8 students

100-200 = 10 students

Temporary faculty are compensated on a course by course basis using a standard TFAC rate?  
Enrollment must meet minimum standards

**Arnold School of Public Health**

7.5% of 9 month base salary for full time faculty. Two courses would equal 15%. There were no other policies sent to me by Cheryl Addy ( Senior Associate Dean)

**College of Information and Communications**

7.5% of 9 month salary for full time faculty per course (with minor idiosyncrasies)

**Pharmacy**

Follows University Policy for 9 month faculty  
Twelve month faculty are not eligible

**Darla Moore School of Business**

Full time faculty are paid a minimum of 7.5% of their nine-month base for each course with at least 10 students. Minimum salary is 5,000.

For classes between 31 and 50 students =10% of 9 month base. Minimum of 7,500

For classes between 51 and 80 students =12.5% of 9 month base. Minimum of 10,000

For classes between 81 and 120 students = 15% of 9 month base. Minimum of 12,000

For classes between 121 and 200 students = 20% of 9 month base. Minimum of 16,000

For classes between 201 and 300 students= 25% of 9 month base. Minimum of 20,000

For classes greater than 300 = 33% of 9 month base. They state that University rule limits summer compensation to 33% of nine month base.

For PMBA and MBA courses taught by DMSB full time faculty receive 15% of the nine month base for minimum of 15,000

Teaching pay may be higher if course is taught in partnership with other Universities or organizations

Faculty may teach more than one course to a limit of 33% of academic year base. These pay structures apply to 3 credit courses.

**Honors College**

They do not have faculty of their own therefore they do not have a policy- (seems strange to me- then who pays their summer faculty?)

**REPORT: COMMITTEE ON INSTRUCTIONAL DEVELOPMENT**  
**(For consideration by the Faculty Senate at its February 7, 2018 meeting.)**

**The following existing courses are requesting approval to be offered via Distributed Education Delivery:**

**1. COLLEGE OF EDUCATION**

**A. Department of Special Education**

EDEX 581 Teaching Reading in the Content Area to Adolescents with Reading Disabilities. (3)

**2. COLLEGE OF HOSPITALITY, RETAIL, & SPORT MANAGEMENT**

**A. Department of Sport and Entertainment Management**

SPTE 201 Introduction to Sport and Entertainment Management. (3)

SPTE 380 Sport and Entertainment Marketing. (3)

SPTE 385 Ethics in Sport and Entertainment Business. (3)

**3. COLLEGE OF INFORMATION & COMMUNICATIONS**

**A. Department of Journalism**

JOUR 440 Leadership & Internal Relations Management. (3)

JOUR 499 Special Topics. (3)

**4. SCHOOL OF PUBLIC HEALTH**

**A. Department of Health Promotion, Education, and Behavior**

HPEB 492 Special Topics in Health Promotion, Education, and Behavior. (3)

# REPORT: COMMITTEE ON CURRICULA AND COURSES

*(For consideration by the Faculty Senate at its February 7, 2018 meeting.)*

## Total proposals: 19

- 1. 2 - Arts and Sciences
- 2. 8 - Business
- 3. 1 - Education
- 4. 5 - Engineering & Computing
- 5. 2 - Hospitality, Retail, & Sport Management
- 6. 1 - Information & Communications

Full proposal details can be found on the Academic Program Proposal System (APPS) available at [http://www.sc.edu/about/offices\\_and\\_divisions/provost/planning/academicprograms/proposals/index.php](http://www.sc.edu/about/offices_and_divisions/provost/planning/academicprograms/proposals/index.php).

## 1) Arts and Sciences (2 Proposals)

| Course                   | Title   | College              | Proposal Type | Change Description  |
|--------------------------|---|----------------------|---------------|---|
| <a href="#">COLA-391</a> | Internship:<br>Global<br>Engagement   | Arts and<br>Sciences | New<br>Course | <p><b>Description:</b></p> <p>Supervised experience either while student is studying abroad or when offered an internship by an appropriate entity outside the United states. Contract approval by instructor and Assistant Dean for Academic Studies is required. Minimum GPA requirement of 2.5 or higher or permission of the instructor of record.</p> <p><b>Justification:</b></p> <p>This will allow students the opportunity to participate in Study Abroad internships or with an appropriate entity outside the United States to receive academic credit for the experience.</p>   |
|                          | <p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b></p> <p><b>Current:</b> No Pre/Co-requisites entered</p> <p><b>Proposed:</b> No change in Pre/Coreqs.</p>  |                      |               |   |
| <a href="#">POLI-542</a> | Research in<br>Language<br>Conflict   | Arts and<br>Sciences | New<br>Course | <p><b>Description:</b></p> <p>Research into the parameters governing linguistic conflicts and language rights issues, involving a close examination of the nexes of language and individual and ethnic identify, culture, dialects, bilingualism. Examination of regional, national, and international case studies, with particular attention to nationalism, language revitalization, and language planning.</p> <p><b>Justification:</b></p> <p>Ethnolinguistic factors are becoming increasingly apparent in global conflicts in the 21st century, and must be taken into account alongside religious, ideological, economic, environmental, and resource bases of conflicts. Ethnolinguistic nationalism is resurgent in the face of</p> |
|                          | <p><b>Cross-Listing:</b></p> <p><b>Cross-listed course 1</b></p> <p>Designator: LING</p> <p>Course Number: 542</p> <p><b>Pre/Co-Requisites:</b></p> <p><b>Current:</b> No Pre/Co-requisites entered</p> |                      |               |   |

**Proposed:** No change in Pre/Coreqs.

globalism, and centuries' old ethnolinguistic rivalries of Africa, the Middle East, and South Asia (temporarily papered over by European colonialism and UN imposed post-colonial borders) have once again come bursting forth. This course is intended to provide such a perspective on human conflict.

## 2) Business (8 Proposals)

| Course                   | Title  | College  | Proposal Type    | Change Description   |
|--------------------------|--|----------|------------------|--|
| <a href="#">FINA-463</a> | Case Studies<br>Corporate Finance  | Business | Change<br>Course | <p><b>Description:</b></p> <p>Application of financial concepts and tools to corporate decisions. Corequisite: Prereq or coreq: FINA 469</p> <p><b>Justification:</b></p> <p>Course does not require knowledge of the material covered in FINA 469.</p>  |
|                          | <p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b><br/> <b>Current:</b> Prerequisites: FINA 365<br/> Prereq or coreq: FINA 469</p> <p><b>Proposed:</b> Prerequisite: FINA 365</p>     |          |                  |  |
| <a href="#">FINA-471</a> | Derivative Securities  | Business | Change<br>Course | <p><b>Description:</b></p> <p>Options, forward and futures contracts, and swap contracts are analyzed, along with their uses in risk management, portfolio management, and corporate financing. Markets where these contracts trade will be examined.</p> <p><b>Justification:</b></p> <p>Information in FINA 471 builds on information taught in FINA 469.</p>  |
|                          | <p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b><br/> <b>Current:</b> Prerequisites: FINA 363</p> <p><b>Proposed:</b> Prerequisites: FINA 469</p>                                   |          |                  |  |
| <a href="#">IBUS-435</a> | Market<br>Development  | Business | New<br>Course    | <p><b>Description:</b></p> <p>Theoretical and comparative empirical perspectives on the roles of state and business in the development of emerging markets, sociopolitical frameworks of economic reform, and the impact of business strategies on development.</p> <p><b>Justification:</b></p> <p>This course is important for the undergraduate IB Major because it serves as an elective under the thematic category of the program in which 3 - 6 credit hours are required, and delves into the most pressing problem of emerging market societies, namely market development. By learning to view the local context from the perspective of domestic policy-makers in developing economies, students will be more effective at doing business in such places.</p> |
|                          | <p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b><br/> <b>Current:</b> Pre-requisite: IBUS 310.<br/> Minimum grade required: C.</p> <p><b>Proposed:</b> No change in Pre/Coreqs.</p> |          |                  |  |
| <a href="#">MGSC-291</a> | Statistics for<br>Business & Econ  | Business | Change<br>Course | <p><b>Description:</b></p> <p>Descriptive statistics, topics in probability, statistical inference and modeling. Emphasis on the collection, summarization,</p>  |
|                          | <p><b>Cross-Listing:</b> No Cross-listings have</p>  |          |                  |  |

|  |   |                 |  |   |
|--|---|-----------------|--|---|
|  | <p>been entered</p> <p><b>Pre/Co-Requisites:</b><br/> <b>Current:</b> Pre-requisite: STAT 206</p> <p><b>Proposed:</b> Prerequisites: STAT 206</p> |                 | <p>analysis, and reporting of numerical findings relevant to business decisions and economic analysis.</p> <p><b>Justification:</b></p> <p>Prior to increasing the rigor requirements for incoming undergraduate business students, there was no prerequisite for MGSC 291. Now, entering students have STAT 206 as the introductory statistics class and MGSC 291 is a more advanced, applied statistics class. These updates reflect that change in the curriculum and require students to complete the sequence in order.</p> |   |
| <p><a href="#">MGSC-490</a></p>                    | <p>Info Systems Analysis &amp; Design</p>   | <p>Business</p> | <p>Change Course</p>   | <p><b>Description:</b></p> <p>Analysis and design of business information systems using modern tools, techniques, and methodologies.</p> <p><b>Justification:</b></p> <p>At the request of the College of Engineering and Computing, CSCE 145 is being added as an alternative to the MGSC prerequisite for this course. Furthermore, the MGSC prerequisite is being changed from MGSC 298 (which has not been taught in many years) to MGSC 394, which is currently offered and provides an appropriate foundation for this course.</p>  |
| <p><a href="#">MKTG-Concentration</a></p>          | <p>Optional Business Analytics Concentration</p>  | <p>Business</p> | <p>Change Program</p>  | <p><b>Justification:</b></p> <p>MKTG 447 was approved by the Darla Moore School of Business Analytics Committee as providing the required exposure to analytics instruction and practice. The addition of MKTG 447 to the list of electives will provide more options for students pursuing the concentration in Business Analytics.</p>  |
| <p><a href="#">ZZBA-Major / Degree Program</a></p> | <p>Moore School of Business</p>   | <p>Business</p> | <p>Change Program</p>  | <p><b>Justification:</b></p> <p>The Moore School of Business has a capacity limit for enrollment each year. That enrollment cap is closely monitored by the USC Office of Undergraduate Admissions in the process outlined in the updated text. The updated text more clearly outlines that admission to the business school is competitive and cannot be guaranteed. A transfer GPA of 3.25 was selected so that students can more feasibly meet the 3.0 progression requirements. Transfer students often experience a period of adjustment with lower GPAs. Setting a higher admission requirements allows for a temporary GPA drop that will not necessarily remove them from the business school when they are reviewed for progression.</p> |
| <p><a href="#">ZZBA-Major / Degree Program</a></p> | <p>Moore School of Business</p>   | <p>Business</p> | <p>Change Program</p>  | <p><b>Justification:</b></p> <p>The text for the progression requirements needed to be revised to reflect terminology changes: USC GPA to Institution GPA and lower versus upper division business to Pre-Business versus major courses. The updates also clarify that our review process for progression is annual and not just after the freshman year.</p>   |

### 3) Education (1 Proposal)

| Course                   | Title  | College   | Proposal Type | Change Description  |
|--------------------------|--|-----------|---------------|---|
| <a href="#">EDEX-581</a> | Rdg Content Adol with Disabil  | Education | Change Course | <p><b>Description:</b></p> <p>Research, theory, and instructional practices related to providing reading instruction in content areas for youth with disabilities, with a focus on developing disciplinary literacy in inclusive settings.â€”<br/>FS: 12/02/2015</p> <p><b>Justification:</b></p> <p>EDEX 581(Teaching reading in the content area to adolescents with reading disabilities) was developed to meet the Read to Succeed Requirements for preservice and inservice teachers. The course is available for all preservice teachers and has been approved as an option for preservice teachers in content areas (e.g., music, theatre). In order for students with varied programs of study to access this course, a distance education format is necessary.</p> |
|                          | <p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b></p> <p><b>Current:</b> No Pre/Co-requisites entered</p> <p><b>Proposed:</b> No change in Pre/Coreqs.</p> |           |               |   |

### 4) Engineering & Computing (5 Proposals)

| Course                   | Title  | College                 | Proposal Type | Change Description   |
|--------------------------|--|-------------------------|---------------|--|
| <a href="#">AESP-265</a> | Aerodynamics I (Incompr. Flow)   | Engineering & Computing | New Course    | <p><b>Description:</b></p> <p>Fundamentals of inviscid, incompressible flow. Derivation of basic equations for lift, drag and aerodynamic moments through dimensional analysis. Two dimensional flow over airfoils. Airfoil characteristics. Thin airfoil theory, finite wing theory. Wing and body interactions. Aerodynamic drag characteristics. Boundary layers.</p> <p><b>Justification:</b></p> <p>This is part of mandatory course requirement for the undergraduate aerospace engineering program.</p> |
|                          | <p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b></p> <p><b>Current:</b> Prerequisites - MATH 242 (Differential Equations), EMCH 201 (Numerical Methods).</p> <p><b>Proposed:</b> No change in Pre/Coreqs.</p> |                         |               |  |
| <a href="#">AESP-314</a> | Energy Power and Propulsion  | Engineering & Computing | New Course    | <p><b>Description:</b></p> <p>Introduction to aircraft and rocket engines with emphasis on the performance and characteristics of various types of propulsion systems, including turbojet, turbofan, turboprop, ramjet, scramjet and liquid &amp; solid propellant rockets.</p> <p><b>Justification:</b></p> <p>This is part of the mandatory course requirements of the undergraduate aerospace program.</p>  |
|                          | <p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b></p> <p><b>Current:</b> Pre-requisite EMCH 290 (Thermodynamics)</p>   |                         |               |  |

|   |  |                         |                |  |
|---|--|-------------------------|----------------|--|
|   | <b>Proposed:</b> No change in Pre/Coreqs.  |                         |                |  |
| <a href="#">AESP-350</a>                  | Aerospace Systems  | Engineering & Computing | New Course     | <p><b>Description:</b></p> <p>Fundamentals of flight control systems, engine control systems, fuel systems, hydraulic systems, landing gears, electrical systems, environmental control systems, emergency systems, avionics and rotary wing systems. Aerospace systems design and development methodology.</p> <p><b>Justification:</b></p> <p>This course is part of the proposed Aerospace Engineering Major Program</p>  |
|   | <p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b></p> <p><b>Current:</b> Pre-requisite PHYS 212</p> <p><b>Proposed:</b> No change in Pre/Coreqs.</p>   |                         |                |  |
| <a href="#">AESP-420</a>                  | Flight and Orbital Mechanics   | Engineering & Computing | New Course     | <p><b>Description:</b></p> <p>Derivation of the general equations of motion (EoM) for aircraft and space flight. Solution of Aircraft EoM for cruise flight and flight maneuvers including coordinated turns, takeoff and landing. Solution of EoM for orbital mechanics problems including transfer trajectories. Calculation of required specific impulses. Design of interplanetary trajectories.</p> <p><b>Justification:</b></p> <p>This is part of the mandatory course requirement for the Aerospace undergraduate program.</p>   |
|   | <p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b></p> <p><b>Current:</b> Pre-requisite - MATH 141 (Calculus), EMCH 200 (Statics), EMCH 310 (Dynamics)</p> <p><b>Proposed:</b> No change in Pre/Coreqs.</p> |                         |                |  |
| <a href="#">ELCT-Major/Degree Program</a> | BSE Electrical Engineering   | Engineering & Computing | Change Program | <p><b>Justification:</b></p> <p>We are correcting an update to the 2018 bulletin which defined the eligibility of specific courses for satisfying Career Plan Electives. An administrative error occurred in that we did not include ELCT 332. This course has always been considered eligible and appears on department advising materials. We just failed to include it in the APPS form.</p> <p>Since we are adding a course to a list of options for a degree requirement, and not changing or deleting a requirement, we request that this addition be effective Fall 2018.</p> |

## 5) Hospitality, Retail, & Sport Management (5 Proposals)

| Course                                    | Title                        | College                                 | Proposal Type  | Change Description  |
|---|------------------------------|---|----------------|---|
| <a href="#">HRTM-Major/Degree Program</a> | BS in Hospitality Management | Hospitality, Retail, & Sport Management | Change Program | <p><b>Justification:</b></p> <p>The ITEC department has relocated from the College of HRSM to the College of CEC.</p> |

|   |                          |   |                |  |
|---|--------------------------|---|----------------|--|
| <a href="#">HRTM-Major/Degree Program</a> | BS in Tourism Management | Hospitality, Retail, & Sport Management | Change Program | <b>Justification:</b> March 2018 Faculty Meeting Minutes 40<br><br>The ITEC department relocated from the College of HRSM to the College of CEC. |
|   |                          |   |                |  |

## 6) Information & Communications (2 Proposals)

| Course  | Title                          | College                      | Proposal Type | Change Description   |
|---|--------------------------------|------------------------------|---------------|--|
| <a href="#">JOUR-440</a>  | LEADERSHIP & INTERNAL RELS MGT | Information & Communications | New Course    | <b>Description:</b><br><br>Leadership and communication inside an organization as a component of public relations management; strategy, change management, ethics, employees from executive to labor, and organizational theory applied to engage internal stakeholders.<br><br><b>Justification:</b><br><br>We currently offer no courses in employee communication, internal relations, labor relations, leadership and ethics, organizational culture and communication, or change management. This course will fill those gaps by focusing on Leadership and Internal Relations Management. Internal relations is an umbrella term that covers employee communication in addition to the other areas listed above; Leadership is added to include organizational and team leadership, ethical leadership, and individual self-development to build leadership skills. This course is an elective geared toward public relations majors and minors; but, it is open to all students who have successfully completed Journalism 201, Principles of Public Relations. |
| <b>Cross-Listing:</b> No Cross-listings have been entered<br><br><b>Pre/Co-Requisites:</b><br><b>Current:</b> Pre-requisite: Journalism 201<br>Students must have completed Journalism 201, Principles of Public Relations, with a grade of C or better before enrolling in this course.<br><br><b>Proposed:</b> No change in Pre/Coreqs. |                                |                              |               |  |

Proposed Revisions to the *Organizational Leadership program*  
 Palmetto College Campuses Faculty Senate  
 University of South Carolina

|                                |   |
|--------------------------------|---|
| Brief Title of Proposed Change | Amend the Current Organizational Leadership Degree Program to include an emphasis in Entrepreneurship |
| Committee Proposing Revision   |   |
| Date of Presentation to Senate |   |
| Senate Approval Date           |   |

**Rationale for Proposed Revisions**

- The demand for entrepreneurship studies has been increasing and the BOL program is ideally suited within Palmetto College to offer a set of courses that will help to meet that demand.<sup>1</sup>

**Summary of Proposed Revisions**

- Currently the Bachelor of Arts in Organizational Leadership Integrative Major is divided into three major areas or themes: Employers and Employees; Law, Policy, and Organizations, and Workplace Dynamics. Students must take 33 credits from these areas, with at least 9 credits in each. In addition, they must also take 27-30 hours (depending on the Economics requirement) of Professional Foundations courses.
- Our proposal is to designate a subset of courses in each of the Integrative Major areas that, if taken together, will comprise the Entrepreneurship emphasis. A complete list of current courses with the Entrepreneurship courses—as well as possible new courses—emphasized follows. Fifteen hours of designated hours will be sufficient to have attained the emphasis.
- In addition to the designated courses, students in the new emphasis will be required to take PALM 494-Internship rather than having the option of PALM 495-Service Learning. The internship experience for these students will be required to include an entrepreneurship component.

**Section and page numbers of the current *Bulletin* for proposed revisions. Courses in red can be counted toward the Entrepreneurship Emphasis. Italicized courses are not currently offered (see proposal to add these to the program, submitted separately).**

| Current  | Proposed   |
|--|--|
| <p><b>III. INTEGRATIVE MAJOR (33 HOURS)</b><br/>                     Select 33 credits from the following lists, with at least 9 credits from each of the three categories, and at least 12 credits at the 400 level. All courses must be passes with a C or better. No more than 15 hours from MGMT, ACCT, and ECON (combined) may be selected.</p> <p><b>Employer and Employees</b></p> <p style="text-align: center;">MGMT 374                      Management of</p> | <p><b>III. INTEGRATIVE MAJOR (33 HOURS)</b><br/>                     Select 33 credits from the following lists, with at least 9 credits from each of the three categories, and at least 12 credits at the 400 level. All courses must be passes with a C or better. No more than 15 hours from MGMT, ACCT, and ECON (combined) may be selected.</p> <p><b>Employer and Employees</b></p> <p style="text-align: center;"><b>MGMT 374</b>                      <b>Management of</b></p> |

|  |                                       |                                       |   |          |  |                 |   |
|--|---------------------------------------|---------------------------------------|---|----------|--|-----------------|---|
| Human Resources<br>MGMT 376  | Organizational<br>Behavior            | PHIL 211                              | Contemporary<br>Moral Issues  | PHIL 320 | Ethics   | PSYC 360        | Applied   |
| Psychology<br>PSYC 420   | Survey of<br>Developmental Psychology | PSYC 430                              | Survey of Social<br>Psychology  | SOCY 304 | Race, Class,<br>Gender, and Sexuality            | SOCY 340        | Social Problems                                   |
| UNIV 401   | Senior Capstone<br>Experience         | <b>Law, Policy, and Organizations</b> |   |          |  |                 |   |
| ACCT 324   | Survey of<br>Commercial Law           | HIST 405                              | Rise of Industrial<br>America   | HIST 469 | Constitutional<br>History of the United States I | HIST 470        | Constitutional<br>History of the United States II |
| JOUR 201   | Principles of<br>Public Relations     | MGMT 406                              | International<br>Human Resource Management  | POLI 201 | American<br>National<br>Government               | POLI 370        | Introduction to<br>Public Administration          |
| POLI 365   | State<br>Government                   | POLI 463                              | The American<br>Chief Executive   | POLI 570 | SC Government<br>and Politics                    | SOCY 300        | Social Structures                                 |
| <b>Workplace Dynamics</b>  |                                       |                                       |   |          |  |                 |   |
| ECON 406   | Labor Economics                       | <b>Human Resources</b>                |   |          |  |                 |   |
| MGMT 376   | Organizational<br>Behavior            | <b>MGMT 472</b>                       | <b>Entrepreneurship<br/>and Small<br/>Business<br/>(required for<br/>students<br/>pursuing the<br/>Entrepreneurship<br/>emphasis)</b> |          |  |                 |   |
| PHIL 211   | Contemporary<br>Moral Issues          | PHIL 320                              | Ethics  | PSYC 360 | Applied  | PSYC 420        | Survey of<br>Developmental Psychology             |
| PSYC 430   | Survey of Social<br>Psychology        | <b>PSYC 430</b>                       | <b>Survey of Social<br/>Psychology</b>  |          |  |                 |   |
| SOCY 304   | Race, Class,<br>Gender, and Sexuality | <b>SOCY 304</b>                       | <b>Race, Class,<br/>Gender, and Sexuality</b>   |          |  |                 |   |
| SOCY 340   | Social Problems                       | SOCY 340                              | Social Problems   | UNIV 401 | Senior Capstone<br>Experience                    | <b>HRTM 344</b> | <b>Personnel<br/>Organization and Supervision</b> |
| <b>Law, Policy, and Organizations</b>  |                                       |                                       |   |          |  |                 |   |
| ACCT 324   | Survey of<br>Commercial Law           | HIST 405                              | Rise of Industrial<br>America   | HIST 469 | Constitutional<br>History of the United States I | HIST 470        | Constitutional<br>History of the United States II |
| JOUR 201   | Principles of<br>Public Relations     | MGMT 406                              | International<br>Human Resource Management  | POLI 201 | American<br>National<br>Government               | POLI 370        | Introduction to<br>Public Administration          |
| POLI 365   | State<br>Government                   | POLI 463                              | The American<br>Chief Executive   | POLI 570 | SC Government<br>and Politics                    | SOCY 300        | Social Structures                                 |
| <b>Workplace Dynamics</b>  |                                       |                                       |   |          |  |                 |   |
| ECON 406   | Labor Economics                       | <b>MGMT 473</b>                       |   |          |  |                 |   |
| <b>Developing and<br/>Launching New<br/>Ventures<br/>(required for<br/>students)</b> |                                       |                                       |   |          |  |                 |   |

|  |                                    |  |   |
|--|------------------------------------|--|---|
| ECON 415<br>American Industry                | Economics of                       |  | <i>pursuing the<br/>Entrepreneurship<br/>emphasis)</i>      |
| MGMT 401<br>Conflict in the Workplace        | Negotiation and                    | POLI 201<br>National Government                                    | American  |
| PHIL 324<br>POLI 368<br>and Social Movements | Business Ethics<br>Interest Groups | POLI 370<br>Public Administration                                  | Introduction to   |
| POLI 465<br>Politics                         | Psychology and                     | <b>POLI 365</b><br><b>Government</b>                               | <b>State</b>  |
| PSYC 405<br>Psychology                       | Cognitive                          | POLI 463<br>Chief Executive  | The American  |
| PSYC 501<br>SOCY 311<br>Human Systems        | Human Factors<br>Ecology of        | <b>POLI 570</b><br><b>and Politics</b>                             | <b>SC Government</b>  |
| SOCY 312<br>Modern Society                   | Bureaucracy and                    | SOCY 300<br><b>ACCT 403</b><br><b>ECON 363</b>                     | Social Structures<br><b>Tax I</b><br><b>Introduction to</b> |
| SOCY 354<br>Behavior                         | Collective                         | <b>Finance</b><br><b>ECON 379</b><br><b>Policy Toward Business</b> | <b>Government</b>   |
| SPCH 331<br>Communication                    | Organizational                     | <b>Workplace Dynamics</b>  |   |
|  |                                    | ECON 406<br>ECON 415<br>American Industry                          | Labor Economics<br>Economics of                             |
|  |                                    | <b>MGMT 401</b><br><b>Conflict in the Workplace</b>                | <b>Negotiation and</b>                                      |
|  |                                    | <b>PHIL 324</b><br>POLI 368<br>and Social Movements                | <b>Business Ethics</b><br>Interest Groups                   |
|  |                                    | POLI 465<br>Politics   | Psychology and  |
|  |                                    | PSYC 405<br>Psychology   | Cognitive   |
|  |                                    | <b>PSYC 501</b><br>SOCY 311<br>Human Systems                       | <b>Human Factors</b><br>Ecology of                          |
|  |                                    | SOCY 312<br>Modern Society   | Bureaucracy and   |
|  |                                    | SOCY 354<br>Behavior   | Collective  |
|  |                                    | <b>SPCH 331</b><br><b>Communication</b>                            | <b>Organizational</b>                                       |
|  |                                    | <b>RETL 330</b><br><b>for Retailers</b>                            | <b>Loss Prevention</b>                                      |

<sup>i</sup> “According to the Kauffman Foundation’s 2008 report on this trend, entrepreneurship in higher education is growing fast, with formal programs quadrupling from 104 in 1975 to more than 500 in 2006. That number is

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continuing to rise and doesn't even begin to touch on the increasing number of schools that offer courses in entrepreneurship or head their own entrepreneurship centers." <https://www.edsurge.com/news/2016-12-22-how-universities-are-bringing-the-entrepreneurial-experience-back-to-campus>.

Proposed Revisions to the *Bachelor of Liberal Studies Program*  
 Palmetto College Campuses Faculty Senate  
 University of South Carolina

|                                |  |
|--------------------------------|--|
| Brief Title of Proposed Change | Amend the Current BLS Degree Program Requirements to include Legal Studies |
| Committee Proposing Revision   |  |
| Date of Presentation to Senate |  |
| Senate Approval Date           |  |

**Rationale for Proposed Revisions**

- A Legal Studies Program does not exist at the University of South Carolina. Students who are interested in developing a solid foundation for pursuing advanced degrees in the legal field take courses in Political Science, Criminal Justice, or History, hoping to establish the basic foundation for a Juris Doctorate or a career in law. The existing Bachelor of Arts in the Liberal Studies Degree Program currently available within Palmetto College is the ideal program to incorporate a Legal Studies major area.

**Summary of Proposed Revisions**

- The faculty requesting the establishment of this major option propose amending the program of study in the current BLS degree requirements to allow Legal Studies as a discipline option. Legal Studies should also be formally listed as a cognate option for the BLS degree.

**Section and page numbers of the current *Bulletin* for proposed revisions**

| Current  | Proposed   |
|--|--|
| All courses must be at the upper level with at least 15 hours at the 400-level or above. All grades must be C or better. A minimum of 12 hours is required in each of the two disciplines. At least 15 hours must be USC courses. No more than 12 hours of the major will be accepted in transfer. | All courses must be at the upper level with at least 15 hours at the 400-level or above. All grades must be C or better. A minimum of 12 hours is required in each of the two disciplines. At least 15 hours must be USC courses. No more than 12 hours of the major will be accepted in transfer. |
| Art  | Art  |
| English  | English  |
| History  | History  |
| Languages  | Languages  |
| Native American Studies *  | Legal Studies *  |
| Philosophy   | Native American Studies *  |
| Religious Studies  | Philosophy   |
| Theatre  | Religious Studies  |
|  | Theatre  |
| Astronomy  |  |
| Biological Sciences  | Astronomy  |

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| <p>Chemistry<br/>Environmental Studies<br/>Geological Studies<br/>Health Promotion, Education and Behavior<br/>Marine Science<br/>Mathematics<br/>Physics<br/>Statistics</p> <p>Anthropology<br/>Criminology and Criminal justice<br/>Economics<br/>Geography<br/>Health Promotion, Education and Behavior<br/>Native American Studies*<br/>Political science<br/>Psychology<br/>Sociology</p> <p>*The most updated list of courses designated as fulfilling the Native American Studies option will be listed on the BA in Liberal Studies program website.</p> | <p>Biological Sciences<br/>Chemistry<br/>Environmental Studies<br/>Geological Studies<br/>Health Promotion, Education and Behavior<br/>Marine Science<br/>Mathematics<br/>Physics<br/>Statistics</p> <p>Anthropology<br/>Criminology and Criminal justice<br/>Economics<br/>Geography<br/>Health Promotion, Education and Behavior<br/>Native American Studies*<br/>Political science<br/>Psychology<br/>Sociology</p> <p>*The most updated list of courses designated as fulfilling the <b>Legal Studies or</b> Native American Studies options will be listed on the BA in Liberal Studies program website.</p> |
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Courses to fulfill the Legal Studies Discipline:

- HIST 469 Constitutional History of the United States I
- HIST 470 Constitutional History of the United States II
- POLI 201 American National Government [suggest we move this to a required major course; can also count for VSR if taken at USC and if not used for GSS credit. Students who take POLI 201 for GSS credit will need to take an additional course in the major to make 27 hours.]
- POLI 215 Introduction to Leadership Studies
- POLI 365 State Government
- POLI 370 Introduction to Public Administration
- POLI 420 International Law
- POLI 450 Constitutional Law
- POLI 451 Constitutional Law
- POLI 452 The Judicial Process
- POLI 463 The American Chief Executive
- POLI 503 American Political Thought
- POLI 504 Politics and Ethics
- POLI 570 South Carolina Government and Politics
- PCAM 205 Foundations of Leadership
- CRJU 313 Criminal Courts
- CRJU 314 Criminal Law
- ACCT 324 Survey of Commercial Law

- MGMT 401 Negotiation and Conflict in the Work Place

Proposed Revisions to the *Palmetto College Campuses Faculty Manual*  
 Palmetto College Campuses Faculty Senate  
 University of South Carolina

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| Brief Title of Proposed Change | Creating a process for amending common degrees |
| Committee Proposing Revision   | System Affairs                                 |
| Date of Presentation to Senate | 2/16/18  |
| Senate Approval Date           |  |

**Rationale for Proposed Revisions**

- In 2014 after the general AA/AS became common degrees, an amendment to the manual expanded the senate’s authority to review curricula to “include review and approval of any changes to the curriculum requirements for the common degrees awarded by the USC Regional Campuses.” This line appears to give senate unconstrained ability to amend the common AA/AS without input from individual campuses.

**Summary of Proposed Revisions**

- We propose creating a specific procedure under which amendments to the common degree plans may be amended. Any such amendment should come through system affairs, which is required to solicit and consider feedback from individual campuses prior to any amendment to a common degree.

**Section and page numbers of the current *Manual* for proposed revisions**

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| <p>Page 3:<br/>                 The Senate has authority to establish minimum educational standards for the Palmetto College Campuses, to include review and approval of any changes to the curriculum requirements for the common degrees awarded by the USC Palmetto College Campuses; it also has authority in matters pertaining to the conduct of faculty affairs, except where that authority has been specifically reserved for the Palmetto College Campus Faculties.</p> <p>Page 91, inside the standing rules</p> <p><b>Rule III - Voting</b><br/>                 Only voting members of the Senate have the right to present motions and to vote. The senate shall not give final consideration to any substantive legislative matter unless it has been presented at a previous meeting, published on the Palmetto College Campuses Faculty Senate website within fourteen business days of its presentation, and then included in the current</p> | <p>Page 3:<br/>                 The Senate has authority to establish minimum educational standards for the Palmetto College Campuses, to include <b>proposal</b>, review and approval of any changes to the curriculum requirements for the common degrees awarded by the USC Palmetto College Campuses; it also has authority in matters pertaining to the conduct of faculty affairs, except where that authority has been specifically reserved for the Palmetto College Campus Faculties.</p> <p><b>Rule III - Voting</b><br/>                 Only voting members of the Senate have the right to present motions and to vote. The senate shall not give final consideration to any substantive legislative matter unless it has been presented at a previous meeting, published on the Palmetto College Campuses Faculty Senate website within fourteen business days of its presentation, and then included in the current</p> |
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| <p>agenda. The person or committee making the motion shall be responsible for its publication on the website.</p> <p>Elections will be conducted by secret ballot, and other voting will be by voice or by show of hands, unless a voting member of the Senate makes a request to the Chair for a secret ballot. A motion for a secret ballot can be so ordered by a majority vote, or by general consent. The Executive Committee members are non-voting; however, motions originating within the Executive Committee may be presented to the Senate.</p> | <p>agenda. The person or committee making the motion shall be responsible for its publication on the website.</p> <p><b>A motion to amend any common degree offered by each Palmetto College Campuses can be made only by the System Affairs committee, unless it is made as a charge for the System Affairs committee to consider. The System Affairs committee shall make a motion which amends a common degree only if feedback has been solicited and considered from all campuses. Such a motion cannot be voted on unless it has been presented in writing at the previous regular senate meeting and requires a three-fourths majority to pass.</b></p> <p>Elections will be conducted by secret ballot, and other voting will be by voice or by show of hands, unless a voting member of the Senate makes a request to the Chair for a secret ballot. A motion for a secret ballot can be so ordered by a majority vote, or by general consent. The Executive Committee members are non-voting; however, motions originating within the Executive Committee may be presented to the Senate</p> |
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UNIVERSITY OF  
**SOUTH CAROLINA**  
LANCASTER  
A Palmetto College Campus

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

## Motion

I move that the existing description of the Admissions, Petitions, and Grade Change Committee be changed as follows:

### **Admissions, Petitions, and Grade Change Committee**

**Membership:** One representative per division, the Academic Dean, and up to two administrative appointments.

**Purpose:** The Admissions, Petitions and Grade Change Committee reviews general admissions policy. It recommends appropriate faculty action on all requests for changing any grade recorded for more than one year.

The Committee makes decisions on:

- All petitions for readmission to USC Lancaster
- Hardship Withdrawal requests (for all classes) received after the last day of classes in the affected semester
- All selective Hardship Withdrawal requests

This committee reports and makes its recommendations to the faculty and to the Dean of the University.

## USCL Faculty Organization Election Ballot, 2018

(If voting by mail, this ballot must be put in a sealed envelope, and the envelope must be signed. The envelope can then be submitted to the campus mail box of Andy Yingt, Nick Lawrence, or Suzanne Penuel.)

- Compiler (vote for up to 1)  
\_\_\_ Shemi Alhaddad
- Dean's Advisory Council (vote for up to 3)  
\_\_\_ Garane Garane  
\_\_\_ Fran Gardner  
\_\_\_ Dana Lawrence  
\_\_\_ Sarah Sellhorst  
\_\_\_ Brittany Taylor-Driggers
- Faculty Chair (vote for up to 1)  
\_\_\_ Lisa Hammond
- Faculty Vice-Chair (vote for up to 1)  
\_\_\_ Fernanda Burke
- Faculty Secretary (vote for up to 1)  
\_\_\_ Suzanne Penuel
- Instructor Peer Review Committee (vote for up to 6)  
\_\_\_ Jill Castiglia  
\_\_\_ Garane Garane  
\_\_\_ Lynette Martek  
\_\_\_ Phillip Parker  
\_\_\_ John Rutledge  
\_\_\_ Tania Wolochwianski
- Local Tenure and Promotion Committee (vote for up to 6)  
\_\_\_ Li Cai  
\_\_\_ Kate Holland  
\_\_\_ Jason Holt  
\_\_\_ Nick Lawrence  
\_\_\_ Dick Van Hall  
\_\_\_ Andy Yingst

- Welfare and Grievance (vote for up to 4)
  - \_\_\_ Annette Golonka
  - \_\_\_ Bettie Obi-Johnson
  - \_\_\_ Brittany Taylor-Driggers
  
- Palmetto College Campuses Faculty Senate—Senators (3 year term) (vote for up to 4)
  - \_\_\_ Stephen Criswell
  - \_\_\_ Dana Lawrence
  - \_\_\_ Peter Seipel
  - \_\_\_ Brittany Taylor-Driggers
  
- Palmetto College Campuses Faculty Senate—Alternates (vote for up to 3)
  - \_\_\_ Fran Gardner
  - \_\_\_ Susan Cruise
  - \_\_\_ Todd Scarlett
  
- Palmetto College Campuses Grievance Committee (vote for up to 1)
  - \_\_\_ Fran Gardner
  
- Palmetto College Campuses Research and Productive Scholarship Committee (2 year term) (vote for up to 1)
  - \_\_\_ Li Cai
  - \_\_\_ Stephen Criswell
  
- Palmetto College Campuses Tenure and Promotion Committee (vote for up to 2)
  - \_\_\_ Shemsi Alhaddad
  - \_\_\_ Lisa Hammond
  
- Provost's Palmetto College Campuses Advisory Committee (2 year term) (vote for up to 1)
  - \_\_\_ Fran Gardner
  
- Columbia Faculty Senate (vote for up to 5)
  - \_\_\_ Steven Campbell
  - \_\_\_ Stephen Criswell