

Faculty Meeting Minutes  
February 1, 2019

PRESENT: Shemsi Alhaddad, Brooke Bauer, Adam Biggs, Noni Bohonak, Dwayne Brown, Chris Bundrick, Laura Carnes, Jill Castiglia, Courtney Catledge, Tracey Mobley Chavous, Mark Coe, Walt Collins, Kim Covington, Ron Cox, Stephen Criswell, Susan Cruise, Liz Easley, Stan Emanuel, Blake Faulkenberry, Danelle Faulkenberry, Rebecca Freeman, Garane Garane, Fran Gardner, Annette Golonka, Darris Hassell, Claudia Heinemann-Priest, Kate Holland, Jason Holt, Ernest Jenkins, Kaetrena Kendrick, Dana Lawrence, Nick Lawrence, Pat Lawrence, Lynnette Martek, Erin Moon-Kelly, Angela Neal, Allan Pangburn, Phillip Parker, Leigh Pate, Suzanne Penuel, Kim Richardson, John Rutledge, Ann Scott, Sarah Hunt Sellhorst, Brittany Taylor-Driggers, Andy Yingst

ABSENT: Marybeth Berry, Brent Burgin, Fernanda Burke, Steven Campbell, Li Cai, Jerry Currence, Lisa Hammond, Chris Judge, Howard Kingkade, Bettie Obi-Johnson, Babette Protz, David Roberts, Denise Roberts, Todd Scarlett, Mike Sherrill, Malerie Taylor, Tania Wolochwianski

CALL TO ORDER: 1:00 PM

CORRECTION/APPROVAL OF MINUTES: December minutes approved.

REPORTS OF OFFICERS

**Dean of Campus**—W. Collins. [See report starting page 5.] Palmetto Pathways pilot starting fall 2019, based on Gamecock Gateway. Faculty primarily from Extended University. Will have more updates before next faculty meeting.

Q: What's coming with dual enrollment?

A: Anticipate some Fort Mill students returning. Maybe Chesterfield County too.

**Associate Dean for Academic and Student Affairs**—Cox. [See report starting page 9.] Coming up: PeopleSoft and PeopleAdmin changes. Also, course-evaluations difficulty.

Q: Course evals still in hands of faculty?

A: Administrative decision, though faculty input valued.

Q: Why have problems increased?

A. Staff no longer correcting evals that are marked incorrectly.

Q. What is "marked incorrectly"?

A. Filled in rather than marked with X.

**Director of Academic Success Center**—D. Lawrence. [See report starting page 18.] Send any events for common calendar to Elaine Connor, etconnor@mailbox. Hiring two

new tutors for MATH 111, BIOL 243, and other biology courses. Thanks to Andy, Sarah, Bettie, and Todd.

**Human Resources**—Mobley-Chavous. [See report starting page 21.] April 1 live date for PeopleSoft, so do HR hiring requests before then—system will be shut down. Instructor renewal contracts will need to be done earlier this year too.

Q: Will this affect ITAMS?

A: Eventually. Approve timesheets every week to avoid problems.

**Student Engagement and Success**—Carnes. [See report starting page 22.] Working on retention. Reduced attrition by 26% over last spring. Thanks to everyone who helped. We expect a bit of loss after first drop for nonpayment. The report dates are the end of the week the intervention will happen. 73% of continuing students register *after* faculty are gone for summer—plans to target that.

Q: What worked so well?

A: Marketed registration more. Calling, registration cart, socks, texting, everything.

Q: 73%--computer registration?

A: Yes, we don't have a way to know how many people see advisers but don't register.

Q: Need volunteers for night advising?

A: Not a lot of traffic last time, but will try again. We'll announce.

**Counseling Services**—Adams. [See report starting page 27]. March 20—presentation for students on domestic violence and sexual assault: 11:45-12:30, Founders 104. Presenters from Rock Hill.

**Information Technology**—Faulkenberry. [See report starting page 35.] Finally migrating to new email system in alphabetical order by first letter of username. If you have rules for your inbox, turn them off before this happens at the end of the month. Will let faculty know more later. This will affect email on cell phones. Instructions will come before then. Download Outlook App.

**Medford Library** [See report starting page 30.]

## REPORTS OF COMMITTEES

USC System committees—

**Palmetto College Faculty Senate Committees**

**Executive Committee**—Jenkins. Met with reps from the Pres. Search Committee. Our rep Araceli Hernandez-Laroque; good questions and appeared eager to advocate for us. Marco Valtorta there too.

**Rights and Responsibilities**—no report.

**System Affairs**—no report.

**Welfare**—no report.

**Columbia Faculty Senate**—Easley. Will meet later.

**Provost's Palmetto College Campuses Advisory Council**—Gardner. Decided not to have spring meeting with departing provost, but with interim provost if and when appointed.

Local committees—

**Evaluation Committee**—Coe. Forthcoming: one motion on local T and P procedures and outlining them for *Manual* and one on change to peer-review process. Committee thought simpler system to match the language of the *Manual* and the administrative evaluations would be better. Numeric scoring often compressed and skewed to one end. More than half of survey respondents have reported dissatisfaction with the peer-review process, and many with the numbers.

Q: High number of “outstanding”? You’ve said skewed high.

A: In one year, 25 outstanding; a lot of fluctuation from year to year. Everybody’s outstanding or above average, usually. This is only data from T and P.

**Curriculum Committee**—Bundrick. [See report starting page 77.] Committee addressed a question about course listings on the document outlining the AA. Unclear whether local committee has the authority to change the way we present the requirements, as opposed to the requirements themselves. We don’t have to wait for Senate approval when it comes to advising. We can establish priorities even though the pace of official change is slow or nonexistent.

Q: Other campuses already doing this.

Q: Did Sumter share methods with us?

A: They said they would at next senate meeting.

UNFINISHED BUSINESS

**Motions to implement the New Policies and Procedures for Senior Instructor Appointment. Proposed Revision to the Bylaws Describing Instructor Peer Review Committee (Parker).** [See starting page 37.]

Yingst: Motion to combine motions?

Rutledge: Move to combine motions. *Seconded by several.*

*Motion to combine motions passes, unopposed.*

*Motion to implement senior-instructor appointment policy and revise Instructor Peer Review Committee Description passes, unopposed.*

**Evaluation Committee, Lancaster Campus Local T and P Policies, to forward to the PCC Faculty Senate for inclusion in the *PCC Faculty Manual*.** [See starting page 41.].

*Motion passes, unopposed*

## NEW BUSINESS

**Motion 1. Evaluation Committee—Revisions to the Annual Faculty Peer Review policy rating scale from numeric scoring to Effective/Not Effective.** [See starting page 43.] Coe: We propose adoption of this based on the categories of effective/not effective.

Discussion and questions—

Penuel: Numbers didn't make sense when I was on T and P.

Holland: Long, arduous process to deal with the numbers.

Kendrick: Also looking forward to qualitative work. Numbers demoralizing.

N. Lawrence: *Manual* and our bosses say, "Be effective." That's what we need to do. We struggle to fill slots on this committee anyway.

D. Lawrence: Evaluation Committee did excellent job of addressing problems with our system, such as numerical changes based on changes in the committee.

Penuel: Can motivate to do service in other ways.

Criswell: Are teaching, service, and research judged separately still?

A: Yes, plus overall designation of Effective or Not Effective.

Q: What if designations are mixed?

A: Overall designation is for committee to decide. No rubric. If tie vote, goes to Effective.

*Motion passes, unopposed.*

**Motion 2. Curriculum Committee motion to amend the AS in Business learning outcomes.** [See starting page 78.] Bundrick: Accrediting body has changed its name, we've added a learning outcome, and we've indicated suitability for Palmetto College BOL or ITT degree through Columbia.

*Motion passes, unopposed.*

#### SPECIAL ORDER

**Election to fill vice-chair vacancy.**

Cox: Move to nominate Andy Yingst. *Seconded.*

*Motion passes, unopposed.*

#### ANNOUNCEMENTS

Biggs: Evaluation Committee working on pilot for alternative peer review too, one less focused on student evaluations.

Yingst: Senate needs nominee for committee that's about putting courses online, Instructional Development Committee. Meets Tuesdays at 3:00 in Columbia. Unwilling to screen it. Talk to me if you want to serve

Cox: Kaetrena Kendrick named Librarian of the Year.

Moon-Kelly: Let me know of any music events I could justify extra credit for.

D. Lawrence: Hip-hop event in Columbia in April.

Criswell: NAS week kicks off March 15th. Pow-wow focus, including music.

Holly Furr—J. Marion Sims Foundation presenting Horizon Awards recognizing Jill Castiglia and Bettie Obi-Johnson, authors of “Chemical Bonds” grant involving USCL and high-school students; Danelle Faulkenberry, Laura Carnes, Antonio Mackey, and Summer Harmon for “Educate and Cultivate,” linking USCL students to community for developing soft skills; and Susan Cruise, for developing food pantry and including hygiene offerings. I've heard from students here about how much it means to them. Deadline to apply for next Horizon grant: this midnight.

ADJOURNMENT: 2:17: PM

*Submitted by Suzanne Penuel, Faculty Organization Secretary. Faculty chair: Andy Yingst for Lisa Hammond.*



UNIVERSITY OF  
**SOUTH CAROLINA**  
LANCASTER

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

Report to the USC Lancaster Faculty Organization  
February 1, 2019

Welcome back, and Happy New Year. I hope that the recent break brought a time for relaxation and rest. Thank you for your assistance with matters related to the beginning of the Spring 2019 semester, and thanks for your dedication to assisting our students. As always, I welcome your feedback, questions, and comments.

## People

### Enrollment

As of January 31, 2019, 1325 students (headcount) are registered for Spring 2019. We have completed one round to drop students for non-payment. There are additional second 8 weeks enrollment numbers to be added.

### Athletics

**Upcoming baseball games:** February 9 is our first home game of the season. The Lancers take on Southeastern Community College at 7:00. Home games follow on February 10 at 1:00 pm and 4:00 pm.

---

### Congratulations to

**Dr. Susan Cruise** (sociology) for her award of a Horizon Grant from the J. Marion Sims Foundation and for her award of a grant from the Springs Close Foundation both to support the USC Lancaster Student Food Pantry.

**Prof. Fran Gardner** (Art) who has had work accepted for ArtFields 2019—April 26 to May 4 in Lake City, SC.

**Prof. Kaetrena D. Kendrick** (Librarian) on receiving the prestigious Academic/Research Librarian of the Year Award for 2019. This honor is presented each year by the Association of College and Research Libraries.

**Dr. David Roberts** (philosophy) for his election to serve as Division Chair for the Division of Humanities. Dr. Roberts will succeed **Prof. Fran Gardner** in Summer 2019. Sincere thanks to Prof. Gardner for her dedication to the academic concerns of faculty, staff, and students as she concludes her 6 years of devoted service as Division Chair.

## Budget

The Palmetto College Salary Study Committee continues its work with our campus representatives—Mr. Buddy Faile and Dr. Ernest Jenkins—as part of the committee. The committee’s work should be complete in the next several weeks with a report to faculty and staff by the end of the semester. Responding to the study’s findings will be a multi-year process.

We will schedule and announce our annual campus budget update session in the next several weeks.

With your help and assistance, we continue to stabilize and improve our financial situation. We are on a course to continue building our carryforward again this year. Recall that we are working toward the equivalent of 3 months in general operations as a carryforward. Continued careful monitoring of spending will help ensure we get there.

### Legislative update:

USC (all campuses) made its budget presentation and requests to the SC House Ways and Means Education sub-committee on January 23, 2019. The Senate Finance Committee meeting is upcoming.

There are hopeful and ongoing discussions about the passage of the South Carolina Higher Education Opportunity Act this year. The bill was filed by Senator Vincent Sheheen (Kershaw County). Here is a link to information related to the Act:

[https://sc.edu/about/system/get\\_involved/legislative\\_updates/2018\\_higher\\_education\\_bill.php](https://sc.edu/about/system/get_involved/legislative_updates/2018_higher_education_bill.php)

## Facilities

Butch Lucas and staff will again re-coat the white boards in Founders Hall as some of them are showing wear. If you know of rooms that are particularly in need, please let us know. We will begin the process over Spring Break.

Expenditure of current fiscal year deferred maintenance funding will begin in a few weeks. The renovations will affect Bradley, Hubbard, and Gregory as well as the parking lot that extends from Starr in front of Hubbard and over to the maintenance building.

Conversion of rest rooms in Starr Hall has just been completed. The faculty/staff restrooms have been converted to unisex, single use facilities with the larger one (formerly the women’s restroom) now also designated as a handicap accessible restroom.

If you are aware of areas around campus that need the attention of our maintenance and custodial staff, please continue to let us know.

## Other items...

- The **Soul Food Cook Off** has been scheduled this year for Tuesday, February 26, 2019. Proceeds from the event will support the Thelathia Barnes Bailey Textbook Scholarship Fund.
- Several USC Lancaster students, Karlee Christian, Laura Carnes, Shana Dry, and I attended **Carolina Day at the Statehouse** on Wednesday, January 30, 2019. We met with the

legislative delegation from USC Lancaster's service area to thank them for their support and to ask for their continued support of USC Lancaster and higher education in South Carolina.

- Our **2019 commencement speaker will be Dr. Harris Pastides**, president of the University of South Carolina. Dr. Pastides is excited to speak to our graduates and their families in his last year as the USC president. Commencement is scheduled for May 4 at 2:30.
- Palmetto College has been working on an initiative for Fall 2019 that will be called **Palmetto Pathway** and will be similar in nature to the [Gamecock Gateway](#). The students admitted to this gateway-type program will officially be students belonging to the PC campuses, but they will be housed and taught in Columbia. This program will serve more students using the faculty expertise and support services of the Palmetto College campuses and will potentially add to our enrollment numbers and revenue stream. This is a one-year (30-hour) program after which the successful students then matriculate to a four-year program/campus. I will say more about this in our meeting.
- Thanks to **Prof. Adam Biggs** for coordinating the campus entry and presence in the recent **Martin Luther King, Jr. Parade** in Lancaster.
- The **Educational Foundation of USC Lancaster** has set the date for a 5K and 10K — **Laps for Lancers**—as a fundraising activity on Saturday, March 23, 2019 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.
- Next **Lunch and Learn at the NASC**, Feb. 15<sup>th</sup> at noon with Gina Price White, Director of Archives and Special Collections Louise Pettus Archives, Winthrop University. Topic: “Saving Our Past: Preservation of Family, Organizational, and Other Documents and Papers”



UNIVERSITY OF  
**SOUTH CAROLINA**  
LANCASTER

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

**REPORT TO THE FACULTY ORGANIZATION**  
**01 February, A.D. 2019**

- I. **SYLLABI & OFFICE HOURS FOR SPRING 2019:** If you have not already done so, please remember to submit your weekly schedule (including classes and office hours) as well as copies of course syllabi to our office. Electronic submission is preferred. E-mail them to Pam Ellis ([pellis@mailbox.sc.edu](mailto:pellis@mailbox.sc.edu)).
- II. **COURSE/STUDENT EVALUATIONS for SPRING 2019:** If you wish to have your student evaluations for Spring 2018 administered ONLINE (instead of paper), please notify Pam Ellis in the Office of Academic & Student Affairs by no **Friday, February 08**. If we do not hear from you, you will receive the traditional brown envelope with the paper forms to administer to your classes near the end of the term.

That being said, here are some figures regarding course evaluation responses in FALL 2018:

- 220 course sections used paper evaluations
- 3376 students were enrolled in these sections
- 2087 students submitted evaluation forms
- Response rate: 61.82%
  
- 112 course sections used online evaluations
- 1708 students were enrolled in these sections
- 865 students submitted evaluation forms
- Response rate: 50.64%

I then asked our office student assistant to pull twenty (20) courses at random from those which had used paper evaluations. These courses came from a variety of different disciplines, with varying enrollments.

I then looked at each response sheet to determine how many of the paper responses had been filled out incorrectly (meaning the responses would not be read by the scanner). The following chart illustrates the results:

Course	Total Responses	Incorrectly Filled Out Responses	% Incorrectly Filled out
1	19	7	36.8%
2	15	5	33.3%
3	36	9	25.0%
4	30	8	26.7%
5	16	4	25.0%
6	31	10	32.3%
7	17	12	70.6%
8	23	14	60.9%
9	11	3	27.3%
10	21	12	57.1%
11	18	5	27.8%
12	14	7	50.0%
13	25	2	8.3%
14	20	4	20.0%
15	18	5	27.8%
16	16	5	31.3%
17	19	5	26.3%
18	15	4	26.7%
19	22	6	27.3%
20	24	6	25.0%
<b>TOTAL</b>	<b>411</b>	<b>133</b>	<b>32.4%</b>

This is offered for information purposes, and hopefully will generate some conversation regarding our course evaluation procedure.

Given the delays involved with getting results of paper evaluations (as witnessed during the FIF process this semester), and the added expense of shipping boxes of paper evaluations back and forth to USC Columbia (since we no longer have access to interagency mail), I believe the time is fast approaching where USC Lancaster should move to an entirely online evaluation process for courses.

**III. COMMENCEMENT 2019.** USCL Commencement is scheduled for Saturday, May 04. Specifics will be forthcoming, but please go ahead and mark your calendars for this important date.

All full-time faculty are strongly encouraged to march in the procession and show off that academic regalia. Adjunct faculty are welcome to participate as well. I will be sending out the RSVP request soon.

If you know a student who plans to graduate in SPRING 2019, PLEASE make sure they know that **ALL DEGREE APPLICATIONS ARE NOW BEING DONE ONLINE THROUGH SELF-SERVICE CAROLINA**. The deadline for applying is **March 08**. Direct any questions to Megan Catoe (for associate’s degrees) or Danelle Faulkenberry (for Palmetto College baccalaureate degrees).

If the student has already applied for graduation, please remind them that USCL is required to conduct surveys of graduating students (Associate’s and Bachelor’s degrees). Students should receive an e-mail when they complete their degree application, but if they have not, they should see either Megan or Danelle.

**IV. FACULTY INFORMATION FORMS** for 2018. Thank you to those who have submitted their FIFs on time (they were due no later than January 31). It makes life so much easier. The peer review committees will be commencing their work on them, and the administrative reviews will go on simultaneously.

Supporting documentation is optional, but may be submitted electronically or brought to the Academic & Student Affairs Office in Starr Hall, where members of the peer review committees may come in and review materials as needed.

In case you haven’t yet submitted yours, the links are:

<p><b><u>BBC&amp;E Division</u></b>                  Tenured and tenure-track faculty, and instructors who wish to be reviewed with scholarship, click <a href="#">here</a>.                  Instructors who wish to be reviewed on teaching and service only, click <a href="#">here</a></p>
<p><b><u>Humanities Division</u></b>                  Tenured and tenure-track faculty, and instructors who wish to be reviewed with scholarship, click <a href="#">here</a>                  Instructors who wish to be reviewed on teaching and service only, click <a href="#">here</a></p>
<p><b><u>Librarians</u></b>                  Tenured and tenure-track faculty, and instructors who wish to be reviewed with scholarship, click <a href="#">here</a>                  Instructors who wish to be reviewed on teaching and service only, click <a href="#">here</a></p>
<p><b><u>MSN Division</u></b>                  Tenured and tenure-track faculty, and instructors who wish to be reviewed with scholarship, click <a href="#">here</a>                  Instructors who wish to be reviewed on teaching and service only, click <a href="#">here</a></p>

**There will be a few days' grace period where the links will remain active, with the link being removed at 5:00 pm EST on Thursday, Feb. 07. Any faculty member who does not submit a FIF will receive an overall rating of NOT EFFECTIVE on the administrative evaluation for 2018.**

Here is the timeline we have established for this year's administrative process:

January 31	FIFs due
February & March	Division Chairs review FIFs.
April 01 – 05	Division Chairs meet with Associate Dean to review and sign evaluations.
April 08 – 12	Associate Dean meets with Dean to review evals; Dean signs and they are returned to the Division Chairs
April 15 – 29	Division Chairs meet with Faculty to discuss reviews (Last day of classes for Spring 16-week classes is 4/29)

- V. HUMAN RESOURCES – NEW PROCESSING SYSTEM:** USC is preparing to move all HR transactions to PeopleSoft/PeopleAdmin by April 01, 2019 (the “go-live” date). This means, essentially, that HR functions for overloads, stipends, new hires, etc., will be unavailable for most of the month of March.

For USCL, this means that we are going to need to make some early decisions in order to minimize (hopefully) the impact of the move. For example:

By **February 15**, the Division Chairs and I will review SPRING II course enrollments. Those with sufficient enrollments will be processed for payment. For those without sufficient enrollment, we will have the following options:

- Cancel the course immediately and remove it from the schedule
- Leave the course on the schedule; if it makes, the faculty member agrees to teach the course, but understands that processing the stipend or overload will not occur until **April 01** (at the earliest), and thus payment will be delayed.
- Leave the course on the schedule; if the course does not make, it is canceled and removed from the schedule prior to the first day of Spring II classes.

By **February 15**, the USCL Human Resources Department will need to receive any pink sheets for new hires or re-hires that would occur during the Spring II term. This includes adjunct instructors, student assistants, temporary staff, etc.

The move to a new system (and process) will also result in a “pay lag” for adjunct and temporary employees hired after April 01, 2019.

For example, an adjunct faculty member who teaches Summer I (May 13 to June 03) would receive first payment on June 15. An adjunct faculty member hired for Fall 2019 (in which classes begin Aug. 22) would receive first payment on September 15.

We do not anticipate this affecting the full-time faculty. This delay has more to do with the changing of slots and/or position numbers when employees are rehired. Full-time faculty slots/position numbers do not change during the summer.

The Dean's Office, the Office of Academic & Student Affairs, and the Human Resources Office are all committed to making this as smooth a transition as possible, and we greatly appreciate your patience as this change is implemented.

**VI. The USCL SCHOLARSHIP COMMITTEE** will be scheduling interviews of freshman scholarship applicants sometime in early March. Committee members are expected to be available to serve on the interview panels, and additional volunteers are welcome. If you are interested in being a part of this interview process, please contact Annette Horton in the USCL Counseling Center.

#### **VII. FACULTY SEARCHES**

- **BIOL/CHEM – Instructor:** – The advertisement has been finalized (to include lab managerial duties) and committee members have been instructed on how to access applicants' files using the online PeopleSoft system.
- **CSCE – Instructor or Assistant Professor:** The committee has submitted credentials of about ten applicants for initial departmental review and they are proceeding with the scheduling of interviews.
- **PHYS – Assistant Professor:** The committee has been reviewing the nearly sixty (yes – 60) applicants for the position and they are narrowing down the list to a manageable number for interviews.
- **PSYC - Instructor:** The advertisement has been running and committee members are reviewing applicants using the online PeopleSoft system.

**I again remind all search committee chairs to please submit curricula vitae and copies of graduate transcripts of all faculty position finalists prior to inviting them to campus for an interview. Our office sends them to the appropriate academic unit at USC Columbia for perusal, just to make sure there are no “red flags” which might later cause issues with course approval requests.**

**VIII. SUMMER 2019 COURSE SCHEDULES.** Thank you for submitting your proposed summer and fall teaching schedules. The summer 2019 schedule is uploaded and is open to review.

**Please make sure all information (course, day/time, location) is accurate. PLEASE CHECK TO MAKE SURE THE DATES FOR THE TERM ARE CORRECT, and remember if you are teaching a Palmetto College class (online or two-way video), the start and ending dates may be (and probably will be) different.**

The SUMMER 2019 calendar and final exam schedule are included at the end of this report. Remember that USCL will be running four separate sessions during Summer 2019 – some of which overlap others. Sessions A, B, and C: 15 classes X 150 minutes = 2250 minutes of instruction (allows for a 10 minute break and still maintains minimum of 2100 minutes of instruction). Sessions D & E: 14 classes X 150 minutes = 2100 minutes of instruction (no break).

**Courses with more than 3 credit hours, or laboratory courses, will be scheduled to begin at the same time as all other courses, but may overlap in order to meet SACS requirements for instructional time.** Final Exams take place during their regularly scheduled class period.

**MONDAY, MAY 27 (Memorial Day) and THURSDAY, JULY 04 (Independence Day) are recognized USC holiday and campus will be closed.**

**Pre-registration will begin on Monday, March 18 for regularly-admitted students. Dual credit students will be allowed to begin registering on April 01. We anticipate a high demand from dual credit students this summer, so it is very important that advisors urge their advisees to pre-register EARLY.**

**IX. FALL 2019 SCHEDULE.** Over the coming weeks, your division chairs will be meeting and negotiating the Fall 2019 schedule. Here is the timeline we are envisioning:

February 08	Faculty submit proposed schedules to Division Chairs
February 11 – 15	Division Chairs Meet with Pam to Work Out Block Schedule
February 18 – March 04	Schedule loaded into Banner (Online)
March 04	Online Draft Schedule Completed & Submitted to Faculty for Review
March 04 – 08	<b>Faculty submit proposed changes to Division Chairs (NOT DIRECTLY TO MEGAN or to PAM)</b>
March 11 – 15	Spring Break (Changes Made to Online Schedule)
<b>Monday, March 18</b>	<b>Pre-Registration Begins.</b> Each student's access to registration system will be determined by SSC.

Please make sure that your division chair is also aware of any courses you are teaching for Palmetto College (online or two-way video), as well as any off-campus courses (e.g., dual credit) that you may be teaching.

**We really need more options outside of the “prime times” (2:30 – 3:45 PM; 4:00 – 5:15 PM; 5:30 – 6:45 PM; and 7:00 – 8:15 PM time blocks are especially needed), especially for dual credit students.**

**We would also like to expand our offerings at the Indian Land site. Please keep these needs in mind as you are developing your proposed teaching schedule.**

- X. APPLICATION FOR REDEFINED TEACHING/LIBRARIANSHIP** forms for 2019-2020 were due by January 15. These will be reviewed by me and your division chair (as applicable). If you hear no response, you may presume that the application has been approved (qui tacit consentire).
- XI. TENURE & PROMOTION CYCLE (2019-2020).** Our office will be sending out the T&P Intent forms no later than MARCH 01. Per the procedure established in the Palmetto College Campuses Faculty Manual, candidates must respond with their notification of intent to apply no later than MARCH 15.
- XII. FACULTY NEWS**
- Congratulations to Professor **Kaetrena Davis Kendrick**, associate professor/librarian at USC Lancaster, for being named the 2019 Association of College and Research Libraries' (ACRL) Academic/Research Librarian of the Year. The award recognizes an outstanding member of the library profession who has made a significant national or international contribution to academic/research librarianship and library development. Professor Kendrick's award will be presented during the Middle Keynote session on Thursday, April 11, at the ACRL 2019 Conference in Cleveland.
- XIII. MISCELLANEOUS ITEMS**
- Thank you to the entire staff of TRiO for hosting yesterday's 9<sup>th</sup> **Annual Pre-Super Bowl Celebration**. There was lots of good food, great games (and competition) with prizes, and a celebration of the USC Lancaster campus community.
  - I will be out of the office from Tuesday, February 05 until Friday, February 08 attending the Arts Education Conference at the John F. Kennedy Center in Washington, DC.

#### **XIV. UPCOMING EVENTS**

- Feb. 04-07 – Popcorn & Movie (Black History Month) Series; 9:00 am – 3:30 pm daily (TRiO Lab)
- Feb. 05 – Chinese New Year Celebration; 12:00 – 1:00 PM (Student Center)
- Feb. 07 – PC Academic Deans (USC Columbia)
- Feb. 12 – Carolina Core Committee (USC Columbia)
- Feb. 13 – Chancellor’s Executive Council (USC Columbia)
- Feb. 15 – BLS/BOL Academic Advisory Committee (videoconference)
- Feb. 22 – PC Faculty Senate (USC Sumter)
- Feb. 26 – USCL Annual Soul Food Cook-Off (Multipurpose Room)

#### **AND NOW... FOR SOMETHING COMPLETELY DIFFERENT:**

##### **TOP TEN STUDENT COMMENTS FROM FALL 2018 COURSE EVALUATIONS @ USCL**

1. **“The professor’s indescribable aura emanates from every pore, enveloping the classroom and bathing us all in a warm, benevolent glow.”**
2. **“If the doctor told me I had only an hour to live, I’d spend it in this class because it feels like an eternity.”**
3. **“Whatever you do, AGREE with him; praise him and tell him he’s the greatest. Fall to your knees in worship. Do this, and you MIGHT make a ‘B’ in the class.”**
4. **“I’m not that great of a student, but I’m glad I took this course because there were a bunch of idiots in the class and I ended up looking like a genius.”**
5. **“Professor \_\_\_\_\_ is a beautiful person, and while I do want to make out with his face, I don’t believe he is a very good teacher, but great eye candy.”**
6. **“It’s unprofessional that the professor doesn’t trust us. During tests she watches us like a hawk, which makes it very difficult to cheat.”**
7. **“I don’t think it’s fair that court-ordered community service hours won’t count towards GLD requirements.”**
8. **“This class was so hard, my GPA is higher than the number of hours of sleep I get each night.”**
9. **“Halfway through each class, I began to hate God for giving me the legs that had brought me there.”**
10. **“I regret I took this class in Fall semester. Now, Christmas is ruined.”**

**CALENDAR & FINAL EXAM SCHEDULE  
SUMMER 2019**

<b>Time Blocks</b> (150 minutes per class for 3 credit hour courses)	Classes Meet Monday thru Friday (5 days per week)								
	8:00 AM – 10:30 AM 10:45 AM – 1:15 PM 1:30 PM – 4:00 PM 4:15 PM – 6:45 PM 7:00 PM – 9:30 PM								
	<b>Summer 4A</b>			<b>Summer 4B</b>			<b>Summer 4C</b>		
<b>Class Days</b>	5-13	5-20	5-28	6-10	6-17	6-24	7-08	7-15	7-22
	5-14	5-21	5-29	6-11	6-18	6-25	7-09	7-16	7-23
	5-15	5-22	5-30	6-12	6-19	6-26	7-10	7-17	7-24
	5-16	5-23	5-31	6-13	6-20	6-27	7-11	7-18	7-25
	5-17	5-24	6-03	6-14	6-21	6-28	7-12	7-19	7-26
<b>Reading Day</b> (no classes)	Tuesday, June 04			Saturday, June 30			Saturday, July 28		
<b>Final Exams</b>	Wednesday, June 05			Monday, July 01			Monday, July 29		
<b>Grades Due</b>	<b>Friday, June 07 by 12:00 PM</b>			<b>Friday, July 05 by 12:00 PM</b>			<b>Friday, August 02 by 12:00 PM</b>		

<b>Time Blocks</b> (150 minutes for 3 credit hour courses)	Classes Meet 2 Days Per Week (MW & TTh)			
	8:00 AM – 10:30 AM 10:45 AM – 1:15 PM 1:30 PM – 4:00 PM 4:15 PM – 6:45 PM 7:00 PM – 9:30 PM			
	<b>Summer 4D</b>		<b>Summer 4E</b>	
	MW	TTh	MW	TTh
	5-13	5-14	6-10	6-11
	5-15	5-16	6-12	6-13
	5-20	5-21	6-17	6-18
	5-22	5-23	6-19	6-20
	5-29	5-28	6-24	6-25
	6-03	5-30	6-26	6-27
	6-05	6-04	7-01	7-02
	6-10	6-06	7-03	7-09
	6-12	6-11	7-08	7-11
	6-17	6-13	7-10	7-16
	6-19	6-18	7-15	7-18
	6-24	6-20	7-17	7-23
	6-26	6-25	7-22	7-25
	7-01	6-27	7-24	7-30
<b>Reading Day</b> (no classes)	Tuesday, July 02	Monday, July 01	Friday, July 26	Wednesday, July 31
<b>FINAL EXAM</b>	Wednesday, July 03	Tuesday, July 02	Monday, July 29	Thursday, August 01
<b>Grades Due</b>	<b>Friday, July 05 by 12:00 PM</b>		<b>Friday, August 02 by 12:00 PM</b>	

**Academic Success Center Report  
 For February 1, 2019 Faculty Meeting  
 Submitted by Dana Lawrence**

Please send all ASC-related questions and requests to me at [LawrenDE@mailbox.sc.edu](mailto:LawrenDE@mailbox.sc.edu) or 313-7023 and Elaine Connor at [etconnor@mailbox.sc.edu](mailto:etconnor@mailbox.sc.edu) or 313-7113.

Please also send all events that need to be added to the common calendar to Elaine Connor

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!**

We are in the process of hiring two new tutors: Chad Visoskis for Math 111 and BIOL 243/243L (he offers expertise as well as much-needed afternoon availability for Math tutoring) and Sarah Parker for BIOL, CHEM, and possibly other subjects (pending approval). THANKS TO ANDY YINGST, SARAH SELLHORST, BETTIE OBI-JOHNSON, AND TODD SCARLETT FOR THEIR HELP IN FINDING/RECOMMENDING THESE EXCELLENT STUDENTS.

**Spring 2019 Semester**

	Jan 2018	Jan 2019	Feb 2018	Feb 2019	March 2018	March 2019	Apr. 2018	Apr. 2019	May 2018	May 2019
<b>Number of Tutors</b>	11	7	11		9		9		9	
<b>Total Number of Sessions</b>	47	50	102		63		85		19	
<b>Tutoring Sessions/Day (avg)</b>	5.8 (8 operating days)	4.5 (11 operating days)	6.4 (16 operating days)		4.8 (13 operating days)		5 (17 operating days)		4.8 (4 operating days)	
<b>Tutoring Sessions/Tutor (avg)</b>	4.3	7.1	9.3		7.6		9.4		2.3	
<b># of tutor hours per week</b>	105	78	105		82		82		82	

<b>Appointments</b>	31	47	88	103	80	19
<b>Drop-in</b>	19	3	24	19	5	0

**Tutoring Sessions by Area**

	January 2019	February 2019	March 2019	April 2019	May 2019
<b>Biology</b>	0				
<b>Chemistry</b>	5				
<b>Computer Science/PCAM 151</b>	3				
<b>French</b>	3				
<b>Italian</b>	0				
<b>Math/PCAM 105</b>	28				
<b>Spanish</b>	1				
<b>Statistics</b>	0				
<b>Writing</b>	10 <ul style="list-style-type: none"> <li>• ENGL: 5</li> <li>• GEOL: 2</li> <li>• PHIL: 1</li> <li>• SOCY: 2</li> </ul>				
<b>Other</b>	0				
<b>TOTAL # OF SESSIONS:</b>	<b>50</b>				

	1 visit	2 visits	3-5 visits	6+ visits	Total
<b># of individual students (JAN)</b>	8	8	3	1	20

**FALL 2018**

	August 2017	August 2018	Sept. 2017	Sept. 2018	Oct. 2017	Oct. 2018	Nov. 2017	Nov. 2018	Dec. 2017	Dec. 2018
<b>Number of Tutors</b>	7	9	8	9	10	9	10	9	10	9
<b>Total Number of Sessions</b>	17	24	142	111	172	139	124	116	65	60
<b>Tutoring Sessions/Day (avg)</b>	3.4 (5 operating days)	4.8 (5 operating days)	10.1 (14 operating days)	7.4 (15 operating days)	9.6 (18 operating days)	7.7 (18 operating days)	7.8 (16 operating days)	7.7 (15 operating days)	8.1 (8 operating days)	7.5 (8 operating days)
<b>Tutoring Sessions/Tutor (avg)</b>	2.4	2.7	17.8	12.3	17.2	15.4	12.4	14.8	6.5	6.6
<b># of tutor hours per week</b>	77	85	85	85	96	85	89	85	89	85
<b>Appointments</b>	9	24	120	98	156	128	114	139	60	58
<b>Drop-in</b>	8	0	22	13	16	11	7	6	5	2

**Tutoring Sessions by Area**

	August 2018	Sept. 2018	Oct. 2018	Nov. 2018	Dec. 2018
<b>Accounting</b>	0	0	0	0	0
<b>Biology</b>	0	7	10	2	2
<b>Chemistry</b>	0	6	7	5	0
<b>Computer Science</b>	1	4	11	28	11
<b>French</b>	0	0	1	0	0
<b>Management</b>	0	0	0	0	0
<b>Math/PCAM 105</b>	18	54	64	51	15
<b>Spanish</b>	1	9	2	1	1
<b>Statistics</b>	2	2	2	2	1
<b>Writing</b>	2 • CRJU: 1 • ENGL: 1	29 • AFAM: 3 • ENGL: 18 • PALM: 3 • PHIL: 1 • SPCH: 1 • UNIV: 1 • Other: 2	42 • AFAM: 9 • ENGL: 22 • HPEB: 1 • PALM: 4 • PHIL: 1 • PSYC: 1 • Other: 4	47 • AFAM: 10 • ENGL: 17 • HIST:3 • SOCY: 2 • NURS: 7 • PSYC: 4 • PHIL:1 • POLI:1 • Other: 2	30 • AFAM: 4 • CRJU: 6 • ECON: 1 • ENGL: 8 • GEOL: 4 • HBEB: 1 • MGMT: 1 • POLI: 3 • PSYC: 1 • THEA: 1
<b>Other (help student navigate Blackboard, access USCL email, use Microsoft Word, skills review, etc.)</b>	0	0	0	0	0
<b>TOTAL # OF SESSIONS:</b>	<b>24</b>	<b>111</b>		<b>116</b>	<b>60</b>

	1 visit	2 visits	3-5 visits	6+ visits	Total
<b># of individual students (AUG)</b>	13	4	1	0	18
<b># of individual students (SEPT)</b>	27	10	9	3	49
<b># of individual students (OCT)</b>	40	11	13	3	67
<b># of individual students (NOV)</b>	37	9	11	6	63
<b># of individual students (DEC)</b>	25	7	3	1	36

**FROM:** Tracey Mobley Chavous, PHR - Director of Human Resources

**MEETING:** Faculty Organization Meeting- February 1, 2019

**DATE:** January 31, 2019

**ATTACHMENTS:** 0

---

**INFORMATION ITEMS:**

- 1) PeopleSoft's HCM Phase I go-live date is April 1, 2019. Phase I is a significant change to Human Resources and Payroll processes including Payroll, Benefits and associated Self-Service functions. For additional information please view Frequently Asked Questions at:

[https://www.sc.edu/about/offices\\_and\\_divisions/human\\_resources\\_and\\_payroll\\_project/internal/index.php](https://www.sc.edu/about/offices_and_divisions/human_resources_and_payroll_project/internal/index.php)

Due to the PeopleSoft Go-Live date of April 1, 2019 the University Of South Carolina Division Of Human Resources has requested that many human resources transactions be completed prior to March 1, 2019.

The request includes, but is not limited to transactions associated with new hires (staff, faculty, temporary employees, and students), reclassifications, salary changes, overload compensation, contract renewals, and rehiring of temporary faculty and staff.

- 2) Please submit Personnel Request for temporary staff and student employees who request a start date prior to March 1, 2019 as soon as possible, but no later than February 15, 2019 to allow for sufficient processing time.
- 3) Instructor renewal contracts will be shared with Dr. Collins and Dr. Cox no later than February 4, 2019 for review and approval. Once approved they will be distributed via campus mail. It is very important to return signed renewal contracts no later than the deadline so they may be forwarded to the Columbia campus for processing in various departments prior to March 1, 2019.
- 4) 2018 W-2s were delivered by hand or mail on January 28, 29, 30, and 31, 2019 to current and former employees who received compensation from the university during 2018. If you or an employee in your department has not received the W-2 please contact me via email or telephone.
- 5) Form 1095-Cs were delivered to campus mailboxes, by hand or via mail to current and former employees on January 31, 2019. The Form 1095-C provides a record of your health coverage status to be used when filing 2018 taxes. If you have already filed your taxes keep the Form 1095-C with your tax forms in case you are audited.
- 6) I will be participating in training sessions, testing sessions, and webinars on our campus and in Columbia to prepare for the PeopleSoft HCM Phase I go-live date of April 1, 2019. Due to the time commitment of preparation from February 1, 2019 – April 1, 2019 days and times that I am unavailable will increase and my response time to emails and telephone calls may be delayed. Please know that your need, question, or concern is important to me and I will respond when time permits.



A Palmetto College Campus

**Student Engagement and Success**

**February 1, 2019**

**Laura Carnes**

**126 Starr Hall**

**803-313-7120**

[humphrlb@mailbox.sc.edu](mailto:humphrlb@mailbox.sc.edu)

**Retention**

As of 1/29/2019 we have reduced our Spring to Spring attrition rate by 26% based upon the Palmetto College internal reporting system.

**Advising**

We have identified the following pattern in our Fall continuing students:

9% register weeks 9-12

18% register weeks 12-16

33% register post grades – Summer II (06/11)

20% register 06/11-08/01

20% register 08/01-08/23 (last minute)

This means 73% of our student population registers AFTER faculty advisors may be gone for summer break.

Our goal is to move the majority of these registrations to before Summer break.

Our percentage goals are as follows:

Weeks 9-12: 25%

Weeks 12-18 34%

Post Grades-Summer II 20%

06/11-08/01 15%

Last Minute 6%

This will leave 41% of the continuing population registering during Summer break.

Our Continuing Enrollment Events for Spring semester (registration for F 19) are as follows:

Week Ending	Fall 18 Actual	Fall 19 Target	Enrollment Intervention
03/08	n/a	n/a	Text
SPRING BREAK			
9 (3/22)	23	22	Flyers in evening class locations for late night advisement
10 (3/29)	47	44	Late night advisement
11 (4/5)	69	66	Text
12 (4/12)	86	88	Cart; Flyers for late night advisement; Begin updating digital signage about course enrollments
13 (4/19)	120	118	Late night advisement; targeted phone calls (3.5GPA and up); Update digital signage course enrollment
14 (4/26)	144	148	Cart and lunch for pre registered; update digital signage course enrollment
15 (5/3)	161	178	Post Card; update digital signage course enrollment
16 (5/10)	191	208	Grades due; update digital signage course enrollment
17 (5/17)	227	222	
18 (5/24)	243	236	Target calls 2.5 and up
19 (5/31)	249	250	
20 (6/7)	253	264	Email
21 (6/14)	258	279	Text; Promo Late night advisement

22 (6/21)	265	289	Late Night Advisement
23 (6/28)	268	298	
24 (7/5)	266	307	FOURTH OF JULY WEEK
25 (7/12)	275	307	Calls
26 (7/19)	285	316	Postcard; Target X Summit
27 (7/26)	294	325	
28 (8/2)	306	332	
29 (8/9)	319	338	
30 (8/16)	341	344	Late Registration
31 (8/23)	353	353	

\*Please note these events reflect the week (end) date interventions will occur. Actual dates will be provided before 03/01.

**Welcome Ms. Mary Daly:**

*Administrative Assistant, Counseling Services:* She will be located in Starr Hall 122 Drop in and say hello. She is a BLS graduate. Ms. Daly is also investigating beginning a disability services support group for students. More details to come.

**Welcome (back) Ms. Mary To Lee**

*Personal Counselor:* Ms. Lee will be working part time on Wednesday to fill the need for additional personal counseling, as we have seen an increase for this need.

**Lancer’s Boutique**

Counseling Services has now absorbed the clothes closet and is rebranding it “Lancer’s Boutique”. Donations may be made in Starr Hall 106. The boutique is located in Starr Hall 125. Ms. Ernesta Chavez, Ms. Annette Horton, Ms. Mary Daly, and Ms. Karlee Christian are coordinating efforts with hopes of partnering with Goodwill and Christian Services.

**Student Success Workshops Sponsored by Student Engagement and Success**

Founders Hall 104; 12:15-1:00 (Lunch provided with a chance to win chick fil a gift cards)

- Feb 6: Stress Management
- Feb 13: Overcoming Academic Obstacles
- Feb 20: Student Satisfaction Roundtable
- Feb 27: The Value of an Associate Degree

**Probationary Students:**

We will be contacting our probationary students every two weeks to check progress and track statistics in hopes of identifying needs before they become issues that are unresolvable.

**Excessive Absences**

Please continue to use the excessive absences link. It does not reflect the correct semester, but we still receive them and follow up with the student.

**Job Search Updates**

*OSP (Opportunity Scholars Program) Project Coordinator:* Reference checks have been submitted.

*UP (Upward Bound) Administrative Assistant:* Reference checks have been submitted.

*Upward Bound Cultural/Career Specialist:* This search for this position will occur once OSP and UB have concluded.

**Disability Services:**

As a reminder, please be sure all videos are closed captioned for the deaf and hearing impaired. If you need assistance converting or transcribing, please let Ms. Annette Horton know. Some videos can now be found on YouTube with closed captioning.

Additionally, students in need of accommodations must complete the online intake form before an official letter can be submitted on the student's behalf. Once the intake is submitted, the Office of Disability services meets with the students to discuss accommodations. Medical documentation or past IEP is also needed. Students must request accommodations every semester. They do not roll over.

**Student Life**

*Rollin' Roast:* Very successful event. Please encourage students to provide feedback to Ms. Karlee Christian

*Carolina Day at the Statehouse:* PALs accompanied Dean Collins, Karlee Christian, Shana Dry, and Laura Carnes on Jan. 30 to the Statehouse to assist in lobbying for the Higher Education Opportunity Act.

*Chinese New Year Event:* Feb 5; Student Center; 12:00-1:00

*SGA Applications* Due Feb 4; Available online via fillable application or in Starr Hall 106 or TRiO LRC

*SGA and Teacher of the Year Elections:* March 4 and 5

*Congratulations New Peer Advisors:* Alyssa Lincoln  
Samantha Broome  
Katie Coates  
Shaquita Carlock  
Loni Elizabeth Mosier

Ryan McGee  
Jackson Timmons

# *Domestic Violence & Sexual Assault Awareness Event*

Date: 3/20/2019

Time: 11:45 – 12:30

Location: Founders Hall 104

**The Safe Passage agency will be on campus to provide USCL students with useful information on domestic violence and sexual assault.**



**EXTRA CREDIT  
AVAILABLE  
in select classes!**

**What is considered  
sexual assault or  
DV?**

**Learn how and  
where to report**

**Learn about  
supportive  
resources**

**Increase  
Awareness**

**For more information  
contact, Ernesta Adams,  
M.Ed, NCC, LPC  
Personal Counselor, USC  
Lancaster  
803-313-7131**



UNIVERSITY OF  
SOUTH CAROLINA  
LANCASTER

A Palmetto College Campus

# Medford Library

## FACULTY MEETING REPORT FEBRUARY 1, 2019

### CONGRATULATIONS:

#### PROFESSOR KAETRENA DAVIS KENDRICK NAMED ASSOCIATION OF COLLEGE & RESEARCH LIBRARIES 2019 ACADEMIC/RESEARCH LIBRARIAN OF THE YEAR

The Association of College & Research Libraries (ACRL) is the higher education association for librarians. Representing more than 10,000 academic and research librarians and interested individuals, ACRL (a division of the American Library Association) develops programs, products and services to help academic and research librarians learn, innovate and lead within the academic community. The Academic/Research Librarian of the Year Award recognizes an outstanding member of the library profession who has made a significant national or international contribution to academic/research librarianship and library development. Read the full announcement at <https://www.acrl.ala.org/acrlinsider/archives/17113> or view announcement (addendum to this report).

### SERVICE STATISTICS AND PROGRAMS (DECEMBER AND JANUARY)

- **5,051** unique visits
- Processed **5** Interlibrary borrowing requests
- Processed **34** Interlibrary loan lending requests
- Fulfilled **15** PASCAL Delivers borrowing requests
- Fulfilled **28** PASCAL Delivers lending requests
- **1,558** LibGuide views
- **67** Community computer uses
- **118** Group Study Room Reservations
- **4** Conference Room reservations
- Answered **47** reference questions
- Presented “Continental Medford: Antarctica” (Exhibit Series, January 11 – 31)

### CIRCULATION STATISTICS (DECEMBER AND JANUARY)

- **152** General collection items circulated
- **4** New Books circulated
- **8** Juvenile items circulated
- **29** Reserve items circulated
- **4** AV items circulated
- **3** Oversize items circulated
- **1** Special Collection item circulated

### COLLECTION DEVELOPMENT ACTIVITIES (DECEMBER AND JANUARY)

- **34** New Books processed

**UPCOMING or ONGOING PROGRAMS & SERVICES**

- **February 1- 28:** Black History Month Medford Exhibit Series, “Continental Medford: Africa”
- **Pop Up Tea Shop** is open through Mid-March 2019

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

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

**PUBLISHED OVER THE HOLIDAY BREAK? LET US KNOW SO WE CAN BUY YOUR BOOK:**

- Contact Rebecca Freeman x67062; [rfreeman@mailbox.sc.edu](mailto:rfreeman@mailbox.sc.edu)

**PRESENTED THIS SEMESTER/PRESENTATION UPCOMING? SUBMIT IT TO LANCER SCHOLAR SQUARE:**

- Contact Kaetrena Davis Kendrick, x67061; [kaetrena@mailbox.sc.edu](mailto:kaetrena@mailbox.sc.edu)

**HELPFUL LINKS:**

- Is the Computer Lab available: <http://usclancaster.sc.edu/asc/calendar.htm>
- Request Library Instruction: <http://bit.ly/1MePeQQ>
- Faculty research support (Book A Librarian): <http://bit.ly/1iAfckX>
- **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/1iAfckX>



HOME POSTS SUBSCRIBE ABOUT

# Kaetrena Davis Kendrick Named 2019 ACRL Academic/Research Librarian of the Year

## CATEGORIES

## RECENT POSTS

January 29, 2019 Chase Ollis Awards 0

2.3K

Kaetrena Davis Kendrick, associate librarian at the [University of South Carolina–Lancaster Medford Library](#), is the 2019 Association of College and Research Libraries’ (ACRL) Academic/Research Librarian of the Year. The award, sponsored by GOBI Library Solutions from EBSCO, recognizes an outstanding member of the library profession who has made a significant national or international contribution to academic/research librarianship and library development.



Kendrick will receive a \$5,000 award during the Middle Keynote session on Thursday, April 11, at the ACRL 2019 Conference in Cleveland.

“Kaetrena Davis Kendrick is a fully engaged and dedicated professional with her finger on the pulse of some of the most relevant and significant issues in academic librarianship today,” said Jennifer L. Fabbi,

ACRL Board Statement Against Racism, Harassment, and Discrimination in the Profession

Immersion '19 Registration Now Available

Fair Use/Fair Dealing Week 2019 Is Coming Soon

Kaetrena Davis Kendrick Named 2019 ACRL Academic/Research Librarian of the Year

ACRL Member of the Week: Philip C. Shackelford

ACRL e-Learning Webcast – Be Proactive: Overcoming Biases and Microaggressions in the Workplace

ACRL Immersion Program – Call for Program Facilitators

chair of the ACRL Academic/Research Librarian of the Year Award Committee and dean of the California State University–San Marcos University Library. “Her work in the areas of underserved and rural user populations, professional ethics, and morale in the profession are discussed widely and used in graduate library programs. Kaetrena is framing discussions influencing the future of our profession and the next generation of librarians.”

“This award has recognized librarians on whom I have modeled my practical and scholarly endeavors, and I am deeply humbled. I join them with a spirit of thankfulness and resolve,” Kendrick said. “Work in small and rural American academic libraries is often done under augmented constraints, and winning this award highlights and amplifies the positive, diligent efforts of librarians and library workers in these communities who help realize their campuses’ goals of teaching, research, scholarship, and service. Thank you.”

Kendrick exemplifies today’s academic and research librarian through her tireless dedication to the profession both at her local library and on the global stage. Working at a small academic library with only one other librarian, she has sought new and innovative ways to serve her campus community. Kendrick launched the Lancer Scholar Square, a local institutional repository, using open source software and implemented a Library of Things service that provides students, faculty, and staff with access to a range of circulating materials including tripods, presentation clickers, and virtual reality viewers. She additionally found creative ways to host a maker space in the library, using accessible and cost-efficient materials. All of these projects demonstrate Kendrick’s dedication to bringing national trends to libraries with limited resources.

Outside of her home institution, Kendrick’s service orientation is shown in a wide range of publications and presentations on topics including equity, diversity, and inclusion (EDI) in librarianship; professional ethics and workplace issues; and the challenges facing small and rural libraries. She shared the knowledge and insights she gained at the University of South Carolina–Lancaster with her peers as co-editor of the 2016 ACRL book *The Small and Rural Academic Library: Leveraging Resources and Overcoming Limitations*, featuring a mix of case studies and interviews written by librarians who share Kendrick’s commitment to transforming libraries through creativity and innovation.

2019 ACRL Excellence in Academic Libraries Award Winners Announced

Give Feedback on the Future of the ALA Midwinter Meeting, Organizational Effectiveness

ACRL Member of the Week: Karna Younger

Kendrick also shares her insights through contributions to the LIS research literature. Her 2017 *Journal of Library Administration* article **“The low morale experience of academic librarians: A phenomenological study”** is widely recognized as a benchmark study in this under-researched area of librarianship. She has also contributed research on EDI topics in several well-received articles including **“The African American male librarian: Motivational factors in choosing a career in library and information science,”** *Behavioral & Social Sciences Librarian* (2011), and international librarianship through works such as her 2014 *IFLA Journal* article **“The experience of Korean academic librarianship: A phenomenological study.”**

“I am delighted that Kaetrena Davis Kendrick has been selected to receive ACRL’s top recognition of an individual – the Academic/Research Librarian of the Year Award,” said ACRL Executive Director Mary Ellen K. Davis. “Her significant and influential research contributes to the development of academic librarianship and her dedication to her local community is equally impressive. She leads by example through a strong commitment to serving and uplifting traditionally underrepresented and underserved groups of all kinds, both on her campus and in the profession.”

Kendrick is the author of *The Kaleidoscopic Concern: An Annotated Bibliography of Diversity, Recruitment, Retention, and Other Concerns Regarding African American and Ethnic Library Professionals in the United States* (2009) and *Global Evolution: A Chronological Annotated Bibliography of International Students in U.S. Academic Libraries* (2007), both published by ACRL.

Her additional contributions to the journal literature include co-authoring **“A phenomenological study of conservative academic librarians,”** *Behavioral & Social Sciences Librarian* (2015); “The impact of cloud computing on librarians at small and rural academic libraries,” *Southeastern Librarian* (2014); and “Impact of the Code of Ethics on workplace behavior in academic libraries,” *Journal of Information Ethics* (2011).

Kendrick’s record of service to ACRL and ALA includes serving as a member (2012-16) and chair (2016-18) of the *C&RL News* Editorial Board, member of the ALA Committee on Professional Ethics (2014-16), member of the ALA Publishing Committee (2010-12), and member of the ACRL 2009 Panel Sessions Sub-committee (2007-2008), among other appointments. She also served the profession as a member of the

2006 and 2012 Joint Conference of Librarians of Color Proceedings Committees.

Before becoming associate librarian in 2017, Kendrick served the Medford Library as assistant librarian (2012–17) and librarian instructor (2012). She previously held positions at the University of South Carolina Aiken Gregg–Graniteville Library (2009–11) and the Georgia State University Library (2005–09).

Kendrick received her B.A. in English from Winthrop University and M.S.L.S from the Clark Atlanta University School of Library and Information Studies.

The ACRL Academic/Research Librarian of the Year award dates back to 1978, and recent award winners include David W. Lewis (2018); Loretta Parham (2017); Susan K. Nutter (2016); Robert A. Seal (2015); Tim Bucknall (2014); Patricia Iannuzzi (2013); Paula T. Kaufman (2012); Janice Welburn (2011); Maureen Sullivan (2010); Gloriana St. Clair (2009); Peter Hernon (2008); Lizabeth (Betsy) Wilson (2007); Ray English (2006); Ravindra Nath (R. N.) Sharma (2005); Tom Kirk (2004); Ross Atkinson, (2003); and Shelley Phipps (2002).

For more information regarding the award, or a complete list of past recipients, please visit the [ACRL website](#).

### **About ACRL**

The Association of College & Research Libraries (ACRL) is the higher education association for librarians. Representing more than 10,000 academic and research librarians and interested individuals, ACRL (a division of the American Library Association) develops programs, products and services to help academic and research librarians learn, innovate and lead within the academic community. Founded in 1940, ACRL is committed to advancing learning and transforming scholarship. ACRL is on the web at [acrl.org](http://acrl.org), Facebook at [facebook.com/ala.acrl](https://www.facebook.com/ala.acrl) and Twitter at [@ala\\_acrl](https://twitter.com/ala_acrl).

### **About GOBI Library Solutions from EBSCO**

GOBI® Library Solutions from EBSCO offers over 15 million print and e-books to academic, research and special libraries worldwide. From streamlining workflows to partnering with library staff, GOBI Library Solutions is committed to providing the best solution for libraries' acquisition, collection development and technical service needs. For more than 40 years, the mission has remained same—to partner with

libraries in providing access to the broadest selection of scholarly content available. For more information, visit the GOBI Library Solutions website at: [gobi.ebsco.com](http://gobi.ebsco.com).

◀ 2.3K



◀ **PREVIOUS**

ACRL Member of the Week: Philip C. Shackelford

**NEXT** ▶

Fair Use/Fair Dealing Week 2019 Is Coming Soon



CATEGORIES

Select Category ▼

FOLLOW ACRL



(c) 2006–2018 Association of College and Research Libraries, a division of the American Library Association  
Admin login | ALA Privacy Policy

## USC Lancaster Faculty Meeting

### Campus Technology Report

February 1, 2019

#### Highlights

- **Microsoft Office 2016/365 and OneDrive:** The e-mail migration has started and the project team in Columbia anticipates completion by the end of April 2019. All of the special cases for Lancaster campus faculty and staff are complete. Remaining Lancaster Campus faculty and staff are schedule to be migrated February 25 – 28 by e-mail address. You should receive an e-mail from the Division of IT in Columbia informing you that you are about to be migrated and what steps you need to take for the migration to run smoothly. Local IT staff will provide onsite support through the migration process as needed.

February 25: E-mail addresses beginning with A-E

February 26: E-mail addresses beginning with F-L

February 27: E-mail addresses beginning with M-R

February 26: E-mail addresses beginning with S-Z

- **Windows 10.** We are beginning the transition from Windows 7 to Windows 10. Hubbard 206 and Bradley 113 are already Windows 10. The remaining computer labs will be upgraded Summer 2019.

Blake Faulkenberry

Director of Computer Services and Information Technology

## **Policy and Procedures for Senior Instructor Appointment Documents and Motions**

15 January 2019

This document includes four separate items for Faculty Organization review and consideration at the 1 February 2019 faculty meeting.

**1. University of South Carolina Lancaster Policy and Procedures for Senior Instructor Appointment (page 2 of this document)**

This document issued by the Office of the Dean is for the faculty's information. It outlines the university's policies and procedures regarding appointment to senior instructor and their local campus implementation. This already extant policy does not require faculty approval.

**2. Proposed Revision to the Bylaws of the Faculty Organization of the University of South Carolina Lancaster (page 3 of this document)**

This motion is a proposed amendment of the bylaws to assign the responsibility of the initial review of senior instructor candidates to the Instructor Peer Review Committee. These bylaws can be amended at any regular meeting of the faculty organization by a two-thirds majority vote, provided that the amendment has been submitted in writing at the previous meeting. This motion was presented at the December 2019 meeting, and is presented now with minor revisions addressing matters raised in that meeting; accordingly it is eligible for a vote at the February meeting.

**3. USC Lancaster Senior Instructor Appointment Procedures (page 4 of this document)**

This document describes candidate and committee responsibilities in the appointment process. Adopting this procedure requires a simple majority vote of the faculty organization. This motion was presented at the December 2019 meeting, and is presented now with minor revisions addressing matters raised in that meeting; accordingly it is eligible for a vote at the February meeting.

**4. Implementation of Policies and Procedures for Senior Instructor Appointment (page 5 of this document)**

To allow for the appointment of senior instructors this year, a modification to the constitution of the committee and to the review timeline would be necessary. A simple majority vote of the faculty could approve this one-time exception to the procedures approved in numbers 2 and 3 above. This is a substantive legislative matter, but it is presented at least ten working days prior to the meeting and is a response to feedback at the December meeting, so the Chair may rule this eligible for voting on 1 February 2019.

**University of South Carolina Lancaster  
Policy and Procedures for Senior Instructor Appointment**

Issued by: Office of the Dean  
Last updated: January 10, 2019

---

The University of South Carolina [Policies and Procedures Manual](#) definition of Non-Tenure Track Faculty Appointments for Senior Instructor or Senior Lecturer can be found in [ACAF 1.06](#): Academic Titles for Faculty and Unclassified Academic Staff Positions:

I.C.3.b.i.b, page 6

**Senior Instructor or Senior Lecturer:** An initial appointment may not be made at this rank. An individual promoted to the rank of Senior Instructor or Senior Lecturer must have held a regular, full-time appointment as an Instructor or Lecturer at the University of South Carolina for a minimum of six consecutive years, and must have received approval for the promotion by vote of the departmental faculty, the recommendation of the department chair (in departmentalized units), the recommendation of the campus, college or school dean, and the approval of the executive vice president for academic affairs and provost or the Senior campus chief academic affairs officer.

USC Lancaster faculty who serve as full-time instructors and meet the required service time of a minimum of six consecutive years may submit a written request to the Academic Dean of their intent to apply for Senior Instructor by March 15<sup>th</sup> (as stated in the PCCFM Page 17). The file will be presented to the USC Lancaster Instructor Peer Review Committee for a vote and to the campus dean for approval. If approved by both the Peer Review Committee and the Dean, the request would then be sent to Chancellor of Palmetto College for final review and approval.

An instructor promoted to Senior Instructor will receive

- A salary increase that has been reviewed and approved by the Office of the Chancellor prior to extending an offer.
- The length of the appointment must be specified in an offer letter and may not exceed five years. The appointment may be renewable. Offer letters must also state the appointment is contingent upon the availability of funding. Even in multi-year contracts, the offer letter must state that renewal for each subsequent year is contingent upon satisfactory performance and availability of funds.

## **Proposed Revision to the Bylaws of the Faculty Organization of the University of South Carolina Lancaster**

### **INSTRUCTOR PEER REVIEW COMMITTEE**

**Membership:** Six members elected by the faculty. Each member must be at the rank of instructor with at least five consecutive years' full-time experience at USC Lancaster. No one who participates in administrative review of candidates may be elected to this committee.

**Purpose:** The committee conducts the annual peer review of instructors reviewed without scholarship, a process designed to document the professional development of the faculty member and to provide regular and constructive evaluations of the performance of the faculty member.

**This motion proposes adding the following new paragraph to the existing description from page 12 of the Bylaws:**

In addition, the committee will review files submitted by candidates for appointment to Senior Instructor. This review will follow the USCL Office of the Dean's Policy and Procedures for Senior Instructor Appointment and the USC Lancaster Senior Instructor Appointment Procedures. Using the candidates' files for support, the committee will vote and forward the names of recommended candidates to the Dean for consideration. The minimum number of senior instructors necessary for voting on a candidate is six. In the event that there are not six senior instructors available, additional members shall be appointed by the instructor peer review committee, in consultation with the local dean.

## USC Lancaster Senior Instructor Appointment Procedures

- An instructor who has been a full-time instructor and meets the required service time of a minimum of six consecutive years may submit a letter of intent to the Academic Dean by March 15<sup>th</sup> during or after the candidate's sixth year of service on the USC Lancaster Campus.
- An instructor would submit a file in a single PDF document to include:
  - A 2-page summary of accomplishments that relate to the criteria set forth for effective teaching and service in the *PCCFM* section, Guidelines for Documentation of Standards for Tenure and Promotion, "Teaching Effectiveness" and "Service." A candidate may include a discussion of scholarship if desired, but this is not required and candidates may not be penalized if scholarship is not included.
  - Five most recent years of Faculty Information Forms
  - Five most recent years of Peer and Administrative reviews
  - Five most recent years of teaching evaluations
- This file should be submitted to the Instructor's Peer Review Committee for review and a vote.
- The file would then be forwarded to the Dean of the campus for approval.
- The file would then be forwarded to the Chancellor for final review and approval.

### Timeline

**March 1<sup>st</sup>** – The Dean or the Dean's designated academic administrator shall notify instructors of eligibility for appointment to Senior Instructor.

**March 15<sup>th</sup>** – Candidates who want to be considered for Senior Instructor must respond to the Dean's notice by filing notice of intent to apply in writing.

**November 1<sup>st</sup>** – Candidates must submit a file electronically to the designated dropbox.

**December 1<sup>st</sup>** – The chair of the campus instructor peer review committee shall write a letter notifying the candidate of the committee's recommendation. The file, including the ballots, justifications, and letters from any other level of local review, will be forwarded to the Palmetto College Campus Dean.

**January 5<sup>th</sup>** - The Dean will forward the files and any recommendations to the Office of the Palmetto College Chancellor for final review and approval by the Chancellor of Palmetto College.

---

Policy approved {insert approval date}. Revisions are subject to approval by the USC Lancaster Faculty Organization.

## Implementation of Policies and Procedures for Senior Instructor Appointment

In the initial year of the implementation of these new policies, the faculty organization will allow the following two exceptions:

1. Since this is a new policy and USC Lancaster does not have faculty who are senior instructors, the extant Instructor Peer Review Committee will review candidates for Senior Instructor Appointment for the initial review cycle in 2018-2019. All elected members of the 2018-2019 committee have at least six years' experience teaching at USC Lancaster.
2. The timeline outlined in the USC Lancaster Senior Instructor Appointment Procedure will be accelerated to allow for initial appointments to take effect in August 2019. The Instructor Peer Review Committee will establish and distribute an adjusted timeline as they deem appropriate to allow for all files and recommendations to be forwarded to the Dean by **1 May 2019**.

After these two exceptions, beginning with the 2019-2020 cycle and thereafter, the procedures outlined in the newly adopted policies and procedures will apply.

## Appendix X: Local Campus Tenure and Promotion Procedures (DRAFT)

The sections below may be amended only by the Faculty Organization of the appropriate campus.

### Lancaster Campus Local T&P Procedures (Submitted to Lancaster Faculty Organization 12/7/18)

Lancaster tenure and promotion procedures follow the *Palmetto College Campuses Faculty Manual*, in addition to these specific local committee procedures.

1. Except for those items specified for inclusion in the Addendum, the file must be complete by **November 1 (March 31 for second-semester appointments) and before the campus tenure and promotion committee begins to review it**. All files will be presented electronically (.pdf) with bookmarks designating the sections of the file, to the Office of the Palmetto College Chancellor.
2. Third-year review files are to be prepared and submitted in the same manner as tenure and promotion files. The Lancaster Tenure and Promotion Committee also reviews third-year review files, although it may specify a later deadline for those files to be submitted. The latest deadline in such exceptions should be 31 January (15 April for second-semester appointments). The tenure and promotion committee chair must notify faculty undergoing third-year review of any extended deadline for files by no later than 1 September.
3. Likewise, the Tenure and Promotion Committee chair may extend the deadline for post-tenure review files to not later than 31 January, notifying candidates of any extended deadline by no later than 1 September.
4. The Tenure and Promotion Committee also conducts first-year review for new faculty, but the procedures for this review are not defined by the *Palmetto College Campuses Faculty Manual* but are instead described by a separate local faculty organization approved policy, First-Year Tenure-Track Faculty Peer Review, available on the Lancaster campus website.
5. The file will be considered by the Lancaster Campus Tenure and Promotion Committee, which comprises six tenured members elected by the faculty. This committee will typically have been elected the preceding April. Neither the campus dean, nor the academic dean, nor any Local Division Chair, nor any Emeritus Professor, nor anyone who serves on the Palmetto College Campuses Tenure and Promotion Committee or Palmetto College Campuses Grievance Committee may be elected to this committee.

Moved (insertion) [1]

Deleted: No one who participates in administrative review of candidatesNeither the campus dean, nor

Deleted: or

Division chairs and the Associate Dean for Academic Affairs do not vote in the Lancaster tenure and promotion process.

**Deleted:** Department

6. Only faculty of equal or higher rank may vote on those applying for that rank. All faculty serving on the committee may vote on applications for tenure. The minimum number of faculty necessary for voting on a candidate is five. The local tenure and promotion committee will request the participation of faculty from other Palmetto College campuses if necessary to find sufficient faculty to serve with eligibility to vote. In the event that the campus cannot provide at least three members for its local Tenure and Promotion Committee for any candidate, additional members shall be appointed by the Palmetto College Campuses Faculty Senate Executive Committee, in consultation with members of the local committee, and the Palmetto College Chancellor or designee.
7. A faculty member on leave may vote only upon written notification to the unit chair or dean of a desire to do so before beginning the leave. This faculty member must attend the meetings of the committee to cast a vote. Any portion of a meeting at which candidates are considered for tenure or promotion is closed except to those eligible to vote.
8. Each member of the campus tenure and promotion committee shall vote “yes,” “no,” or “abstain.” A majority of yes votes among those voters who did not abstain is considered a favorable recommendation. Original ballots with justification must be provided by each voting faculty member. Justifications need not be signed but must clearly state how the author voted. Any ballot without justification will be voided.
9. After the votes have been recorded and reported to the committee, the ballots and justifications will be included in the file. The committee will generate a letter which will indicate one of the following:
  - a. Recommended for promotion
  - b. Recommended for tenure
  - c. Not recommended for promotion at this time
  - d. Not recommended for tenure at this time
  - e. Not recommended for tenure (this category is reserved for cases where the faculty member has served the maximum probationary period in any rank)
10. By **December 1 (May 15 for second-semester appointments)**, the chair of the campus committee shall write a letter informing the candidate of the committee’s recommendation. The file, including the ballots and justifications, will be forwarded to the Lancaster Campus Dean. The Dean will review the file and write an assessment and recommendation to be included in the tenure and promotion file. The Dean will then forward the file to the Office of the Palmetto College Chancellor by **January 5 (August 1 for second semester appointments.)** The Dean will notify the candidate, in writing, of their recommendation.

**Moved up [1]:** No one who participates in administrative review of candidates or who serves on the Palmetto College Campuses Tenure and Promotion Committee or Palmetto College Campuses Grievance Committee may be elected to this committee. Only faculty of equal or higher rank may vote on

**Deleted:** The campus dean may not serve on the Lancaster campus Tenure and Promotion Committee. Emeritus professors may not vote. A faculty member on leave may vote only upon



UNIVERSITY OF  
**SOUTH CAROLINA**  
LANCASTER

To: Lancaster Faculty Organization

From: Evaluation Committee Members  
Adam Biggs  
Mark Coe  
Ron Cox  
Lisa Hammond, Chair   
Lynette Martek

Date: 15 January 2019

Re: Proposed Revisions to the current Annual Faculty Peer Review policy

As has been reported from this committee already this academic year, the Evaluation Committee is working on revisions to our Annual Faculty Peer Review. There have been several motions over the last few years attempting to resolve faculty concerns with various aspects of the review process, as well as two surveys of the FO, both of which are attached to this report. We are still working on several other aspects of this project, including a possible alternative peer review, but at this time, we are bringing forward the attached motion.

This motion amends the existing Annual Faculty Peer Review policy to eliminate the numeric ranking currently in place, in which a 4.50 - 5.00 is outstanding, a 3.50 - 4.49 is above average, etc. In its place, the revised policy proposes a simple evaluation of Effective or Not Effective.

### **Rationale for Proposed Change**

1. First and foremost, the revisions will bring the Lancaster Annual Peer Review procedures more fully in line with the *Palmetto College Campuses Faculty Manual*. The existing policy includes a 60 / 20 / 20 numeric scoring weighing effectiveness as a teacher and/or librarian / scholarship / service that is not included in the manual and that not infrequently creates confusion across campuses. More significantly, the language the manual uses in defining criteria for tenure and promotion is “effective” and “highly effective.” Candidates will have a simpler justification when the language of peer review mirrors tenure and promotion.

2. The proposed change shifts the evaluation ratings from a five-category scale to a simpler two categories. We discussed at considerable length alternative simpler scoring scales and ultimately recommend the two categories Effective / Not Effective based on the language of the *Faculty Manual*. The manual states that Highly Effective performance “shall be established by a clear and consistent record of effective teaching” and “a long and consistent record of effective scholarship” (*PCCFM* 2018, pages 9 and 11). Thus, a third category titled “Highly Effective” would be a misnomer inconsistent with the *Faculty Manual*, since “Highly Effective” is defined not as outstanding performance but as a record of “Effective” performance over a period of years.
3. Our committee met several times in 2018 to discuss the peer review process with Dean Walt Collins and with committee member Ron Cox in his capacity as Associate Dean of Academic and Student Affairs. Following these discussions, Dr. Cox announced in his December 2018 report to the FO a change to annual administrative review in which faculty work will be evaluated with a two-category scale:

Faculty will still be evaluated, as appropriate, on the areas of teaching/librarianship, scholarship, and service (along with administrative responsibilities for whom those are applicable), with designations of “Effective” or “Not Effective” and accompanying verbiage elaborating on the faculty member’s performance over the past year.

While faculty peer review is the purview and responsibility of the faculty, a consistent scoring method in common with both faculty peer and administrative evaluation will also simplify t&p justifications for effective and highly effective.

4. Numeric scoring is significantly compressed and also not clearly consistent from year to year. As the composition of the review committees changes, a faculty member doing approximately the same amount of work may receive a significantly different score from one year to the next. These scores do not reflect any incompetence or ill will on the part of reviewers, or any lack of effort on the part of the faculty member, but the inconsistency of scoring is frustrating and also can create problems for faculty in the tenure track, for example, who need to demonstrate instructional improvements but whose fluctuating peer review scores could make that more difficult. The Instructor Peer Review Committee has not compiled similar numbers, but anecdotal reporting from committee members indicates that scoring compression is very similar to the T&P Committee’s results.

Annual Faculty Peer Review						
Overall Scores						
	<b>Outstanding</b>	<b>Above Average</b>	<b>Satisfactory</b>	<b>Marginal</b>	<b>Unsatisfactory</b>	<b>Total faculty reviewed</b>
	<b>4.50 to 5.00</b>	<b>3.50 to 4.49</b>	<b>2.50 to 3.49</b>	<b>1.50 to 2.49</b>	<b>1.49 or less</b>	
2013	7	32	1			40
2014	6	28				34
2015	12	24				36
2016	7	28				35
2017	30	6				36

5. Numeric scoring dates from a period where a graduated ranking of faculty by evaluation score was one basis for annual or at least periodic merit raises. Merit raises rarely occur (if at all?) now due to state legislative mandates; instead raises are a standard percentage across the board. Additionally, since faculty members have no means of comparison of their scores with others (which is not even necessarily a particularly helpful comparison), the numeric ranking system no longer carries any significant benefit.
6. Numeric scoring makes the review process much more time consuming for review committees, who could much more effectively deploy useful narrative comments to support and mentor faculty if they were not spending time negotiating and calculating scores. Indeed, scoring concerns have created controversy in the Tenure and Promotion Committee and in the larger faculty organization that may be remedied by the move to the simpler Effective / Not Effective rankings.

This motion is substantial but has been the subject of considerable discussion in the last year on campus and in the Faculty Organization, and we present it in writing ten business days prior to the meeting, so it will be eligible for voting. If it is adopted at the February 2019 faculty meeting, the change in scoring can be implemented immediately in this year's peer review cycle, which would also mean the scale for administrative and peer review would change in the same year, simplifying the need to explain changes in the rankings in a faculty member's cumulative data.

In sum, it is our committee's unanimous recommendation that we move to Effective / Not Effective as described in the attached motion. Simplifying the review process in this way will eliminate several areas of concern for tenure and promotion candidates, reduce the service load for review committee members, and eliminate a complex system that no longer produces benefit for faculty. We are very fortunate to have an outstanding group of faculty who regularly perform to the highest standards, and it is our hope that this change would benefit us all.

ANNUAL FACULTY PEER REVIEW  
UNIVERSITY OF SOUTH CAROLINA LANCASTER

PURPOSE

As stated in the [Palmetto College Campuses Faculty Manual](#), the University of South Carolina is committed to annual review of all faculty. On the University of South Carolina Lancaster campus, each faculty member must undergo an annual peer review. The peer review process is designed to provide an opportunity to document the professional development of the faculty member, and to provide regular and constructive evaluations of the performance of the faculty member. Annual Peer Review also provides an opportunity to assess the contributions of the faculty member to the mission of USC Lancaster.

**Deleted:** Regional

EXEMPTIONS FROM ANNUAL FACULTY PEER REVIEW

Each faculty member is required to undergo annual faculty peer review. Faculty members preparing files for first or third-year review, the tenure and promotion process, or post-tenure review may be exempted from the annual faculty peer review process. Those faculty members should refer to the *Manual* and to USC Lancaster’s policies for the specific requirements of these reviews. Administrators subject to administrative review by faculty may elect not to undergo annual faculty peer review in addition to administrative review.

PREPARATION OF THE ANNUAL FACULTY PEER REVIEW FILE

Annually each faculty member shall complete a Faculty Information Form (FIF) detailing the faculty member’s professional activities conducted during the previous calendar year. The FIF is arranged according to the criteria for tenure and promotion found in the [Palmetto College Campuses Faculty Manual](#), and the faculty member is encouraged to consult the *Manual* closely in the preparation of the FIF. The criteria stated in the *Manual* recognize three broad areas: Effectiveness as a Teacher and/or Librarian, Scholarship, Service. In documenting effectiveness for these criteria, the faculty member should focus specifically on their contributions to the mission of USC Lancaster in the performance of each of these areas.

**Deleted:** Regional

**Deleted:** OF FILES

**Deleted:** and average these evaluations according to the weights below. Candidates for tenure or promotion should consider that this scale is based on USC Lancaster expectations for annual peer review only, and does not necessarily reflect the level of performance expected for tenure or promotion, at either the local or the system level: ¶

- ¶ 60% – Effectiveness as a Teacher and/or Librarian¶
- 20% – Scholarship¶
- 20% – Service

**Deleted:** EVALUATION OF FULL-TIME INSTRUCTORS¶

Full-time instructors do not have a scholarship component to their job responsibilities and their evaluations by the Instructor Peer Review Committee will be given the following weights.¶

- ¶ 80% – Effectiveness as a Teacher and/or Librarian¶
- 20% – Service

**Deleted:** , omitting the Scholarship ranking.

**Deleted:** ¶

**Deleted:**

**Deleted:** same weights

**Deleted:** .

**Deleted:** as tenured and tenure-track faculty

**Deleted:** Annual Faculty Peer Review policy, approved March 2013¶  
This document is maintained by the USCL evaluations committee.

FACULTY EVALUATION

The Local Tenure and Promotion Committee evaluating the annual peer review files of tenured and tenure-track faculty will evaluate faculty on three categories, [assigning a rating of Effective or Not Effective in each category](#), as well as an overall rating of Effective or Not Effective.

[The Instructor Peer Review Committee will use the same method to evaluate full-time instructors, but because those instructors do not have a scholarship component to their job responsibilities, their evaluation will be based on Effectiveness as a Teacher and/or Librarian, omitting the Scholarship ranking.](#) Full-time instructors who have scholarship accomplishments to report have the option of choosing to be evaluated by the Local Tenure and Promotion Committee with the [scholarship category included](#). A faculty member wishing to be evaluated in this way should indicate that preference by checking the appropriate box on the FIF.

[Annual Faculty Peer Review policy, originally approved by the USCL Faculty Organization October 2003 revised and approved March 2013 {insert: and February 2019 if approved}](#)

[This document is maintained by the USCL Evaluation Committee and subject to the approval of the USCL FO.](#)

For a description of the current criteria for each of these areas, please refer to the most recent edition of the [Palmetto College Campuses Faculty Manual](#). It is important that the faculty member include activities in each relevant section of the FIF, and the faculty member is encouraged to present limited narrative providing context and explaining the importance of the most significant activities included in the file. Faculty members should note that within the category of service, USC Lancaster sets a high priority on service to the community.

**Deleted:** Regional

**PROCEDURES AND DEADLINES**

Annual peer review shall be conducted according to the following schedule:

- January 31** The faculty member shall have submitted a completed FIF to the office of the Associate Dean for Academic Affairs.
- February 15** The office of the Associate Dean for Academic Affairs shall have provided the appropriate review committees (hereafter referred to as “the committees”) access to the FIF for each faculty member undergoing annual faculty peer review.
- April 30** By this date, each member of the faculty will have received from the committees a written evaluation on the Peer Review Form (PRF). Each faculty member must sign his or her PRF acknowledging that the evaluation has been completed. This signature does not necessarily constitute agreement with the evaluation, and every faculty member has the right to respond to the annual peer evaluation in writing. The original of the signed PRF shall be given to the faculty member, and a copy shall be given to the Associate Dean for Academic Affairs, who will maintain the copy as a part of the faculty member’s personnel file.
- May 31** By this date, any faculty member who wishes to respond to the annual peer evaluation in writing must have submitted his or her response to the Associate Dean for Academic Affairs. Any written response from a faculty member to his or her PRF must be attached to the copy maintained in the office of the Associate Dean for Academic Affairs.

**Deleted:** and using the numerical rating system listed on the PRF, each member of the committee

**Deleted:** a numerical rating and

**Deleted:** Each committee member will determine an overall numeric rating for the faculty member, using the weighted scales listed earlier in this document as a guide.¶  
 The committee member’s overall score for each faculty member need not be an exact average of these percentages, but may take into account exceptionally strong or poor performance in a particular area, providing that effectiveness as a teacher and/or librarian remains the primary consideration.¶  
 ¶  
 <#>The Chair of each committee will average the ratings of each of the committee members into a single numerical rating for each of the areas included on the PRF. The Chair of the committee will also collate the comments of each committee member and include those comments in the narrative section of the PRF.¶

**Deleted:** the average scores in

**Deleted:** and

**Deleted:** e

**Deleted:** numeric score

**Deleted:** Annual Faculty Peer Review policy, approved March 2013.¶  
 This document is maintained by the USCL evaluations committee.

**COMMITTEE PROCEDURES**

Annual Faculty Peer Review will be conducted each year by the Tenure and Promotion Committee and the Instructor Peer Review Committee as detailed above. Evaluation of the faculty member will be based on the FIF submitted by that faculty member, and the evaluation will proceed in the following manner.

1. After review of the FIF, each member of the committees will evaluate the performance of each faculty member, producing brief comments for each of the areas of the criteria.
2. The appropriate review committee will meet and discuss each of the areas, determining an overall ranking for each candidate in each area as Effective or Not Effective, as well as an overall ranking for each candidate. If the committee cannot determine a ranking by

[Annual Faculty Peer Review policy, originally approved by the USCL Faculty Organization October 2003 revised and approved March 2013 {insert: and February 2019 if approved}](#)  
 This document is maintained by the USCL Evaluation Committee and subject to the approval of the USCL FO.

consensus, the committee will conduct a vote with a tie resulting in a ranking of Effective. The committee should also at this time discuss and justify individual narrative comments and edit those comments for clarity as the committee deems necessary. It is desirable that the committee reach consensus in the preparation of the narrative comments, but when necessary, dissenting comments shall be included.

3. The Chair of each committee will collate the comments for each faculty member being evaluated and include these comments in the narrative section of the PRF.
4. Each member of the appropriate review committee must sign the PRF. These signatures do not necessarily indicate that all members of the committee agree with all comments on the form or the overall ratings, but rather indicate that the committee members have reviewed the PRF and that their comments and ratings have been included in the process.
5. Members of the committees may not participate in their own peer evaluations, and as such, members of the committees will not sign their own PRF's, except to acknowledge their receipt of the finished form at the completion of peer review.

**Deleted:** This score need not be an exact average of the percentages referenced in step 1 above, but may take into account exceptionally strong or poor performance in a particular area, providing that effectiveness as a teacher and/or librarian remains the primary consideration.

Annual Faculty Peer Review policy, originally approved by the USCL Faculty Organization October 2003 revised and approved March 2013 {insert: and February 2019 if approved} This document is maintained by the USCL Evaluation Committee and subject to the approval of the USCL FO.

**Deleted:** Annual Faculty Peer Review policy, approved March 2013  
This document is maintained by the USCL evaluations committee.



The comments [above](#) are a synopsis of remarks of the individual committee members. The signatures of the committee members below should not be construed as endorsements of every comment by every committee member, but rather the signatures indicate that all committee members have reviewed the synopses and approve of the individual comments.

_____	_____
_____	_____
_____	_____

I have received and have examined the year {insert current year} peer evaluation summary. My signature below indicates receipt and review; it does not indicate agreement or disagreement with the material contained within the summary. I understand that I have the right to respond in writing to any statement that is part of the document and to have the response attached to the original copy of the review summary.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Deleted:** The Peer Review Committee used the following numerical scale in scoring each of the areas of consideration for annual peer review:

- 4.50 - 5.00 ~~outstanding~~
- 3.50 - 4.49 ~~above average~~
- 2.50 - 3.49 ~~satisfactory~~
- 1.50 - 2.49 ~~marginal~~
- 1.00 - 1.49 ~~unsatisfactory~~

In addition to the numerical scores, each area of evaluation included brief comments.

**Deleted:** se



UNIVERSITY OF  
**SOUTH CAROLINA**  
LANCASTER

**FACULTY INFORMATION FORM**  
**{insert current year}**

**This information is requested of each faculty member at USCL in order to update professional files (as mandated by the Southern Association of Colleges and Schools), and as a part of the annual review of faculty, a process which includes both a peer and an administrative review (as mandated by University Policy). Information included in the Scholarship and Service (but NOT Teaching/Librarian Effectiveness) sections may be pulled and compiled for campus and Palmetto College reporting purposes, unless requested otherwise in writing by the faculty member.**

Name of Faculty \_\_\_\_\_

Academic division of faculty member \_\_\_\_\_

Please select the one category most appropriate for your faculty status:

- Tenure-track / tenured / visiting faculty
- Tenure-track faculty undergoing first year review
- Tenured faculty undergoing post-tenure review (must include previous six years of professional activities)
- Full-time instructor (reviewed with scholarship component)
- Full-time instructor (reviewed without scholarship component)

PROFESSIONAL ACTIVITIES

January 1, {insert current year} - December 31, {insert current year}

Please include information from the current calendar year only. For a description of the current criteria for each of the areas below, please refer to the most recent edition of the *Palmetto College Campuses Faculty Manual*. For more specific guidelines on completing this form, see the faculty resources available on the USCL website.

**Effectiveness as a Teacher and/or Librarian:**

**Scholarship:**

**Service:**

**Optional Personal Statement:**

[Annual Faculty Information Form, originally approved by the USCL Faculty Organization October 2003; revised and approved March 2013 {insert: and February 2019 if approved}.](#)  
[This document is maintained by the USCL Evaluation Committee and subject to the approval of the USCL FO.](#)

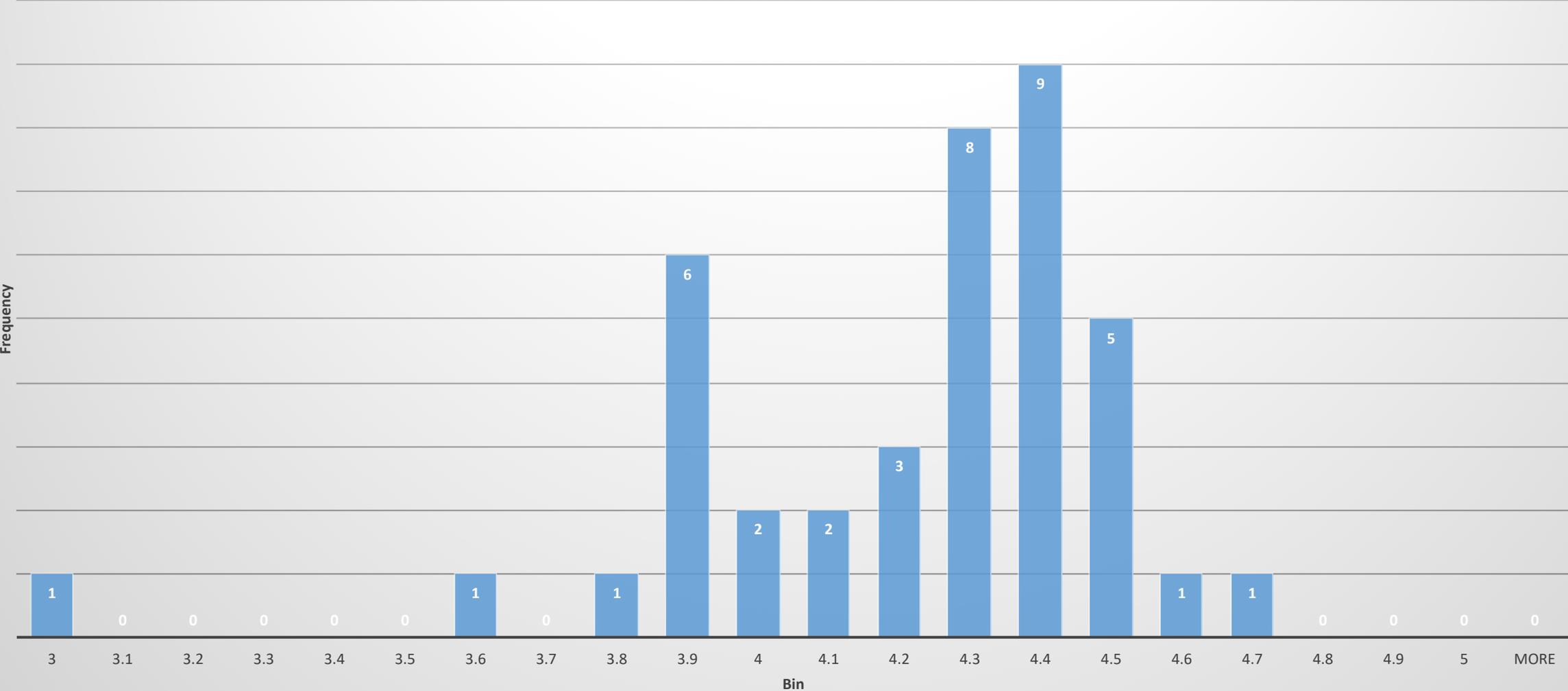
# FIF: Overall Scores from 2013 - 2017

2013	N = 40	Mode = 4.4	M = 4.21
2014	N = 34	Mode = 4.4	M = 4.33
2015	N = 36	Mode = 4.4	M = 4.38
2016	N = 35	Mode = 4.3	M = 4.25
2017	N = 36	Mode = 4.7	M = 4.77

5-point scale used across years:

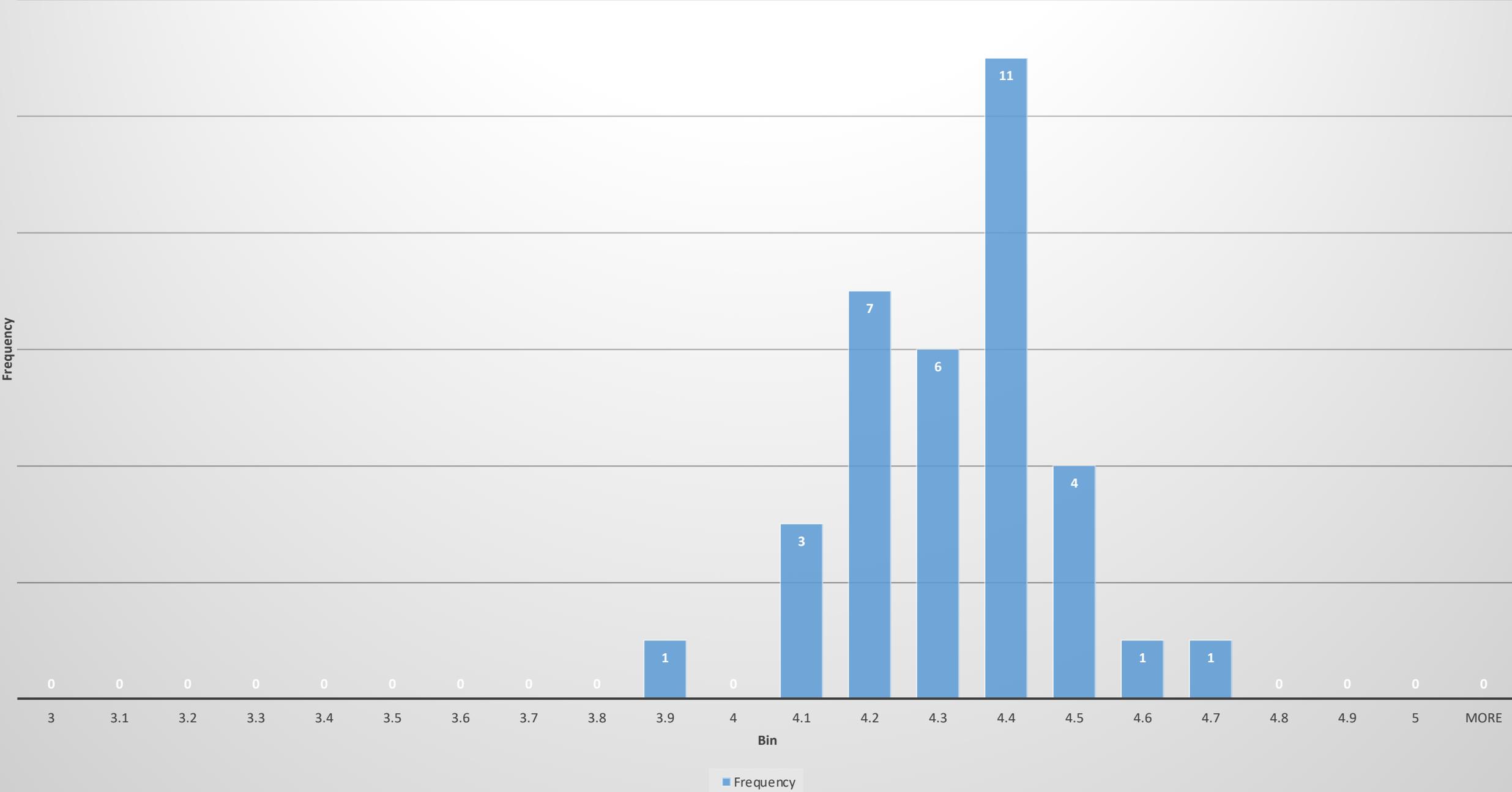
- 4.50 to 5.00 = outstanding
- 3.50 to 4.49 = above average
- 2.50 to 3.49 = satisfactory
- 1.50 to 2.49 = marginal
- 1.49 or less = unsatisfactory

# 2013 Overall Rankings

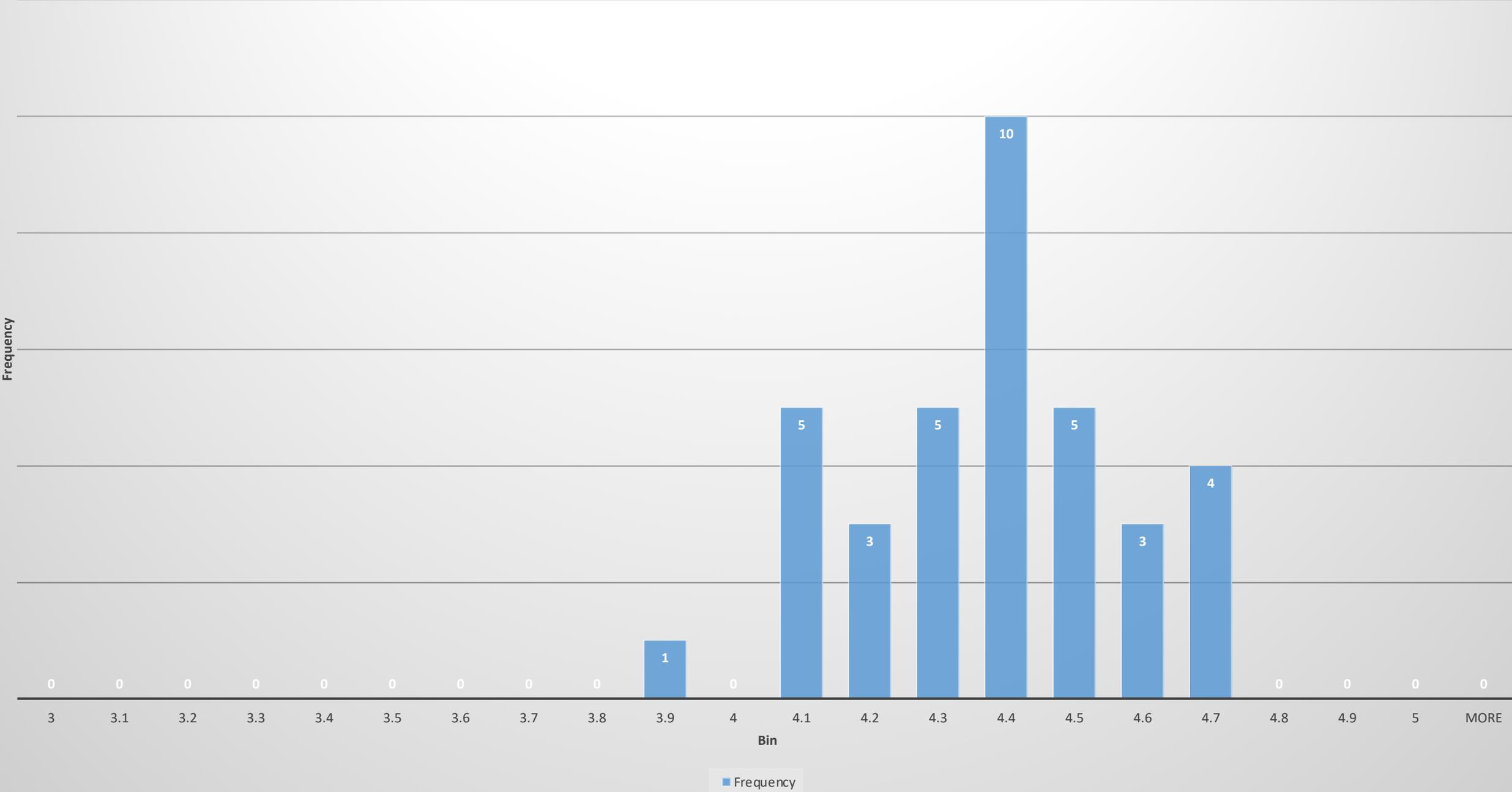


■ Frequency

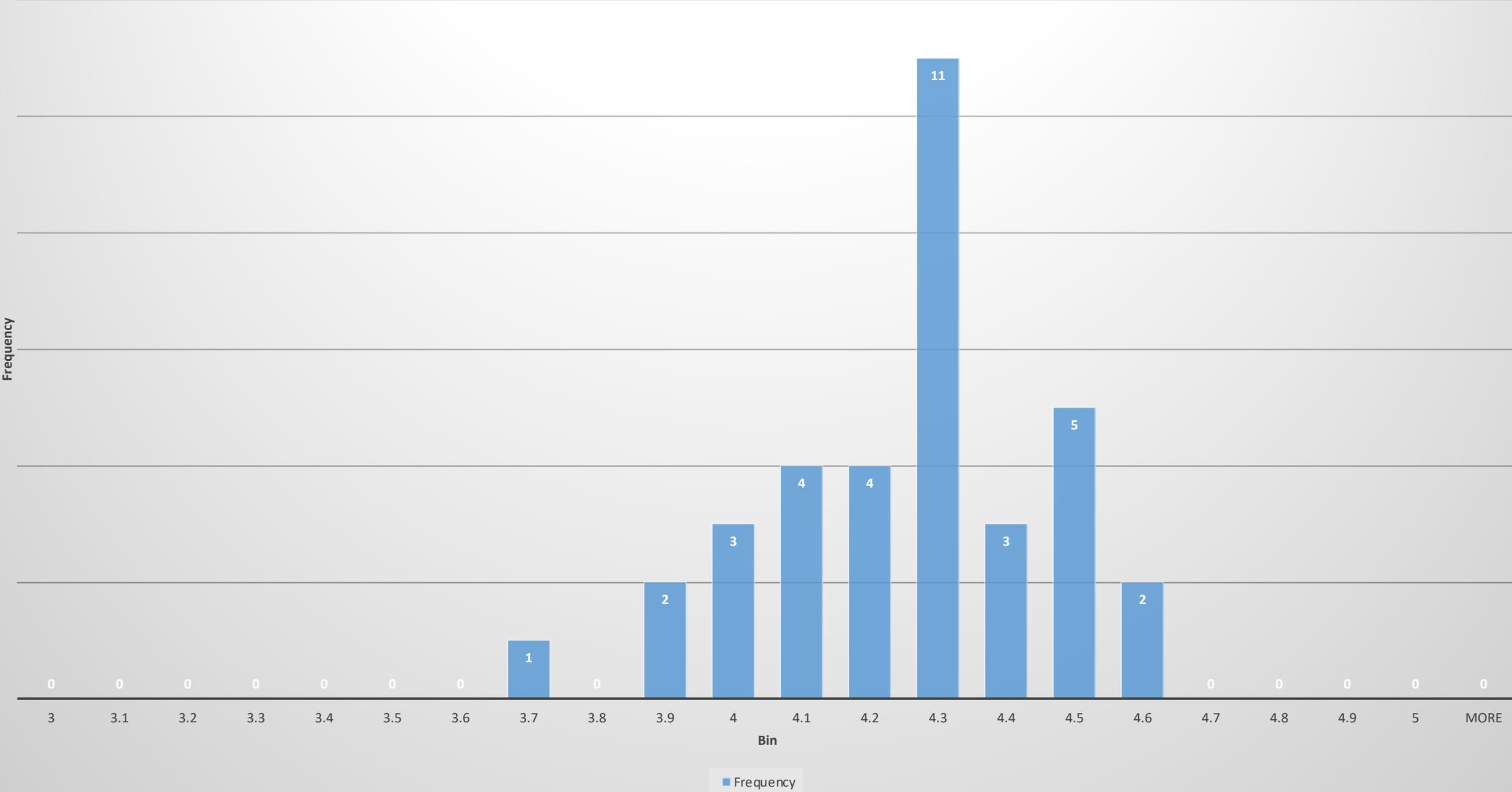
# 2014 Overall Rankings



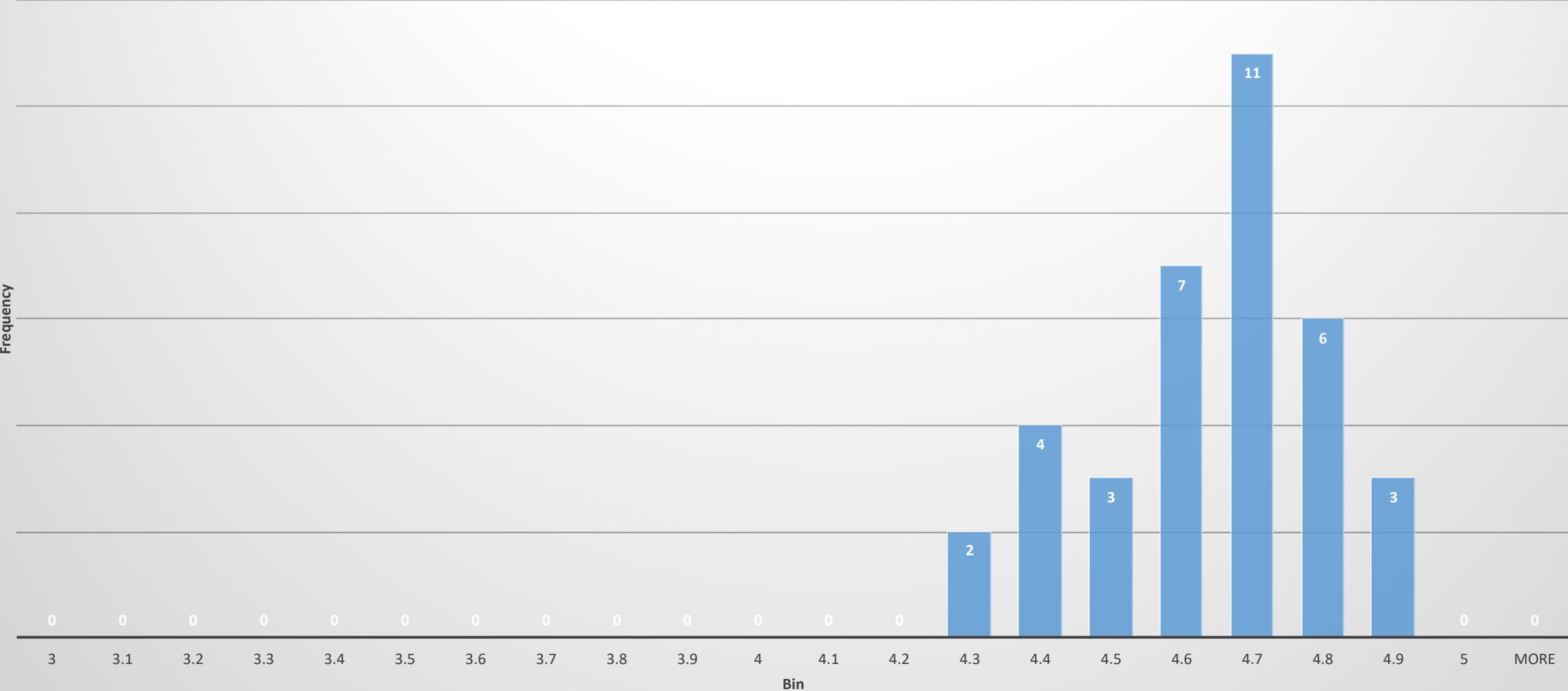
# 2015 Overall Rankings



# 2016 Overall Rankings



# 2017 Overall Rankings



■ Frequency

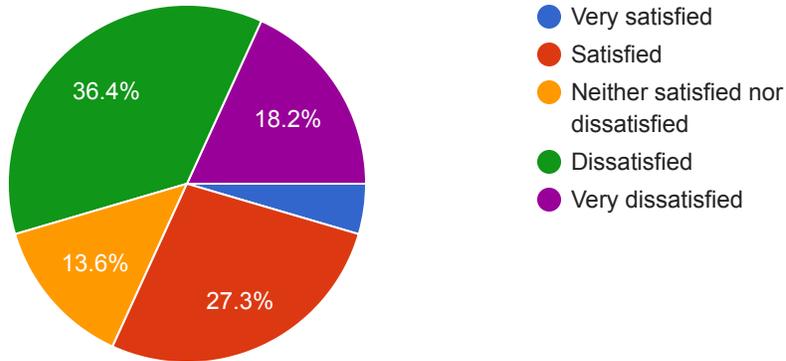


# USCL Faculty Peer Review Survey

22 responses

## How satisfied are you with our current peer review process?

22 responses



## What usefulness, if any, do you find in the peer review process?

20 responses

None (2)

We need to assess the quality of our work but also to establish a record of quality performance for T& P

helps me to understand the value of my activities in teaching, scholarship, and service

None. If anything, I find their comments to have a negative impact.

Quotations that emphasize strong work

It is useful to reflect upon the year and think about ways to improve teaching.

I think review by peers is important but probably not necessary every year except for tenure track faculty.

The narrative feedback is \*sometimes\* useful, but I don't see a lot of value in what we're doing now.

suggestions for improvement in teaching methods that may help improve eval scores

Not much. But when I was going up for tenure I did appreciate being able to use some of the quotations. Also, my first year or two here, the reviewers were obviously trying to be kind, and I appreciated that too.

Allows colleagues to see what work I am doing and how.

I occupy a rarified niche in the review process, so it gives me an idea of how my colleagues view my work and scholarship.

Other than revealing the latent fears and preoccupations of the faculty body, I have yet to garner anything useful from the process...at all.

None. I guess the service part, I can get an opinion on whether people think I'm doing enough service. (I don't trust people's opinion on what 'enough service' is on this campus though.)

comments are some times very helpful

It provides a narrative record (in addition to administrative evals) of others' perception of your academic progress. I have included passages from these evaluations when I underwent third year review and tenure and this seems to have been of benefit to other faculty as well. For me, it's been a good way to get the perspective of others.

I find that the process holds us true to looking at our professional responsibilities, activity, teaching, service, and interaction with our students, colleagues and community. This review process is a way to see that at least a standard is maintained for our campus.

I currently do not find it to be very useful. The feedback is pretty limited and there is no incentive to getting a good rank on the peer-view since we have not had opportunities for raises.

How I should alter my teaching and support my pass/fail rate

What concerns, if any, do you have about the peer review

## process?

19 responses

Teaching has always been the most difficult area to assess. We argue more about scholarship and service but we don't really have a valid way to assess quality teaching.

none

It's biased. People on the committee argue to boost the evaluation scores of their friends, and, in turn, those who do not like you give you lower scores.

There is no consistency from year to year. People who are on the committee don't follow the procedures. For example, on page 3 of the peer review procedures, it states "Evaluation of the faculty member will be based on the FIF submitted by that faculty member". Some T&P committee members have used information not contained in the FIF in their evaluations. The document also says "After review of the FIF . . . each member of the committees will evaluate the performance of each faculty member, producing . . . brief comments for each of the areas of the criteria." It's not true that each member produces comments for each area of the criteria. Some peer review committee members don't appear to have read the faculty manual recently and don't appear to be aware of the current criteria. Some don't appear to be aware of family friendly human resources policies either and appear to be biased against faculty who use those policies. Also, having a numerical scale without using numerical methods to verify that there is no bias doesn't make sense. The numerical scale also leads to committee members comparing faculty members to each other rather than comparing each faculty member to the manual's criteria. This doesn't make any sense since our jobs are not comparable, and even if they were, it is inappropriate to compare coworkers in this context.

The number scale being used as a way to compare faculty members to one another, and pit us into competition with one another., which is not only not very bright, but also contra the spirit of what a faculty is supposed to be.

The process does not have any concrete criteria.

Inconsistent calibration of the committee which changes membership yearly

It's hard to understand what the numbers mean (if they mean anything). The peer review criteria don't seem to match up with the criteria that the system T&P committee uses. The entire process lacks transparency and oversight.

Changes in the makeup of the peer review committee can alter reviews from one year to the next. The committee might have more consistent results if they threw out the highest and lowest score and averaged what was between those two. (Providing a committee has a sufficient number of members to make that score more fair in the event there is an overly positive or overly negative score given by an individual or two.)

Wow, enough that it's probably tiring to read them: 1. A big concern for me is that the write-ups sometimes aren't factually accurate—more than a few times it's been clear that the

person or people doing the writing didn't have the time or the motivation to double-check what they wrote, or just missed a few paragraphs of the file they were reading. (For what it's worth, I don't mean to suggest I've been treated unfairly—I've seen more inaccuracies in the peer evaluations my colleagues have gotten than I have in mine.) Anyway, the sloppiness absolutely does not inspire confidence. 2. Another problem is that there isn't a clear basis for the numbers. 3. Being even a moderately conscientious peer reviewer involves a lot of work, and it's work that doesn't help other people much. 4. The system tends to reward short, simple, quickly publishable research projects more than complex multi-year ones. 5. There's a lot of inconsistency in the ways work gets reported and treated. This is especially true in the case of research. For example, it's possible to get credit one year for writing an article manuscript, the next for having it accepted, and the next for having it published—if you report it like that and if some of the reviewers haven't seen the manuscript listed before or are willing to be very generous. Depending on the committee and on how you report the manuscript, though, you may not.

What is the purpose of the process if it is not associated with at least a cost of living raise? I feel like tis process is merely for the bean counters of the University and SACS.

I'm unsure that the scoring systems is effective, yet at the same time I can't imagine any other way we could tweak the system. It's not broken so I don't think it needs to be fixed.

It seems to me that this element of the annual review has more influence over faculty culture than any other faculty-led structure we have in place. I wish there was a more explicit conversation about the direct and indirect ways it shapes our interactions. But, as it's constructed, I'd argue it hurts morale, discourages innovation, and inhibits meaningful development and collaboration. The name alone is misleading. It is not a bonafide "peer" review process but, rather, a faculty review process where selected "senior" faculty evaluate other faculty members who may, or may not, be eligible to serve in a similar capacity. If this is the structure we continue to use, at minimum, renaming it appropriately would add some sense of integrity.

In addition, its evaluation methods seem capricious and ill-conceived. Numerical "grades" increase or decrease arbitrarily without explanation from year-to-year. In addition, more often than not, the reviewing committee seems to outsource critical judgement on teaching to poorly constructed student surveys and rarely, if ever, offers meaningful advice on pedagogical methods. Furthermore, committee members rarely appear to have the tools needed to give substantive feedback on other aspects of job effectiveness. As a result, the written feedback I receive often does little more than restate the content of the report. Such summaries, at best, affirm the report has been read but, more notably, seem to suggest the committee's primary concern is something other than faculty development. Because reviews fail to offer meaningful explanations or insights into the evaluation criteria—including discussions about what constitutes "job effectiveness" or acknowledging differences of opinion that may exist within the committee—the primary role of the written responses appears to be shielding the committee, itself, from accountability and future criticism. I don't mean to suggest committee members are working in bad faith. They are, however, operating within a structure that fails to recognize the nuance and complexity involved in meaningful evaluative processes and fails to cultivate the type of relationships necessary to add legitimacy and "buy-in" to the endeavor (for both the reviewers and the reviewed).

As it's constituted, I think the current "peer review" process discourages the type of open

dialogue, debate, and engagement, we should be cultivating in order to encourage faculty development and which should be central to how we conceptualize a vision of the university's larger role within our community. I generally appreciate the administrative feedback I have received, but I'm inclined to generally disregard the "peer review" feedback (numbers and written). And, when opportunity presents itself, I take my latent resentment out on unsuspecting committee members. "Whoops! Was that the last piece of cake? Well, there will be other parties...."

Inconsistent scoring, from year to year, by T&P committee members (due to turnover & lack of guidance/standards)

I write down that I did a good job teaching and doing research. Then people read what I wrote and conclude that I must've done a good job teaching and doing research. Then they write comments repeating what I said about my teaching and my research and how I appear to have done a good job. There is also a number given back which seems to be meaningless.

comparing files and faculty across disciplines is irrelevant as the disciplines have different scholarship steps and dissemination

Each year, committee membership changes, which influences evaluation scores and narratives. A new ranking system would also be affected by this, so the only workaround that I can see would be to make the term of membership for the T&P committee longer than a year for consistency. But I also think that would go over like a lead balloon.

I am concerned that the view of the process is seen as useless when in fact it is not. Routine it may become, but useful it definitely is.

I have served on the local TP committee and often the ranks are all pretty good. Not necessarily because everyone is doing a great job, but because peers are not advised on a rubric to follow and most are trying to be nice.

**What feedback have you received in your peer review, if any, that helped you do your job better? What feedback you have received in your peer review, if any, that was not helpful?**

19 responses

Other than massaging or deflating my ego, I can't think of any feedback I've received that was helpful. I'd settle for accurate.

helpful to see how my work is viewed by others

None.

None of it was helpful. Nobody on the committee does what I do. They mainly just copy and paste stuff I wrote in my FIF as if that is contributing any useful information to my job. (It's not.) Some have even written inappropriately negative comments, as if that's useful. (It's not.)

I have received good comments on teaching. The numbers are not helpful.

None.

I'm not sure I've ever received feedback that helped me do my job better. I have received unhelpful feedback. At times in the past, comments were compiled and several times I found that feedback contradictory within the committee.

I can't think of any feedback I got that helped me do my job better, unless writing next year's FIF with last year's committee in mind counts as me doing my job better.

When service scores are low, I look for more opportunities to add to my service endeavors.

I don't think I've \*ever\* received peer-review feedback that helped me do a better job with teaching, service, or research. Early on I did get some feedback that helped me present my record more effectively. Getting tenure or promotion isn't my job, though. Teaching, service, and research are my job.

The process has neither helped me improve nor detracted from my work. Talking to senior colleagues has been far more helpful.

I do my job well. Each year I have to crank out this report. I think it's helpful for me, because we don't often realize just how much we've accomplished within the course of a year. I've never found feedback from the peer review particularly helpful or hurtful. It's just one of those things one must do to ensure you get your contract renewed.

....

None. All. In theory a piece of feedback could have been quoted in my tenure file but I don't think when the time came there was anything helpful there at all.

suggestions have been made for teaching sources and some research clarifications that have been needed to help the committee members understand the type of research done and how it contributes to my work.

Their feedback did not help.

One year I switched to an online format for student evaluations. My scores were lower, which was at least in part due to a much smaller number of students providing evals. One peer review comment suggested that I create an incentive for completing the online evals, like adding extra points to everyone's score on the final exam if 90% of students complete it

Most other comments were in service, which is my weakest area- from what I can

remember, just getting feedback that I was on the right track and if not, what to make stronger.. across the years. For scholarship, comments saying that I could explain impact factors for my field to those outside my discipline.

I do not remember any unhelpful comments.

I did receive feedback that helped me to focus more on areas of service and how I documented properly the service that I had done. There was once a comment about me being more active in the Lancaster Community that I didn't find very helpful at the time.

Unfortunately none in a while. It was usually in the first couple of years as I was preparing to my 3rd yr review and was still learning the ropes.

**If you have undergone third-year review, tenure, or promotion, were your annual peer reviews useful for that purpose? If so, how? If not, why not?**

18 responses

Yes. The record of quality work is helpful evidence for making your case and comments from the feedback are useful quotes to include in your file.

Yes, by helping me prove my case in the process

None. The more friends I had on the committee the better score I received; the fewer friends, the lower score.

Not useful. I don't recall using them. If I did, I would have had to explain that the scores are not consistent from year to year because of the nature of the committee. I believe I did use administrative reviews as they are more consistent. My case for tenure was mainly focused on how my work is effective using the manual's criteria.

The quotations were good for use in the tenure file. My numbers happened to be very good so I didn't mind their appearance in the file, but I'm spending almost as much time discussing numbers in this survey, as I spent on it in my file.

NA

I was able to use some comments in support of my teaching, scholarship, and service, but the best supportive comments came from the administrative evaluations where there was more emphasis on concise commentary.

No. My peer reviews have all been positive, but I was denied promotion.

I think they were useful for that--the quotations I mention above. I have no idea how the people reading my files felt about the quotations, though.

N/A

Not applicable to me

....

Definitely. The peer reviews helped demonstrate my consistent effectiveness over the years (and thus, helped me make the case for my tenure/promotion)

Oh I was supposed to say that down here. No. I think there were a couple of places where I put something in my FIF that caused my peer reviewer to say something like "here was a piece of evidence given that showed effective communication" that I could've quoted when making a case that I had good communication. But in any such case, it was always better to put in my tenure file the original piece of evidence than the peer reviewer's reaction to the evidence. Maybe in theory the peer reviewer was pointing out to me that this was evidence of effective communication (or whatever) but in practice I knew why I wrote that.

Some were useful. Some were not. Those that were useful had comments and feedback that were very detailed.

Yes, I have included scores and passages from my peer reviews that served as additional evidence for progress/effectiveness in the 3 areas because I found the comments to be largely positive and/or helpful, and I consistently got the impression that they were made to help in this capacity.

I have emailed my tenure file if anyone wants to see all included passages, and also because I know you have all this free time and like to fill it by reading tenure files for fun. If not, the passage below is copied and pasted from the teaching effectiveness section (pg 13) of my tenure file as a representative example:

#### Table 6.1. Peer and Administrative Evaluations for Effective Teaching

Year	Peer Evaluation	Administrative Evaluation
2012	4.52 (outstanding)	Highly Effective
2011	4.63 (outstanding)	Effective
2010	4.39 (above average)	Highly Effective
2009	4.38 (above average)	Effective
2008	3.75 (above average)	Effective

A comment from my 2011 Peer Review of Teaching Effectiveness is as follows: "Excellent job addressing the criteria in the faculty manual. Dr. Holland presents a very effective case. It should be noted that Dr. Holland teaches the more technical psychology courses that we offer and many of her students are in the BLS (Bachelors of Liberal Studies) program since psychology is one of the most, if not the most, common specialties declared for this major." I routinely teach Research Methods (PSYC 226) and Psychological Statistics (PSYC 227) every semester. The vast majority of the courses I teach are writing intensive, which

traditionally has led to lower evaluation scores in these courses across universities. Because my courses are upper level courses and particularly demanding, my student evaluation scores are consistent with those types of courses, which are slightly lower than campus average.

(not applicable)

The FIFs were useful for me since I wrote in the style that was consistent with the TP file (from the manual). That helped a lot.

Currently we use a numerical evaluation system. A categorical evaluation system has been proposed instead several times, with categories similar to the following: Option 1: Effective / Not Effective /// Option 2: Outstanding / Effective / Not Effective /// Option 3: Outstanding / Notably Effective / Effective / Not Effective (or similar verbiage). Do you favor a numerical evaluation system, such as the one we currently use, or a categorical system similar to the ones listed above? Please elaborate.

21 responses

I favor the numerical system but more than that I prefer 5 categories to 3. Whether they are numbers or descriptors makes absolutely no difference.

Numerical system like we currently use

Categorical. That way people's work is compared to the manual's criteria (not meeting/meeting/exceeding), rather than compared to other people's work.

Any of the non/ numerical models would be superior as they would all somewhat help remove the temptation to compare faculty to one another.

Numerical, but with specific criteria for points

I prefer real and specific feedback. I don't care about the numbers or the terms.

I do not favor the numerical system, but I think the problems with peer review go deeper than that nomenclature we use to score each other.

I like what we currently use.

Categorical, not numerical. Numerical rankings are great for comparing things that are very similar, but our files aren't usually very similar. Also, I've been on the peer-review committee, and it was clear that our way of assigning numbers wasn't very scientific. Sometimes it just wasn't well-informed, partly because people present their records in very different ways and partly because we didn't have the time or the will to be as careful as we needed to be.

I favor categorical because numbers do not always explain the actual evaluation. Evaluations should be based not just on quantitative measures, but also on qualitative factors.

I have no feelings either way. This is more or less just the same thing without numbers.

Replacing a number with a "category" strikes me as a rather superficial gesture and an attempt to avoid the central issue. A bonafide peer review process, should be focused and invested in cultivating growth and development. Grading faculty in these various ways--as we would undergraduates or high school students--is a demeaning act from one's supposed colleagues/peers. Insisting on replicating it feels like we are abused children who, having been raised in similar academic environments, continue to confuse violence with a form of love....

I favor the numerical system since it helps give a sense of where one stands within a category (e.g., "4.9 > outstanding" vs. "4.5 > outstanding")

Numerical would be fine as long as there's a number that means 'effective'. Categorical would be fine as long as there's a category 'effective'. The thing defined in the faculty handbook is what 'effective' means and that we don't use that makes these useless for tenure purposes.

categorical system such as option 2. Follow our manual better.

I favor a categorical evaluation system option 1

Option 3 is the closest to my preference, and is similar to evaluation systems used on other campuses. I think Not Effective/Effective/Highly Effective/Notable would be ideal if we were to switch.

A numbered system is being used currently. The range of numbers match a designated category as well. In a sense, we are using both. I would think that appeases all.

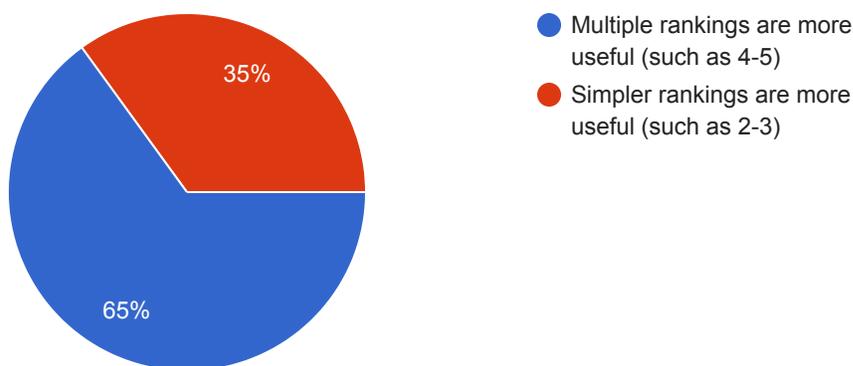
Categorical system

No preference on the format to rank. Most important would be what is done with this information and are peer reviewers really distinguishing the ranks.

I would use combination of both, because I am a numbers person and want to know how effective or outstanding I am. The numbers show a rating and support effectiveness.

In either numerical or categorical evaluations, do you find an evaluation with multiple rankings more useful, such as our current system with 5 possible rankings? Or do you prefer a simpler ranking scale, with 2 or 3 scoring options?

20 responses



Please share any other comments if you wish.

11 responses

If we change it now, someone will want to change it again in a few years. It's a cycle.

The committee is useless in helping faculty members. If anything, it confuses junior faculty as to what it needed for promotion or to get tenure. Essentially, I would recommend doing away with the committee and let the deans get off their fat asses and do the FIF evaluations instead of asking faculty. Let them earn their money (both are paid quite well), instead of sitting on committees and feigning interest.

I think the simpler ones will make the job easier for the people on the committee. They are, after all, volunteers, and this is a thankless job that shouldn't be as burdensome as it is. I think the scores would also be more consistent. I think trying to distinguish between "outstanding" and "notably effective," for example, would introduce bias.

I don't fully understand the question, but I would like to see each committee member's opinion as distinct (even if contradictory) reviews.

Two rankings would be what? "unacceptable and acceptable"? Three rankings would be unacceptable, acceptable, and exceptional? I like what we have now.

Thanks for tackling this.

Rankings are not useful.

With only 2 or 3 rankings, virtually everyone will be in the top ranking, rendering the system ineffective.

I understand the instinct to make lots of categories for a super great teacher and a super-duper-duper great teacher. But the more categories above 'effective' there are, the more you dilute the strength of 'effective' which is the criteria.

I chose multiple rankings because if we are staying with a numerical system (which is really just a categorical system with numbers representing categories as opposed to words like "Effective" representing categories), then I imagine the FO would prefer consistency to compare scores across years, as I did when I went up for tenure. I think this would be most helpful for faculty in undergoing 3rd year and tenure.

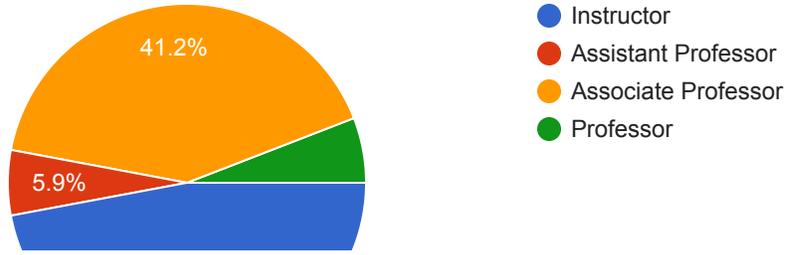
Overall: Realistically, there will always be disagreement among members of the FO and also from members of any committee charged with keeping or making changes to this system, as it is an operational definition of how well we do our jobs.

Our jobs are multidimensional, so how well we do our jobs can be defined in many ways. On this campus, the T&P committee is charged with evaluating all tenured/tenure track faculty, regardless of our familiarity with their particular discipline, and I think that is among the sources of discontent felt by members of the FO.

The work is ours, the FIF compilations is ours, the review process is mostly ours. I would much rather us be allowed to review our peers that just to rely on administrative reviews only. I don't discount our administrative reviews, but our peers are more in line with what we do from day to day and our ability to do it effectively.

## What is your rank? (Optional)

17 responses



This content is neither created nor endorsed by Google. Report Abuse - Terms of Service - Additional Terms

Google Forms

Evaluation Committee Motions and Report, April 2017  
Mark Coe, Ron Cox, Godfrey Ndubuisi, Suzanne Penuel (chair), Brittany Taylor-Driggers

**Motion 1. We move that the Faculty Information Form be amended to include the changes in red below (page 2).**

Rationale: In February we were charged by the faculty with exploring a length cap. Our subsequent survey showed that among tenured faculty, 80% prefer a length cap. Of those 80%, the average preferred cap was 4600 words, or about six single-spaced pages. A majority of non-tenured faculty (57%) favor no length cap.



UNIVERSITY OF  
**SOUTH CAROLINA**  
LANCASTER

**FACULTY INFORMATION FORM  
2016**

This information is requested of each faculty member at USCL in order to update professional files (as mandated by the Southern Association of Colleges and Schools), and as a part of the annual review of faculty, a process which includes both a peer and an administrative review (as mandated by University Policy). Information included in the Scholarship and Service (but NOT Teaching/Librarian Effectiveness) sections may be pulled and compiled for campus and Palmetto College reporting purposes, unless requested otherwise in writing by the faculty member.

Name of Faculty \_\_\_\_\_

Academic division of faculty member \_\_\_\_\_

Please select the one category most appropriate for your faculty status:

- Tenure-track / tenured / visiting faculty
- Tenure-track faculty undergoing first year review
- Tenured faculty undergoing post-tenure review (must include previous six years of professional activities)
- Full-time instructor (reviewed with scholarship component)
- Full-time instructor (reviewed without scholarship component)

PROFESSIONAL ACTIVITIES  
January 1, 2016 - December 31, 2016

Please include information from the current calendar year only. For a description of the current criteria for each of the areas below, please refer to the most recent edition of the *Regional Campuses Faculty Manual*. For more specific guidelines on completing this form, see the faculty resources available on the USCL website.

For tenured faculty, it is recommended, though not required, that the Faculty Information Form be capped at 5000 words—approximately 6.5 single-spaced pages. This suggested limit is independent of supporting documentation.

Effectiveness as a Teacher and/or Librarian:

Scholarship:

Service:

Optional Personal Statement:

---

**Motion 2. We move that the Instructor Peer Review Committee and the Local Tenure and Promotion Committee clarify what to include in FIFs, and for tenure-line faculty in particular, ways to be more concise. Such clarification could take the form of model FIFs online, workshops, or other means.**

Rationale: We were also charged by the faculty with exploring the desirability of “additional training for FIF preparation.” Of the respondents whose FIFs are reviewed by the instructor committee, the most frequent requests were for a clearer sense of what to include. For the Local Tenure and Promotion Committee, the most frequent requests were for a clearer sense of what to include, what *not* to include, and ways to be more concise.

---

### Full Report on FIF Survey Responses

**Response rate.** 72% (44 responses out of 61 voting faculty)

**Relevant misconception.** The survey revealed that more than one faculty member is under the mistaken impression that tenure and promotion files have no length cap. In fact, as the current *Faculty Manual* states, the “Personal Statement should not normally exceed 5 typed pages” (page 20) and “The narrative sections of the file [sections 5, 6, 7, and 8] normally should not exceed 30 typed pages” (page 21).

**FIF length—response summary.** Most faculty (60%) prefer a recommended length cap on FIFs. However, among the non-tenured faculty, only 43% prefer a cap at this point; among tenured faculty, 80% do.

**FIF training—response summary.** As for instruction in the subtle art of writing FIFs, responses were sometimes conflicting, and they varied depending on the respondents’ career stage and job category. Of the respondents whose FIFs are reviewed by the instructor committee, the most frequent request (4 or 5 out of 9 responses, depending on how one interprets the answers) was for a clearer sense of what to include. For the Local Tenure and Promotion

Committee, the most frequent requests were for a clearer sense of what to include and ways to be more concise.

### Survey questions and answers

1. *Which of the following best describes you?*  
Instructor reviewed without research: 9 (20% of respondents)  
Instructor reviewed with research: 5 (11%)  
Tenure-track but not tenured: 9 (20%)  
Tenured: 21 (48%)
2. *Have you served on the instructor peer-review committee?*  
Yes: 3 (7% of respondents)
3. *Have you served on the local tenure and promotion committee?*  
Yes: 16 (36% of respondents)
4. *If you have NOT served on the instructor peer-review committee or the tenure and promotion committee, have you done administrative review of FIFs?*  
Yes: 2 (6% of respondents)
5. *What sort of recommended word cap would you prefer for the FIF, independent of the optional supporting documentation?*
  - None; no cap: 17 (39% of respondents)
  - 1500 words or fewer, equivalent to about two single-spaced pages: 17 (39%)
  - 5000 words or fewer, equivalent to about seven single-spaced pages: 7 (16%)
  - 8000 words or fewer, equivalent to about eleven single-spaced pages: 3 (7%)
  - Other: 5 (11%). Details follow:
    - 3000 words or fewer (four single-spaced pages)—1 respondent.
    - Ten pages—1 respondent.
    - Eleven pages, maybe—1 respondent.
    - 3750 words (five single-spaced pages)—1 respondent.
    - “Length should vary [ . . . ] a tenure-track file [should] be longer than [that of] a full professor.”

### Representative edited list of narrative responses

Comments about FIF length:

- Clarifying the point of the FIF might help make FIFs shorter [Three comments indicated uncertainty about the point of the FIF.]
- A length cap can be tricky because reviewers often ask people to elaborate (two respondents)
- Prefer bulleted lists with brief explanations (from administrative reviewers).
- “Long paragraphs” to be avoided (from at least one peer reviewer)

- Some feel the need to write a lot because of the numbers. Ditching the numbers or “normalizing them to a fixed center” or reporting the center and spread may help.
- Three divisions may not be enough; adding one would mean more people were evaluating fewer people.
- “We need to steer people away from listing every one of the criteria for effective teaching and from explaining what they do in every class.”
- “[Faculty need help with] file organization . . . for example, reviewers don’t need a lot of info on the details of your scholarship, but they need to know where you are with it, the degree to which it has been successful, and the plan going forward. Same with teaching. Reviewers don’t need your entire class structure and assignments, rather they need highlights of how it works, what was effective, and how the faculty member is updating, changing, revising to be more effective (with evidence of each).”
- We might consider not doing peer review every year for every faculty member.

#### Comments about FIF training:

##### From instructors—

- “what documentation is needed to support effectiveness as Instructor and Service”
- “what to include and what not to include for the instructor level”
- “clearly state[d] expectations”
- “the overall expectation of committees that review them, general do’s and don’ts and “how to” and “how not to” examples would be included. Maybe the importance of completing the document should be addressed too, since there are those we don’t receive on the Instructor Peer Review Committee.”
- “more specific guidelines for included topics”

##### From tenure-line respondents—

- “No idea . . . the reviewers change every year and they never seem to be looking at things the same way”
- “How is one set way of doing a FIF going to work for all disciplines? Maybe just the teaching section and the service section could be covered, but scholarship is so very different.”
- “how to explain things that don’t fit neatly into preset categories”
- “Exactly what to include”
- “Substantial format, more accessibility to succinct and model FIFs”
- “guidance as to which items fit which categories. Also, to what extent detail is needed to clearly explain all categories”
- “What kinds of items can be listed without additional explanation? How much (and what kind of) explanation is needed for scholarship and service?”
- “What the committee’s/administration’s expectations are and examples of FIFs that have met/exceeded them.”
- “Effective Ways to Discuss Teaching, since this is the section that always wants to run the longest on my FIFs.”

- “how to demonstrate effectiveness in teaching”
- “What type of info is extraneous . . . ways to be more concise and clear . . . suggested ways to [format and] organize”
- “how much detail to go into [in] certain sections of the file”
- “training for new faculty—what to include, what not to include”
- “template with more information about exactly what to include in the document”
- “the importance of the requirements in the faculty manual as well as seeing copies of tenure files that are considered to be strong”
- “format and organization”
- “I would like to see a peer reviewer explain how they chose the numbers.”

### **Responses to the questions about FIF caps and length by job category**

Instructors reviewed without research: no cap 56%; cap 44%

no cap (5 respondents)

1500-word cap (2)

5000-word cap (2)

Instructors reviewed with research: no cap 60%; cap 40%

no cap (3 respondents)

5000-word cap (2)

Tenure-track but not tenured: no cap 56%; cap 44%

no cap (5 respondents)

5000-word cap (4)

Tenured: no cap 20%, cap 80%

no cap (4 respondents)

1500-word cap (5)

3000-word cap (1)

3750-word cap (1)

5000-word cap (4)

7500-word cap (1)

8000-word cap (3)

About 11 pages single-spaced; did not favor *word* cap (1)

Should be longer for tenure-track faculty than for full professors (1)

### **Cap preferences by peer-review category**

Respondents reviewed by the instructor peer-review committee (9): no cap 56%; cap 44%

Respondents reviewed by the tenure and promotion committee who clearly indicated a preference (34): no cap 35%, cap 65%

### **Cap preferences by peer-review service and job category**

Respondents who have reviewed FIFs in any way (19 respondents): no cap 32%, cap 68%

Respondents who have not reviewed FIFs in any way (24): no cap 46%, cap 54%

Instructors who have not served on the instructor peer-review committee (11): no cap 55%;  
cap 46%

Instructors who have served on the instructor peer-review committee (3): no cap 67%; cap  
33%

Tenured faculty who have not served on the local tenure and promotion committee or  
otherwise reviewed FIFs (4): no cap 0%; cap 100%

Tenured faculty who have served on the local tenure and promotion committee and who  
answered the length cap question (15): no cap 27%; cap 73%

Curriculum Committee Report  
2-1-19 FO Meeting

Curriculum met on 1-25-19 (Jones, Parker, Holt, Bundrick, and Freeman in attendance)

We discussed changes to the description and learning outcomes of the A.S. Business degree aimed at better reflecting ways the program has changed over the last few years. We will bring forward a motion under new business asking the faculty organization to approve those changes.

We also discussed the proposed changes to the A.A. degree, which are still under consideration at senate. Specifically, we considered whether the curriculum is simply the required classes, or the actual document *in totum* (included format and additional notes). This distinction matters, because, depending on how one sees it, the local campus might be required to only use the document produced at senate, or it might be free to present to degrees in the format it feels is best. The focus of this question was the lists of Carolina Core classes that are currently on our degree plan. Unless instructed otherwise, Curriculum will continue updating those lists for the Lancaster campus.

USCL's Curriculum Committee moves that the campus faculty organization adopt the following changes to the A.S. Business degree's description and learning outcomes.

### **Proposed Description and Learning Outcomes:**

#### Associate in Science in Business

##### *Description*

The Associate in Science in Business degree seeks to provide educational opportunities that will prepare students for careers in business and industry as well as meet many of the preliminary requirements for a Bachelor of Arts in Organizational Leadership (BOL) through Palmetto College, or for the Integrated Information Technology Program (iTT) offered at the University of South Carolina Columbia, or for a baccalaureate program in business.

##### *Learning Outcomes*

- Accounting and Financial Skills: Students completing the Associate of Science in Business degree program at USC Lancaster will be able to perform the basic functions of business financial operations, such as interpreting basic financial statements and reconciling accounts.
- Knowledge of Basic Legal Concepts: Students completing the Associate of Science in Business degree program at USC Lancaster will be able to describe basic legal concepts and the judicial system, with emphasis on business law.
- Management Skills: Students completing the Associate of Science in Business degree program at USC Lancaster will be able to apply basic management theories to reach appropriate business decisions.
- Effective Communication: Students completing the Associate of Science in Business degree program at USC Lancaster will be able to communicate effectively for a business environment.
- Economics and economic theory: Students completing the Associate of Science in Business degree program at USC Lancaster will understand and be able to apply basic macro and micro economic principles and theories in a business environment.

The associate degree business program is accredited by the Accreditation Council for Business Schools and Programs

## **Current Description and Learning Objectives**

### **Associate in Science in Business**

#### *Description*

The Associate in Science in Business degree seeks to provide educational opportunities that will prepare students for careers in business and industry as well as meet many of the preliminary requirements **for four-year majors in the College of Hospitality, Retail, and Sport Management.**

#### *Learning Outcomes*

- **Accounting and Financial Skills:** Students completing the Associate of Science in Business degree program at USC Lancaster will be able to perform the basic functions of business financial operations, such as interpreting basic financial statements and reconciling accounts.
- **Knowledge of Basic Legal Concepts:** Students completing the Associate of Science in Business degree program at USC Lancaster will be able to describe basic legal concepts and the judicial system, with emphasis on business law.
- **Management Skills:** Students completing the Associate of Science in Business degree program at USC Lancaster will be able to apply basic management theories to reach appropriate business decisions.
- **Effective Communication:** Students completing the Associate of Science in Business degree program at USC Lancaster will be able to communicate effectively for a business environment.

The associate degree business program is accredited by **the Association of Collegiate Business Schools and Programs.**