

UNIVERSITY OF SOUTH CAROLINA
Regional Campuses Faculty Senate
USC Lancaster
James Bradley Arts & Sciences Building

Friday, April 4, 2003

Coffee..... 9:30 - 10:00 AM
Bradley #126 – The Multipurpose Room

Morning Session10:00 - 10:30 AM
Bradley, #126 – The Multipurpose Room

Welcome

Standing Committees10:30 - 12:30 PM

I. Rights and Responsibilities
Bradley #101

II. Welfare
Bradley #102

III. System Affairs
Bradley #103

Executive Committee
Bradley #126 – The Multipurpose Room

Deans Meeting
Bradley #111

Luncheon.....12:30 - 1:30 PM
Bradley #126 – The Multipurpose Room

Afternoon Session..... 1:30 - 4:00 PM
Bradley, #121

AGENDA

- I. Call to Order

- II. Correction/Approval of Minutes: February 7, 2003
USC Salkehatchie

- III. Reports from University Officers
 - A. Dr. Chris P. Plyler, Vice Provost and Executive Dean
 - B. Dr. Carolyn A. West, Associate Vice Provost
 - C. Assistant Vice Provost for Continuing Education Academic Credit Programs
 - D. Regional Campus Deans

- IV. Reports from Standing Committees
 - A. Rights and Responsibilities - Professor Bob Costello
 - B. Welfare - Professor Roberto Refinetti
 - C. System Affairs - Professor Lori Harris

- V. Executive Committee - Professor Nancy Washington

- VI. Reports from Special Committees
 - A. Committee on Libraries - Professor Eric Reisenauer
 - B. Committee on Curricula and Courses - Professor Chris Borycki
 - C. Committee on Faculty Welfare - Professor Linda Allman
 - D. Faculty-Board of Trustees Liaison Committee - Professor John Logue
 - E. Research and Productive Scholarship Committee - Professor Pearl Fernandes
 - F. Other Committees
 - 1. Conflict of Interest Committee - Professor Dave Bowden
 - 2. Regional Campuses Academic Advisory Council – Professor John Logue

- VII. Special Orders & Elections

- VIII. Unfinished Business

- IX. New Business

- X. Announcements

- XI. Adjournment

Minutes of the University of South Carolina
Regional Campuses Faculty Senate
USC Lancaster
James Bradley Arts & Sciences Building
4 April 2003

Morning Session

The Chair, Professor John Logue, convened the Regional Campuses Faculty Senate at USC Lancaster at 10:00 a.m. and introduced Professor John Catalano, Dean of USC Lancaster. Professor Catalano welcomed the Senators, provided particulars of the meeting locations, and invited Senators to tour the newly expanded Medford Library. Professor Logue then introduced Wayne Chilcote (Salkehatchie), Chair of the Nominating Committee and Immediate Past Chair, who read out the slate of nominees for the 2003-2004 Regional Campuses Faculty Senate Elections:

Vice Chair/Chair Elect:	Kate Fritz (Continuing Education Academic Credit Programs)
Secretary:	Lisa Rashley (Lancaster)
Member-at-Large of the Executive Committee:	Peter Murphy (Union)
Faculty-Board of Trustees Liaison Committee:	John Logue (Sumter)
Research and Productive Scholarship Committee:	Todd Scarlett (Lancaster)

Professor Chilcote also announced that nominations would be accepted from the floor for an additional vacancy for the Committee on Curricula and Courses.

Professor Logue then adjourned the Senators for Standing Committee meetings.

Afternoon Session

I. Call to Order

Professor Logue convened the afternoon session of the Regional Campuses Faculty Senate at 12:54, expressing appreciation to USC Lancaster on behalf of the Senate for the hospitality and good food today. Professor Logue also requested that electronic copies of reports be submitted to Dr. Lisa Rashley, who is acting as secretary today, and asked all speakers to identify themselves and their campuses for the minutes.

II. Correction/Approval of Minutes: February 7, 2003
USC Salkehatchie, The Atrium—
Science/Administration Building

The minutes of the February 7, 2003 meeting of the Regional Campuses Faculty Senate were approved as written.

III. Reports from University Officers

- A. Report of the Vice Provost and Executive Dean of the Regional Campuses, Dr. Chris P. Plyler
See Attachment 1

Vice Provost Plyler: Mr. Chairman, good afternoon. First of all, I would like to thank Dean Catalano and the faculty and staff at USC Lancaster for hosting the Senate and for the delicious lunch we just enjoyed. For those of you who didn't go to the Wagon Wheel, it was very good, and I appreciate the efforts of the USCL staff.

Just a few bites from the legislative world and then a couple of other announcements, and I'll sit down. Our budget projections remain unchanged for higher education, not just for the University but for the state at large, and it remains to be seen how the Senate version of the budget bill will differ from the that of the House. We all know that we are going into next year under the House version with a 9.88% reduction in budget. I believe that to be conservative. It will probably be worse than that, if not perhaps another reduction at some point during the fall of next academic year. In short, it's going to be another very difficult budget year for higher education and all of state government.

I joined President Sorensen Wednesday in presenting the USC budget to the Senate Finance Committee. We presented scenarios as to how we are coping or adapting to the budget cuts, and we reported on your behalf that many positions remain unfilled; there is considerable deferred maintenance among the campus physical plants, and professional travel has been virtually eliminated. We're holding our own, but the ability to absorb further reductions is getting to be quite difficult. We couched ours as from going from belt tightening to fiscal famine. The situation is as dire as I've experienced since my early years with the University. We're hopeful that the economy will turn around and things will get better.

Your deans have presented tuition recommendations to me. It seems to be changing every week as to what we're going to be able to do, but it looks like a double-digit increase in tuition is going to be absolutely necessary just to sustain our level of funding from last year. It is regretful that we must balance the institutional shortfalls on tuition, yet there is nowhere else to turn. We're not going to compromise the instructional budgets. Dr. Sorensen would like to keep the increases in single digits, but that's not going to be possible on our campuses. Single digit tuition increases are desirable, but on our campuses it doesn't come close to restoring the cuts. There is some consolation for the regional campuses students in that the Lottery Tuition Assistance helps subsidize the tuition they are paying this year and a reduced amount next year. Hopefully that subsidy will continue, but there are no guarantees.

It is my understanding that our campuses will receive the technology appropriation of \$250,000 per campus. President Sorensen, while not the impetus behind USC's effort to separate from the CHE, has repeatedly said that the regional campuses will remain solidly intact with Columbia in whatever decision the University ultimately makes. We read in the paper this week that the initiative seems to be gaining some momentum: Clemson, MUSC, USC. He assures me,

and he continues to state publicly that he is not going to splinter the system to accomplish the ideals of the ROC. What that holds for us in terms of governance for us, I don't know—stay tuned.

He has also been very active and public in opposing representative Harry Stille's legislation to combine the regional campuses with the technical college system. And I would urge everyone here to continue to reinforce, with members of your delegations, the fact that our continued existence as campuses of the University of South Carolina hangs in the balance. And should never take our affiliation with the University of South Carolina for granted. This issue used to come up frequently under another Executive Director of the Commission on Higher Education; now it seems that a member of the Legislature has carried on this theme of wanting to merge in the name of trying to reduce duplication which was ironically championed by the former Executive Director in the form of allowing the technical colleges to offer the AA/AS degrees.

With the arrival of Hudson Akin, the University will begin to position itself for perhaps another major fundraising campaign. I am sure that number will be announced over the next year, but it is likely to be larger than the \$500 million dollar campaign which officially concluded last month. It will be imperative to obtain funding from outside sources, so begin to think about strategies for the campuses.

A search committee has been established for the position of Vice President for Health Services, and that search ought to be moving forward fairly quickly. Dr. West could not be with us today as she is attending a College of Liberal Arts retreat, but her written report will follow. The Palmetto College report is being finalized and will be submitted to the Provost no later than the end of next week. Concurrently, with this submission to the Provost, I will send the proposal to the Senate's representative on the Palmetto College advisory group. We continue to revise and improve the proposal and certainly want everyone interested to read it. The proposal consists primarily of recommendations made by the Palmetto College Task Force. Perhaps with a little less on his plate, the Provost will now be able to fully read the proposal and make a recommendation to President Sorensen.

Lastly I would like to thank Professor Roberto Refinetti and the Tenure Promotion Workshop Committee for your efforts thus far in orienting our junior faculty and those tenure-track faculty approaching their penultimate year to the process. I just think it's so important that we be consistent in keeping up with the ever-evolving tenure and promotion process—particularly the guidelines as established in our Manual. It is very important for junior faculty, in particular, to participate in these workshops. We will continue to assist in referring interested P&T candidates to examples of model portfolios and to illustrate what it means for the criteria to be applied successfully. Our workshop is scheduled for May

12th. To date, two individuals have responded. Please encourage your colleagues to be there.

Roberto Refinetti (Salkehatchie): You mentioned the Palmetto College report; of course I haven't seen it. Is there any estimate of it going on, when it might be moving on?

Plyler: Well, I continue to receive indications from the Provost that it will be approved. He is generally familiar with what we are doing, and I have been keeping him apprised on the findings of the task force. That doesn't mean that it is complete. But we want for the concept to be approved so that we can move forward now and refine all of the fine points and anticipate all the impediments that we're going to need to address. The document is evolving; we learned that from Penn State. And I think it represents the course and degree delivery future of the regional campuses. That does not mean that our campuses are going to be everything to everybody, but there are select upper division and baccalaureate degree programs that are needed in the communities, and if we can anticipate start-up hopefully as early as the fall of 2004, that will be a major accomplishment. To do so will require a dependable distance education infrastructure. A goodly portion of the technology funding earmarked for the campuses will be spent to that end. Dr. Sorensen has not yet read the proposal, but favors the concept and thankfully, other multi-campus university systems have experienced success with this model, so there is no reason that it cannot be implemented in South Carolina.

I appreciate the work of everyone here—particularly those who served on the task force. Without that kind of participation, vigilance and buy-in, it just would not have come to pass. This is a collective effort.

Thank you for your attention and for the good work you continue to do. While we find ourselves in challenging budgetary times, your work continues to be essential in service to students. We'll have commencement shortly, and that is the evidence of the good work that you have done. Applications are up, and it is unfortunate that we aren't funded based on FTE production, but we are, nevertheless effectively carrying out our mission. Thank you.

- B. Report of the Associate Vice-Provost of the Regional Campuses, Dr. Carolyn West
No report
- C. Report of the Assistant Vice Provost for Continuing Education Academic Credit Programs, Dr. Sally Boyd
Professor Boyd: I want Chris's prognostication on when things will be better, and let's let it be soon. A lot of our attention has gone to dealing with the budget cuts like everybody else's has. We have taken some measures that have not made us happy, but they've been necessary. We actually canceled some Spring II classes

that were full of students, which just seems to be a most unfortunate thing to do, but it was the only way to deal with the cut. We were met with very heartening cooperation from faculty members who were affected, faculty members who were willing to increase their class size so that we could try to accommodate those students who were enrolled in classes that were canceled. I'd like to hope that as we go into further difficult times, we can look to the same sense of cooperation that we experienced in this process. I'm not quite sure that is going to be the case. I said that the shame of it was we couldn't meet the budget cut by increasing classes rather than canceling classes. Because if we had offered more sections, we would have gotten more students enrolled in those sections, but that's not the way the system works, so we had to do it the other way. We've also decreased our course offerings for Fall, which decreases services to students and decreases revenue.

But, in the face of all these things that we are doing that are difficult, that make us unhappy, we are also trying to find ways to operate within Value-Centered Management, a completely different structure, different financial structure. We have a proposal in front of the Provost currently that will—I won't go into the whole thing—but if the proposal is accepted, it will allow us to significantly increase adult part-time, evening enrollment. Our idea is that this would be new enrollments to the University, and it would allow us to increase revenue generation, which we are willing to hand back to the University rather than keep ourselves, once we have expenses covered. We're in a world of tremendous amount of uncertainty. There are far more things that we don't know than things that we do know. But, we're trying to be positive, and we're trying to come up with ideas that will work effectively.

I am happy to let you know that our Outstanding Teaching Award this year goes to Chris Robinson, who is an instructor in Sociology. He is in his second nine-month instructor appointment with us, and he'll be celebrated at the end of this month at a reception on the Columbia campus. Thank you.

D. Regional Campus Deans

1. USC Lancaster – Dean John Catalano
See Attachment 2
2. USC Salkehatchie – Dean Ann. C. Carmichael
See Attachment 3
3. USC Sumter – Dean C. Leslie Carpenter
See Attachment 4
4. USC Union – Dean Jim Edwards
See Attachment 5

IV. Reports from Standing Committees

A. Rights and Responsibilities – Professor Danny Faulkner (Lancaster)
See Attachment 6

B. Welfare – Professor Roberto Refinetti (Salkehatchie, Chair)
See Attachments 7 & 8

C. System Affairs – Professor Lori Harris (Lancaster, Chair)
See Attachment 9

Professor Harris: Systems Affairs has produced a report on “Faculty Concerns Related to Formation of the Palmetto College.” We have been working on this for awhile, and even today we made further revisions of it. But, we had already talked about it at executive committee a few weeks ago.

The very first recommendation that we made in this report was the formation of a Palmetto College Academic Advisory Council, to be a mechanism for ongoing communication between campus faculty representatives and Palmetto College Academic Deans, or whoever will be the academic head of the Palmetto College, to allow for faculty feedback on academic issues. As Dr. Plyler mentioned already, that committee has already been formed; Todd Scarlett from our committee is our representative from System Affairs to that academic council. He made a report on the first meeting, which occurred a couple weeks ago. That meeting basically was just the coming together, announcing the formation of the committee. I would like to read the list of the priorities that we came up with; the entire document is really about eight pages long. But, we came up with just a couple of pages of the most pressing priorities in order, the first of these was the creation of the Advisory Council. Some of these are concerns and expressions of how we see that we would like for the Palmetto College to come about; but in other areas, it's more an expression of “we have this question and we don't have an answer for it.” So it's a mixture of those two things, so it is appropriately titled concerns. Please see Attachment 9 for the complete report.

So those are some of the priorities we identified as top concerns among our group and among some other people who saw the report as well. We continue to work on this report; we do believe this is an unfinished document. We even revised it more today, and that's still not the end of it, of course. Because, as we all know, the Palmetto College is still in its formative stage. It's hard to react to things that we don't even know yet what has been decided, so it is an unfinished document. It will continue to be revised, either by us, or by this new Academic Council. That's why we need this person, in the body of our representative Todd Scarlett at the moment, to be the link between the Academic Council and the System Affairs Committee, so we can keep up with what both groups are talking about and so the administration will know what those faculty concerns are.

Also Todd Scarlett also was the point person for us at the meeting of the Palmetto College Technical Infrastructure organizational meeting on February 28. That group in the end appointed a subcommittee to work on some more fine details, and they are going to come up with a report before the end of spring. The Chair of the System Affairs Committee for 2003-2004 is Pearl Fernandez (Sumter).

Finally, during New Business, System Affairs wants to bring to this body a resolution to endorse sending a representative from the System Affairs Committee to the newly appointed Palmetto College Academic Advisory Council, so that faculty concerns regarding Palmetto College can be communicated to those making decisions about its formation. We will ask for Faculty Senate to vote on this during New Business.

- V. Executive Committee – Professor Lisa Rashley (Lancaster, Acting Secretary)
See Attachments 10 & 11

- VI. Reports from Special Committees
 - A. Committee on Libraries – Professor Eric Reisenauer (Sumter)
No report

 - B. Committee on Curricula and Courses – Professor Chris Borycki (Sumter)
See Attachment 12
Following Professor Borycki’s report, some discussion followed regarding how Palmetto College might be affected by the need to have each course approved for delivery via Blackboard rather than in the traditional face-to-face class meeting. Professor Borycki restated her sense that whether Committee approval was required for Blackboard delivery of regional campus courses needed additional investigation.

 - C. Committee on Faculty Welfare – Professor Linda Allman (Continuing Education Academic Credit Programs)
See Attachment 13

 - D. Faculty-Board of Trustees Liaison Committee – Professor John Logue (Sumter)
See Attachment 14

 - E. Research and Productive Scholarship Committee – Professor Pearl Fernandes (Sumter)
No report

 - F. Other Committees
 - 1. Conflict of Interest Committee – Professor Dave Bowden (Continuing Education Academic Credit Programs)
No report

2. Regional Campuses Academic Advisory Council – Professor John Logue (Sumter)
See Attachment 15

VII. Special Orders & Elections

Professor Logue announced that Professor Lori Harris had been called away during the meeting because of her father-in-law's death, and expressed the sympathies of the Senate.

Professor Logue then called for nominations from the floor for the vacancy on the Committee on Curricula and Courses; Steve Bishoff (Sumter) nominated Robert Castleberry (Sumter) for the office; the nomination was seconded. No additional nominations were put forward; the Chair called for a motion to close nominations, which was so moved and seconded. The motion passed. A motion to elect the slate was put forth and seconded. The motion passed.

VIII. Unfinished Business

There was no unfinished business.

IX. New Business

The System Affairs Committee presented a Resolution to the Senate to endorse sending a representative from System Affairs Committee to the newly appointed Palmetto College Academic Advisory Council so that faculty concerns can be communicated to those making decisions about this formation.

Professor Logue noted that coming from committee, the resolution needs no second. The resolution was adopted.

X. Announcements

Nancy Washington (Continuing Education Academic Credit Programs) announced that at 4:30 on Tuesday, April 8, the library will host a reception to open a bicentennial exhibit for Ralph Waldo Emerson. The library has a considerable collection of nineteenth-century materials related to Emerson, many of which will be on exhibit through the end of May.

XI. Adjournment

Professor John Logue, Chair, adjourned the meeting at 2:00.

**Report of the Vice Provost for Regional Campuses and Continuing
Education
USC Regional Campuses Faculty Senate
USC Lancaster
April 4, 2003**

Budget/Legislative:

- The budget projections remain unchanged; it remains to be seen how the Senate version of the budget bill will differ from that of the House.
- I joined President Sorensen in presenting the USC budget report to the Senate Finance Committee this past Wednesday.
- Your deans have presented tuition recommendations to me, and it looks as though an increase of at least 20% may be necessary simply to restore most of what is being reduced in the 2003-04 budgets.
- President Sorensen wants to keep increases in single digits, but that is not possible on our campuses. The only consolation for our students is the Lottery Tuition Assistance which subsidizes their tuition.
- We are still in line to receive the technology development funding of \$250K.
- President Sorensen, while not the impetus behind USC's effort to separate from CHE, has repeatedly said that the regional campuses will remain solidly intact with Columbia in whatever decision the University ultimately makes.
- President Sorensen is active and public in opposing Representative Harry Stille's bill to combine the regional campuses with the technical college system, but I would urge everyone to continue to reinforce with members of your delegations that our continued existence as campuses of the University of South Carolina is vital to our constituents and the regions of the state that we serve and that we do not take our affiliation for granted.

Other:

- With the arrival of Hudson Akin, the University will begin positioning itself for another major fundraising campaign.
- University has received \$13.6M in research awards so far in 2003—up from \$12.3 at this time last year.
- A search committee has been established for the position of Vice President for Health Sciences.
- Dr. West is not with us today as she is attending a College of Liberal Arts retreat, but her report will follow.

- Palmetto College report is being finalized and will be submitted to the Provost next week.
- Thank you to Professor Roberto Refinitti and the tenure/promotion workshop committee for your efforts thus far in orienting junior faculty and those tenure-track faculty approaching their penultimate year to the process.

REGIONAL CAMPUSES FACULTY SENATE MEETING

USC LANCASTER

DEAN'S REPORT: April 4, 2003

Students

The Spring 2003 Semester has been going well. Spring Fling is scheduled to be flung on Wednesday, April 16. Enrollment is up by 9% over Spring 2002. The Summer and Fall schedules are out and pre-registration has begun. Applications for the Fall semester look very strong.

Faculty

An evening and weekend program has been approved that would allow us to add ten new freshmen in the summer of 2004, but funding has been a problem. The South Carolina Society for Philosophy had its annual meeting March 7-8 on our campus. Thanks to Betty Hodges for hosting the Faculty/Staff collegiality events that have included a Shag lesson and a covered dish lunch featuring an art lecture by Fran Perry.

Facilities

Phase II of the Medford Library expansion and renovation project is nearing completion. The Office of Financial Aid has moved into the old Extended Graduate Campuses office, remodeled by the USCL maintenance staff at little cost. Changes have been made to the network room area that should enhance Information Technology service and network security. Landscaping changes around Medford Library and Hubbard Hall are being studied and we hope to make some improvements soon.

Finances

The budget outlook for the coming year is, in a word, bleak. The internal audit of USCL has been completed and presented to the USC Board of Trustees. We had a very positive audit, thanks to the Business Office and in particular, to Mr. Fox.

Technology

Staff and Faculty computer replacements should begin in the Spring. Increasing bandwidth remains a top priority. The addition of compressed video classrooms may be necessary to implement the Palmetto College concept.

Presidential Visits

President Sorensen addressed the annual Boy Scout dinner at the Fairway Room and did his usual good presentation of USC to the public.

**USC Regional Campuses Faculty Senate
Dean's Report – USC Salkehatchie
April 4, 2003**

On February 21 and 22, USC Salkehatchie hosted a County of Allendale Community Leaders Institute to focus on the relationship between environmental protection, health, justice and economic development. Sponsors for this event were USC Salkehatchie, Medical University of South Carolina, Savannah River Site, Clemson University, and the US Department of Energy.

The newly renovated Salkehatchie Leadership Center building is almost complete. Funds for this project were provided by the USDA.

On February 27, Dr. Arthur Mitchell invited Salkehatchie graduate Darryl Haynes and his wife to be guest speakers for a student gathering and an Allendale Town and Gown event. Mr. Haynes, who is a teacher in China, spoke about the Chinese culture and his personal experience in China. This program was held on the Salkehatchie Allendale campus but was also broadcast to the Walterboro campus. Approximately 100 students attended this event. Dr. Mitchell had also intended to broadcast this program to Waterford, Ireland (making this a multi-dimensional cultural activity); but, due to equipment problems in Columbia, the connection was unsuccessful.

Dr. Thaddeus Bell, a physician, professor and administrator at MUSC, and world-class athlete will be the commencement speaker for USC Salkehatchie this spring. Dr. Bell was inducted into the South Carolina Black Hall of Fame in 1995 and nominated as Physician of the Year in 1996 by the South Carolina Academy of Family Physicians, making him the first African American to receive the award.

The Marvin Park renovation project of the courtyard behind the Walterboro Main building is close to completion. Funds for this project were given as donations or contributions in memory of Mr. Marvin and in honor of Mrs. Marvin. A dedication ceremony is planned for May.

The new access road for the Allendale campus has begun. This road will provide more of a connection between the old and new sides of the campus. The \$350,000 needed for the project is being provided by the USDA and the Department of Transportation through the local transportation committee.

Ann Carmichael was invited to speak on the topic of USC Salkehatchie's role in rural economic development at the Governor's Rural Summit held March 3-4 in Columbia.

USC Salkehatchie and the Salkehatchie Leadership Center hosted the third annual Business Expo in conjunction with the Walterboro-Colleton Chamber of Commerce on March 13. In addition to the Expo and a Business After Hours kick-off, sessions on topics ranging from starting a business to grant writing were offered to the public at no charge. Approximately 400 people attended one or more of these events.

On April 2 a check for \$250,000 was received from the Witsell and Josephine Robertson charitable trust designated for scholarships. This amount brings the institution's fundraising total for 2002 to approximately \$500,000.

Submitted By:

Ann C. Carmichael

REPORT OF
THE DEAN OF THE UNIVERSITY OF SOUTH CAROLINA SUMTER TO
THE REGIONAL CAMPUSES FACULTY SENATE
April 4, 2003

Human Resources: In spite of cuts to our state appropriation during the current fiscal year, USC Sumter has filled several vacant staff positions, including the Director of Student Life, the Director of Marketing and Public Relations, and the campus Receptionist and Switchboard Operator. Searches are still underway to fill vacancies for one of two Library Technical Assistants (in lieu of an Assistant Head Librarian), the Assistant Dean for University Advancement, and an Administrative Assistant in the Office of University Advancement. Resignations have recently been received from Dr. Laura Pattillo, Assistant Professor of English, and Ms. Kelly Haws, Instructor of Accounting. Searches are under way to fill these two positions for the 2003 Fall Semester.

Enrollments: The official enrollment figures at USC Sumter for the 2003 Spring Semester indicate enrollments slightly ahead of last year. As of March 28, 2003, full-time equivalent (FTE) enrollment is up 3.05% to 730, and headcount enrollment is up 9.17% to 1,190. For the first time in the 37 year history of USC Sumter, the spring enrollment was higher than the fall enrollment.

Physical Plant: The \$1.5 million renovation to the Arts and Letters Building (formerly Alice Drive Baptist Church) continues on schedule. The general contractor is at work at this time. It is anticipated that faculty and staff can occupy the building during the 2003 Summer Session and that classes will be scheduled in the building for the 2003 Fall Semester. The professional planning firm that is updating and revising USC Sumter's 1992 Master Plan has completed two rounds of interviews with various campus constituencies, including a review of various first-draft options, and will soon produce a draft of the new plan.

Budget: Since the beginning of Fiscal Year 2000-2001, the cumulative cuts to USC Sumter's state appropriations have been 18.285%. At November's Faculty Senate meeting, USC Sumter announced that it was expecting further mid-year cuts. One additional cut did occur, and USC Sumter is holding an additional 1.77% in contingency towards a possible end-of-year state appropriation cut. It appears that USC Sumter's fear has been realized that the General Assembly will make this fiscal year's cuts permanent. For FY 2003-2004, USC Sumter believes that the initial 10% cut to our state appropriation, as passed by the House, will be only the beginning. USC Sumter's preliminary budget for FY 2003-2004 includes contingencies for an additional 10% of state appropriation cuts during the year, as well as a 20% tuition increase in order to balance that budget. At USC Sumter's current tuition rates and enrollment levels, it takes approximately 1.66% in tuition increase to off-set each 1% in state appropriation cuts.

Respectfully submitted,

C. Leslie Carpenter
Dean of the University

REGIONAL CAMPUS FACULTY SENATE
DEAN'S REPORT
USC UNION
APRIL 4, 2003

On February 19, USC Union and the Union/Laurens Commission for Higher Education held its 8th Annual Founders' Day Celebration. Mr. Clarke Perrin, Treasurer of the Union/Laurens CHE was recognized for his many years of service to the U/L CHE and to USC Union.

In celebration of Black History Month, USC Union invited Michael Goodwin, Director of Multicultural Student Affairs, University of South Carolina in Columbia to be our guest speaker. Mr. Goodwin was introduced by WSPA Spartanburg TV personality, Staci Walker.

The annual Junior Scholars program was held on March 6. This recognition program brought 64 high school juniors from the 18 high schools in USC Union's service area. Over 240 family members and friends of the scholars attended the event. Lt. Governor, Andrea Bauer, was the speaker for this event.

In celebration of Women's Recognition, we had an outstanding member of the Union County Council and retired educator, Dora Martin, as speaker. Also, one of our recent graduates, Tina Freeman, returned to campus for the program.

USC Union will hold Awards Night on April 17. We will be awarding over \$30,000 in scholarships to deserving students. Also, USC Union just received a \$90,000 gift, which will be placed in an endowed scholarship fund. The scholarship fund will be named in memory of the late Grover J. Alverson.

USC Union is in preparation for Commencement. USC Union's ceremony will be held on Tuesday May 6. Our speaker will be Judge William R. Byars, Jr. (Retired), Director of the South Carolina Department of Juvenile Justice. Bill Byars is a former Family Court Judge and has been recognized nationally for his advocacy for youth.

Jim Edwards

Rights and Responsibilities Committee Report
April 4, 2003

Committee Chairman Bob Costello was not present due to illness, so John Logue came in to brief us on an issue. A couple of cases have stimulated discussion on the question of what action the University can take in the case of dereliction of duty or other problems in the classroom. At this time there is no action possible rather than revocation of tenure. Can we offer another, less severe possibility in the RCFM? Revocation of tenure takes time, and a faculty member who abandons the classroom could continue to draw a salary for as much as a year until tenure is revoked. Given the tightness of the budget, can we afford to allow this to happen? The Committee need not take action on this now, but ought to gather information. The best place to start would be the legal department and the office of Human Resources in Columbia. Questions to ask might include if Columbia has a policy on this or if a faculty member can be placed on an unpaid suspension pending resolution of the issue. The Committee concluded that creating an involuntary leave would not be a good idea. The Chairman of the Committee will solicit information on these matters from the respective Columbia offices and will invite representatives of those offices to address the Committee at the September meeting.

We have a section in the RCFM that addresses the service component of the tenure and promotion criteria. Could we make improvements on this so that it matches in depth the discussion of teaching effectiveness? For instance, documentation and examples of service are not given at this time.

Danny Faulkner was elected chairman for next year.

**USC Regional Campuses Faculty Senate
Meeting of April 4, 2003 (USC Salkehatchie)**

Welfare Committee Report

by Roberto Refinetti, Chair

Members in attendance

Nancy Hazan, Lancaster
Fran Perry, Lancaster
Cynthia McMillan, Salkehatchie
Roberto Refinetti, Salkehatchie
Jean-Luc Grosso, Sumter
Terrie Smith, Sumter
Linda Allman, Cont. Educ.

Activities

1) Organization of Tenure and Promotion Workshop

Final arrangements have been made for the 2003 workshop on Tenure and Promotion. The workshop will take place on Monday, May 12, 10 am, on the Columbia campus (518 Carolina Plaza). It will be conducted by Ron Cox (Lancaster), John Logue (Sumter), and Susan Moskow (Salkehatchie). Associate Vice-Provost Carolyn West and Associate Provost Don Greiner will also participate.

2) Assessment of Faculty Workload

The faculty workload survey has been completed. A report is attached.

3) Election of New Chair

Fran Perry was elected chair of the Welfare Committee for the 2003-2004 academic year.



**Regional Campuses and Continuing Education
FACULTY WORKLOAD SURVEY REPORT**

*prepared by the Welfare Committee of the Faculty Senate
(Chair: Roberto Refinetti, Salkehatchie Campus)*

Purpose

By request of the Executive Committee, the Welfare Committee conducted a survey of the faculty of the five university units represented in the senate (USC Lancaster, USC Salkehatchie, USC Sumter, USC Union, and USC Continuing Education) during the spring 2003 semester. The goal of the survey was to obtain quantitative information about faculty workload.

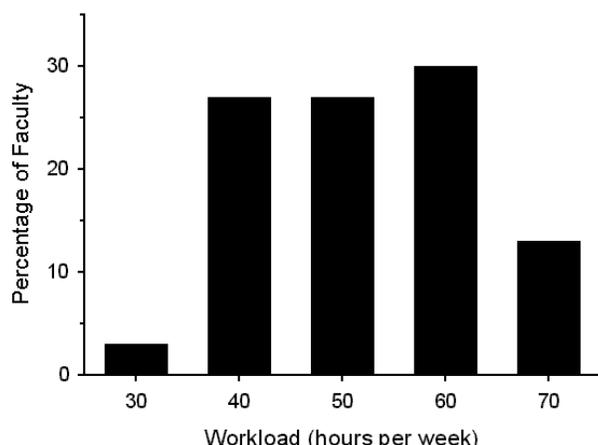
Methods

A questionnaire was prepared and distributed to all tenured and tenure-track faculty members in the five units. To prevent apprehension bias in the responses, potential respondents were asked not to identify themselves in the survey form. Of the 91 active faculty members listed in the university’s payroll, 30 members returned complete survey forms. This 33-percent response rate is appropriate for anonymous surveys returned by mail, even though it fails to apprehend a majority of the eligible faculty members. Although individual respondents cannot be identified, the number of survey forms returned from each of the five units was proportional to the number of faculty members in the units.

Results

The total number of hours worked per week presented considerable variability but was, except for one case, at or above 40 hours. The categorized distribution is shown in Figure 1.

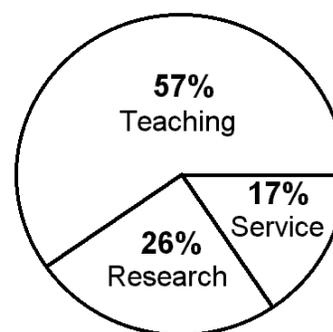
Figure 1



The mean number of hours worked per week was **51.5** (standard deviation = 10.8 hours). The lowest value was 26 hours and the highest was 71 hours.

The partition of work hours into specific tasks also presented considerable variability. The average partition in the three main areas of teaching, research, and service is shown in Figure 2. On average, faculty members spend almost 60 percent of their time in teaching activities. Data about the breakdown into sub-tasks is presented in Table 1.

Figure 2



Discussion

Under the assumption that the surveyed sample of 33 percent of the faculty members is representative of all faculty members, it can be concluded that only 3 or 4 individuals work fewer than the normative 40 hours per week. On average, the faculty members of the Regional Campuses and Continuing Education work more than 50 hours per week. More than half of their working hours are dedicated specifically to teaching activities, and almost a fifth of their working hours is dedicated to service to the university or the community. The remaining working hours are spent in activities that enhance the faculty member’s competence (faculty development) and that generate new knowledge to benefit humanity at large (productive scholarship).

Table 1

Task	Mean	SD	Low	High
Classroom activities	28.3 %	14.4 %	5 %	91 %
Other teaching-related activities	28.8 %	15.5 %	0 %	58 %
Research and scholarship	15.1 %	15.4 %	0 %	75 %
Professional growth	10.7%	8.4 %	2%	33 %
Campus or university service	9.0 %	10.3 %	0 %	54 %
Community service	5.5 %	5.7 %	0 %	21 %
Other work-related activities	2.6 %	6.6 %	0 %	30 %

Faculty Concerns Related to Formation of the Palmetto College

**Compiled by Members of the
Regional Campuses Faculty Senate System Affairs Committee**

Including input from
David Bowden, Lori Harris, John Logue, Ed Merwin, Lisa Rashley, Todd Scarlett,
The 1999 RC Faculty Survey on IT and Distance Education
April 2003

This is a compilation of reported faculty concerns related to the formation of the new Palmetto College, in which the four USC Regional Campuses will collaborate.

The RCFS System Affairs Committee would like to emphasize that this report is not exhaustive but is a fair representation of topics that came up during several discussions so far. By virtue of the fact that Palmetto College is only in the very early stages of being, this will continue to be an unfinished document for some time to come. The System Affairs Committee will continue to monitor the progress of the Palmetto College concept and will voice the concerns of the faculty. That may take the form of further revisions of this report or through communication with the Palmetto College Faculty Academic Advisory Council (newly formed as a result of the Priority 1 suggestion in this report), to which a representative from the System Affairs Committee has been appointed.

PREFACE OF PRIORITIES

To begin, the committee would like to provide a short list of concerns that seemed uppermost in the minds of the faculty members consulted. The committee has arranged this list in order from highest to lowest priority.

1. **Palmetto College Academic Advisory Council.** System Affairs suggests that the Palmetto College planning include a mechanism for ongoing communication between campus faculty representatives and the Palmetto College academic deans (or whoever will be the academic head of the Palmetto College) to allow for faculty feedback on academic issues—a Palmetto College Academic Advisory Council, as it were.
2. **Distance Education Technical Support on Each Campus.** Every campus must have support persons/engineers, available especially during broadcasts of two-way video courses, for the Distance Education program that is vital to the success of the Palmetto College.
3. **Finances.** Faculty are concerned about all facets of funding for multimedia classrooms, tech support, and extra faculty to cover courses and release time. Being small, all campuses will have difficulty buying the equipment needed to transmit courses, hiring new faculty, and releasing faculty from courses they teach now, unless they teach a substantial number of Palmetto College courses and receive adequate revenue from that.

4. **Choice of Courses.** RC Faculty must have input into the courses and degree programs offered in the Palmetto College, in cooperation with the Academic Deans and with the approval of the Academic Curriculum Committee of the Regional Campuses Faculty Senate.
5. **Distance Education Course Caps.** Cap course enrollments for Distance Education classes at a reasonable limit, similar to that of the same type of class taught in a traditional manner. However, this could be negotiable were there the availability of extra compensation or grading assistants.
6. **Distance Education Course Development.** Faculty should receive one course release to develop a distance education course. Alternatively, if the faculty member can develop the course over the summer, then the campus should provide additional salary equivalent to teaching one summer course.
7. **Labs for science and computer technology courses.** Generally, faculty believe the distance education format that would be so important in the Palmetto College is not as conducive for science courses as for humanities courses.
8. **Library Resources.** While shared databases have greatly increased the availability of research resources on the Regional Campuses, it is short sighted to believe that resources, particularly in the book collections, for upper-division classes are adequate at all Regional Campuses libraries. One solution might be more consortial agreements to acquire print and electronic resources on a System wide or statewide basis.

GENERAL FACULTY CONCERNS

This outline is the more detailed version of faculty concerns and questions, not listed by priority. We anticipate that open discussions among faculty and administrators and/or the planners of the Palmetto College will alleviate these concerns in short order. Others such as funding, technology concerns, and impact on faculty employment issues may take more time to address. In many cases, the System Affairs committee takes this opportunity to make a recommendation on what policies to establish to handle the issue for the new Palmetto College.

1. Administrative Structure

- 1.1. Faculty are concerned about how the current organizational hierarchy might change and how any changes might affect T&P and expectations for duties.
- 1.2. RC Faculty and departments must evaluate which courses in their disciplinary area would be best suited for Distance Education delivery. The Academic Deans with the knowledge of faculty willingness, student needs, and departmental requests would propose majors and courses cooperatively. The Academic Curriculum Committee of the Regional Campuses Faculty Senate should make the final determination of what majors and courses the Palmetto College will offer.
- 1.3. **Finances** (See also Distance Education Technology concerns at the end of this document.)
 - 1.3.1. The committee could not answer its own question about how a faculty member's courses that are not taught in favor of a Palmetto College course would be covered, except by hiring full- or part-time faculty. Therefore, it is largely a financial question. The campuses would have to hire more faculty to cover the other courses. How do we cover the costs of hiring new faculty, considering the current budget outlook?
 - 1.3.2. Being small, all campuses will have difficulty buying the equipment needed to transmit courses, hiring new faculty, and releasing faculty from courses they teach now, unless they teach a substantial number of Palmetto College courses and receive adequate revenue from that.
 - 1.3.3. Currently, there is a formula for splitting the tuition revenue generated by a Distance Education course between the originating and receiving campuses. However, in an instance where that agreement was utilized, it was not honored and the regional campus lost the tuition revenue. In addition, that originating campus did not receive the FTE for the Distance Education class and lost the FTE for the class that the faculty member did not teach so he/she could teach the DE class. Any such formula should be enforceable as well as equitable and should allow for distribution of tuition revenue and allocation of FTE.

2. Faculty Employment

- 2.1. The needs of each campus must take priority in hiring over the needs of the Palmetto College, although it is understandable that administration must take into consideration Palmetto College needs.
- 2.2. Policies on intellectual property rights of the faculty member and institution must be developed and published, particularly for distance education.
- 2.3. There is concern that the Palmetto College will create an unintentional two-tiered system of faculty—those who teach in the Palmetto College and those who do not. What effect might that have on salaries, T&P, expectations concerning research, morale, etc.?
- 2.4. If a two-tiered system were to evolve, into which tier would faculty librarians fall, since they will serve both Palmetto College and non-Palmetto College students?
- 2.5. Administration should seek out alternative ways in addition to release time and improved salaries to recognize faculty who develop courses for Palmetto College, such as with letters for their files, etc.

2.6. T&P, annual review, third-year review, and post-tenure review

- 2.6.1. The RCFS R&R committee should review T&P criteria to see if revisions are advisable due to changes in workload because of Palmetto College responsibilities.
- 2.6.2. (From a recent draft of the Palmetto College committee concept paper:) “In order to ensure some conformity of review within Palmetto College, the Regional Campus Faculty Senate may consider establishing a committee to review class/student evaluations of Palmetto College courses. Because all Palmetto College faculty will be dealing with issues of distance education, on-line content, etc., such a committee would have the advantage of ‘comparing apples to apples.’ A centralized review of Palmetto College courses might reveal which faculty are excelling at, or struggling with, the unique issues which accompany Distance Education.” The committee agrees that this is a logical beginning process. Faculty involved with Distance Education who have had to deal with technological issues during class time indicated that their student evaluations were affected negatively because the lack of technical support and bumbling around with the technology reflected poorly on the teaching.

2.7. Course Loads

- 2.7.1. It makes sense to continue the current teaching load, but allow release time for course development, and limit class size. If Palmetto College proves viable, there would be the chance to consider a different teaching load for faculty who teach a majority of Palmetto College courses. **This committee suggests that a mechanism for ongoing communication between campus faculty representatives and whoever will be the academic head of the Palmetto College to allow for faculty**

feedback on faculty academic issues—a Palmetto College Academic Advisory Council, as it were.

- 2.7.2. Faculty are concerned about how all courses will be covered with the addition of new courses. Will the result be shifting or increasing faculty workload?
- 2.7.3. Administration should be cautious in balancing overloads for faculty with course preparation and quality as well as a faculty member's other duties.
- 2.7.4. Faculty should receive one course release to develop a distance education course. Alternatively, if faculty can develop the course over the summer, then they should receive additional salary equivalent to teaching one summer course.
- 2.7.5. Concerning whether faculty should receive additional salary for the teaching of a distance ed course (vs. a locally taught course), the recommendation is “no”, provided course enrollment is capped at a reasonable limit, similar to that which would be imposed should the class have been taught in a traditional manner. However, administration should accommodate and compensate for the additional faculty workload associated with Distance Education courses. For instance, faculty may be required to visit sites across the state in order to support students in the courses.
- 2.7.6. Would courses be limited only (or preference given) to students enrolled in Palmetto College? To open the classes to non-Palmetto College students would be beneficial, including the existing Bachelor of Arts in Interdisciplinary Studies four-year program.

2.8. Course Caps & Course Minimums

- 2.8.1. Course enrollment should be capped at a reasonable limit, similar to that which would be imposed should the class have been taught in a traditional manner. However, this could be negotiable were there the availability of extra compensation or grading assistants.
- 2.8.2. Enrollment already plays a significant role in the courses that we can teach. How will it play into the courses faculty teach for Palmetto College and for the course that they don't teach so that they can teach the Palmetto College course? If a course is designed to be highly interactive, what is the smallest class size that it is practical to deliver?

3. Faculty Senate

- 3.1. Faculty prefer not to end or change the Regional Campuses Faculty Senate. In fact, it may even prove a useful vehicle as the regional campuses grow to have more in common, once within the Palmetto College structure. However, if the final construction of the Palmetto College is similar to other “colleges” presently located on the Columbia

campus, can we still maintain our Regional Campuses Senate when none of the other colleges has a senate of its own?

3.2. What sort of representation should Palmetto College have on the Regional Campuses Faculty Senate?

4. **Science lab courses**

4.1. Generally, the distance education format that would be so important in the Palmetto College is not as conducive for science courses as for humanities courses. Would labs even be feasible over Distance Education? Some of the schools that do a lot of Distance Education do simulations or do it yourself labs, which is unsatisfactory.

4.2. How will the college deal with core science requirements for Palmetto College degrees? A recent Palmetto College concept draft said, "Efforts will be made to improve laboratory facilities where appropriate with available resources. Courses will not be offered without appropriate laboratory facilities." The System Affairs committee believes that statement does not address the inevitable need for science courses that are not currently available on every campus but are appropriate for a particular degree.

4.3. This resources situation is similar to "Library Resources".

5. **Library resources**

5.1. Another Palmetto College report reads: "[The question of library support] should not be an issue. There are limitations on some campuses but programs only would be offered where facilities and support are adequate." While shared databases have greatly increased the availability of research resources on the Regional Campuses, it is short sighted to believe that resources for upper-division classes are adequate at all libraries. The same applies to "Lab Resources" above. Just to say that if the campus is not already equipped, then the courses just won't be offered there is to say that some campuses may not offer any upper division Palmetto College courses at all, or be extremely limited, unless increased funding is found to equip libraries and labs. In addition, those smaller campus libraries will need to provide support to those students taking upper-division Palmetto College courses from other campuses. Therefore, we support that, "new program proposals should include a checklist that describes the lab facilities, library support, technology, and other support services that are in place to support the program."

5.2. If there were funding available for collection growth, library facilities and staffing may not be adequate for that growth.

6. **Logistics**

6.1. Is it possible that Distance Education can facilitate ordering books, copying and distributing materials, and proctoring tests within their existing channels?

- 6.2. Distance Ed faculty who are not already using web-based instruction should be encouraged and trained in the use of Blackboard or the web in the distribution of printed materials to their students.

7. **Distance Education Technology**

- 7.1. Coursework available through Distance Education is integral to the foundation and success of the Palmetto College. Unless the University makes a further substantial financial commitment to Distance Education on all the regional campuses, students will not receive equal service on each of the campuses.
- 7.2. Every campus must have an IT support person/engineer just for the Distance Education program to assist with running equipment. There will be daily logistical issues that require assistance. Faculty will have to make adjustments in teaching style to match the medium, but they should still be able to focus on the teaching and not the technology. Faculty do not want their teaching handicapped by the extraneous technology functions of Distance Education. Faculty do not want to have to become IT experts in order to teach Distance Education classes, and requiring them to be such will make recruiting for teaching Distance Education classes more difficult.
- 7.3. There are also issues regarding faculty willingness to participate in Distance Education activities and student acceptance of Distance Education courses. There are faculty and students who believe that this method of education is contrary to the University experience. In addition, faculty may feel that the Palmetto College is forcing them to change the way they teach. Because of this, faculty should have training opportunities to study the pedagogy of Distance Learning.
- 7.4. Campuses' budgets cannot withstand the costs of installing the required multimedia classrooms sufficient to accommodate the technology-enhanced courses delivered. How will all of this new equipment and tech support affect our current tech budgets and support? Will we have to pull money out of other areas to support our Palmetto College efforts? Campuses usually have already planned, if not committed, for expenditures for technology monies years in advance.
- 7.5. Faculty need to have top of the line equipment that allows them to teach the way they feel is best.
- 7.6. Provided new "smart classrooms" for Palmetto College are built, will they be reserved in preference for Palmetto College classes versus offering them equally to lower-level Distance Education classes originating from a Regional Campus?
- 7.7. USC Distance Education staff should be responsible for training faculty and campus Distance Education/IT staff in producing courses. DEIS has expressed its willingness to deliver training on site at the campuses, through two-way video, where and when the campuses prefer it. Ideally, training should take place on campus with the appropriate

equipment already installed. Faculty would also be encouraged to attend Blackboard training, also available on site.

- 7.8. Faculty appreciate the suggestion of the Palmetto College Committee for the development of a summer intensive program for faculty development and rewards for participation.

Report of the Executive Committee
Regional Campuses Faculty Senate
21 March 2003

The Executive Committee of the Regional Campuses Faculty Senate met at USC Columbia on 21 March 2003.

After reports by the Vice-Provost and Associate Vice-Provost, executive committee members gave reports of campus activities and chairs of standing committees of the Senate reported on current and upcoming committee actions.

Vice-Provost Plyler reported on budget issues, and discussed the President's interest in keeping tuition increases in the single-digit percentages. While all are agreed that this is ideal, a single-digit increase will not begin to offset the costs of the budget cuts on the regional campuses. The Vice-Provost also reports that the tenure and promotion process for this academic year is now complete, pending notification of candidates early in May.

Associate Vice Provost West reported on discussions regarding Value Centered Management in Columbia, which have preoccupied the administration there. Palmetto College is not a high priority at this time as a result, but work is progressing regarding the Palmetto College, particularly with the formation of the Palmetto College Faculty Advisory Committee, formed in response to a recommendation from the Regional Campuses Faculty Senate System Affairs Committee. She also reported on discussions with the Provost of the Stille proposal to merge the regional campuses with the technical colleges. The Provost reports that President Sorensen is dead set against this.

Campuses reported on local matters such as budget issues and enrollments, and several reported working on revised annual review processes for faculty.

The Committee discussed a charge for Rights and Responsibilities, asking the committee to consider revisions to the next edition of the *Regional Campuses Faculty Manual*. The *Manual* currently allows for no disciplinary action short of tenure revocation for faculty not fulfilling the obligations of their jobs.

System Affairs reported on a draft of a report, "Faculty Concerns Related to Formation of the Palmetto College." System Affairs recommended, and the Executive Committee agrees, that the document must be an ongoing report, revised continually as the Palmetto College concept continues to develop.

Welfare reported on arrangements regarding the 10:00 a.m. 12 May 2003 Tenure and Promotion Workshop.

Finally, the Committee discussed the work of the ad hoc committee charged with completing the clerical revisions of the *Regional Campuses Faculty Manual*. Those revisions are still in process.

Report of the Executive Committee
Regional Campuses Faculty Senate
4 April 2003

The Committee discussed again charges for Rights and Responsibilities regarding possible revisions to the *Regional Campuses Faculty Manual* concerning disciplinary action short of tenure revocation for faculty not fulfilling the obligations of their jobs. The Chair also asked the Rights and Responsibilities Committee to consider our service and scholarship categories, to make these more distinct. The teaching effectiveness section of the *Manual* includes a lengthy description of the various material that could be included in a file to document effective teaching, and consistency in the presentation of all three categories might be beneficial to candidates.

The Chair also urged the Executive Committee to consider how we can take a more active role as a legislative body. The Chair urges standing committees to conduct more formal fact-finding in deliberations regarding charges, assigning subcommittees to handle research and report back findings. Committees underestimate their power; each committee has the right to request speakers from human resources, legal, and any other divisions of the University to determine workable solutions that address the unique mission of our campuses. While committees are composed of members with a wide range of expertise, no group has all the needed expertise to form an informed opinion without additional information and thought.

Committee on Curricula and Courses Report

**Dr. Christine Borycki, USC Sumter
April 4, 2003**

Of all the course proposals, deletions, description updates, and curriculum alterations and proposals that have come through the University Curricula and Courses Committee, there were only two things of interest to the Regional Campuses.

The first thing of interest is that there has been a change to Biology 101 Lab. It is now “enrollment by special permission only.” The rationale for this is that the lab and lecture have been combined into one four credit course. The Biology Department has agreed to keep this one credit lab in the Bulletin for a few years so that those Regional Campuses students who took BIOL 101 without the lab will have the opportunity to take the lab.

The second thing of interest is an issue that came up concerning technology assisted instruction. On the Columbia campus, if you want to change the delivery of an existing course by using technology, such as interactive television, videocassette, or internet using Blackboard, you must have it approved by the University Curricula and Courses Committee. When asked if this was true for Regional Campuses, the chair of the committee said that he assumed yes. This is an issue that may be best investigated by the Academic Affairs Committee of this body.

This is my last report as your University Curricula and Courses Committee representative. Thank you for giving me the opportunity to serve as your watchdog.

**Committee on Faculty Welfare
Report
Regional Campus Faculty Senate
April 4, 2003**

February 20, 2003

Teaching Overload Compensation

Dr. Sally Boyd presented a proposal to change the compensation for teaching overloads. The proposal was to keep the rate of compensation for teaching overloads the same (6.25% of a nine-month salary per 3 credit hours with a floor of \$2,250) but to place a cap at \$3,500 for a 3 credit hour course and \$4,550 for a 4 credit hour course. The Committee felt that because of the lack of faculty raises the past 2 years and the ever increasing shift in health care costs that the faculty should not give up more. There were also concerns that this may set a precedent for changes in compensation for teaching summer school or through the imposition of caps. And finally, it was felt that the savings presented were minimal. The committee unanimously approved the following recommendation which was sent to the Provost: That the rate of compensation for overload teaching be **raised** to 7.5% of a nine-month salary per 3-hour course [prorated for a 4-hour course] with no cap.

Post-Tenure Review

The Committee did not feel that the Provost in his January 14 response to the Committee adequately addressed the issues. Dr. Peter Graham, Chair, agreed to contact Provost Odom and ask for details of how a Dean arrives at his/her decision to overturn PTR committee faculty evaluations. To assure that faculty who received in writing a 'superior' PTR evaluation but did not receive a base salary increase could bring this to the attention of the Provost office, Dr. Graham agreed to write a letter to those faculty members.

March 20, 2003

Faculty Benefits

Committee members expressed concern that many of USC's best and brightest faculty are leaving the University due to another year without raises, rising health benefit costs, and ever-spiraling budget cuts. A committee member reported that benefits were better at all the institutions where that faculty member had applied. The Committee asked that faculty member to put together a list of benefits that were better at other institutions as a starting point for a comparative study.

Reserved Parking

The Committee received a letter from faculty and staff who work in the Wardlaw Building who are concerned about the practice of assigned reserved parking spaces in the D1 lot. The Committee decided to invite Derrick Huggins, Deputy Director of Vehicle Management and Parking Services, to the next meeting to answer questions about guidelines for reserved parking.

Submitted by Linda K. Allman

To: Regional Campuses Faculty Senate

From: John F. Logue
Faculty Board of Trustees Liaison Committee

Subject: March 20, 2003 Meeting

The Academic Affairs and Faculty Liaison Committee of the USC Board of Trustees met Thursday, March 20, 2003. The meeting began in executive session to handle personnel matters (awarding of Honorary Degrees, Honorary Faculty Titles, several appointments with tenure and several transfers of academic appointment/tenure.).

During the open session, the committee listened to presentations and recommended the following:

1. Department name change for the Baruch W. Institute for Marine Biology and Coastal Research. The name would change to Baruch W. Institute for Marine and Coastal Sciences.
2. A name change and change of responsibilities for the "Drug and Alcohol Studies, Graduate Certificate Program." The new name would be, "Drug and Addictions Studies, Graduate Certificate Program." The program would move from the Arnold School of Public Health to the Department of Criminology and Criminal Justice, College of Liberal Arts.
3. Approval of three USC Columbia Education Programs
 - a. BA in Early Childhood Education
 - b. BA in Elementary Education
 - c. BA/BS in Middle Level Education
4. Approval of new program proposal for Master of Retailing, College of Hospitality, Retail and Sport Management, USC Columbia.
5. Approval for modifying USC Spartanburg's teaching education program by adding certification for "Teaching English to Speakers of Second Languages."

Report of Provost's Academic Advisory Council
March 21, 2003

- The Provost addressed concerns about the most recent threats of merger (Stille Bill). He assured representatives that the President and the Board of Trustees are actively opposed to any action that would separate the University into various components.

- In response to a question about his opinions relative to the Palmetto College Study, the Provost deferred to Associate Provost Griener, who provided an abbreviated account of activity to date. He concluded by indicating that Vice Provost Plyler is in the process of writing an executive summary and insuring that the several separate sub-committee reports are blended into one smooth and coherent document. The Provost's Office feels that President Sorenson is generally favorable toward the Palmetto College concept. He also mentioned that a summit meeting to discuss technology issues concerned with distance education delivery had been held and that a smaller working committee has been appointed to speed the work. In that connection, he noted that Chief Information Officer, Bill Hogue, was working to achieve fiber optic connections through Bell South.

- In a response to a query as to whether individual Regional Campuses Faculty might be granted access to electronic journals in their research areas (much as USC Columbia graduate students get remote access), the Provost stated that the information provided to him suggests the cost would be high. He said that he asks the Deans of the University about this issue annually.

- The Provost seemed very interested in the fact that USC Spartanburg was not accepting transfer credits for Accounting 225/226 from USC Lancaster.

- Within a general discussion of faculty morale, the Provost expressed reservations about any type of furlough plan to solve budget problems. He said that one unit of the University could not develop and use furloughs without all other units doing the same. In his opinion, furlough has greatest effect on those who are paid the least.

- The Provost was advised that the Regional Campuses Faculty Manual has been revised to incorporate actions of the Senate over the last two years and will soon be making its way through the approval process. The consolidation of service and university activity into the one category of Service and revision to the section on Termination of Tenured Faculty were pointed out as changes the Provost might find of particular interest.

- As a final item in this list. Carolyn West suggested that we might conduct a verbal inventory of the effects of the budget crisis (past and future cuts to the operating budgets of our campuses) on research and professional development opportunities. Is there travel support? Are there any revenues to support research and professional development? Faculty Exchange is gone. The Provost Development Grant (supported in its last form by the Regional Campuses Office and a sur-tax on campuses) is gone. Other forms of support by campuses are less likely because there is little money. The Provost mentioned collaborations with faculty members on Columbia or other campuses who have grant monies. He indicated that his office would be willing to help stimulate such collaborations.

John Logue