

Palmetto College Senate Minutes, April 10, 2020

Note: This meeting was conducted by phone while campuses were closed during the COVID-19 outbreak in Spring 2020. Morning and afternoon sessions were combined. Standing committees met remotely at their own schedule prior to this meeting. There is no recording available for the meeting, and these minutes are less detailed than usual.

Senators in attendance were: Patrick Saucier, Julia Elliott, Brittany Taylor-Driggers, Patrick Lawrence, Peter Seipel, Bettie Obi Johnson, Li Cai, Stephen Criswell, Dana Lawrence, David Hatch, Sarah Miller, Francis Burns, Melissa Rack, David Dangerfield, David Cherry, Santosh Nandi, Mark Roberts, Bianca Rowlett, Matthew Holly, Kristina Grob, Lee Morris, Jennifer Ermsweiler, Andrew Pisano, Kevin Torres.

Reports

- Brief reports were received from Chancellor Elkins and all campus deans, all attached.
- Secretary Yingst called roll.
- The previous meeting's minutes were approved without correction.
- Brief oral reports came from the chair of each standing committee chair, no written reports.
- Christine Rinehart reported from the Courses and Curricula committee and the Board of Trustees Liaison committee, written report attached.

Unfinished Business

- The motion on the Palmetto College Policy Advisory Committee was voted on electronically. The motion passed unanimously. (The motion is attached below.)
- The motion on the Palmetto College Academic Advisory Committee was voted on electronically. The motion passed unanimously. (The motion is attached below.)
- The motion on Transfer of Tenure was withdrawn by the R&R committee, to be presented when each campus has voted on it. (The Lancaster campus had not yet voted on this motion. The motion is attached below.)
- The Executive Committee slate was presented for next year and was voted on by secret ballot electronically. The slate passed unanimously. (The slate is attached below.)
- There was brief discussion of a report from the Columbia Senate's Ad Hoc Committee on Attendance Policy. (Report attached.)

New Business

- A memo from the Office of the Provost regarding tenure and promotion policy was discussed. The memo announces many relaxations of policy to accommodate students and faculty as we are affected by the COVID-19 pandemic. The memo is attached.
- There was brief discussion of the optional Pass/Fail policy for the Spring semester. An FAQ on this policy is attached.



UNIVERSITY OF
South Carolina

PALMETTO COLLEGE

Palmetto College Faculty Senate

Teleconference 800-753-1965 Code # 7777697

Friday, April 10, 2020

Morning Session9:30 - 10:15 AM

Welcome and Decorum for Conference Call, Chair, Dr. Christine Sixta Rinehart (2 minutes)

Report from the Chancellor, Dr. Susan Elkins (10 minutes)

Report from the Associate Provost and Dean of Union, Dr. John Catalano (10 minutes)

Reports from Palmetto College Campus Deans (5 minutes each)

Dean Ron Cox, USC Palmetto College Columbia

Dean Walt Collins, USC Lancaster

Dean Chris Nesmith, USC Salkehatchie

Dean Michael Sonntag, USC Sumter (10 minutes as hosting dean)

Standing Committees (will meet on their own outside of Senate)

AGENDA

- I. Call to Order at 10:15
- II. Roll Call of Senators – Secretary Professor Andy Yingst
- III. Correction/Approval of Minutes: February 14, 2020
USC Salkehatchie West (Allendale)
- IV. Reports from Standing Committees
 - A. Rights and Responsibilities – Professor Sarah Miller
 - B. Welfare – Professor Bianca Rowlett
 - C. System Affairs – Professor Dana Lawrence
- V. Executive Committee
 - A. Chair – Professor Christine Sixta Rinehart
 - B. *Palmetto College Faculty Manual* Liaison Officer – Professor Andy Yingst
- VI. Reports from Special Committees
 - A. Committee on Libraries – Professor Rebecca Freeman
 - B. Committee on Curricula and Courses – Professor Christine Sixta Rinehart
 - C. Committee on Faculty Welfare – Professor Shelley Jones
 - D. Faculty-Board of Trustees Liaison Committee – Professor Christine Sixta Rinehart
 - E. Palmetto College Research and Productive Scholarship Committee – Professor Kevin Torres

- F. Palmetto College Academic Advisory Council – Professor Eric Reisenauer
- G. Other Committees
 - Conflict of Interest Committee – Professor Noni Bohonak

VII. Unfinished Business

- A. [Palmetto College Policy Advisory Committee](#) (Executive Committee)
- B. [Palmetto College Academic Advisory Committee](#) (Executive Committee)
- C. [Transfer of Tenure Motion](#) (Rights and Responsibilities)
- D. [Executive Committee Slate 2020-2021](#)
- E. [New Attendance Policy](#)

VIII. New Business

- A. [Provost Harding-Faculty Evaluation Process](#)
- B. [Grading Policy Pass/Fail Option](#) and [Frequently Asked Questions](#)
- C. Awards (Duffy, Plyer, and Shaw)

IX. Announcements

X. Adjournment

Once the Faculty Senate Chair declares it is time to vote during the meeting, click on the [Voting Webform](#)

USC Palmetto College Faculty Senate Meeting

**April 10, 2020
(Held by Teleconference)**

Chancellor's Report

Good morning! It's great to be with you today via teleconference as we all continue to practice social distancing during the battle against COVID-19. These are certainly unprecedented times, and we may be making history for the Senate today with our meeting via teleconference. Let me begin by thanking Dean Sonntag and the USC Sumter Mighty Fire Ant Family as they host our meeting virtually today, then we'll hopefully be with them physically on their campus next fall for our first meeting of the year.

Also, as always, let me extend my appreciation to each of you for your service as a member of the Palmetto College Campuses Faculty Senate. We all realize that you spend countless hours representing your campuses in your Senate role, in addition to your excellent efforts in teaching, scholarship, and service on your campuses throughout the year. Please always know that we are all very grateful for your leadership and service.

My report today includes six brief items:

1. First and foremost, let me begin by offering my most sincere thanks to each of you, along with our outstanding faculty and staff across Palmetto College, for your response during the Coronavirus Crisis as we have all made significant changes in a very short time to the way we go about our business of serving students. The Palmetto College family has certainly responded to these challenges with the utmost professionalism, teamwork, and patience during the past few weeks, and all of you are to be highly commended for your heroic efforts. As we are all now aware, the remainder of the spring semester and summer semester will be completed with remote learning and telecommuting as we practice social distancing per Executive Orders at the federal, state, and local levels. Many planning efforts are ongoing in Columbia and across Palmetto College as we respond to this unprecedented situation. Please continue to follow the latest updates on the UofSC COVID-19 website.
2. Second, I'm delighted to share the very positive news on Spring Semester 2020 enrollment. As of the latest official enrollment from OIRAA on March 25, which represents our census date, the Palmetto College overall headcount enrollment for the campuses is up from last year by 376, or 9.03%, (from 4,162 to 4,538) over Spring Semester 2019. FTE enrollment is also up by 157, or 5.67% (from 2,770 to 2,927). Both increases are the largest percentage increases in the USC System.

In addition to the enrollment on the Palmetto College Campuses, the Palmetto College Online completion degree headcount enrollment as of the census date, March 25, 2020 was 1,076

compared to 1,046 last year, for a 2.9% increase. Also, Palmetto College Online will have graduated 1,936 students as of Spring Semester 2020 (pending spring graduation certification, which will be finalized this summer).

Overall Palmetto College enrollment as of our census, March 25, was 5,730, exceeding our final enrollment last spring of 5,315, or 7.81%, so it's great to see our enrollment and the corresponding revenue continue to increase over time.

3. Third, I'm delighted to let you know that thanks to the excellent collaborative efforts of the Senate and Palmetto College leaders, the first round recommendations from the Palmetto College Campuses 2018-19 Salary Study Steering Committee have been implemented and became effective March 16, 2020. The \$100,000 that was applied to the model in this first round impacted 71 faculty and staff with the greatest inequities identified across the campuses. We look forward to our continued collaboration as the multi-year strategy proposed by the study continues to be implemented as resources become available.
4. Our additional top priorities for this semester have continued to be a focus on Strategic Planning in conjunction with President Caslen's Strategic Planning effort, along with preparation for the upcoming SACSCOC visit next year. President Caslen's Strategic Planning process is nearing conclusion of the development of a vision, mission, eight strategic priorities (including one for the Uof SC System), objectives, programs/action items to achieve those strategic priorities, along with metrics for each, with a deadline of today, Friday, April 10. The next step during the month of April will be to align resources with the plan, so we will continue to provide updates as information becomes available. Also, the SACSCOC preparation for next spring's ten-year review is still in progress. We will continue to discuss each of these more in detail as the processes continue.
5. Since today's meeting concludes the service of Dr. Christine Rinehart as Chair of the Senate, not only for this year but also for her service last year when she stepped up and served as Chair a year early, I want to express our deepest appreciation to her for her outstanding leadership and dedicated service. She has been very actively involved in many, many responsibilities during this time of change across the University, and she has represented all of us and Palmetto College extremely well. Dr. Rinehart, thank you for a job so very well done!
6. Finally, we are delighted that today's Senate Meeting will conclude with the presentation of the top Palmetto College faculty awards – the Duffy, Plyler, and Shaw Awards that recognize excellence in Teaching, Scholarship, and Service. There is nothing better than to end the last Senate meeting of the year by recognizing the excellent accomplishments of our outstanding faculty!

In closing, again, thank you for your outstanding leadership and service to the Faculty Senate, as well as for the excellent work you do for your campuses and students every day!!!

John Catalano

Associate Provost, Palmetto College

Report to PCFS, April 10, 2020

Regular meetings have been ongoing with the SC CHE, CAAL, CAD, ACAP, APL, NOC, INDEV, C&C, the Chancellor's Cabinet, and I still convene the Academic Deans. Jean Carrano keeps the agendas and meeting notes on file for each of these groups and you are welcome to see any of the above.

Thanks to the faculty of all of PC for working through recent difficulties in such a professional and selfless way so that our students can continue to receive an excellent university education. More information will follow from the academic deans concerning spring pass fail options, summer courses and procedures, and fall plans.

PC is planning to serve 100 students this Fall (with approximately 70 students on a waiting list) in the Palmetto Pathway Program, an increase from the 53 served in Fall 2019. Dr. Cox is the best person for you to question about faculty concerns you might have.

The T&P process is moving along. We have 8 candidates for Tenure and Promotion to Associate Professor and 5 candidates for Promotion to Full Professor. The files are now in the hands of Interim Provost Harding. Jean Carrano does an amazing job keeping all this organized and on time.

Please feel free to contact me with your questions and concerns on any of this.

John Catalano, USC Union Dean's Report, April 10, 2020

Students

Enrollment for Spring 2020 is 1162/671 and is up by approximately 10% over Spring 2019. This is the highest number that we have ever served, and it is the fifth year in a row that USC Union has set a Spring Semester enrollment record. University Commons is under new ownership. International study during spring break in Costa Rica went well. Dr. Lowell had to cancel a trip with seven psychology students to New Orleans this year. They had planned to present their research at SEPA. The Bantam rifle target team's Bryanna Fish won the silver medal in Georgia at the national qualifiers and competed for a national championship in March. Both soccer and baseball will now play at new Bantams stadiums in Jonesville. NJCAA women's volleyball will be added in Fall 2020. The athletic department boasted a cumulative GPA in the fall of 3.35 with Softball players leading the way with a 3.6. Three baseball players and 2 softball players had a perfect 4.0. Anita Whitney started this semester as our new student services director.

Faculty & Staff

We will hire new faculty in Biology and Nursing for Fall 2020. Dr. Aziz, with help from many on campus, submitted a federal OSP/TRIO grant. USC Union has been the only USC campus without OSP/TRIO for the last five years. Dr. Randy Lowell has been selected as a recipient of the 2020 Distinguished Research Service Award by the Office of the Vice President for Research in Columbia. Randy Ivey has received the USC Union Distinguished Teaching Award this year.

Facilities

We have met with architects to develop final plans for the conversion of the old library space to classrooms and faculty offices, using the space primarily for language arts and humanities instruction. We should have the space ready by Fall 2020. We have begun to convert the old Post Office Building to a fine arts building, including classrooms and faculty offices. The corner building next to the Bookstore at 317 East Main St. will be the new USC Union Welcome Center, housing Admissions and Financial Aid. This year we hope to renovate all restrooms in the CB & MB, including handicapped accessibility upgrades. The Science and Nursing Building on East Main Street will now be called the Rippy Building. The USC BOT has approved the request to rename the CB the "William J. Whitener Central Building".

Budget

The USCU budget is in good shape, due mainly to recent enrollment increases, and both revenues and expenditures are very close to budgeted figures. We ended the fiscal year meeting our goal of maintaining a three-month reserve balance. SC continuing appropriations will get a bump this year thanks to Doug Gilliam's efforts in Columbia. USC Union has also seen some one-time appropriations designed to renovate current facilities. Any budget increases will have to come from SC appropriations and enrollment increases since no tuition increases are planned for the second year in a row.



M. Ron Cox, Jr., Ph.D., Dean
USC Palmetto College Columbia

REPORT TO THE PALMETTO COLLEGE FACULTY SENATE
10 April 2020 C.E.

I. Palmetto College Columbia

- SUMMER 2020 and FALL 2020 course schedules have been posted, with all SUMMER courses in an online format. UofSC Columbia has postponed undergraduate registration time tickets until the week of April 20. We expect to see enrollment numbers for summer courses begin to increase soon.
- Until emergency restrictions are lifted, UofSC has suspended all faculty and staff travel. In addition, personnel searches (faculty & staff) are being put on hold. We are working to anticipate the budgetary impact of current circumstances, and will plan accordingly.

II. Palmetto College – Baccalaureate Programs

- As part of the BOL self-study, two external reviewers, Dr. Graeme Coetzer (College of Charleston) and Dr. Julie Fox-Horton (East Tennessee State University) visited UofSC on March 03 and 04, touring offices, classroom space, and conducting interview sessions with faculty and students. Their preliminary report is overwhelmingly positive.
- Thanks to Dr. Steve Lowe for his tireless work in preparing the self-study and coordinating the visit from the external reviewers.

III. Fort Jackson

- The AA/AS Program Prospectus for Fort Jackson has been approved by SACSCOC.
- A modified Memorandum of Understanding with Fort Jackson has been completed by Mr. James Smith and is currently under consideration by UofSC administration. If approved, this will allow Palmetto College to market and advertise the BLS and BOL degree programs, in addition to the AA & AS degrees.

IV. Palmetto Pathway

- All fifty Pathway students currently in the program have vacated campus and remain remotely enrolled in their courses.
- PC Columbia and USC Lancaster staff are working with UofSC Admissions and the Advising Center to prepare next steps for current Pathway students to matriculate out of the program and enter UofSC Columbia in Fall 2020.
- One hundred (100) students have accepted the invitation and been admitted to the Fall 2020 Palmetto Pathway cohort, essentially doubling the size of the program. Approximately seventy-five additional students are on a waiting list for the program, and we have developed a contingency proposal if the decision is made to expand the program further.

V. **Lexington Transfer Center (LTC)**

- Due to COVID-19 restrictions, we have suspended sending Palmetto College admissions staff to the LTC for the remainder of the spring semester. The PC Admissions Office is continuing to develop online options for student recruitment, admission, orientation, etc.
- On February 17, I met with Dr. Lauren Speece, director of the Language Immersion Program for Lexington School district, to discuss a possible collaboration involving upper-division foreign language courses as dual credit options. We are working with the UofSC foreign language department but are in a holding pattern until the resumption of normal schedules. However, they and we are very excited at the idea of a potential partnership which would allow us to offer courses on-site at the LTC.

VI. **Diversity, Equity, and Inclusion**

- The Council of Academic Diversity Officers (CADO) has continued to meet virtually and via e-mail throughout the semester. Most recently, we met yesterday (April 09) where the chief topic of discussion was the impact of COVID-19/quarantine/restrictions on the University's DEI efforts and minority student/faculty/staff populations.
- On April 03 CADO issued a statement for distribution to the University community (Attachment A) concerning the rise in xenophobia, particularly against persons of Asian descent, as well as issues related to "Zoom-bombing" and other concerns in light of the COVID-19 pandemic. This has been shared with officials on each of the PC campuses.
- At the request of President Caslen, CADO will host a virtual DEI discussion – "Diversity and Inclusion in the Time of COVID" on Wednesday, April 15, 12:00 – 1:30pm. Faculty, staff, and students from across the system are invited to attend, but space will be limited. If you are interested in participating, the link to RSVP is [here](#).
- Mr. Julian Williams will assume his role as Vice President for Diversity, Equity, and Inclusion on June 15. Mr. Williams holds the J.D. from Michigan State University and comes to UofSC after serving as VP for Inclusion & Diversity at George Mason University. In the meantime, he has shared a guidance document developed by diversity officers within the University of California system which may be helpful to you as you work with your campuses/units during these times: <https://diversity.universityofcalifornia.edu/policies-guidelines/covid-19.html>
- In preparation for assuming his role, Mr. Williams has asked each academic unit to provide him with a bullet list of diversity-related initiatives, challenges, and goals for the upcoming academic year. I will be asking each campus to provide information regarding your local initiatives/challenges/goals so that we can ensure that Palmetto College remains an integral part of the University's future DEI efforts.

VII. **Miscellaneous**

- USC Connect/QEP Update
 - On April 2, I met (via ZOOM) with Amber Fallucca, Interim Director of the Center for Integrative & Experiential Learning (CIEL), regarding the University's QEP and the role of the Palmetto College campuses within it.
 - The Committee was effusive in its praise of Palmetto College faculty, staff, and students who have been active with the program. They further sang the praises of our own Bob Dyer and his willingness to coordinate much of the technology needed to "bring the whole thing together as a system."

- Learning Management System (LMS) Governance
 - I am representing Palmetto College on the Learning Management System Governance Committee which is being headed up by Mike Kelly. The goal is to ensure that faculty and student voices are represented when decisions are made affecting the LMS.
 - Palmetto College faculty and staff participated in a videoconference sponsored by Blackboard on Monday, February 10, to discuss issues encountered in using the LMS.
 - In light of the modification of all courses to virtual instruction, the University has encouraged the use of Blackboard Collaborate, a web conferencing platform which can be used for live teaching and conferencing, but also can be used for “lecture capture.” DoIT has provided faculty with information and guides for its usage. (The UofSC Faculty Senate also used it to host its most recent meeting on Wednesday, April 01.)
- Ad-Hoc Committee on Teaching the Constitution – There have been no meetings of this group since I last reported to the Senate.

VIII. PC Columbia Faculty News

- **Dr. Julia Elliott** was featured in a recent article in *Free Times* entitled, “Columbia writers recommend pandemic reading – Timely Tomes” (April 08, 2020). The article may be found at [https://www.postandcourier.com/free-times/arts/columbia-writers-recommend-pandemic-reading/article_d0bcf5ac-799c-11ea-b4c9-df64cf216c96.html?utm_source=%40UofSC+Today&utm_campaign=26012456a6-UOFSC TODAY 2020 04 10&utm_medium=email&utm_term=0_fb5e576816-26012456a6-53400857](https://www.postandcourier.com/free-times/arts/columbia-writers-recommend-pandemic-reading/article_d0bcf5ac-799c-11ea-b4c9-df64cf216c96.html?utm_source=%40UofSC+Today&utm_campaign=26012456a6-UOFSC%20TODAY%2004%2010&utm_medium=email&utm_term=0_fb5e576816-26012456a6-53400857)
- **Dr. Mary Hjelm** has published a review of *Spectrums of Shakespearean Crossdressing: The Art of Performing Women* in the journal *Shakespeare*. The review may be found online at <https://www.tandfonline.com/eprint/JWKSDFA6N4FGFQUSCTWD/full?target=10.1080/17450918.2020.1740309> and will be featured in an upcoming print edition of the journal.

My appreciation, as always, to the Senate for permitting me this time to report on some of the happenings at USC Palmetto College Columbia.

Respectfully submitted,

M. Ron Cox, Jr.

M. Ron Cox, Jr., Dean-in-Exile
Palmetto College Columbia

ATTACHMENT A

Some Diversity, Equity, and Inclusion Considerations During Covid-19

It goes without saying these are challenging times. The uncertainty combined with social isolation has many of us feeling stressed and longing for normalcy. It is difficult to focus. The challenges of juggling remote working and learning with life's many (and often new) responsibilities are real. It remains important to find solidarity with each other in these trying times.

The work of diversity, equity, and inclusion at the University of South Carolina is more important than ever. We stand in solidarity with our students, friends, and colleagues of Asian descent as racist incidents and threats of hate crimes against Asians have emerged across the United States. We are deeply concerned about rising xenophobia and sinophobia aimed at the Asian community in this country and abroad over the COVID-19 virus. We condemn attacks and stereotyping on social media and pledge to help ensure that individuals of Asian descent in our community feel safe and supported. We encourage each of you to hold fast to the Carolinian Creed by respecting the dignity of all persons and rejecting bigotry.

Let us commit to ensuring web accessibility for students with disabilities. Resources are available for students and faculty through the [**Student Disability Resource Center**](#), the [**Center for Teaching Excellence**](#), and the [**Keep Teaching**](#) website. See this short [**webinar**](#) for more tips.

As we move to remote learning and working environments, let us strive to uphold the values of diversity, equity, and inclusion in all online interactions. Ensure that web meetings are inclusive of all. Take measures to prevent unauthorized access to meetings and class sessions which might result in uninvited individuals using vile and racist language.

The economic impact of the COVID-19 crisis is sweeping. A disruption for some can be devastation for others. Seasonal, contractual, part-time, and student employees, who are so vital to the normal operations of our campus, have been hit disproportionately hard. Let us support them as opportunities arise.

Remember to take care of yourself. Maintain routines of self-care even as you shift to a virtual platform. Find ways to socialize virtually and create spaces where others can remain connected to the college/school/department. Hold space for students to socialize in class recognizing this may be one of the few times in their day when they can be with others.

Everyone is juggling a new reality with different demands. As we give ourselves permission to relax and breathe, so too ought we give others permission to relax and breathe. To us all, adjust expectations. Keep focused on what's important and let go of other things. Be patient, be kind, be forgiving, be respectful, be flexible, be supportive...be a Gamecock!

To report incidents of bias or hate, submit a [**Bias and Hate Incident Form**](#)



Celebrating 60 years of Education and Service

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

Report to the Palmetto College Campuses Faculty Senate
Meeting by teleconference due to the COVID-19 Global Pandemic
April 10, 2020

People

Enrollment

As of March 24, enrollment for Spring 2020 stands at 1414. This number represents our Spring 2020 enrollment freeze number which puts headcount enrollment up by 3.89% over Spring 2019. Advisement for Summer and Fall 2020 has already begun.

Searches underway:

Admissions recruiters (2)
Volleyball coach

Athletics: On March 16, 2020, Dr. Christopher Parker, president of the NJCAA which governs the athletics programs of junior colleges communicated the cancellation of all spring sports seasons. USC Lancaster baseball, with a record at the time of 19-4 (!) followed the directives of the association and suspended the 2020 spring baseball season. All spring 2020 athletes will be granted an additional year of eligibility. Please see the NJCAA website at <https://www.njcaa.org/general/2019-20/releases/20200316k2au00> for more information.

Congratulations to

Prof. Kaetrena Kendrick (Associate Librarian) who is scheduled to present a number of keynote and plenary sessions related to her areas of research and scholarship at various librarianship conferences in the coming months. They include:

- **Association of Christian Librarians Conference**—Keynote Speaker and Facilitator of Discussion Session
- **Acquisitions Conference**—Keynote Speaker
- **Joint Spring Conference of the Kentucky Library Association and the Special Library Association**—Keynote Address

- **LOEX Conference**—Plenary Speaker
- **State University of New York Librarians Association Conference**—Keynote Speaker

Dr. Brooke Bauer (history) as she was recently notified that she has been awarded the **Andrew W. Mellon Native American Scholars Initiative (NASI) Post-Doctoral Fellowship at the American Philosophical Society (APS)** in Philadelphia for next academic year. The NASI is a prestigious Mellon fellowship that is only open to Native American Scholars, and Dr. Bauer was the first and only scholar chosen for 2020-2021.

Dr. Lisa Hammond (2 years), Dr. Dana Lawrence (1 year), and Dr. Suzanne Penuel (2 years) for completing their service as our **Faculty Organization's Executive Committee**. Their work is appreciated always but especially during the advent of these recent trying and unprecedented times. Please accept my most sincere expression of gratitude for guiding and leading our Faculty Organization for the past two years. It has been a pleasure to work together in the spirit of shared governance and toward the betterment of our campus.

Professor Leigh Pate—USC College of Nursing, Lancaster Collaborative Program, was selected for a nursing Palmetto Gold award in Spring 2020. For more information, please follow this link: <http://www.scpalmettogold.org/>

USC Lancaster Research and Productive Scholarship Grant Awards (2019-2020) have been presented to the following faculty members:

Dr. David Roberts
 Dr. Patrick Lawrence
 Dr. Dana Lawrence
 Dr. Kate Holland
 Dr. Jason Holt

2020 RISE Grant Recipients from USC Lancaster include the following:

Dr. Li Cai for a project entitled “Initial Investigation on the Effects of H2S-Releasing Wound Dressing on Acceleration of Burn Wound Healing”

Professor Marybeth Berry for a project entitled “On the Spectrum”

Dr. Elizabeth Easley and Dr. Sarah Sellhorst for a project entitled “Perceptions of Undergraduate Research Participation: A Look at the Faculty Perspective”

SCETV's “Making it Grow” host Amanda McNulty and her team visited the Native American Studies Center earlier this March. Take a listen to her conversation with our **own Dr. Stephen Criswell, Folklorist and Director of Native American Studies**, for the “Making it Grow” podcast. Listen here: <https://www.npr.org/podcas.../406771069/making-it-grow-minutes>

The following USCL faculty and staff were recognized this semester by the USC Lancaster student body:

Dr. Kim Richardson (history)
 2019-2020 Distinguished Teacher of the Year
 The Distinguished Teacher of the Year in Humanities

Dr. Mark Coe (psychology)

The Distinguished Teacher of the Year in Business, Behavioral Sciences, Criminal Justice, and Education

Professor Allan Pangburn (mathematics)

The Distinguished Teacher of the Year in Math, Science, Nursing, and Public Health

Mr. Tyrie Rowell (financial aid)

Servant's Heart Award

Congratulations to the USC Lancaster Players who participated in and won many awards at the **South Carolina Speech & Theatre College Festival** in February 2020:

- Mary McInville Adamson:
1st in Theatrical Design, 2nd in Storytelling, 2nd in Triathlon & 3rd in Informative Speaking
- Justin Chisholm (Dual Enrollment):
1st in Musical Theatre Audition & 2nd in Impromptu Speaking
- Regliynn Davis:
3rd in Impromptu Speaking
- Timisha Collins:
1st in Poetry Interpretation & 1st in Audition Monologues
- Loni Mosier:
3rd in Poetry Interpretation
- Kate Evans (Dual Enrollment):
3rd in Storytelling
- Ava Jopson (Dual Enrollment):
2nd in Musical Theatre Audition
- Aaron Stevens
3rd in Audition Monologues
- Victoria Ward
3rd in Musical Theatre Audition
- Duet Acting:
 - 1st—Taylor Stoneburner & Aaron Stevens
 - 2nd—Trevor Auman (Dual Enrollment) & Ava Jopson (Dual Enrollment)
 - 3rd—Victoria Smith & Kate Evans (Dual Enrollment)
- Ensemble Acting:
1st USC Lancaster
- Sweepstakes Award:
USC Lancaster wins overall

USC Lancaster in our Communities

Faculty and staff at the Native American Studies Center have decided to postpone the **15th annual Native American Studies Week—Native American Humor, Satire, and Parody**—until Fall 2020. More information forthcoming.

USC Lancaster's **Town Gown Advisory Council** has canceled our April visit to ArtFields in Lake City, SC.

An application for safe pedestrian crossings over the Highway 9 Bypass was submitted on March 23 to the **Lancaster County Capital Project Sales Tax Committee**. The project aims to provide funding for safer and better connections between our campus and the community.

The date for **Laps for Lancers 2020** has been postponed until October 3, 2020. More information will be forthcoming.

The Lancaster News published a special 32-page insert to commemorate the 60th Anniversary of USC Lancaster in their weekend edition on March 28, 2020.

Facilities

Expenditure of last fiscal year's deferred maintenance funding continues. Project updates:

- Replacement of solarium window system in the Gregory natatorium (construction commencement date is April 1 with substantial completion by July 30)
- Parking lot paving from Starr Hall around the east side of Hubbard (Spring/Summer 2020)
- Gregory roof replacement (Summer/Fall 2020)

While the campus has been closed we have been painting and freshening up some areas including the financial aid office and updating lighting and electrical at the NASC.

Other items...

- In recent days, **we have been able to donate some PPE** (gloves, gowns, masks, etc.) from our science labs and nursing simulation lab to DHEC, MUSC Health: Lancaster Medical Center, and Rebound Behavioral Health. Thanks to Prof. Jill Castiglia, Prof. Denise Roberts, Dr. Courtney Catledge and Mr. Greg Parker for helping to organize and deliver these supplies.
- We look to expand offerings to some day class times at our **Indian Land Location** in Fall 2020. We are still coordinating with the school district on our permanent space for the Fall. Thank you to those who have agreed to offer courses at the location.
- With the encouragement of the USC College of Nursing we have begun exploration of the expansion of our **BSN degree program**. Currently we serve 24 students in the junior and 24 students in the senior cohorts. Over the next several years, we will be looking at increasing the upper division cohort numbers in accordance with state nursing board standards as well as enhancing and increasing the local support and resources needed for such an expansion. We anticipate that MUSC Health will eventually become more of a partner in this growth.
- The **USC Lancaster theatre program's** spring presentation of **Noises Off!** has been canceled.
- Our annual **Soul Food Cook Off**, a campus and community Black History Month event, was held in late February and raised approximately \$12,500 for the Thelathia Barnes Bailey Emergency Textbook Scholarship Fund.

- The **Campus Master Plan Steering Committee** was presented a draft of the plan update on Thursday, February 6. The committee will see a second draft of the plan and meet virtually with Boudreaux to finalize the plan later in April.
- The **Sixtieth Anniversary Celebration Gala** has been postponed. We will announce a new date as soon as possible.
- **The monthly Lunch and Learn Lecture Series is getting a new name, thanks to a fundraising challenge seeking to honor the Center's Director of Archives, Brent Burgin! The series will be renamed the W. Brent Burgin Lunch and Learn Lecture Series**, with one of the 12 lectures each year designated the W. Brent Burgin Annual Lecture.
The campaign has raised \$10,545 to date, with a goal of raising \$15,000. Donations can be made to the W. Brent Burgin Lunch and Learn Lecture Series Fund Account (# A32366) through the Educational Foundation of USC Lancaster at https://www.sc.edu/giving/choose_where_to_give/usc_campuses/usc_lancaster/index.php; the tax deductible gift may be earmarked for "Lunch and Learn."
Gifts also can be given by contacting Mrs. Shana Dry, USC Lancaster's Director of Public Information and Advancement Officer at 803-313-7008. Checks also may be mailed to the Educational Foundation of USC Lancaster 476 Hubbard Dr. Lancaster, SC 29720.



UNIVERSITY OF
SOUTH CAROLINA
SALKEHATCHIE

Palmetto College Campuses Faculty Senate

USC Salkehatchie

Dean's Report

April 10, 2020

Like all campuses, we are adjusting to the campuses being closed, with classes online. It is certainly a challenge, but we seem to be making the adjustment well, through the cooperative efforts of faculty and staff and stepping up to make it work.

I know all campuses are engaged in these kinds of efforts, but I will point out some examples that have worked well:

- Created a Resources page for faculty and students.
- Created a central, main point of contact for all student concerns or issues and put that on the main website.
- Routed all our main phone numbers to this same central number to answer all incoming calls to send them to appropriate person or office.

The results are interesting:

- So far we have received 146 total number of students calling who express needing assistance connecting to Blackboard or USC Email. Lack of Wi-Fi access was 8 students.
- The total number the first week was 98, but then dropped to 30 the second week, and then 10, and now 8 so far this week.
- We also asked all faculty to send names of students who have not connected to classes or are missing assignments to our student affairs associate dean.
- Total number of students forwarded was 105. We've reached almost every one of them and most were either not knowing what to do or having to stagger their assignments as to when they could use computer or WiFi.

In addition to working with our students and what faculty have done to step up, here are some things we have been doing to engage with our community and assist during the crisis:

- Our nursing program recently donated gloves, masks, and other items to Hampton Regional medical center.
- We are engaged with CHE on a collaborative effort to use our three 3D printers to create masks and other devices.

Impact on Enrollment:

- Spring enrollment is up 4.4% over last spring. Summer enrollment is flat with last year so far, and we hope it may increase slightly.

- For the fall, so far, we are up 278 on new freshmen admitted for the fall over this time last year. Which is a 52% increase year over year. There's still a long way to go, and the situation is very different than it was a few weeks ago, but we feel very cautiously optimistic about our fall numbers at this point. So kudos to our Enrollment Management team, led by Tony Jackson. I know they have been working very hard.

Sports

- The Salk Men's basketball team won the Region X championship in early March, and coach Jake Williams won Coach of the Year for the region. The team was getting ready to head to the national tournament in Hutchinson, Kansas, seeded 7th in the nation, when the tournament was canceled due to the outbreak.
- Sophomore Vince Cole was named NJCAA first team All-American, and will be headed to St. John's University in New York to play this fall; others will go on to Arkansas State, Univ. of Memphis, Coastal Carolina and 3 other 4 year schools.
- Jake Williams has accepted another head coaching position at a larger school in Kansas, and we are sad to see him go, but happy for his accomplishments and for the move for him.
- I am happy to announce that Glen Mayo, who has served as our head coach for women's basketball the past two years, has been named head coach for the men.

Faculty and Student Accomplishments

RISE recipients

Dr. David Dangerfield
Dr. Sarah Miller
Dr. Fidele Ngwane
Dr. Melissa Rack
Dr. Rod Steward

- Dr. Rod Steward received the Faculty Organization Award this year for excellence in Scholarship.
- Currently we are selecting student award winners for the year and are working on a way to celebrate them virtually.

Submitted by:

Chris Nesmith
Dean



OFFICE OF THE
DEAN

Palmetto College Campuses Faculty Senate Report

April 10, 2020

Michael E. Sonntag, Ph.D.

Faculty

Since last Senate meeting (Feb. 14, 2020), 6 faculty produced 13 publications, presentations, or other scholarly works, or won awards and other recognition for scholarly work or service. In addition, many faculty who had presentations accepted for presentation, had their conferences cancelled due to the pandemic, so may not be included in this list.

Wanda Fenimore

- Paper Presentation: "An American Swastika": The Confederate Flag at the South Carolina Statehouse. Top paper in the American Society for the History of Rhetoric Interest group of the Southern States Communication Association, Annual conference in Frisco, TX (April 1 - 5, 2020) **cancelled** (For this association, you have to submit a full paper that undergoes peer review before it's accepted for presentation at the conference.)

Kristina Grob

- Paper Presentation: "Aspiration vs. Moral Luck: A Murdochian Response" given at the Central Division Meeting of the American Philosophical Association. February 29, 2020.
- Webinar Co-Presentation: "Teaching Philosophy Online: Advice and Tips from Experienced Instructors" hosted by Amy Ferrar, Executive Director of the American Philosophical Association. March 24, 2020.
- Workshop Accepted for Presentation: "Faculty-Led High Impact Practices on a Low Budget" American Association of Philosophy Teachers Biennial Workshop/Conference on Teaching Philosophy. Accepted March 4, 2020.
- Awarded a RISE grant for her project: Embodied Irony: An Emotional Genealogy of American Second-Wave Feminist Beauvoir Scholarship

Andy Kunka

- Scheduled to appear on upcoming episode of the Professor Latinx Videocast, hosted by Ohio State University Professor Frederick Luis Aldama, to discuss his work and career as a comics scholar.

Santosh Nandi

Papers in Peer-reviewed Journals:

- Nandi, S., Hervani, A., & Helms, M. (In press). Circular Economy Business Models – Supply Chain Perspectives. IEEE Engineering Management Review (EMR) Journal. Accepted in February 2020.

Book Chapters

- Hervani, A., Nandi, S., Sarkis, J., & Helms, M. (In press). Blockchain Technology and Socially Sustainable Supply Chains – A Valuation Perspective. In Green Production Engineering and Management by C. Machado and J. P. Davim (Eds). Elsevier. Accepted in February 2020.

Refereed Proceedings in Conferences

- Nandi, S., & Kaynak, H. (2020). Circular Economy Business Model Practices: A Multi-Tiered Supply Chain Perspective. Accepted for presentation and publication in Academy of Management Proceedings 2020. Annual Meetings of Academy of Management, Vancouver, BC, Canada in August, 2020.

Conference Presentations

- Nandi, S., & Van Bulck, H. (2020, Mar). A Framework to Apply Porter and Kramer’s “Creating Shared Value” Approach: Evidence from a Business Model’s Success and Failure in Africa. Presented virtually in the 75th SAM International Business Conference 2020, Nashville, TN.
- Nandi, S. (2020, Mar). Fundamentals of Bibliometrics, Techniques and Relevance in Management Research. Presented virtually in the 75th SAM International Business Conference 2020, Nashville, TN.

Michelle Reese

- "Cockatoos with Two Names" and "Maize" were published in *Kestrel: A Journal of Literature and Art*.

Hendrikus Van Bulck

- Van Bulck, H., “Windmill Analysis: A Comprehensive Strategic Review Technique,” electronically presented at the Society for Advancement of Management (SAM) 2020 Conference, March 19-21, 2020, Nashville, Tennessee.
- Nandi, S., Van Bulck, H., “Application of Porter and Kramer’s “Creating Shared Value” (CSV): Evidence from Success and Failure Cases in Africa,” electronically presented at the Society for Advancement of Management (SAM) 2020 Conference, March 19-21, 2020, Nashville, Tennessee.

Campus

- Search complete for new Chemistry Instructor, awaiting final approvals from Columbia
- Search complete for new Nursing Coordinator, awaiting final approvals from Columbia
- USC Sumter team of five students competed at 75th Annual Society for Advancement of Management (SAM) International Business Conference. They won the following awards:
 - First Place Case Presentation Competition
 - Second place for the Overall Best University of the Year
 - William Donaldson - Overall Best Student of the Year along with second place in Extemporaneous Speech, second place in Knowledge Bowl and first place in Business Pitch
 - Cameron Sims - first place for Extemporaneous Speech
 - Cody Cottrell – first place for Knowledge Bowl

- Joseph Savarese – second place for Business Pitch
- Raised \$470,000 in private donations and grants to support our new BSN program in partnership with USC Aiken; currently working on another \$200,000 grant for the program
- Have started some maintenance and renovation projects in our library, partially in preparation for our nursing program with USC Aiken

Athletics

- Hired new women's soccer coach – Joshua Long. Inaugural season to begin Fall 2020
- Men's golf - finished in the top ten at Brunswick , GA in the Coastal Georgia Tournament , and finished Fifth at the Golf Pride Spring Intercollegiate at Pinehurst , N.C.
- Men's Tennis finished season ranked #11 nationally – Coach Alex Poda was recruited away by Converse College

Enrollment

- Spring 2020 (Official):
- Spring 20 HDCT = 1090 vs. Spring 19 HDCT = 912 (19.5% increase)

REPORT: Added to Full Faculty Senate Agenda

(Proposals under consideration as of 2/25/2020)

Total proposals: 20

1. 11 - Arts and Sciences
2. 2 - Hospitality, Retail, & Sport Management
3. 1 - Information & Communications
4. 3 - Music
5. 1 - [Pharmacy](#)
6. 2 - Social Work

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

1) Arts and Sciences (11 Proposals)

Course	Title	College	Proposal Type	Change Description
ANTH-292	Disease and Social Inequities	Arts and Sciences	New Course	<p>Description:</p> <p>Course focuses on political and economic processes contributing to the unequal access to health and social inequalities.</p> <p>Justification:</p> <p>This course introduces students to political and economic processes contributing to the unequal access to health and social inequalities. That is, taking a critical medical anthropology approach, we will analyze the environmental, social, political, and economic factors that shape who gets sick, what diseases they get, the treatment options they have, and their health outcomes. The overall objective here is to help students develop an understanding of how illness, health, and healing are embedded within distinct socio-political contexts that shape the everyday lives of the poor and other marginalized populations. How do particular economic and political structures shape the health of human populations? What is the relationship between access to health and social inequality? How do people deal with illness, environmental disasters, addiction, and gang violence in different socio-cultural contexts? Drawing on contemporary ethnographies, popular media, and film, this course reflects on the impact of systemic inequalities through the study of environmental disasters, migrant labor, HIV/AIDS, and gang violence. We will survey case studies from Mexico, Haiti, and the United States, among others. This course is relevant to students interested in issues of structural violence; health and illness; damaged environments; privatization of health; capitalism; human</p>
<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites:</p> <p>Current: No Pre/Co-requisites entered</p> <p>Proposed: No change in Pre/Coreqs.</p>				

				rights.
BIOL-220	Elementary Life Science	Arts and Sciences	New Course	<p>Description:</p> <p>This course will ensure that elementary education majors will understand the fundamental concepts of Biology. Cannot be used for biology major credit.</p> <p>Justification:</p> <p>BIOL220 is designed to provide students with a thorough understanding of the science concepts found in the South Carolina elementary science education standards. This course will ensure that these students will have a good understanding of the fundamental biological concepts that form the basis for understanding how biology intersects with everyday life.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites:</p> <p>Current: No Pre/Co-requisites entered</p> <p>Proposed: No change in Pre/Coreqs.</p>			
HIST-372	Modern Sea Power	Arts and Sciences	New Course	<p>Description:</p> <p>The evolution of sea power through the development of steam navies around the globe, 1860 CE - 2020 CE.</p> <p>Justification:</p> <p>The proposed course would help support undergraduate initiatives within the Department of History and in the College of Arts and Sciences. Within the department, it would help majors seeking to fulfil requirements for the concentration in War, National Security, and International Relations. Within the college, it could add to the array of courses that can be taken to meet the Global Conflict and Security theme component for the Global Studies major. A course in modern naval history in addition would complement and balance an existing course (HIST 371) being taught on the History of Airpower.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites:</p> <p>Current: No Pre/Co-requisites entered</p> <p>Proposed: No change in Pre/Coreqs.</p>			
HIST-398	Sustainability in History	Arts and Sciences	New Course	<p>Description:</p> <p>An interdisciplinary examination of sustainability around the world from social, environmental, technological, and economic perspectives from early times to the present</p> <p>Justification:</p> <p>Better known as a contemporary movement associated almost exclusively with environmental crises, historians have shown that sustainability has a deep, complex past that cuts across a variety of topics in the historical discipline, including: technological change, energy transitions, race and labor, empire and decolonization, and competing notions about what constitutes ideal communities. HIST 398 uniquely provides these perspectives across both space and time. Touching every continent and spanning thousands of years, it will provide students one of the most historically encompassing portraits of how human societies have thought about sustainability.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites:</p> <p>Current: No Pre/Co-requisites entered</p> <p>Proposed: No change in Pre/Coreqs.</p>			
HIST-463	Jim Crow: Histories & Revivals	Arts and Sciences	New Course	<p>Description:</p> <p>This course critically examines the continuities and discontinuities</p>

	<p>Cross-Listing: Cross-listed course 1 Designator: AFAM Course Number: 463</p> <hr/> <p>Pre/Co-Requisites: Current: No Pre/Co-requisites entered Proposed: No change in Pre/Coreqs.</p>			<p>between Jim Crow and our current historical and political moment.</p> <p>Justification:</p> <p>The Jim Crow Era is important to South Carolina History, United States History, and Civil Rights History, all of which are taken seriously in the University of South Carolina History Department. While these courses may touch on Jim Crow, they do not critically engage with the history and legacies of Jim Crow as they relate to our current social, political, and historical moment. Furthermore, traditional courses that examine the history of Jim Crow look at race relations in black and white, but this course seeks to change that. "Jim Crow: Histories & Revivals" parses out the continuities and discontinuities between the Jim Crow Era and the present, while putting Jim Crow in a broader context.</p> <p>In addition to putting the history of Jim Crow into a broader context, this course pushes students to engage with statutes, legislation, and other legal documents in order to interpret these primary sources for themselves. In addition to encouraging history majors to engage with legal history and the history of Jim Crow, this course invites students from African American Studies and the Law and Society Minor to take more history courses. Finally, as parents and students continue to ask how a Bachelors' Degree in History can be useful, this course makes history relevant to students' lives, teaches students to think critically, read with a critical eye, write persuasive essays, and interpret primary sources for themselves. Rather than letting others tell them what to think, students will be able to determine a law's significance for themselves, and they will be able to use the skill set developed in this course in life outside of and after their time at the University of South Carolina.</p>
<p>MATH-151</p>	<p>Calculus Workshop I</p>	<p>Arts and Sciences</p>	<p>Change Course</p>	<p>Description:</p> <p>Small study group practice in applications of calculus. For elective credit only. Corequisite: concurrent registration in MATH 141 Note: Two 2-hour sessions per week. FS: 12/03/2014</p> <p>Justification:</p> <p>The purpose of this class is to offer additional help to students who struggle in calculus. The reason for changing from 2 credits to 1 credit and changing from standard letter grade to pass/fail is to make it easier for students to enroll in this class.</p>
<p>SPAN-303</p>	<p>Cultural Readings & Writing</p>	<p>Arts and Sciences</p>	<p>Change Course</p>	<p>Description:</p> <p>Development of advanced composition skills in Spanish on a variety of topics related to cultural production of the Spanish-speaking world. Prereq: SPAN 302, by Placement on Phase II placement exam or consent of instructor. Department permission required for transfer students. FS: 12/02/2015</p> <p>Justification:</p> <p>Standardize and simplify Bulletin wording of pre-requisite and</p>

	Proposed: Prerequisites: SPAN 302 with a grade of C or by placement.			progression requirements so that the Bulletin, Master Schedule, Degreeworks and all other platforms deliver consistent information.
SPAN-304	Cultural Rdngs & Adv Conv	Arts and Sciences	Change Course	<p>Description:</p> <p>Cultural readings about the Spanish-speaking world, and advanced speaking skills practice through various strategies such as group discussions, debates, presentations. FS: 12/02/2015</p> <p>Justification:</p> <p>Standardize and simplify Bulletin wording of pre-requisite and progression requirements so that the Bulletin, Master Schedule, Degreeworks and all other platforms deliver consistent information.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: Prerequisites: SPAN 302 with a grade of C or by placement. Proposed: Prerequisite: SPAN 302 with grade of C or better or by placement.</p>			
SPAN-350	Spanish Language Study Abroad	Arts and Sciences	Change Course	<p>Description:</p> <p>Intensive language practice in native environment with emphasis on oral skills. Instruction by native speakers; community contact and home stay.</p> <p>Justification:</p> <p>Justification: Standardize and simplify Bulletin wording of pre-requisite and progression requirements so that the Bulletin, Master Schedule, Degreeworks and all other platforms deliver consistent information.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: Prerequisites: Placement at 300 level on Phase II placement exam, grade of B or better in SPAN 210 or 211, or consent of instructor. Department permission required for transfer students. Note: Prior placement test required. May be repeated once for credit. Proposed: Prerequisites: Instructor Permission.</p>			
SPAN-534	19th Century Spanish Lit	Arts and Sciences	Change Course	<p>Description:</p> <p>Survey of the works of the major literary figures of the period.</p> <p>Justification:</p> <p>Justification: Standardize and simplify Bulletin wording of pre-requisite and progression requirements so that the Bulletin, Master Schedule, Degreeworks and all other platforms deliver consistent information.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: Prerequisites: For Undergraduates: SPAN 312 or consent of instructor. FS: 12/07/2016 Proposed: Prerequisites: For undergraduates, SPAN 312.</p>			
SPAN-555	Sp-Am Lit from Mod thru 1960	Arts and Sciences	Change Course	<p>Description:</p> <p>Survey of the most significant works of this period.</p> <p>Justification:</p>
	<p>Cross-Listing: No Cross-listings have been entered</p>			

<p>Pre/Co-Requisites: Current: Prerequisites: For Undergraduates: SPAN 312 or consent of instructor. FS: 12/7/2016</p> <p>Proposed: Prerequisites: For undergraduates, C or better in SPAN 312.</p>	<p>Justification: Standardize and simplify Bulletin wording of pre-requisite and progression requirements so that the Bulletin, Master Schedule, Degreeworks and all other platforms deliver consistent information.</p>
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2) Hospitality, Retail, & Sport Management (2 Proposals)

Course	Title	College	Proposal Type	Change Description
HRTM-375	Wine, Beverage and Culture	Hospitality, Retail, & Sport Management	New Course	<p>Description:</p> <p>This course provides a broad base of knowledge, covering all commercially relevant beverages including origins, tradition and culture.</p> <p>Justification:</p> <p>By allowing for online delivery for HRTM 375, students will be able to complete this course on their time. The content for HRTM 375 lends itself well for online delivery. Students who are away from campus on internships could also complete the course.</p> <p>Providing the course online will allow the department to offer larger sections, not be bound by physical classroom space, and allow more students to complete the course. Course materials incorporate basic accessibility features, provide for appropriate learning activities, and allow for appropriate interaction.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: No Pre/Co-requisites entered</p> <p>Proposed: No change in Pre/Coreqs.</p>			
INDS-Major / Degree Program	Interdisciplinary Studies, B.A.I.S.	Hospitality, Retail, & Sport Management	Change Program	<p>Justification:</p> <p>The Pre-BAIS major has been eliminated with comprehensive advising sessions prior to students entering the major. These sessions are designed to ensure the major is a good fit for the students. Other changes are for clarification purposes.</p>

3) Information & Communications (1 Proposal)

Course	Title	College	Proposal Type	Change Description
JOUR-	Mass	Information &	Change	

Major / Degree Program	Communications, BAJMC	Communications	Program	Justification: Faculty have determined that advising through the School's Student Services Office, which all majors in the school receive, is sufficient. (We have been asked by the faculty senate CC to consider providing an example list of courses. However, such a list does not exist at this time. The school was advised at the time of program creation that a list was not needed, and students would get details from student services as offerings changed, in order to give students greater flexibility since courses continue being developed in this relatively new major. We are in the process of creating a list, but this proposal needs to move forward more quickly than we will be able to do that.)

4) Music (3 Proposals)

Course	Title	College	Proposal Type	Change Description
MUSC-Minor	Audio Recording Minor	Music	Change Program	Justification: The audio recording minor was approved through Courses and Curricula with an additional 12 hours of prerequisites. These 12 hours appear to have been part of a BA in Audio Recording that was developed but never implemented. The music faculty wishes to remove those 12 hours of prerequisites.
MUSC-Minor	Music Entrepreneurship Minor	Music	Change Program	Justification: These changes allow greater student choice and flexibility in course offerings within the School of Music and reflect the current Director of the School of Music Entrepreneurship program's vision for the structure of the minor.
MUSC-114	Introduction to Music Theory	Music	Change Course (CCORE)	Description: Practice in basic written theory and aural skills. Concepts of rhythm, melody, harmony, form, and expression. Note: Open to non-music majors. Not for credit toward major requirements in music degrees. Carolina Core: AIU Subdiscipline: Music (Theory and Composition) Justification: We are putting this course online to make it more accessible to students.
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites: Current: No Pre/Co-requisites entered</p> <p>Proposed: No change in Pre/Coreqs.</p>			

5) Pharmacy (1 Proposal)

Course	Title	College	Proposal Type	Change Description
ZZPR-Major/Degree Program	Pharmaceutical Sciences, B.S.	Pharmacy	Change Program	<p>Justification:</p> <p>In order to more accurately reflect the totality of courses which can be utilized to fulfill the Carolina Core CMS requirement for the Pharmaceutical Sciences, B.S., we request that the bulletin be updated to include the full list of possible courses as follows:</p> <p>Any CCS-CMS approved course.</p> <p>These courses are currently being accepted to fulfill this requirement by the College of Pharmacy and are listed as such in DegreeWorks. For this reason, the requested change is more one of creating clerical accuracy than programmatic change. Also, for these reasons, no new impact to any other programs or colleges within the University is anticipated.</p>

6) Social Work (2 Proposals)

Course	Title	College	Proposal Type	Change Description
SOWK-Minor	Social Work Minor	Social Work	Change Program	<p>Justification:</p> <p>Added statements are to clarify the grade requirement of C or higher for the social work minor courses.</p>
SOWK-312	Generalist Practice II	Social Work	Change Course	<p>Description:</p> <p>Provides knowledge and skills necessary for generalist social work practice with individuals and families using person and environment, strengths, and resiliency perspectives with diverse populations.</p> <p>Justification:</p> <p><u>Delete</u> this requirement from SOWK 312 -> <i>Prereq or Coreq: SOWK 342</i></p> <p>SOWK 342 has been terminated from the undergraduate social work curriculum and is to be removed from the bulletin.</p>
	<p>Cross-Listing: No Cross-listings have been entered</p> <p>Pre/Co-Requisites:</p> <p>Current: Prerequisites: SOWK 311, Prereq or Coreq: SOWK 342</p> <p>Proposed: Prerequisite: SOWK 311 (**REMOVE** Prereq or Coreq: SOWK 342)</p>			

Last Updated: Tuesday, February 25, 2020 9:40 AM

The Board of Trustees Faculty Liaison Committee met on Friday March 20, 2020 by conference call due to the Corona Pandemic. **They passed the following:**

1. New Certificate Program of Artificial Intelligence Certificate, College of Engineering and Computing
2. Articulation Agreement: USC College of Education and Horry-Georgetown Technical College
3. Articulation Agreement: USC College of Information and Communications and Claflin University

In addition, the following program name changes occurred:

1. BA in Experimental Psychology change to BA in Psychology
2. BS in Experimental Psychology change to BS in Psychology
3. MEd in Educational Technology change to MEd in Learning and Design Technologies
4. School of Library and Information Science was changed to School of Information Science

There were also several USC Columbia Faculty Manual Changes passed.

Respectfully submitted,

Christine Sixta Rinehart, Associate Professor of Political Science

Member Board of Trustees Faculty Liaison Committee

Chair of Palmetto College Faculty Senate

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

Brief Title of Proposed Change	PCC Academic Advisory Committee
Committee Proposing Revision	Executive
Date of Presentation to Senate	2-14-2020
Senate Approval Date	

Rationale for Proposed Revisions

Currently, the PCC Academic Advisory Committee is supposed to meet and discuss baccalaureate degree programs for Palmetto College. This committee was created to lighten the burden of System Affairs. However, due to structure of the committee, etc. the courses and curriculum approval process is not efficient, often garnering extended wait times to pass new curriculum and courses. In addition, the AA/AS degrees should be added to the purview of this committee to lighten the load of System Affairs and provide a faster approach to course approval.

Summary of Proposed Revisions

The purpose of this motion is to make the Palmetto College Campuses Academic Advisory Committee more efficient in the creation and management of curriculum. The committee is given purview to review 2-year degrees (only those offered on all campuses, currently only the AA and AS without major) and its membership and chairmanship are changed.

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

Change 1:

Current	Proposed
<p>This committee considers academic policy and curriculum issues concerning the baccalaureate degree programs of the Palmetto College Campuses. The committee advises the Chancellor or designee on matters pertaining to academic</p> <p>policy for these programs, such as student grievances, readmission petitions, and other policy items. The committee will also consider matters pertaining to the curricula for these baccalaureate programs, and will make recommendations for curriculum changes to the Faculty Senate, via the System Affairs committee. Since these degree programs are offered under the</p>	<p>This committee considers academic policy and curriculum issues concerning <u>those associate and baccalaureate degree programs that are offered across all the Palmetto College Campuses</u>. The committee advises the Chancellor <u>and/or Associate Provost</u> on matters pertaining to academic policy for these programs, such as student grievances, readmission petitions, and other policy items. The committee will also consider matters pertaining to the curricula for these <u>associate and baccalaureate</u> programs, and will make recommendations for curriculum changes to the Faculty Senate, via the System Affairs committee. Since the <u>Baccalaureate degrees</u> programs are offered</p>

auspices of the Provost's Office, the Columbia Faculty Senate must approve any curriculum changes for the baccalaureate degree programs as well.

This committee will be comprised of one member from each Palmetto College Campus, elected by the faculty organizations of the individual campuses, as well as three faculty representatives appointed by the Chancellor or designee. Each will serve a two-year term. The chief academic officers of the Palmetto College campuses (or their designees) will chair (with no voting privileges) this committee on a rotating basis, each serving for two year terms.

under the auspices of the Provost's Office, the Columbia Faculty Senate must approve any curriculum changes for the baccalaureate degree programs.

This committee will comprise one member from each Palmetto College Campus, elected by the faculty organizations of the individual campuses, as well as three faculty representatives appointed by the Chancellor or Associate Provost. Two Associate Deans will serve on the committee. Each member will serve a two-year term. The Chair of this committee will be the Director of the BOL/BLS programs. The committee will meet twice per semester or as needed and will report to System Affairs before each Senate meeting.

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

Brief Title of Proposed Change	Creation of the Palmetto College Policy Advisory Committee
Committee Proposing Revision	Executive
Date of Presentation to Senate	2/14/20
Senate Approval Date	

Summary of Proposed Revisions

We propose the creation of a Palmetto College Policy Advisory Committee.

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

We move to insert the following text in to the manual, in the list of Special Committees on page 4 after the description of the Academic Advisory Committee

Palmetto College Policy Advisory Committee (PCPAC)

The Palmetto College Policy Advisory Committee shall consult with university offices on proposals for new, revised and repealed policies to consider whether they are necessary and aligned with institutional mission, goals and priorities; that policies are concise, consistent in format and scope, and easy to understand; to identify constituencies and other policies that may be affected; and to make recommendations to appropriate offices. The Palmetto College Policy Advisory Committee (PCPAC) shall also assist with dissemination and sharing feedback regarding policies. This committee will meet on an ad-hoc basis as determined by the Palmetto College Faculty Senate Executive Committee.

The PCPAC shall comprise: A representative of the Office of the Associate Provost, a representative of Human Resources, a representative of the Office of the Chancellor, a representative of the Division of Information Technology, the Dean for Equity, Diversity and Inclusion (or designee), a representative for SACSCOC, a representative of the Office of General Counsel, the chairs of each Palmetto College Campuses Faculty Senate standing committee (those being the Faculty Welfare, System Affairs, and Rights and Responsibilities committees), a faculty member elected by each of the Palmetto College campuses, and a student representative chosen from one Palmetto college campus on a rotating basis, and a representative from the Palmetto College Senate Executive Committee who shall serve as chair.

Office of the Associate Provost	John Catalano
Human Resources	Victoria Hollins
Office of the Chancellor	Susan Elkins
Division of Information Technology	Bob Dyer
Dean for Equity, Diversity and Inclusion	Ron Cox
SACSCOCS	David Hunter
Office of General Counsel	Ed Evans
Chair of Faculty Welfare	
Chair of Rights and Responsibilities	
Chair of System Affairs	
Faculty Representative Columbia	
Faculty Representative Lancaster	
Faculty Representative Salkahatchie	
Faculty Representative Sumter	
Faculty Representative Union	
Student Representative (Rotating from Each PC Campus)	

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

Brief Title of Proposed Change	Inclusion of New Subsection Referring to the Appendix Page for Transfer of Tenure and Rank for Palmetto Colleges Faculty
Committee Proposing Revision	Rights and Responsibilities
Date of Presentation to Senate	February 14, 2020
Senate Approval Date	

Rationale for Proposed Revisions

- To direct readers to the appendix section describing transfer of tenure and rank within Palmetto College Campuses.

Summary of Proposed Revisions

- Adding a new subsection to the PCC Manual directing the reader to the appendix section describing transfer of tenure and rank within Palmetto College Campuses.

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

Current	Proposed
None	Page 32 Transfer of Tenure and Rank for Palmetto College Faculty An agreement for transfer of tenure and rank for Palmetto College Faculty, approved by all Palmetto College Faculty Organizations, can be found on appendix page XXX.

Transfer of Tenure and Rank for Palmetto College Faculty

The process described below has been approved by the Faculty Organizations of the Palmetto College Campuses.

Changes to this process require the approval of the Faculty Organizations of all of the Palmetto College Campuses.

Transfer of tenure and rank for Palmetto College Faculty may occur when:

- Faculty FTE request has been approved by the Chancellor's Office the Palmetto College Regional Campus Dean is authorized to advertise the faculty FTE in print and online venues.
- Faculty position is posted in compliance with university academic, HR and EOP policies, procedures and diversity guidelines.
- Proper search has been conducted.
- Recruitment and selection of candidate has been completed, approved and the Palmetto College faculty member has signed the offer of employment letter.
- Faculty member's tenure would automatically transfer to the new Palmetto College campus.
- Transfer of tenure only applies to Palmetto College faculty that were granted tenure and/or promotion through the Palmetto College Campuses tenure and promotion process.
- Tenure only resides at the campus to which it was transferred once the faculty member begins employment at another campus. Once the faculty member begins employment at another campus, it would not be feasible for them to be able to decide to return to their original campus of their own free will. They would have to in effect be "re-hired" (in the same way as outlined above) by the original campus.

**The language in this procedure has already been approved by Legal and Human Resources.

Report of the Ad Hoc Committee on Attendance Policy

February 10, 2020

Senators:

On October 2, 2019 the Faculty Senate requested that the Steering Committee form an ad hoc committee to propose a revised undergraduate attendance policy that would address concerns brought by the Jewish Faculty and Staff Council as well as additional concerns voiced by Senators. The Senate mandated that the ad hoc committee should include broader representation than the Committee on Scholastic Standards and Petitions, the standing committee of the Senate that typically reviews attendance policy.

The Steering Committee approved the following committee members by email on October 21:

1. Mark Cooper, FS Chair (Chair)
2. Sang-Eun Byun, Senator HSRM
3. Joseph Flora, Senator, Engineering and Computing
4. Patrick Greene, Student Representative to Standards and Petitions & Chair of the Student Senate Judiciary Committee
5. Lisa Jerald, Undergraduate Student Ombuds
6. Sandra Kelly, Vice-Provost and Dean of Undergraduate Studies
7. Val Littlefield, Faculty Athletics Representative, African-American Studies
8. Maureen Petkewich, Senator DMSB
9. Adam Schor, Jewish Faculty and Staff Council, History
10. Clifford Scott, EOP, Title IX Coordinator, ADA Coordinator
11. Joshua Stone, Senator Biological Sciences
12. Karen Worthy, Senator Nursing
13. Representative of military students' association—invitation extended to Jake Tyler, Graduate Student in Biology
14. Faculty representative from the Palmetto College—David Dangerfield, History, USC Salkehatchie joined 10/22.

Henry White, Associate General Counsel, and Maria Hickman, Senior Associate Athletics Director for Academics and Student Development, attended meetings as needed at the request of the committee chair.

On October 29, the committee met to discuss its charge, review Senate discussion of the issue, and assign subcommittees follow-up tasks. The following tasks were assigned:

1. What do other SEC schools do?
2. Can we clarify the make-up work issue--when to allow--and find language that makes clear why attendance requirements differ in discussion-based, clinical, or experiential courses?
3. How would an appeals process work?
4. How do colleges with no percentage rule govern excused absences?

The committee next met on December 6, when it received a report from Associate General Counsel Henry White. White explained that we are legally required to excuse absences and to allow to make-up work for a list of reasons. The committee discussed reports from the subcommittees previously charged, identified features required and desired in a policy, and determined to bring three distinct proposals to the Senate for its review. Subcommittees were again assigned to:

- Draft language legally required of every policy.
- Draft additional language that describes three options as follows.
 1. A policy that would resemble current policy, with a percentage of unpenalized unexcused absences.
 2. A policy that would distinguish excused from unexcused absences, without setting a minimum percentage of allowable unexcused absences.
 3. A policy that would prohibit grade penalty for absence but allow participation grades.

The committee reconvened on January 9 to review subcommittee work. Areas requiring clarification and further discussion were identified and a subcommittee was tasked to refine drafts of the three proposals for review and comment on-line.

On February 3, the committee met to resolve a few issues remaining and unanimously agreed to review and approve this final report via email.

The ad hoc committee brings no specific recommendation. Time will be reserved for discussion of the proposals on the agenda of the March 4 Faculty Senate meeting. A motion to adopt will be in order and amendments may be offered from the floor.

Patrick Greene, the student representative, advises that option 3 (instructors may not assess grade penalty for absence) would be preferred by undergraduates, while option 2 (instructors may assess grade penalty for any unexcused absence) would be unpopular; option 1 may be perceived as a compromise.

Senators are advised that our current attendance policy is not helpful legally. We need to replace it. Language shared by each policy option reflects the guidance of General Counsel. Legal requirements will apply to graduate students as well as undergraduates. Because policy-making authority for graduate students rest with the Graduate Council, Senators should consider the attached proposals primarily from the point of view of undergraduate instruction.

Senators are encouraged to share this report with their colleagues and to discuss the proposals with them.

Sincerely,



Mark Cooper
Chair, Ad Hoc Committee on Attendance Policy

1 **Attendance Policy Option 1: 5% Rule**

2 **Policy Statement**

3 The University of South Carolina expects its students to commit to their educations by attending
4 class and participating in course activities. In assessing student attendance and participation, the
5 University aims to ensure the highest academic standards while recognizing that events occur
6 beyond the personal control of students or faculty. Different courses demand different
7 approaches to assessing student attendance and participation. Therefore, subject to certain
8 limitations described below, instructors of record are responsible for determining the attendance
9 and participation policies appropriate to their individual courses.

10 Each instructor should describe their attendance and participation policy in the courses syllabus,
11 if only to point to this general policy. Should an instructor fail to provide a written attendance
12 policy, this general policy applies.

13 If an instructor intends to assign a grade penalty for absence or a grade for participation the
14 instructor must: inform students in writing how attendance and participation will be measured,
15 particularly as such measurement goes beyond recording students' mere presence in the
16 classroom for all or part of a class session; maintain current, verifiable records; take care to apply
17 attendance and participation policies consistently and fairly for all students; and recognize that
18 failure to comply could constitute grounds for a grade appeal.

19 While instructors are not required to keep a record of attendance, they are encouraged to do so
20 whenever practical. Federal law requires institutions to document the last day of participation for
21 enrolled students who fail to complete a course.

22 Instructors must allow make-up work for excused absences as described below.

23 Students are responsible for satisfying the requirements for attendance and participation for any
24 class in which they are enrolled, including requirements for notification and documentation of
25 excused absences. Whenever possible, and as specified below, documentation is required in
26 advance of any excused absence.

27 This policy applies to all courses offered by the University of South Carolina, including
28 synchronous or asynchronous online courses.

29 **Excused Absences**

30 Instructors requiring attendance as a component of a student's grade must distinguish between
31 excused and unexcused absences in the written policy for the course.

32 Excused absences may not be penalized in a student's grade, and the student must be permitted
33 to make up coursework missed due to an excused absence or to complete an equivalent
34 assignment agreed upon with the instructor. Online courses, whether synchronous or
35 asynchronous, are not exempt from this rule. In all cases of excused absence, the instructor of
36 record must engage in an interactive process with the student to determine reasonable make-up
37 work.

38 Instructors may refuse to grant a request for an excused absence or for make-up work that
39 would result in a fundamental alteration of the essential academic requirements of the course. In
40 such instances, students should be apprised of the University's policy regarding course
41 withdrawals, including undergraduate hardship withdrawals.

42 The University of South Carolina is required by law to excuse absences from class for the
43 following reasons:

- 44 1. Performance of a military duty or obligation imposed by state or federal law, as
45 documented in writing by the appropriate state or federal authority.
- 46 2. Legal obligation to appear at or participate in a judicial or administrative proceeding,
47 including the performance of jury duty, as documented in writing by the appropriate
48 judicial or administrative authority.
- 49 3. Any medical condition related to pregnancy or childbirth, as documented by the
50 student's health care provider, requiring the student's absence from class.
- 51 4. A disability, as defined by the Americans with Disabilities Act and as documented by
52 the Student with the Student Disability Resource Center, which prevents the student
53 from attending class.
- 54 5. Observance of a religious practice, holiday or holy day, if the instructor of the class is
55 provided written notification by the student of their intent to observe such religious
56 practice, holiday or holy day no later than the end of the second week of regularly
57 scheduled classes in a full fall or spring semester term, and within twice the length of
58 the drop/add period for any other term. Change / Drop dates can be found at:
59 <https://my.sc.edu/codes/partofterms/index>.
- 60 6. Any other absences required to be excused by applicable state or federal law.

61 The University of South Carolina requires that absences from class for the following reasons
62 must also be excused:

- 63 1. Participation in an authorized University activity, in which the student plays a formal,
64 required role. Such activities include, but are not limited to, musical performances,
65 academic competitions, and varsity athletic events. University documentation of
66 participation should be provided in advance of the absence.
- 67 2. Illness or injury that is too severe or contagious for the student to attend class, with
68 appropriate documentation.
- 69 3. Death or severe illness of an immediate/dependent family member, with appropriate
70 documentation.
- 71 4. University closure for weather-related or other emergencies.

72 Instructors, at their discretion, may also excuse absences from class for the following reasons:

- 73 1. Non-closure weather-related emergencies that affect a student's capacity to reach
74 campus or that require a student's presence off-campus.
- 75 2. Mandatory interviews related to employment, professional school, or graduate school
76 that cannot be rescheduled.
- 77 3. Any other situation deemed excusable by the instructor. Instructors are encouraged
78 to show understanding toward students' needs while remaining mindful of the
79 University's high academic standards and the need to be scrupulously even-handed.

80 **Requesting Excuses**

81 To arrange excuses for absences that can be anticipated at the start of a term--including, but not
82 limited to, authorized university activities and religious observances--students should submit a
83 request in writing (email is acceptable) stating the dates of the anticipated absence, explaining the
84 reason for absence, providing supporting documentation as required above, and including any
85 request for make-up work. Students should submit this request no later than the end of the

86 second week of regularly scheduled classes in a full fall or spring semester term and within twice
87 the length of the drop/add period for any other term. Change / Drop dates can be found at:
88 <https://my.sc.edu/codes/partofters/index>.

89 To arrange excuses for absences that cannot be anticipated at the start of a term--including, but
90 not limited to, legal proceedings or illness--students should submit in writing a request stating
91 the date of absence, the reason for absence, and any request for make-up work as soon as
92 reasonably possible after they become aware of the need to be absent. For instance, in the case
93 of a contagious illness a student should notify the instructor soon after becoming aware of this
94 illness. Instructors should not maintain records of student medical conditions. On the Columbia
95 campus, the Undergraduate Student Ombuds is available to certify any excuses involving
96 confidential personal information.

97 **Unexcused Absences: The “5% Rule”**

98 The University recognizes that students may occasionally miss classes for legitimate reasons not
99 rising to the level of a formal excuse. For this reason, course attendance policies may penalize
100 unexcused absences in a student’s grade only after a student’s unexcused absences exceed a set
101 percentage of the total classes that the student missed without excuse. Once unexcused absences
102 exceed this set percentage, every unexcused absence may accrue a penalty to a student’s grade.

103 For traditional lecture-based, face-to-face classes, the minimum percentage of unexcused
104 absences allowed must be at least 5 percent of total class meeting time. For example, students in
105 a traditional, face-to-face 3-credit course, which meets in class for a total of 2100 minutes, may
106 not be penalized for absences that total less than 105 minutes of class time (a minimum of one
107 allowable unexcused absence for a class meeting two times per week for 75 minutes; two for a
108 class meeting three times per week for 50 minutes); students may be penalized for each
109 unexcused absence beyond 105 minutes.

110 Exceptions:

- 111 1. Clinical courses, “practicum” courses, laboratory courses, and certain other special
112 kinds of courses may have allowable percentages shorter than 5 percent of class time.
- 113 2. Online courses (asynchronous or synchronous) may also set their own policies for
114 participation in online activities and/or meetings, to which the 5-percent minimum
115 does not apply.

116 Any instructor assessing a grade penalty for absence must specify in the course syllabus the
117 percentage of allowable unexcused absences (with a minimum of 5% for traditional face-to-face
118 classes) and the penalty to a student’s grade for each unexcused absence in excess of that
119 percentage. Online courses should specify any penalties for not participating in activities in the
120 allotted time without a valid excuse.

121 Instructors have full discretion to set their own policy regarding the late acceptance of course
122 work missed due to an unexcused absence; this policy should be specified in the course syllabus.

123 **Assistance and Appeals**

124 On the Columbia Campus, the Undergraduate Student Ombuds is available to assist instructors
125 and verify, in certain cases, students’ stated reasons for requesting excused absences. Palmetto
126 College campuses should work with their Faculty Organizations to define similar agencies.

127 Any student who is denied a request for an excused absence from class for any of the reasons set
128 forth herein may appeal the decision per the STAF 6.30 Academic Grievance Policy. As

129 described in STAF 6.27, the Undergraduate Student Ombuds is also available to help students
130 resolve grievances and maintain policy compliance.

131 Students are expected to be fully honest with instructors, university staff and administrators
132 when they make requests to excuse absences and when they work with instructors to arrange
133 terms for the completion of coursework missed due to excused absences. Any dishonesty in
134 requesting excused absences or accommodations for the timely completion of missed work is
135 regarded as a violation of academic integrity and is subject to disciplinary action through the
136 Office of Academic Integrity.

DRAFT

1 **Attendance Policy Option 2: Excused Only**

2 **Policy Statement**

3 The University of South Carolina expects its students to commit to their educations by attending
4 class and participating in course activities. In assessing student attendance and participation, the
5 University aims to ensure the highest academic standards while recognizing that events occur
6 beyond the personal control of students or faculty. Different courses demand different
7 approaches to assessing student attendance and participation. Therefore, subject to certain
8 limitations described below, instructors of record are responsible for determining the attendance
9 and participation policies appropriate to their individual courses.

10 Each instructor should describe their attendance and participation policy in the courses syllabus,
11 if only to point to this general policy. Should an instructor fail to provide a written attendance
12 policy, this general policy applies.

13 If an instructor intends to assign a grade penalty for absence or a grade for participation the
14 instructor must: inform students in writing how attendance and participation will be measured,
15 particularly as such measurement goes beyond recording students' mere presence in the
16 classroom for all or part of a class session; maintain current, verifiable records; take care to apply
17 attendance and participation policies consistently and fairly for all students; and recognize that
18 failure to comply could constitute grounds for a grade appeal.

19 While instructors are not required to keep a record of attendance, they are encouraged to do so
20 whenever practical. Federal law requires institutions to document the last day of participation for
21 enrolled students who fail to complete a course.

22 Instructors must allow make-up work for excused absences as described below.

23 Students are responsible for satisfying the requirements for attendance and participation for any
24 class in which they are enrolled, including requirements for notification and documentation of
25 excused absences. Whenever possible, and as specified below, documentation is required in
26 advance of any excused absence.

27 This policy applies to all courses offered by the University of South Carolina, including
28 synchronous or asynchronous online courses.

29 **Excused Absences**

30 Instructors requiring attendance as a component of a student's grade must distinguish between
31 excused and unexcused absences in the written policy for the course.

32 Excused absences may not be penalized in a student's grade, and the student must be permitted
33 to make up coursework missed due to an excused absence or to complete an equivalent
34 assignment agreed upon with the instructor. Online courses, whether synchronous or
35 asynchronous, are not exempt from this rule. In all cases of excused absence, the instructor of
36 record must engage in an interactive process with the student to determine reasonable make-up
37 work.

38 Instructors may refuse to grant a request for an excused absence or for make-up work that
39 would result in a fundamental alteration of the essential academic requirements of the course. In
40 such instances, students should be apprised of the University's policy regarding course
41 withdrawals, including undergraduate hardship withdrawals.

42 The University of South Carolina is required by law to excuse absences from class for the
43 following reasons:

- 44 1. Performance of a military duty or obligation imposed by state or federal law, as
45 documented in writing by the appropriate state or federal authority.
- 46 2. Legal obligation to appear at or participate in a judicial or administrative proceeding,
47 including the performance of jury duty, as documented in writing by the appropriate
48 judicial or administrative authority.
- 49 3. Any medical condition related to pregnancy or childbirth, as documented by the
50 student's health care provider, requiring the student's absence from class.
- 51 4. A disability, as defined by the Americans with Disabilities Act and as documented by
52 the Student with the Student Disability Resource Center, which prevents the student
53 from attending class.
- 54 5. Observance of a religious practice, holiday or holy day, if the instructor of the class is
55 provided written notification by the student of their intent to observe such religious
56 practice, holiday or holy day no later than the end of the second week of regularly
57 scheduled classes in a full fall or spring semester term, and within twice the length of
58 the drop/add period for any other term. Change / Drop dates can be found at:
59 <https://my.sc.edu/codes/partofterms/index>.
- 60 6. Any other absences required to be excused by applicable state or federal law.

61 The University of South Carolina requires that absences from class for the following reasons
62 must also be excused:

- 63 1. Participation in an authorized University activity, in which the student plays a formal,
64 required role. Such activities include, but are not limited to, musical performances,
65 academic competitions, and varsity athletic events. University documentation of
66 participation should be provided in advance of the absence.
- 67 2. Illness or injury that is too severe or contagious for the student to attend class, with
68 appropriate documentation.
- 69 3. Death or severe illness of an immediate/dependent family member, with appropriate
70 documentation.
- 71 4. University closure for weather-related or other emergencies.

72 Instructors, at their discretion, may also excuse absences from class for the following reasons:

- 73 1. Non-closure weather-related emergencies that affect a student's capacity to reach
74 campus or that require a student's presence off-campus.
- 75 2. Mandatory interviews related to employment, professional school, or graduate school
76 that cannot be rescheduled.
- 77 3. Any other situation deemed excusable by the instructor. Instructors are encouraged
78 to show understanding toward students' needs while remaining mindful of the
79 University's high academic standards and the need to be scrupulously even-handed.

80 **Requesting Excuses**

81 To arrange excuses for absences that can be anticipated at the start of a term--including, but not
82 limited to, authorized university activities and religious observances--students should submit a
83 request in writing (email is acceptable) stating the dates of the anticipated absence, explaining the
84 reason for absence, providing supporting documentation as required above, and including any
85 request for make-up work. Students should submit this request no later than the end of the

86 second week of regularly scheduled classes in a full fall or spring semester term and within twice
87 the length of the drop/add period for any other term. Change / Drop dates can be found at:
88 <https://my.sc.edu/codes/partofterms/index>.

89 To arrange excuses for absences that cannot be anticipated at the start of a term--including, but
90 not limited to, legal proceedings or illness--students should submit in writing a request stating
91 the date of absence, the reason for absence, and any request for make-up work as soon as
92 reasonably possible after they become aware of the need to be absent. For instance, in the case
93 of a contagious illness a student should notify the instructor soon after becoming aware of this
94 illness. Instructors should not maintain records of student medical conditions. On the Columbia
95 campus, the Undergraduate Student Ombuds is available to certify any excuses involving
96 confidential personal information.

97 **Unexcused Absences**

98 Course attendance policies may penalize unexcused absences in a student's grade; such policies
99 must be specified in the course syllabus. Online courses should specify any penalties for not
100 participating in activities in the allotted time without a valid excuse.

101 Instructors have full discretion to set their own policy regarding the late acceptance of course
102 work missed due to an unexcused absence; this policy should be specified in the course syllabus.

103 **Assistance and Appeals**

104 On the Columbia Campus, the Undergraduate Student Ombuds is available to assist instructors
105 and verify, in certain cases, students' stated reasons for requesting excused absences. Palmetto
106 College campuses should work with their Faculty Organizations to define similar agencies.

107 Any student who is denied a request for an excused absence from class for any of the reasons set
108 forth herein may appeal the decision per the STAF 6.30 Academic Grievance Policy. As
109 described in STAF 6.27, the Undergraduate Student Ombuds is also available to help students
110 resolve grievances and maintain policy compliance.

111 Students are expected to be fully honest with instructors, university staff and administrators
112 when they make requests to excuse absences and when they work with instructors to arrange
113 terms for the completion of coursework missed due to excused absences. Any dishonesty in
114 requesting excused absences or accommodations for the timely completion of missed work is
115 regarded as a violation of academic integrity and is subject to disciplinary action through the
116 Office of Academic Integrity.

1 **Attendance Policy Option 3: No Absence Penalty**

2 **Policy Statement**

3 The University of South Carolina is committed to providing compelling and enriching
4 educational experiences of the highest quality. It considers its students to be adults who are
5 responsible for their own decisions regarding course attendance and does not assess grade
6 penalties for absence. Instructors may, however, require and evaluate course participation.
7 Different courses demand different approaches to assessing student participation. Therefore,
8 subject to certain limitations described below, instructors of record are responsible for
9 determining the participation policies appropriate to their individual courses.

10 If an instructor intends to assign a grade for participation the instructor must: inform students in
11 writing how participation will be measured, particularly as such measurement goes beyond
12 recording students' mere presence in the classroom for all or part of a class session; maintain
13 current, verifiable records; take care to apply participation policies consistently and fairly for all
14 students; and recognize that failure to comply could constitute grounds for a grade appeal.

15 While instructors are not required to keep a record of attendance, they are encouraged to do so
16 whenever practical. Federal law requires institutions to document the last day of participation for
17 enrolled students who fail to complete a course.

18 Instructors must allow make-up work for excused absences as described below.

19 Students are responsible for notification and documentation of excused absences. Whenever
20 possible, and as specified below, documentation is required in advance of any excused absence.

21 This policy applies to all courses offered by the University of South Carolina, including
22 synchronous or asynchronous online courses.

23 **Excused Absences**

24 Students must be permitted to make up coursework missed due to an excused absence or to
25 complete an equivalent assignment agreed upon with the instructor. Online courses, whether
26 synchronous or asynchronous, are not exempt from this rule. In all cases of excused absence,
27 the instructor of must engage in an interactive process with the student to determine reasonable
28 make-up work.

29 Instructors may refuse to grant a request for an excused absence or for make-up work that
30 would result in a fundamental alteration of the essential academic requirements of the course. In
31 such instances, students should be apprised of the University's policy regarding course
32 withdrawals, including undergraduate hardship withdrawals.

33 The University of South Carolina is required by law to excuse absences from class for the
34 following reasons:

- 35 1. Performance of a military duty or obligation imposed by state or federal law, as
36 documented in writing by the appropriate state or federal authority.
- 37 2. Legal obligation to appear at or participate in a judicial or administrative proceeding,
38 including the performance of jury duty, as documented in writing by the appropriate
39 judicial or administrative authority.
- 40 3. Any medical condition related to pregnancy or childbirth, as documented by the
41 student's health care provider, requiring the student's absence from class.

- 42 4. A disability, as defined by the Americans with Disabilities Act and as documented by
43 the Student with the Student Disability Resource Center, which prevents the student
44 from attending class.
- 45 5. Observance of a religious practice, holiday or holy day, if the instructor of the class is
46 provided written notification by the student of their intent to observe such religious
47 practice, holiday or holy day no later than the end of the second week of regularly
48 scheduled classes in a full fall or spring semester term, and within twice the length of
49 the drop/add period for any other term. Change / Drop dates can be found at:
50 <https://my.sc.edu/codes/partofterms/index>.
- 51 6. Any other absences required to be excused by applicable state or federal law.

52 The University of South Carolina requires that absences from class for the following reasons
53 must also be excused:

- 54 1. Participation in an authorized University activity, in which the student plays a formal,
55 required role. Such activities include, but are not limited to, musical performances,
56 academic competitions, and varsity athletic events. University documentation of
57 participation should be provided in advance of the absence.
- 58 2. Illness or injury that is too severe or contagious for the student to attend class, with
59 appropriate documentation.
- 60 3. Death or severe illness of an immediate/dependent family member, with appropriate
61 documentation.
- 62 4. University closure for weather-related or other emergencies.

63 Instructors, at their discretion, may also excuse absences from class for the following reasons:

- 64 1. Non-closure weather-related emergencies that affect a student's capacity to reach
65 campus or that require a student's presence off-campus.
- 66 2. Mandatory interviews related to employment, professional school, or graduate school
67 that cannot be rescheduled.
- 68 3. Any other situation deemed excusable by the instructor. Instructors are encouraged
69 to show understanding toward students' needs while remaining mindful of the
70 University's high academic standards and the need to be scrupulously even-handed.

71 **Requesting Excuses**

72 To arrange excuses for absences that can be anticipated at the start of a term--including, but not
73 limited to, authorized university activities and religious observances--students should submit a
74 request in writing (email is acceptable) stating the dates of the anticipated absence, explaining the
75 reason for absence, providing supporting documentation as required above, and including any
76 request for make-up work. Students should submit this request no later than the end of the
77 second week of regularly scheduled classes in a full fall or spring semester term and within twice
78 the length of the drop/add period for any other term. Change / Drop dates can be found at:
79 <https://my.sc.edu/codes/partofterms/index>.

80 To arrange excuses for absences that cannot be anticipated at the start of a term--including, but
81 not limited to, legal proceedings or illness--students should submit in writing a request stating
82 the date of absence, the reason for absence, and any request for make-up work as soon as
83 reasonably possible after they become aware of the need to be absent. For instance, in the case
84 of a contagious illness a student should notify the instructor soon after becoming aware of this
85 illness. Instructors should not maintain records of student medical conditions. On the Columbia

86 campus, the Undergraduate Student Ombuds is available to certify any excuses involving
87 confidential personal information.

88 **Assistance and Appeals**

89 On the Columbia Campus, the Undergraduate Student Ombuds is available to assist instructors
90 and verify, in certain cases, students' stated reasons for requesting excused absences. Palmetto
91 College campuses should work with their Faculty Organizations to define similar agencies.

92 Any student who is denied a request for an excused absence from class for any of the reasons set
93 forth herein may appeal the decision per the STAF 6.30 Academic Grievance Policy. As
94 described in STAF 6.27, the Undergraduate Student Ombuds is also available to help students
95 resolve grievances and maintain policy compliance.

96 Students are expected to be fully honest with instructors, university staff and administrators
97 when they make requests to excuse absences and when they work with instructors to arrange
98 terms for the completion of coursework missed due to excused absences. Any dishonesty in
99 requesting excused absences or accommodations for the timely completion of missed work is
100 regarded as a violation of academic integrity and is subject to disciplinary action through the
101 Office of Academic Integrity.



Dear Colleagues:

Allow us to say again how grateful we are for your tremendous effort over the past two weeks to transition instruction to online delivery and adapt to campus closure while maintaining your other responsibilities, all in the context of concurrently dealing with personal and community concerns for health and safety, school closures, and many other disruptions. Our first priority was addressing student health and safety and continuity of instruction to facilitate student progression and we are so thankful and impressed by the efforts of our outstanding faculty.

We are now turning our attention to other equally important faculty affairs matters.

Processes for faculty evaluation at the university level are addressed in both the [Faculty Manual \[pdf\]](#), several academic affairs policies (e.g., [ACAF 1.05 Tenure Progress Review of Faculty \[pdf\]](#) and [ACAF 1.31 Extension of Faculty Tenure-track Probationary Period and Scheduled Post-Tenure Review \[pdf\]](#)) and guidance provided by the University Committee on Tenure and Promotion (see the provost's [Tenure and Promotion website](#)).

In particular, ACAF 1.31 authorizes the provost to approve extensions of the probationary period and a scheduled post-tenure review:

In order to provide additional time to demonstrate fully their professional qualifications for reappointment or tenure, faculty members holding a probationary term of appointment may be granted an extension of the maximum probationary period with no resulting change in employment obligations. Additionally, a similar extension may be granted to faculty prior to undergoing a scheduled post-tenure review, upon request.

To minimize the impact of the current campus disruption on faculty productivity, the Office of the Provost is implementing the following steps:

Pre-Tenure Faculty

- All pre-tenure faculty will automatically receive a one-year extension of the tenure probationary period. This includes those who are preparing files for review in Fall 2020. Over the next few months, the Office of the Provost will work with the individual academic units to prepare formal notifications, accounting for variable tenure-start dates and previously approved extensions.
- This extension also applies to any pre-tenure faculty who has not yet submitted their tenure progress review file (typically during third year of employment). See ACAF 1.31 for more details on how extensions are applied for pre-tenure faculty who have not yet submitted their tenure progress review file.
- As articulated in ACAF 1.31 and other policy, no faculty member is required to wait until their decision year, even including this extension, to apply for tenure.

Tenured Faculty

- Any faculty member scheduled for post-tenure review in academic year 2020-2021 will automatically receive a one-year extension for submitting the post-tenure-review. Notifications will be sent within the next few months.

- Any tenured faculty member undergoing post-tenure review before 2026-27 may request an extension if needed for the individual circumstances during their current post-tenure review period. Justifications for an extension must be related to the disruption from the COVID-19 pandemic.
- Any tenured faculty member currently preparing or completing a development plan related to an unsatisfactory post-tenure review will have a one-year extension to prepare and/or complete that development plan.

Course Evaluations for Spring 2020

Student course evaluations are required by state law and will be conducted electronically for all courses that have 5 or more students in them. For annual performance review, tenure progress, and post-tenure review purposes, instructors may choose to not include the Spring 2020 evaluations at part of their evaluation portfolio for the academic year 2019-2020.

Academic units that use some form of aggregated course evaluation scores for comparisons in the tenure and promotion process are encouraged to not include data from Spring 2020 in the aggregate comparison scores. Faculty members of these units being evaluated may request that their own Spring 2020 data be included in aggregate comparison scores or that it not be included.

Peer evaluations are not required by state law but may be required by policy of the academic unit. Spring 2020 peer evaluations after Spring Break may only be done via remote technology. Academic units should consider waiving the requirement of peer evaluation in Spring 2020. Faculty members of these units being evaluated may request that peer evaluations of their own Spring 2020 that have been conducted be included in their annual performance review or that they not be included.

Course Evaluations for Tenure and Promotion

University Committee on Tenure and Promotion (UCTP) will honor (a) individual faculty decisions to not include the Spring 2020 student

course evaluations and peer teaching evaluations as part of their tenure and promotion file and (b) unit and/or individual faculty decisions to not include Spring 2020 student course evaluations in their aggregate data in the tenure and promotion teaching summaries.

Pass/fail grading

Grading policy is set by the Faculty Senate, not the administration. This will be discussed and voted on at the April 1 Faculty Senate meeting.

In conclusion, please care for your health and safety, and that of your loved ones. Know that your efforts to carry on with educating and serving students in this time of outbreak are powerfully visible and keenly appreciated. In good conscience, we encourage you to pace yourselves with respect to research and service. The time will come to rededicate your commitments in these areas when the current crisis resolves.

With gratitude for all that you do,

A handwritten signature in black ink, appearing to read "T. Harding", written in a cursive style.

Tayloe Harding, Executive Vice-President for Academic Affairs and Provost, Interim

A handwritten signature in black ink, appearing to read "Bob", written in a cursive style.

Bob Caslen, President

FAQs about Proposed Grading Accommodations

Note: Faculty Senate is asked to vote on proposed accommodations that would temporarily modify policies it has previously approved. If the proposal passes, students, faculty, and staff will receive much more information about implementation. It will be emphasized that students should not elect to change their letter grades to the SC/S/U scale before talking to their advisors about academic, financial, and athletic eligibility consequences. Faculty Senate is not the body that will do those kinds of communications. Our role is to either approve or deny the proposed grading accommodation. If approved, the appropriate administrative offices can then work to implement and counsel students. The Steering Committee consulted many administrative offices when drafting the proposal. We know that this can work. The question before Faculty Senate is if we believe it should be approved.

Question: Does this apply to all UofSC campuses or just the Columbia Campus?

Answer: Creating the SC/S/U option for undergraduate classes in Spring 2020 would be a system-wide change. If approved, that means it will be an option for students on the Columbia Campus and Palmetto College. For other campuses, details could be adjusted at the campus level. Upstate, for example, could decide not to extend SC/S/U options to its courses for now, but if later it decides to offer this option, it would need to use the SC/S/U scale.

Question: If we adopt the current grading criteria, do we have a responsibility to the students to let them know the impacts on financial aid, scholarship, competitiveness into graduate and professional schools, probation and suspension, athletic eligibility, honor roll lists at both the university and college level, accreditation for specific programs and professional licensure, grade forgiveness, and other matters?

Answer: Yes. If the change is approved, plans are to conduct extensive outreach to students, including a letter encouraging students to talk with their academic, financial aid, and scholarship advisors, so that they make a fully informed decision about choosing the SC/S/U option. You'll note that we've given them a long window in which to reach that decision. The idea is that ability to choose the SC/S/U option is there for students if they have difficulty with the transition to online courses, may make a difference in terms for completion and retention for some, and will probably alleviate some of the psychological strain on our students now.

Question: Should we not mention to students until the vote happens at the Wednesday, April 1 Faculty Senate meeting?

Answer: The proposal will circulate publicly with the Senate agenda, but no one should act as if this is our policy before the Senate votes. Caution is warranted.

Question: Can students opt for an SC/S/U on a course-by-course basis or is it an all-or-nothing proposition?

Answer: Course-by-course – see the first bullet in the proposal shared with Faculty Senators.

Question: Do students who opt for SC/S/U retain the possibility of grade forgiveness for D and F?

Answer: Grade forgiveness possibilities will be extended – see the last bullet on the proposed policy shared with senators.

Question: Is choosing SC/S/U irrevocable?

Answer: The choice could not be easily undone, but there is a defined process to appeal grades, which could be used on an individual basis.

Question: What about assigned grades of FN (and any others besides A, B+, B, C+, C, D+, D, and F)?

Answer: We haven't discussed this. We don't think there would be any objection to including "FN" in the list along with F so both would be changed to U if the student selected this option. There are efforts underway to find "missing" students who are not participating in classes and to determine how to help them.

Question: What about Incompletes? In most cases, these won't be resolved before July 1, 2020, so would appear to be unable to take advantage of SC/S/U. Won't this discourage the use of I? Is this intended?

Answer: The intent is to give students options and then inform their decision-making. Under the proposal, any course offered this semester can be given SC/S/U. For Incompletes finished later, they should have that option as well. This would be particularly encouraged for students who get an incomplete because of illness.

Question: Does this proposal pass muster with CHE and the Legislature, with regards to Life and Palmetto Fellows eligibility?

Answer: Yes. CHE has promulgated guidance and the proposal aligns with it. Pass/Fail hours do not affect GPA, which may be a risk for scholarship recipients who are looking to increase their GPA. That said, grades of S and SC will count as attempted hours for eligibility purposes.

Question: What about the handling of Pass/Fail grades from other schools that might have made all Spring 2020 grades pass/fail, without differentiating between ABC and D and F? I believe these courses would be listed as S_TR on transcripts, which would not necessarily satisfy a prerequisite or fulfill a major requirement.

Answer: Our proposal borrows from several other institutions that are taking the same approach, so in many cases there will be alignment. We will check about logistics with the registrar. We'd guess that if a school has created a "high pass" option, we could have a SC_TR. Hopefully in-transfers will be advised about these logistics. There are processes that allow students to apply for individual exemptions that may address edge cases.

Question: How will other schools receive our new SC grade?

Answer: At last count over 80 universities that we know of have adopted some version of a pass/fail grading scheme for Spring 2020. So, how this is handled and received by other schools is likely not going to negatively impact students – it is going to be a common grade on transcripts for Spring 2020. In addition, when students need to show the letter graded earned, they can request a letter, as stated in the proposed policy.

Already Elected

Immediate Past Chair	Christine Sixta Rinehart, Union
Chair-Elect	[none]

Senate Positions to be elected in April

Chair	Ernest Jenkins, Lancaster
Faculty Manual Liaison Officer	Andy Yingst, Lancaster
Secretary	Steven Lownes, Union

Senate Positions To Be Elected Elsewhere

Executive Committee Member-at-Large, Salkehatchie	David Dangerfield
Executive Committee Member-at-Large, Columbia	R Mac Dawson Jones
Executive Committee Member-at-Large, Sumter	Bianca Rowlett

Columbia Faculty Senate Committee Positions

Committee on Libraries (3-yr term)	Rebecca Freeman
Committee on Curricula and Courses (3-yr term)	Elliot Vittes, Columbia and ?
Committee on Faculty Welfare (3-yr term)	Shelley Jones, Columbia, thru 2021
Academic Affairs and Faculty Liaison Committee (1-yr term, nominee recommended to President)	Ernest Jenkins
Committee on Conflict of Interest (3-yr term, nominee recommended to Provost)	Noni Bohonak, Lancaster, thru 2021.