

Regional Campus Faculty Senate
Friday, 11 February 2005
University of South Carolina Columbia
Moore School of Business
Daniel Management Center

Morning Session

Chair Lisa Rashley (Lancaster): Good morning, it's nice to see you all here. Welcome to the third meeting of the Regional Campuses Faculty Senate for the year. We have a couple of matters here that I need to discuss with you this morning before I introduce our guest speaker.

First of all, there are a couple of extra copies of the agenda up here if you need one. You'll notice that the agenda includes Special Orders and Elections this time. As you know, during the Christmas holidays our Vice-Chair, Dr. Peter Murphy, was killed in a car accident. This is a great loss to USC Union and to the Regional Campuses and to the Regional Campuses Faculty Senate and I feel sure that you will all join me in saying to Dean Edwards how we regret Peter's death and wish your campus well as you try to recover from that. Obviously, that means that we have no Vice-Chair at the moment, the Vice-Chair is normally the person that handles special orders, nominating committees, elections; so I'm doing that in Peter's place today. We are going to have the floor open for nominations throughout the day.

As you should know from the e-mail that you should have received from your Executive Committee representative, the Executive Committee met, talked with our delegations and among ourselves about how best to fill this slot. The Vice-Chair position is where we decided finally that we would like to bring the new member of the Executive Committee in. This will enable us to retain new membership from Union very soon as the Vice-Chair will then rotate off. By that time a USC Union faculty member should be ready to come back on the Executive Committee. Right now, because of TERI retirements and Peter's death and a number of other circumstances, USC Union is not able to be represented.

Our *Faculty Manual* does provide for this contingency by allowing us to elect a representative from another campus. We need somebody with expertise in the Senate, somebody who is familiar with the process of the Senate to come in as Vice-Chair. So we have chosen Dr. Noni Bohonak to offer as the nominee this afternoon for the position of Vice-Chair. We will be taking other nominations from the floor though.

In addition to that, there have been some problems on the representation on the Research and Productive scholarship committee that have necessitated the resignation of our elected member. I'm still looking into this, myself. I want to say that I support the decision of that representative to resign, but in the meantime we need to elect a new member to RPS to serve this year. The Research and Productive Scholarship committee will meet again, or rather meet for the first time, in about two weeks so we need to have someone in place for that. Again, I consulted with the Executive Committee and asked the Executive Committee members to consult with their

campuses, their delegations, and also their faculty organizations, because, as you know, the RPS member does not have to be a member of the Senate delegation.

Dr. Todd Scarlett from Lancaster has volunteered to serve as our RPS representative, so the Executive Committee recommends him as a nominee for RPS. However, Dr. Scarlett has told us that it would not hurt his feelings one bit if someone else wanted to give it a try, so we will be taking nominations from the floor for that position as well. I'll discuss this further or answer any questions that you may have about the elections during that time period; in the mean time, I would just like you to be aware that we have a special order coming up and you need to be thinking about that election. Right now, though, we have with us Dr. Harris Pastides Vice-President for Research and Health Sciences. He is going to speak with us Research and Productive Scholarship and the Regional Campuses.

Harris Pastides: Good morning to all, I am delighted really to have this opportunity to be with my faculty colleagues. This is a first to be invited to this particular forum and perhaps long overdue and I hope that we can do it regularly. I see that just as in the classroom, "the seniors" tend to sit in the back row, and I see them over there today and good morning to those colleagues today as well. I know we probably want to burrow down to the role of scholarship and research at the Regional Campuses and let me open up right away by telling you that this needs to be a dialogue. I have a lot of learning to do. I want to join you and join your leadership on a venture where we come to a better understanding about what the aspirations are on your campuses, what the capabilities are, what the resource needs are.

But I will tell you right out of the gate that I have extraordinary respect for the load that each of you carries, for the remarkable load in teaching, which is the primary role of the campus and needs to remain so and there is no doubt about that. I understand that explicitly and therefore when I begin to say that I want to understand better what both the expectations are for scholarship, what the opportunities are, and what the infrastructure and the resources that are required to help you reach your scholarly aspirations. I really don't see myself as a driver as much as a colleague and first understanding is doing a lot of listening to you. Working with you as a faculty, working with your faculty designees, working with the Deans to better understand. So right out of the gate, let me say that I don't have a full comprehensive understanding about the expectations and the aspirations of you as faculty on the Regional Campuses. I do know that there are aspirations, and that is clear to me in the dialogues that I have already had. I do know that the clarion call to increase and improve the quality and quantity of research within the University of South Carolina system not only has been heard but also embraced. More important than understanding that some call has been heard, it is much more important to rationalize that in specifics. I can tell you that, in my first year, when I was interim Vice-President for Research, I visited with the four-year campuses in the Upstate, in Aiken, and in Beaufort and really those were listening sessions fundamentally. In each of those listening sessions I heard a need, I heard a need for lots of things I heard a need to understand the teaching load primarily, I'll tell you that I'll probably use that a lot this morning including in what I hope will be a dialogue or Q & A. The teaching loads are not just a factor; they are central to any faculty at any campus in the system to being able to capture the time to pursue scholarly aspirations. In those listening sessions, I also appointed faculty-led committees at each of those three campuses to internally begin conceiving how scholarship could be increased, could be improved and what kind of

support and resource systems would be needed. I don't mean to imprint the work of those campuses onto your campuses, but I will tell you that there was a great deal of creativity and I think that those meetings have led to positive changes.

I will just tell you for example, and I won't single out one particular campus, in fact, I might tell you, perhaps, that we came up with three main interventions. One may be from each of the campuses. One campus faculty said that time is much more important even than money, and what they wanted was a program that would allow a small number of teaching leaves of absence, i.e., teaching reductions for capable faculty that could do better if they had a reduced teaching load. That translates directly to money. So it is about money fundamentally but on one campus the issue was not so much for equipment or for travel as it was to give faculty time. On another campus, it was for a proposal development support person. Someone who could bring teams of faculty together, in an interdisciplinary environment, not to be declared by me what the substantive native domain of that focus would be because that is best understood within a campus. But what we all realize is that the critical mass and the depth to perform funded research in particular was often missing. But by carefully putting together faculty that had aspirations and capability who needed to come together in some type of inter-disciplinary domain was a positive one that needed support. Who was going to run the meetings, who was going to identify the funding opportunities in the national scene, who was going to do a lot of the leg work, who was going to help in drafting and editing proposals and finding peer reviewers, who was going to do a good job in packaging the proposals as they approached finality?

Finally, one other initiative was really about equipment. It was about the kind of equipment that was needed on one campus both in a laboratory-teaching setting and the equipment that was presently available was kind of okay in a marginal threshold way to do some teaching, but it wasn't the kind of equipment that would be necessary for faculty with student help to really do the kind of experimentation that would lead to credibility that would lead to publications or grant proposals.

So I would be willing to embark on a journey with you, with the individual campuses, or with the Regional Campuses as a whole. I leave that to the leadership here and to the faculty. But I believe that there are enough differences in the interest of the various faculties on the campuses probably to at least be willing on my part, and with my staff to visit and to get to know you better and to listen. And I think that following listening, we could work toward a program in investment. I hope that would allow you to make in a measured way the kind of improvement that you are seeking. It's remarkable to me how the process of listening and the journey of working together in itself can begin to be the therapy, if you will, and the progress forward. Money is no doubt about it and if there were no money to be had we might as well not even start off on the journey, but I was actually impressed by how modest the money that was really needed in the first instance. The fear was that the request and the aspirations called for untold sums of money, but really they were targeted investments in the faculty who were ready, willing and able to move forward so I would very much like to do that.

I'll say a few words about the RPS program and then be available for as many questions that any of you may have and that time allows. We have had a meeting certainly with faculty representatives some of you in the room on the RPS program. I am in fact open to conceiving a

new way to make a proportion of funding available from that program to faculty of the Regional Campuses. I will tell you that one of the issues that always comes up is whether there should be a set aside or not. At one level, if you make a set-aside program, conceptionally that becomes a separate and unequal. It is, I know, particularly meritorious and honorable when faculty from throughout the system gets awarded, on a fair and unadulterated fashion, an award out of RPS. But if there is a feeling of what I will call a block grant approach to the Regional Campuses, either to each Regional Campus or to the Regional Campus Faculty as a body as a whole with an internal review system for faculty at the Regional Campuses that you as a body felt would be a great step forward, I would certainly listen to that. Obviously, we want to get more applications into the R and PS program; we do have applications for that program. I wasn't able to do the statistical analysis but Wanda Hutto who works in our sponsor awards management office, and if you don't know, the acronym SAM is what we are using on this campus. She told me that her initial look was that the proportion awarded from those applied was very similar across the system. In other words, if you look at the Regional, Four-year campuses, including Columbia that the actual percentage awarded was actually not that different. Obviously, we would like to get more proposals into the system. I also think that we want to get more reviewers from the regional campuses into the peer review system. So all of these things are open to discussion and I think that we ought to make rapid progress so that yet another cycle doesn't go by where we say, "Gee we're talking about these things but when are we ever going to do something about it?"

Finally, I would like to say a word about tenure and promotion even though it's not my domain and my jurisdiction. Clearly that works up through Chris Plyler and Mark Becker but I will be listening very carefully. In other words, I think that it doesn't make a lot of sense to help you find vesting resources and programs that aren't in the stream toward making more capable and promoteable and more tenureable faculty. So I don't think that we want to be investing in something that is out here for, let's say the public good, if it is not exactly what the faculty require to increase their assets toward becoming successful at being tenured and promoted, but from the perspective of where that is; where the bar is what the threshold is, I know that there is probably no issue that is as serious to you the faculty as that one. I think that you will be working, and probably have already started working with the Deans, and with Dr. Plyler and with Mark Becker as well. So I think with that, fearing that I may not have addressed something that I think is even more pertinent to you, why don't I pause there and be available to you for questions.

Roberto Refinetti (Salkehatchie): Your last comment was not very clear; let me see if I can interpret it correctly. What you're saying is that it may be that for your tenure process that you really need to do research. In that case, of course, we would not put the money in. I don't know, I didn't quite get what you meant by saying, "Well, you don't need to worry what they're looking for" or maybe you're saying that maybe you don't need that much research so we don't need to use that much money or we need more research than we were planning on putting, so we need to put more money. Did you have anything—?

Pastides: I fear that you were clear and I wasn't clear, so let me try again. I think that what I meant to, and by the way, some of you are tenured and are promoted and that might have implied that I wasn't interested in supporting your research; not at all. I think that it is important to invest in programs and to improve the infrastructure directly in avenues that would help the

Regional Campuses Faculty succeed in their promotion and their tenure aspirations, that's really what I meant here, as opposed to, I don't know what an alternative example would be but in a programmatic effort that might be for example apart from that, I don't know why, but a good public service program. I know public service is important for promotion and tenure as well, but I think that it is important for the faculty, as they ask for and as they help me work on a funding program for you; that it be entirely in that flow if this program works, faculty of these campuses will have a better time, will have a better capacity to get promoted and tenured. I think that it would take specifics to try to get examples of what would a program that wouldn't directly be in that flow look like; I don't have a good example of that.

Joe Pappin (Academic Credit Programs): I wonder, if in the RPS program, is any consideration given to some degree of matching funds that encourage individual enterprise to secure funding or is it simply geared toward those who have no other source of funding?

Pastides: No, I think that the real key here is the aspiration. If the goal is to seek funding, and along the way you have some funding or can indicate that what you need is a boost, if you will. You've got some funded work, and you need something that will get you to the next level, I think that that would be an asset in terms of criteria, a very strong one by the way. Having said that, I will tell you that on the Columbia campus that we do certainly look to young faculty and new faculty and we hope that—well a RPS program is not a novel thing in Universities across the country. One of the things that the faculty candidates ask us is do you have a C-grand program for new and young faculty. It's very important that we leave the door open to faculty without funding, and with potential as well as with credibility. I certainly think that for those who already have something on going already it can be used as you would call it as a matching program or as a boost. How would we best move forward together? We certainly have a committee, and Carolyn and Chris, you probably know better whether if that is an ad hoc committee that we met with—I would like to institutionalize that with regular meetings and also I would like to visit with faculty on the campuses. But I do think that that was a good start and it was a good group certainly, and whatever democratic process is needed to make sure that you've got the right membership, but I would like to keep those meetings flowing.

I will also tell you—and I know that there is only a minute or two remaining on your agenda—that overall I think that the university continues to aspire. I know that certainly in Columbia there are major changes afoot in respect to building buildings and hiring faculty, and with kind of increasing the focus on kind of the high quality things that I think that we are doing and we need to promote. One of the most obvious things that occurred to me when I first took this particular job, when I moved over from being Dean of Public Health, in that job I was a little bit more ethnocentric, if you will, in what I was trying to push from day to day, but when I look at the university as a whole; relative to national peers: A) were not really that big, I know that we're really big for South Carolina, a lot of students and a lot of faculty, but not really that big relative to the famous State flagship Universities around the country that are in some cases 50% or sometimes 100% bigger. The critical mass of faculty to do nationally recognized research, and even at Columbia, is not very high. So at Columbia we face many of the same problems you may have 1 or 2 very good faculty working in a field and they may be nationally or even internationally reputed, but to really make hay and to really get known for something I think that we need more critical mass and more depth as well, so we've begun to identify at Columbia

these 4 areas that you may have heard about that we are focusing on. And that doesn't mean that if your not in those four areas that we don't care about you, but it means that we recognize that for USC to be recognized in California where there is another USC and in Ohio and in New York and in those places. You're probably not going to get known kind of for everything for doing a little bit of many things, you're going to get known for doing some things very well.

At USC Columbia we're looking at environmental research, we're looking at health science research, we're looking at nano-technology, and we're looking at something that we call next energy with the hydrogen and fuel cell revolution of the future we hope. We are also embarking on a Humanities Initiative now with faculty in the humanities looking at "What about us, how can we get what we need to be nationally reputed as well." I think that on your campuses and I know that you all are a lot smaller butt I think that is a good idea to do some introspection as well, I'm not alleging that you don't or that you haven't. But I think that in a focused way to look at the faculty that you do have and what areas so that you can identify some areas that you really believe in so that you can capture the imagination of some critical mass of faculty, and that would make it even easier to understand that campuses aspirations going forward. Just to end where I started, your teaching loads are very high, and the mission in terms of teaching start with that and we are very cognizant of that and I think that when we start talking about scholarship we understand that you're going to have to do that in the context of those particular teaching loads and those primary missions. I think that sometimes that you might believe that at sometimes we forget about that, I want to tell you in a personal way that I have lived that first hand and understand what that means, and I want to work with you given that context. Carolyn, did you have a question to ask?

West: Actually, you covered what I was going to ask, and that is what is the next stage beyond this? I know that some people have not been actively evolved in the thought process that's required to pursue what you're offering, and I was just wondering when we might meet again next so that this doesn't remain a promise but becomes a reality for everyone.

Pastides: Well, why don't I work with your leadership immediately after this meeting to not only re-institutionalize that group but also to schedule some visits to other campuses. But if you do need to bring some structure to what I call that introspective process, I certainly can offer some guidance with that. You know you go back to work and on Monday morning you're already back to everything else that you're doing, but I think that this notion about facilitating some meetings on your own campuses as well. Let's look holistically: we have x faculty across the campus and we have these particular people who are interested in coming together, I'd like to get that going in parallel and not wait until we have a lot more meetings of this group and then come to you and ask you because I think that that will be important in one way or another. OK, thank you for having me.

Rashley: Thank you Dr. Pastides. We will consider how best to proceed and what the best way to institutionalize this committee might be. It may be that System Affairs might be able to look at this today as a matter of fact, but we will be back in touch with you very soon. I want to deviate from the agenda; I've been asked to hand over just a minute of podium time to Nancy Washington who has something to show us.

Nancy Washington (Academic Credit Programs): I just wanted to show you a little book that I just had published, I will quickly tell you that I wrote the words, but I didn't do the pictures because the pictures in a children's book is what attracts them, but this is *Miss Penny's Condo*. I do have copies available, and I would love you to look at it. If you would like to buy a copy, I am also the salesperson. Thank you.

Rashley: Maybe we can add regular show and tell sessions of our Research and Productive Scholarship to our Senate meetings? All right, we are going to adjourn now for our morning meetings. Agendas are up here on the table if you need them.

Afternoon Session

I. Call to Order

II. Reports from University Officers

A. Report of the Vice Provost and Executive Dean of Regional Campuses—Dr. Chris P. Plyler See Attachment I

Dr. Plyler: Thank you, Madam Chair. Thank you, Kathy Hutto, for planning a very nice lunch. On the legislative front, I appeared with President Sorensen and the three Senior Campus Chancellors in front of the Higher Education subcommittee of the House Ways and Means Committee on Wednesday, February the 2nd to represent your interest. We reported on the status of budgets, campus budgets primarily, and many of the positive things going on in your institutions. Things like teaching, learning, and graduation data. I also previewed the prospect of Palmetto College, highlighting course and degree delivery and efficiency of course; and the members seemed to appear very receptive to that concept and were encouraged to learn that we are making efforts to more fully meet the needs of students in the regions that we serve.

There were also two very emotional testimonials from legislators representing Allendale and Aiken that morning who spoke to the value of having the campuses in their communities. To date, those within the university who make it their business to monitor the General Assembly have informed me that there is no momentum at all in favor of the Governor's proposal to phase out two of our campuses. And while the university will not initiate a highly visible rebuttal to the Governor's overtures again this year, much is being done behind the scenes to ensure its defeat. Not to mean that we will relax at all, we're being quiet. The idea is not to go on the offense but just to do the good work that were doing. That in itself is a pretty solid recommendation, but other things are happening, and the President would just like us to not be as public about it as we were last year. I think that we will certainly never relax on that particular issue, but always be vigilant of what those who are not in the know may think or do with a concern to

Regional Campuses. And unfortunately, some of the enrollment management and marketing and branding functions at both of the institutions in question, regardless of what we do, always take a hit because of that insinuation that there might be closure, so I know that Allendale and Union are working double time to offset any public relations or student recruitment damage and certainly we'll continue to closely monitor that legislation or that idea or that part of the budget proposal that could become legislation, we don't think that it will again, or any other legislation that impacts the Regional Campuses or Higher Ed.

With concern to the Palmetto College, there remains some fine tuning and testing, but smart rooms have now been installed in Union, Laurens, Lancaster, Walterboro is happening this week and Allendale and Sumter will be installed within the next two weeks, and I am going to defer any comment on the implementation of the college and degrees to Dr. West or a representative the implementation committee. At the University at large, you may be interested to know that the university has made a purchase of the old armory facility, where ROTC will apparently be housed, freeing up space in the old Coliseum and along the Horseshoe for other academic needs. And there are two issues that are being discussed in the council of Academic Deans that have direct implications to the regional campuses. One is the creation of a central teaching and learning center, which you've probably heard some discussion about over the years. This is a wish, or a need that many Provosts have talked about but it looks like it is going to happen pretty soon. This would support teaching and learning at all levels and in all contexts in which instruction occurs at USC and that includes our campuses. This center will work to enhance the intellectual climate it will promote open and ongoing dialogue among all members of the university community and serve as an advocate for all academic initiatives as these enterprises enhance teaching and learning, and it will certainly have direct impact on our plans and what we do at Palmetto College and in lower division course work and what we do on our campuses.

The teaching and learning center's program areas will be in teaching learning instructional technology community and advocacy. And some examples of activities and recourses include infusing writing throughout the curriculum, syllabus writing, test writing and preventing and dealing with plagiarism and other forms of academic dishonesty, development and assessment of portfolios. Also, effective teaching techniques for large settings, effective use of a large variety of teaching technology hardware and software tools. We are hopeful that as the new director of this center comes on, maybe even as early as today, that we can introduce them quickly to what we are trying to do in the Palmetto College and orient them quickly so that they can serve a continuing a resource for us.

The second item of discussion has to do with faculty mentoring, a topic that we have talked about informally I'm not aware that we are discussing it formally within committees of this body but I certainly stand to be corrected there. The Provost is asking the Council of Academic Deans to think through the issue of

how to establish a structure for mentoring junior faculty. This is an issue that certainly we've considered and I think that we certainly need to be at the table as part of the table, and I have certainly been a proponent of keeping the issue in front of the Senate and the Faculty at large. Some interesting questions that you just might want to think about, if we do want to engage formally in those discussions, and we will be engaging in those discussions simply because I am at the table with those other deans.

Should every new hire be assigned a mentor? Should we train mentors to be mentors? Should the mentor be inside or outside the university unit inside or outside the judgmental chain? Should mentors be assigned? What about a network mentoring system to include multiple faculties? Should we mentor across campuses? Do women and minorities have special mentoring needs that need to be addressed? So we expect to hear more about that as we move along in addition to other topics like common course numbering which I understand will begin to be discussed more formally and in more detail in the beginning, I guess, with the chancellors and Regional Campuses Deans. So I think that this Provost is action-oriented and I've been very pleased with his support and his tendencies, I guess, in favor of the Regional Campuses, and I'm very optimistic and hopeful about that and with that, I don't have anything further to report. I've submitted this electronically to the secretary and I would be glad to answer any questions. Well, Happy Valentine's Day to all of you.

B. Associate Vice Provost—Dr. Carolyn West
See Attachment II

I was thinking that this would all be much more interesting if I could sing this, unfortunately, I can't sing. I do know how to cheer however. P – A – L . . . Okay, my whole life has been Palmetto College for the last couple of months, I really appreciate the people that you elected to the Implementation Committee and I hope that they are keeping you informed as to what's happening, if not bug them or send me a message that you don't know what is going on and I will try to let you know.

Thus far, we've explored the option of offering a Psychology degree, an English degree and a History degree. The Psychology Faculty met on Jan. 28, they met by means of the bridge so that two faculty were in Columbia, 2 were in Sumter, 2 were in 2 were in Walterboro and they decided on a curriculum for a psychology degree to be offered from Palmetto College. The next step is that Dr. Plyler and I will be meeting with the Psychology faculty to plan implementation of that degree so that we can send the request through CHE and begin offering courses for that. The English faculty and the History faculty are holding similar meetings next Friday, and they may decide to offer degrees, I'll let you know what's happening. I met with the Business division at USC Sumter on December 6th to talk about opportunities and challenges associated with offering a business degree through Palmetto College and currently I'm attempting to accumulate information

concerning accreditation requirements for business degree offered over distance technology, so we are working on that also.

I had a lot of applicants for the workshop—15 people applied, if you don't get accepted to the first workshop, don't feel badly it probably means that what is planned for the next year at least through the Palmetto College does not match with your field of expertise and you will be considered in the future. I appreciate all of the support that we had on that and you'll be hearing soon about your selection. The courses that are being offered in the fall through Palmetto College are Women's Writers, English P437, by Lisa Rashley, and that's on the web. History P422, The Old South, Ron Cox, Lancaster, and that will be 1-2:15 and that will be by means of the bridge, English P406, Shakespeare's comedies, by Mary Hjelm offered Monday and Wednesday 1-2:15, from Salkehatchie, Sociology P340, Intro. to social problems, MWF 11-11:50, by Charley Wright from Sumter, and Psyc. P501, Human Factors, from 2:30- 3:45 on TTH by Carmella Gottesman, we're just beginning with this, we're just putting our toe in the water.

The next step is to see if we can't generate enough enthusiasm to present a degree, and that enthusiasm depends upon you. I remind you is that the reason that we ventured in this direction is to try help our students receive more of what they want on all of our campuses and so I hope that we'll be successful I hope that we'll have a successful beginning in the fall and that we will be able to grow from there. Really this is part of being a modern institution, and that has always happened in the past in terms of library and other factors, we're ahead of Columbia and thus we're ahead of many institutions and it makes it scary in some ways, but it also makes it rewarding in some ways, and you are the basis of Palmetto College, and I appreciate each and every one of you that are contributing to it or will be contributing. Any questions? I particularly appreciate the support of your Deans in this endeavor because they have helped me a lot.

Rashley: I should apologize. I just realized that I have inadvertently omitted the approval of the minutes, possibly because I'm blocking them out. I don't think that I have spent as much time with minutes in my life as I have this year, between Senate and our review of minutes for the *Manual* committee.

At any rate, we had some difficulties with the tapes from the last meeting; the minutes are still in the process of being completed. I expect that you should be able to see the minutes on the Regional Campuses website next week. We're going to approve those at the next meeting. Any questions about that? Again I apologize about that for getting out of order.

C. **Reports of the Campus Deans**

1. **USC-Lancaster**—Dean John Catalano
See Attachment III

Dean Catalano: Hello. For Spring 2005, registration numbers we were up about 10%. I, I think that we have had the largest group of students that we have ever had at USCL this year. Accepted freshman applications are up for next year, right now at about 40% so I'm a little nervous about next year.

We are still searching for a Religion and Philosophy professor and a Business professor. We also hope to appoint a visiting professor in the area of Catawba Indian studies in the near future. The campus wireless project was completed last month in all the areas of campus except Gregory, we are now wireless accessible. There are some telemetry machines in Gregory that we don't want to mess with and so we decided not to make Gregory wireless. Palmetto classrooms are now ready to use now. Thankfully, USC Lancaster is not on the Governor's list for proposed cuts or changes, I don't know how we flew under the radar but again I'm glad that we are. University Baptist Church buildings and property are among the many recent large gifts to USCL that add up to somewhere around 3.4 million dollars alone. This year was also the first year that we were able to award over 100 academic scholarships from the Educational Foundation; I think that we have 102 students on academic scholarship this year.

As far as facilities, the renovation of the health services buildings that was formally the education building of the University Baptist Church is well under way. Dr. Riner's exercise science labs; the cardiac rehabilitation program, the physical therapy program and the new diabetes education program are all going to be housed in this facility and should be moved within the next two months or so. Our new ball field will include softball, soccer and volleyball. They will also be ready to be used by this summer, and we're in the process of planning a parking expansion although I heard that 200 places is going to be somewhere around 1 million dollars so we're not happy about that, we're working on parking for the fall, thank you.

2. **USC- Salkehatchie**—Dean Ann Carmichael
See Attachment IV

Dean Carmichael: Thank you, Madam Chair, I did submit a report electronically. There are some hard copies here on the table if you would like some of those. I'll just share a couple of highlights from the report. Dr. Arthur Mitchell, professor of history has had two books accepted for publication based on his studies of Irish history and there are more details in the report, but we're real proud of Arthur. Also, Arthur was instrumental in creating a second program to commemorate Black History that is going to be held February 22nd. I share this with you because I think

that this is progressive like Palmetto College. We are actually going to broadcast this program simultaneously on our Allendale and Walterboro campuses. We have African-American Veterans from WWII coming as well as Tuskegee Airmen and we're going to have our students—we did this last year where we broadcast it by VTELL and we had a pretty lively exchange of detail and dialogue going on between our participants and our students, so we're going to try it again this year. Last year it was standing room only crowd so we think that this year it will be a good program, as well.

I wanted to share with you just a little about our Salkehatchie Leadership Institute. I know that sometimes this seems like a separate program from the academic mission of the campus, but community service and furthering the mission of our campus through economic development is something that we all should be involved in, I think that it is also noteworthy to include that since the inception of the Leadership Institute in '98, over 600 jobs have been created or retained in our 5 county service area which I think is rather noteworthy. I attribute this to two things, one the arm of our business center, as well as our new partnership with the South Carolina Manufacturers Association in which we are working with industries to help them to become more competitive globally so I share that because I think that—especially in light of our fighting for our survival—I think that that is pretty tangible evidence that we are having a significant impact on economic development in our region.

Lastly, I mention one thing. We are working with the Archeology Department to create a Maymester course on the copper site which is the archeological dig that has really changed history as we know it in terms of the age of man. We are hoping to offer this course in May we are really trying to attract people from all over the region because they will actually be staying at the dig, so I will have more details for you at a later date.

3. **USC-Sumter**—Dean C. Les Carpenter
See Attachment V

Dean Carpenter: Thank you. The report from Sumter has been submitted to your secretary electronically. She also has the only existing hardcopy of that report, and in the interest of time I will dispense with any other comments about our report. You can read it in the minutes, if you can't wait until it comes out in the minutes, you can look at the hardcopy. Thank you.

4. **USC-Union**—Dean Jim Edwards
See Attachment VI

Dean Edwards: I wish that I could be as brief as Les, but I have more to

say. Obviously, most of you are aware that we lost Peter Murphy over the Christmas holiday. It was a great loss to our campus and he will be greatly missed, and I want to take this opportunity to thank so many of you for your condolences that you shared with the campus. We held a memorial service on the 24th of Jan.

This semester for the second time in a row, we've had the largest percentage enrollment of any institution in the state of South Carolina. John Catalano reminded me that it doesn't take a lot of numbers to make a percentage point on our campus but we'll take wins where we can. Also, we held our 10th annual Founders Day ceremony this past Monday in Laurens because we recognized Senator David Taylor who was instrumental to the establishment of our campus in Laurens and later he was still in the legislature when the CHE for some reason decided to close the Laurens twig back in 1990, but he was there to make sure that that did not happen so he was recognized with a portrait in his honor.

The biggest challenge that we face over the next few weeks and months is the search for faculty. As all of you know, over the years we lost Tandy Willis and Mary Barton and now Peter Murphy, all to death and then Harold Sears retired and now our needs are many and, of course, we are also in search of an Assistant Dean so we really are going to be in a search mode over the next few weeks.

As John said, our smart classrooms on the Laurens campus and on the Union Campus are now in place. And we have been talking back and forth, and we are going to run a pilot program over the summer between the two campuses to make sure that they are working. Our legislative delegations have told us that USC Union and USC Salk are vital to the economic development of our area and that we should not worry, because they are going to take care of us.

D. Assistant Vice-Provost for Continuing Education and Academic Credit Programs—Dr. Sally Boyd

Dr. Boyd: Our happiest news that we have to share with you is that our unit has been given approval to fill two tenure-track positions. So, come August 16, Dr. Becky Lewis in English and Women's Studies who is currently in her fourth year as an instructor with us will be an Assistant Professor, and we are currently in the midst of a search for an Assistant Professor in Psychology who will also begin in August.

III. Reports from the Standing Committees

A. Rights and Responsibilities—Professor Danny Faulkner

Good afternoon, we have a couple of motions to bring to the floor today. First of all, we do need to—the administration has required people in Columbia going up in tenure and promotion to use this new online form now and they wanted us to do it this year. Regional Campuses and the Vice-Provost was able to get them to stave it off for a year. One problem that we have is that the form that they have follows the Columbia manual and our manual requirements for tenure and promotion are a little different. So the form doesn't really fit. So we've charged two of our members, Professor Bohonak and I, to see that before the end of the school year, a form done on the internet is possible. We know who to contact there and who to get to do this. We want to make sure that it is our form and not Columbia's for that we are using so we should have that taken care of by the April meeting.

One of the things that the R&R committee is supposed to do each year is to meet with members of the system tenure and promotion committee to debrief—to find out what worked, what didn't work and to recommend changes. We really want to report to you that we were really pleased with how smoothly things went this year. All of the files that we considered seemed to follow the form that we have for tenure promotion and apparently in the past, that was not done sometimes and so it was very easy to compare the files this time.

We also noticed something that is going to be a real problem because a couple of our sister campuses are running short on tenured faculty. We're getting hit badly by retirements, and we're running so short that it is going to be difficult to send two members to the system tenure and promotion committee. The way that the rules work now, we must have two from each campus and those two representatives must both be tenured and they must at least be associate professors and at least one of them must be a full professor. Also, those representatives can't be on the system Grievance Committee, nor can they serve on the local tenure and promotion committee nor can they be in the line of evaluation of a person. So, already, if you are down to three or four faculty that are eligible you're going to wipe them out by those other requirements. So this is a real potential problem. We move today that the Senate would make this motion, under procedures above the local level, and that's C chapter in the manual. We want to add a last bullet point that says "If a campus is unable to meet the membership rules, exception may be made subject to the approval by the local faculty organization and the Regional Campuses Faculty Senate Executive Committee and the Vice Provost." And we are leaving it rather broad what kind of exceptions either having a person—and see they're also term limited you're only supposed to serve no more than three consecutive terms and so if a person comes back a fourth time, that would be a violation. Furthermore, there is a question in our minds that if a person is retired under the TERI program and is hired back on a year to year contract basis, technically speaking, they are an instructor, not a professor nor are they tenured. So consequently, legally they could not serve according to this, but by allowing this exception, the local faculty organization would say we want these people to serve, Executive Committee would say that this is fine with us, and the Vice

Provost's office would also have the right to approve this. Chris, (Dr. Plyler) you look very pained, do you have a problem with this? Okay. I'm telling you the intent; let me read it to you once again: "We move that we add this bulleted list under membership in the Faculty Manual of the System Tenure and Promotion Committee this final point: If a campus is unable to meet the membership rules, exceptions may be made subject to the approval by the local faculty organization, the Regional Campuses Faculty Senate Executive Committee, and the Vice Provost." Now this is a substantive change and I am sure that you will rule it that way. So we will not be voting on this today we will be voting on this hopefully at the April meeting. Any questions or comments?

Allan Charles (Union): Are we only talking about the tenure and promotion committee or are we talking about any and every committee—

Faulkner: No, this is under just the system tenure and promotion committee. It goes under that section membership under the tenure and promotion committee.

Robert Castleberry (Sumter): Under the current wording is it that the campus has to send x number of people from its faculty or if they elected someone else from another campus would that—

Faulkner: I have to check that to make sure but I think that it is from the faculty of each campus at this point. We considered a lot of other possibilities like going over the three year term limit, sending down a person that is retired that was a full professor while they were there. We didn't explicitly mention this possibility but we thought that the wording that we picked was one that would cover a broad range of remedies to the problem.

Sal Macias (Sumter): You mentioned that the approval for the exception would be contingent upon the local faculty, the Executive Committee and the Vice Provost. Why not the senate at large?

Faulkner: We wouldn't have time to address that issue. I believe that the deadline for approval is October; the committee ought to meet in February. That would leave the November meeting as the only opportunity to do that. We just thought that it would be easier for the Executive Committee to handle this rather than the full Senate. Even then, we would have to get the Executive Committee together via coordinate email or phone calls or something like that. Anything else?

West: A lot of the times when you say campus in the *Faculty Manual* it causes people to forget about Academic Credit Programs. Did you discuss—

Faulkner: I've always thought that they were a campus that's the way that I meant it on this. Now, if we can find a way without a lot of encumbrances saying that, but it's not the intent to shut out that one program, we would consider amending this at sometime to allow for that as well. We will be thinking about

that and will be adjusting the language as an amendment. Any other questions about this?

It was also brought to our attention about establishing a committee for—I'll just read the motion that we have, "We move that the Senate establish a permanent special committee for Scholarship and Research, we ask that the Research and Productive scholarship ad hoc committee draft the mission statement and recommend the rules of membership." We've got an ad hoc committee now working along these lines and we want that committee to draft what they think that the mission statement ought to be and the membership so that we can bring it back to the floor and we can change the manual at that point. This will be a special committee not a standing committee nor will it be an Ad hoc committee along the lines of the Provost advisory council, the system tenure and promotion committee, and the grievance committee and the nominating committee. Those are the only permanent committees that we have in the Senate and we have those today we can vote on one of those under new business at the end. Any questions?

Faulkner: There was some discussion about this this morning about issues relating to the Regional Campuses—and I'm not the best person to ask this, by the way—about scholarship and research. It's not really copying exactly what the RPS office in Columbia does but it's a committee to coordinate research and scholarship efforts on the Regional Campuses for our benefit rather than just being part of a big mix in Columbia. There has been an ad hoc committee address already on this issue. Any other questions? Thank you very much.

B. Welfare—Professor Teresa Smith
See Attachment VII

The Welfare Committee continued actively working on our charges as follows: The tenure and promotion workshop. The workshop is going to be held on Tuesday May 10 at 10:00 a.m. here at the Columbia campus, not this building. The morning session will be a panel discussion; panelists have been invited and will be sent a list of questions prior to the meeting. Lunch will be provided, and in the afternoon there will be a panel discussion on crafting tenure and promotion files. So we would like to encourage anyone who is participating in the process to attend, there will be flyers coming out to remind you of the date and ask for your RSVP. The workshop will end at 3 pm.

On the salary study, we will present the report at the final meeting in April. For the faculty workload study, our committee members will distribute a questionnaire at each of the campuses asking for your input on questions regarding faculty workload and faculty satisfaction with job related issues. We are asking everyone to please complete the survey, and either to your campus representative or either send it to me, and there will be directions for doing so on a cover sheet that will be with the survey that you will be receiving. We are expecting a 100% response rate, so we are asking you to take the time to fill out

this important questionnaire. The results will be compiled and presented at our final meeting in April. Any questions? Thanks.

C. **System Affairs**— Professor Allan Charles

I've got a report and we've got a couple of motions that we want to entertain also, for the report let's go ahead and do that first, and I'll go ahead and pass a few handouts. I don't have enough for everybody. These were brought to us this morning by Dr. Mike Muthig of the intellectual property office who spoke to us in committee. I would especially encourage anybody who is going to be teaching a course or working up a course for Palmetto College and might be creating new intellectual property to concern him or herself with this in particular. Of course, that is not too many of us in here, but you might want to carry these to any such persons on your campuses if you know of anybody who could profit from that.

The Intellectual Property Office representative did talk to us today about inventions patents, copyrights, trademarks processes including business processes, new uses for things already patented, music and sound recordings and so fourth as intellectual property, and he did say that if one has a federal grant, most likely the university will hold the patent. The use of student assistants indicates university ownership. Use of your work computer does not necessarily constitute university ownership of what was done on that computer. So you don't have to work on your home computer to escape the hand of the University. Royalties may be shared, the federal government used to have its hand in it more than it does now, but the Bayh-Dole Act of 1980 took the federal government out of the mix. They do fund a lot of things, but they don't try to keep their hand in quite as much. Basically, it's between you and the University in the operation. And again, the intellectual property office is there to help you to understand the process and to smooth out all of this for you so that you don't have to get all tangled up in the bureaucracy in this regard. There is this website so that anyone can look at this website so that anybody can look at this website to see what they do offer.

Textbooks, as a rule, belong to the creator of the book. Unless the book was subsidized by the university, release time could be construed as university ownership. Although, usually, in order to have university input, it means that you must have direct support from the University. Distance education here, and this would include Palmetto College, if one took an old course and re-did it for distance education for Palmetto College and you did this on your own time, than the person owns the course. Now, if the University paid the professor to work up the course than the university would have more of a hand in the thing. And so again, that could constitute release time as well as actual direct payments to people to work up the course. That would reflect on the ownership of the course were you to re-market the course or were you to relocate outside the system or state and want to take the course with you as your own course. So there are lots of questions that could come up and again I would encourage anyone to get in touch with Mike Muthig in the Intellectual Property Office and check on their website.

Are there any questions that you may have of me, not that I'm an instant expert on this, but at least I did hear Muthig as most of our committee members did this morning?

So let's move on to the next order of business, which is the Salkehatchie motion. This is the Salkehatchie proposed curriculum for and A.A. in Elementary Education and it is pretty well laid out, this is actually the second time this has been examined by this body and so we think that they have ironed out many of the wrinkles and eliminated many of the problems associated with it. The committee wishes to make a motion that this be accepted. We'll just pass this on to unfinished business.

Let me bring up one last motion it was moved in a reiterated motion, from the committee that we be informed as to the status of the November motion of this body on the Palmetto College. The motion that included the one course release time to prepare for Palmetto College courses and also the 1 thousand dollar stipend for each time that the course should be taught, plus several other points that were made in that motion and the committee wishes to present it as a motion that we would like to have a reply to—the motion from last November.

Rashley: We'll deal with the education proposal under unfinished business as we addressed it last time; we'll deal with the second motion under New Business.

IV. **Executive Committee**—Professor Kate Fritz (Continuing Education and Academic Credit Programs)

Fritz: Good afternoon, everybody. The item on the agenda today is the—revisions to the faculty manual have been submitted to legal and simultaneously have been submitted to Provost Becker, and it is hoped that any difficulties that should arise on the Faculty manual revisions be resolved before the June first meeting of the board of trustees. Also, is this the time to bring up the slate? We have a slate of candidates for the following positions: Dr. Noni Bohonak for Vice-Chair of the Faculty Senate, and Dr. Todd Scarlett to be committee representative to the RPS Committee. Of course, nominations from the floor will be accepted.

I also have here something, which is very upsetting to me. We have a resolution that we have written to honor Dr. Peter Murphy, and I would like to read it to you now:

“Whereas Dr. Peter Murphy was an officer and productive member of the Regional Campuses Faculty Senate, and whereas Dr. Murphy was a colleague respected for his scholarship and appreciated for his willingness to share expertise and his personal time, and whereas Dr. Murphy was a friend to many within this body, be it therefore resolved that the Regional Campuses Faculty Senate recognizes Dr. Peter Murphy for his friendship and his many contributions to this body, and to the Regional Campuses and to the greater University of South Carolina.”

Rashley: We can vote on that resolution during New Business as well.

V. **Reports from Special Committees**

A. **Committee on Libraries** - Professor Bruce Nims

No report. The committee expects to meet again in March, and Professor Nims will report in April

B. **Committee on Curricula and Courses** - Professor Robert Castleberry See Attachment VIII

Castleberry: First, I have not submitted an electronic copy of this report to the secretary, which I have just written on a placemat. Courses and curriculum met today just before this meeting and there are two things going on. One is that there is a subcommittee that is looking at the forms that are used by our committee. We are hoping to make some improvements on that, sort of have one set of forms for both graduate and undergraduate course work. For the purposes for certain thing that we do here, there are certain things that are relevant. One of the things that the form says, "Is this course being deleted," for example, "Is any other unit affected by this." And, of course, the standard response is no, go ahead and do what we want you to do. This group has been caught short of that philosophy on more than one occasion unfortunately so we are working to get added some verbiage along the lines of is this course currently offered on the Regional Campuses? The idea is that maybe we can educate our colleagues on the Columbia campus that, in fact, the Regional Campuses do exist. And that the things that they do for their book and their catalog can in fact affect us, so we're hoping for some improved communication there.

A second form relates—there are actually two forms that relate to Distance Education telecommunications, one is for just a Global Distance Ed. type course and another specifically for the internet offering of a course. There is a lot of confusion existing currently on Columbia about how internet courses should be handled, about how those courses— to what extent do they actually need to be approved by anybody, so we're actively involved in the dialogue on that. I think that we're working on recommending to faculty that when they are teaching a distance course that they institute a dialogue with DEIS— Distance Education and Instructional Services so that a lot of the details can be ironed out before even the Courses and Curriculum committee gets at that. I think that we're working toward eliminating a special form for internet courses all of that would be lumped under Distance Education.

Now what does this mean about courses that we are currently teaching, for example, a Marine Science 210 or a maybe Psychology 101? What happens if we decide that we want to offer that as an internet course, beats the heck out of me! We did and I think we would, but that's part of the confusion. Does that actually

have to be reported? We are hoping that we can iron out those details as we go along. So the first meeting that I had today was relating to that form revision business, the second had to do with the action on Courses and Curricula that had been submitted to the committee for my psychology colleagues. It looks like we have approved Psychology 507, Cognitive Neuroscience, as a new course, Psychology 571 as the Cognitive Neuroscience lab.

I had received some correspondence concerning the education proposed curriculum on Middle School, and those changes were approved by committee. I have no idea if this would affect everyone, but there is such a thing as an ex-course which is a course that is supposed to be taught one time only on, say, the Columbia campus, and if it works out then they will work to try to make it a permanent course. An ex-course is Philosophy 305— Islamic Philosophy Throughout The Middle Ages— which is outside of my expertise. Also outside of my expertise—I might as well just mention it to you—DMCH 260 was also approved. It is apparently for people with kidney problems, it deals with fluid mechanics. I will be submitting a written report to you.

C. **Committee on Faculty Welfare** - Professor Linda Allman
See Attachment IX

Allman: I don't know how I get so lucky to follow Robert all the time, because mine is so dull, but we met twice since our last meeting here. Charles Bierbauer, the Dean of the College of Mass Communications and Information Studies, met with us in his capacity as chair of the Council of Academic Deans and he addressed summer compensation issues. He agreed to ask the Council of Deans members if they are willing to establish individual college guidelines for remuneration of summer employment. We suspect the answer will be no, but whatever.

And then the committee adopted the limited hour membership to the Strom Thurman Wellness Center. As proposed by Jerry Brewer, this membership permits university faculty and staff members access from 6am to 1pm on weekdays and all day on Saturdays, Sundays, and on holidays with a fee of 20 dollars a month to begin starting July first. So if you want to drive to Columbia and join the Strom Thurman Wellness Center, it's fairly cheap. The last thing is that we have begun compiling maternity, paternity and tuition assistance benefits, provided by peer institutions of SCC and non- SCC universities. Questions?

D. **Faculty Board of Trustees Liaison Committee** - Professor Lisa Rashley

The committee has not yet met since our last meeting. We will meet again March 17.

E. **Research and Productive Scholarship Committee** - Professor Lisa Rashley

I'm going to offer a brief report on that. As you know, I mentioned at the beginning of this meeting the regional campuses have had some problems with the composition of the committee, and we're pursuing an investigation into that. In the mean time, the RPS Committee will meet in about two weeks to review the grants that are being received. There has been a change in Category I funding that might be a matter of concern for some of you. Category I funding, which is seed money for funding larger projects, has been restricted to assistant professors only. This might have an impact on our associate professors who are attempting to obtain seed money for their projects. I'm sort of disheartened by this myself particularly since that change to the guidelines was instituted within a matter of weeks after the meeting we had with Dr. Pastides, Dr. Becker, Gordon Baylis, and there wasn't any mention of that change being made at that time. We're working on that. Questions?

F. Regional Campuses Academic Advisory Council - Professor Lisa Rashley

I am pleased to note that this committee has been reconvened. I would like to extend my thanks on behalf of all Regional Campuses faculty members to Dr. Mark Becker for calling it back into service. As a matter of fact, he did that before we ever gave him a copy of our resolution from the last meeting, although, I did mention to him that that resolution was coming. Accordingly, the Regional Campuses Academic Advisory Council will meet on April 8 at 11:30 pm.

G. Other committees

1. **Conflict of Interest Committee**— Professor David Bowden
No report
2. **Research and Productive Scholarship Ad Hoc committee**—Professor Lisa Rashley

Rashley: We've already had discussion of this committee, and I don't have anything additional to report on that. We're going to look at the motion from Rights and Responsibilities about formally creating that committee as a standing committee.

I do want to distinguish a little bit—there has been some question about what is the difference between this committee and RPS. RPS is a Columbia committee that we have a representative on that deals specifically with research and productive scholarship grants. Professor Faulkner's committee, informally called for the moment the Scholarship and Research Committee that is being discussed here is going to be a committee of Regional Campuses faculty members, a non-Columbia committee that deals with research, goals, expectations, expanding research opportunities for Regional Campuses faculty members. It is not going to be limited to discussion of RPS, although of course RPS money

will be part of that. Those are two distinct committees.

Macias: This committee will by charge meet with Vice President Pastides.

VI. **Special Orders and Elections**

Rashley: At this time, since we have no Vice Chair. I am going to stand in for the Vice Chair and conduct this election. First of all, if anybody has any questions about the elections before we proceed to it, the slate as it stands is: Professor Noni Bohonak (Lancaster) for Vice-Chair. Please note that by electing her for Vice-Chair; you are also electing her for chair next year. And for Research and Productive Scholarship, Professor Todd Scarlett (Lancaster). Any questions or comments about the elections? Any nominations from the floor for those positions? Okay, we have had a second to close nominations, so let's call the elections of the slate as stated. All in favor of the slate as stated please signify by saying aye. All opposed? The slate is unanimously elected. Congratulations, Professor Noni Bohonak and Dr. Todd Scarlett.

Professor Bohonak and members of the nominating committee, I am going to ask you to remain briefly at the end of our meeting to figure out how you are going to conduct your Nominating Committee since we couldn't do it at lunch.

VII. **Unfinished Business**

We have a motion from system affairs regarding the Salkehatchie Associates degree Professor Charles, do you want to come down here and answer any questions? Are there any questions? Okay, since I hear no questions or discussion, let me state that this motion coming from committee requires no second. All in favor of the motion to approve the Salkehatchie Associate's Degree in Arts and Elementary Education, please signify by saying aye. All opposed? This motion passes.

VIII. **New Business**

Rashley: Under New Business, we've got a motion from Rights and Responsibilities. Professor Faulkner, would you like to read it off to us, or is this the motion that doesn't have a formal text?

Faulkner: I would like to go up front. We move that the Senate establish a permanent special committee for scholarship and research, and we ask that the Research and Productive Scholarship Ad Hoc Committee draft the mission statement and recommend rules of membership.

Rashley: Any discussion of this motion? Coming from committee, this motion requires no second. Hearing no discussion, all in favor of this motion please signify by saying aye. All opposed? Okay, this motion passes. We have another motion from System Affairs, Professor Charles.

Charles: This is a reiteration of the motion that was made at the last meeting which was inquiring as to the status of the November motion that was passed by this body regarding the elements that should be included as part of the compensation for people who teach courses in the Palmetto College including the one thousand dollar stipend for each course and a one course reduction for preparation for a course in the Palmetto College.

Rashley: So you're referring to the motion that was passed in September that the System Affairs Committee—and this was passed by the Senate—recommends that any faculty member teaching a Palmetto College Class be given a release to prepare or to teach the class and be paid a one thousand dollar stipend for each offering of a class? Is that correct?

Charles: No, the motion is a reiteration from the past asking Dean—whatever his name is to respond to all of those motions that we passed in two different meetings referring to the rights of faculty in Palmetto College and to see if they were addressed or not.

Rashley: Okay, so to make sure that I understand this motion correctly, the motion is that System Affairs would like a response from the administration to motions passed at September and November meeting regarding Palmetto College. Is that accurate? May I ask what kind of response the committee would like?

Macias: We passed motions last year in September and November and as of yet have heard no decisions or reactions to those motions; we would like some response.

Rashley: Questions or comments regarding this motion? This motion coming from committee requires no second. All in favor of this motion, please signify by saying aye. Opposed? This motion passes, and we are expecting some response.

We have a resolution from Executive Committee honoring Dr. Peter Murphy. Traditionally, resolutions of this kind, if approved, are presented to the family in a plaque or a letter. Any discussion of this resolution at this time? All in favor of this resolution please signify by saying aye. All opposed? The motion passes unanimously.

I would just like to mention that Peter was a good friend of mine and I'm going to miss him. We had a party last year when a bunch of us were tenured, and Pete came by and brought a bottle of champagne. I deeply regret that I won't be able to drink champagne at his promotion this year.

Is there any other new business?

IX. Announcements

There were no announcements.

X. Adjournment

Chair Lisa Rashley adjourned the meeting.

Respectfully submitted,

Kathleen M. Fritz,
Secretary
April 8, 2005

Attachment I

Vice Provost for Regional Campuses and Continuing Education Report to the Regional Campuses Faculty Senate February 11, 2005

Legislative: I appeared with President Sorensen and the three senior campus chancellors in front of the Higher Education subcommittee of the House Ways and Means Committee on Wednesday, February 2. We reported on the status of budgets and the many positive things going on in our/your institutions—things like teaching and learning and graduation data.

I also previewed the prospect of Palmetto College highlighting course/degree delivery and efficiency. The members present appeared both interested and encouraged to learn that we are making efforts to more fully meet the needs of students in our respective regions.

There were also two emotional testimonials from legislators (Allendale and Aiken) who spoke to the value of having regional campuses in their communities. To date, those within the University who make it their business to monitor the General Assembly, have informed me that there is no momentum at all in favor of the Governor's proposal to phase out two of our campuses. While the University will not initiate a highly visible rebuttal to this overture, much is being done behind the scenes to insure its defeat. Unfortunately, the enrollment management and marketing functions at both of these institutions will be working double-time to off-set any public relations/student recruitment damage. We will continue to closely monitor this issue.

Palmetto College: Although fine tuning and testing remain, smart rooms have now been installed in Union, Laurens and Lancaster. Walterboro is happening this week, and Allendale and Sumter will be installed over the next two weeks. I will defer any comment on progress being made in the implementation of Palmetto College courses and degrees to Dr. Carolyn West or a representative of the Implementation Committee.

University at Large: The University has purchased the old armory facility, where ROTC will apparently be housed, freeing up space in the old coliseum and along the Horseshoe for other academic needs.

Two issues are being discussed in the Council of Academic Deans which have direct implications to the regional campuses: A) the creation of a central Teaching and Learning Center to support teaching and learning at all levels and in all contexts in which instruction occurs at USC. This Center will work to enhance the intellectual climate, promote open and ongoing dialogue among all members of the University community, and serve as an advocate for academic initiatives, as these enterprises enhance teaching and learning. TLC program areas will be in teaching, learning, instructional technology, community, environment, and advocacy. Examples of activities and resources include: infusing writing throughout the curriculum; syllabus writing; test writing; preventing and dealing with plagiarism or other forms of academic dishonesty; development and assessment of portfolios; effective teaching techniques for large sections; effective use of a variety of instructional technology (hardware and software) tools.

B) Faculty Mentoring: the Provost is asking the Council of Academic Deans to think through the issue of whether is establish a structure for mentoring junior faculty. Clearly, this is an issue we have considered on the regional campuses, and I have been a proponent of keeping the issue in front of the Senate and the faculty at large. Questions for your deliberation: 1) should every new hire be assigned a mentor? 2) should we train mentors to be mentors? 3) should the mentor be inside or outside the campus; inside or outside the judgmental chain? 4) Should mentors be assigned? 5) what about a network mentoring system to include multiple faculties? 5) Should we mentor across campuses? 6) Do women and minorities have special mentoring needs which need to be addressed?

Respectfully submitted by Chris Plyler

Attachment II**Report of the Associate Vice Provost
To
Regional Campuses Faculty Senate
February 11, 2005**

Palmetto College – The Palmetto College Implementation Committee has met a number of times since the last Senate meeting. This committee is composed of faculty elected by your faculty organizations, faculty appointed by your administration and three administrators. These representatives should be keeping you posted on what has happened in our meetings and the progress that has been made on the curriculum. Thus far we have decided to explore the issues of offering a psychology degree, an English degree and a history degree. The psychology faculty met on January 28, 2005 with two faculty connecting from Columbia with two faculty from Sumter and two faculty from Salkehatchie. At that meeting the psychology faculty agreed to a curriculum for a psychology degree to be offered from Palmetto College. The English faculty and the history faculty will be holding similar meetings on February 18, 2005.

Business Degree – I traveled to Sumter on December 6, 2004 to meet with the business faculty to discuss the opportunities and challenges associated with offering a business degree through Palmetto College. Currently I am attempting to accumulate information concerning accreditation requirements for a business degree offered over distance technology.

Instructional Workshop for Distance Faculty- We had 15 faculty apply for the workshop in May. I have been in contact with your deans concerning participation. Participants should be hearing soon about their selection for this first workshop.

Course Offering for Fall, 2005 Palmetto College-The courses we are planning to offer for Fall, 2005 are: ENGL P437 Rashley Lancaster; HIST P442 The Old South TTh 1-2:15 Cox Lancaster;ENGL P406 Shakespeare 1:00-2:15 MW Hjelm Salkehatchie;SOCY P340 Introduction to Social Problems MWF 11:00-11:50 Wright Sumter;PSYC P501 Human Factors 2:30-3:45 TTh Gottesman Salkehatchie.

Attachment III**REGIONAL CAMPUSES FACULTY SENATE MEETING****USC Lancaster****DEAN'S REPORT: Friday, February 11, 2004****STUDENTS**

Spring 2005 registration numbers are up by about 10%. Accepted freshman applications are up substantially for students who will begin in Fall 2005.

FACULTY

We have been approved to do two faculty searches this year for full time tenure track faculty members. The searches for a religion/philosophy professor and a business professor are underway. We also hope to appoint a visiting professor in the area of Catawba Indian studies who will teach in the general education curriculum.

TECHNOLOGY

The campus wireless project was completed last month and all areas on campus, with the exception of the Gregory Health and Wellness Center, are now wireless accessible. The Palmetto classrooms and the additional smart classrooms are ready to use.

FINANCES

Parity remains a critical issue for the campus. As an example of funding inequity, USC Lancaster receives approximately \$1.5 million less than USC Sumter even though we have as many students. Thankfully, USCL is not on the Governor's list for proposed cuts.

DEVELOPMENT

The University Baptist Church buildings and property are among the many recent large gifts to USCL that add up to over \$3 million in the last year alone. This year is also the first year in which over 100 USCL students are receiving academic scholarships provided by the Educational Foundation of USCL.

FACILITIES

The renovation of the Health Services Building is well underway. Dr. Riner's Exercise Science Lab, Cardiac Rehabilitation, Physical Therapy, and Diabetes Education will all soon be housed in this facility. Our new ball field (softball, soccer, and volleyball) will be ready this summer. We are in the process of planning for parking expansion on campus.

Attachment IV**USC Regional Campuses Faculty Senate
Dean's Report – USC Salkehatchie
November 19, 2004**

Congratulations to Roberto Refinetti for being named a finalist for the 2004 Governors Professor of the Year Award. This is the second consecutive year that Salkehatchie has had a finalist in this competition (Sharon Folk was a finalist in 2003).

On October 22, the USC Board of Trustees voted to name Wayne Chilcote Professor Emeritus, posthumously. Wayne was a loyal member of the University for many years and is deserving of this distinction.

SGA events for October included a Halloween Carnival in Allendale and a Luau in Walterboro. "Yours truly" along with members of the Dean's office staff dressed up in disguises and "haunted the halls" with treats for students, faculty, and staff.

Fall enrollment is down about 5.32 % in comparison to last Fall. Possible reasons include the "closure issue" and some of the local high school graduating classes being significantly smaller than in the past.

According to SPAR reports for the first quarter, Salkehatchie has been awarded \$613,000 in grant funding to date. This amount surpasses the total grant funds raised by Salkehatchie in FY 03, which was \$550,000.

Dr. Mary Hjelm and Mr. Ed Merwin have created a new in-house publication called "Faculty Forum" to give faculty a vehicle to publish short articles not appropriate for standard professional publications. Dr. Arthur Mitchell's work is featured in the first edition.

On October 31, the Salkehatchie Faculty Organization voted unanimously to pursue offering discipline-specific associate degrees in Early Childhood Education, Criminal Justice, and Business Administration. This initiative is a result of the market demand from students and prospective students in the region served. A proposal will come before this body for action today.

Respectfully Submitted:
Ann C. Carmichael

Attachment V

REPORT OF
THE DEAN OF THE UNIVERSITY OF SOUTH CAROLINA SUMTER TO
THE REGIONAL CAMPUSES FACULTY SENATE
February 11, 2005

Human Resources: Since my last report to this Senate in November 2004, USC Sumter has had a number of human resources actions. National searches to fill three tenure-track positions, one in sociology and two in mathematics, are still in progress. Interviews of finalists for the two mathematics positions are underway. During their meeting in December, the USC Board of Trustees approved the title of Distinguished Professor of Mathematics for Dr. Charles Cook during this final year of service, as well as the title of Distinguished Professor Emeritus upon his retirement in June 2005. In December, I accepted the resignation of Instructor of Biology Dr. Debbie Bishoff. Recently, I received official notice that a disability retirement had been approved for maintenance specialist Jimmie Lee Abraham after 23 years of dedicated service. Also, I've received resignations from maintenance specialist Ida Taylor and records and registration assistant Toni Williams. Searches are underway to fill these three staff positions. USC Sumter has had 21 employees file for TERI (Teacher Early Retirement Incentive) since its inception. Of those 21, five have already moved from TERI status to full retirement, and two others have formally declared full retirement dates in June 2005. Of the remaining 14, one has a TERI end date in 2005, five in 2006, two in 2007, three in 2008, and three in 2009.

Enrollments: Preliminary enrollment figures at USC Sumter for the 2005 Spring Semester indicate significant enrollment decreases compared to last year. As of February 4, 2005, headcount enrollment was down 10.92% to 865, and full-time equivalent enrollment was down 0.71% to 627. Nearly all of this decline is attributable to the fact that in late May the neighboring technical college terminated the joint associate degree nursing program that had been in place for over 25 years, decimating the enrollments in several of our science classes.

Physical Plant: USC Sumter is in the process of re-painting the stripes in all of our parking lots. Following the removal of the last of the five portable buildings that were placed on the Sumter campus in 1979, those building sites have been leveled and refurbished. Plans continue to repair several old clogged and/or collapsed storm water sewers on campus, and asbestos abatement in a condemned warehouse is underway, after which the building will be demolished and the site refurbished. Installation of a second compressed video distance education classroom to support Palmetto College will soon commence.

Budget: The unexpected enrollment decline this fall has resulted in early use of contingency funds to balance the FY 04-05 budget. USC Sumter has now completed a zero-based budgeting process for the current year and identified several potential areas in which the budget can be trimmed.

Respectfully submitted,

C. Leslie Carpenter
Dean of the University

Attachment VI

USC Union
Regional Campuses Faculty Senate
Dean's Report
February 11, 2005

- For the second semester in a row, USC Union experienced the largest percentage of growth of any college or university in South Carolina. Enrollment for spring 2005 had an increase of 25% over spring 2004. This follows a fall 2004 increase of 29.71% over fall 2003.

	<u>Headcount</u>	<u>% increase</u>
<u>Fall '03</u>	<u>Fall '04</u>	
313	406	29.71%
<u>Spring '04</u>	<u>Spring '05</u>	
296	370	25%

	<u>FTE</u>	<u>% increase</u>
<u>Fall '03</u>	<u>Fall'04</u>	
179	245	36.68
<u>Spring '04</u>	<u>Spring '05</u>	
188	229	21.98

- USC Union's faculty and staff mourned the loss of Dr. Peter Murphy in an automobile accident just before Christmas. A memorial service was held January 24. The USCU family wishes to express our thanks for the many messages of condolence from around the University system. He will be greatly missed.
- USC Union held its tenth annual Founders' Day celebration on February 7. This year's Founders' award was presented posthumously to David S. Taylor from Laurens. David served in the S. C. House of Representatives and as a state senator. He was instrumental in the establishment of the USC Union campus in Laurens and was a strong voice for higher education. Responding on behalf of the family was House of Representatives member, Adam Taylor, son of the late senator.
- USC Union's biggest challenge for fall 2005 will be the search for faculty members. Over the past few years USC Union has lost Tandy Willis, Mary Barton and Peter Murphy to death. We have lost Harold Sears due to retirement. Adjuncts have helped

us fill these needs, but we must conduct searches for this fall. We will also be seeking an assistant dean for Academic Affairs.

- USC Union's and Laurens' "smart classroom" are completely installed and testing will be completed as soon as possible. Plans are being made to run pilot classes between Union and Laurens this summer.
- To paraphrase Mark Twain, the report of USC Union's demise has been greatly exaggerated. Our legislative delegations from our service area have told us that USC Union and USC Salk are vital to the economic development of our parts of South Carolina. They have pledged to keep our campus in the budget and that they will support our efforts.

Attachment VII**February 11, 2005
Welfare Committee Report**

In this session, the Welfare Committee continued actively working on our charges as follows:

Tenure and Promotion Workshop:

The workshop will be held Tuesday, May 10th, at 10:00 a.m. The morning session will be a panel discussion. Panelists have been invited and will be supplied with questions prior to the meeting. Lunch will be provided. The afternoon session will include an interactive panel discussion on crafting tenure and promotion files. The workshop will adjourn at 3:00 p.m.

Salary Study:

The committee will present this report at the final meeting of the year.

Faculty Workload Study:

Committee members will distribute a questionnaire asking for faculty input on questions regarding faculty workload and faculty satisfaction with job-related issues. The faculty will be asked to complete the survey and return it to their campus representative. Results will be compiled and presented at the final meeting of the year.

Respectfully submitted,
Terrie Smith, Chair

In attendance:

Terrie Smith (chair), USC Sumter
Linda Allman, Continuing Education
Tara Fatemi, USC Union
Nancy Hazam, USC Lancaster
Cynthia McMillan, USC Salkehatchie
Fran Gardner Perry, USC Lancaster
Tarsem Purewal, USC Salkehatchie

Attachment VIII

**Courses & Curriculum Report to the
Regional Campuses Faculty Senate (Feb. 2005)**

Robert B. Castleberry

Let me begin my report by confessing that I did not electronically pre-submit this report to the Secretary. In fact (unfolding a napkin) I only recently wrote it down on a place mat during lunch.

I had two meetings earlier this morning on matters before the Courses & Curriculum Committee.

First, I am on a subcommittee looking at the forms that the Committee uses. When a course is deleted or altered in some way, the Department, College or School is supposed to indicate if the change affects any other academic unit. Usually, they say it doesn't. As you know, that is often a slight understatement. If nothing else, the change may affect the regional campuses. We are looking at adding some verbiage to the effect that the Vice Provost and Executive Dean should be copied on all changes that relate to courses that we offer. There was also discussion of what to do about new courses taught as distance courses (video, internet, etc.). These courses need to be signed-off on by the Office of Distance Education and Instructional Services. I asked if paperwork needed to be processed if an existing "regular" course was to be offered as a distance course. (This may become relevant if Palmetto College courses become a reality.) There was some discussion on this on both sides of the question, but we arrived at no final decision.

In the regular meeting of the Courses and Curriculum Committee, several course changes were approved. The changes to the Middle School Educational Curriculum were approved by Committee. A few of my colleagues may also be interested in some new courses that were approved:

Psyc 507 is Cognitive Neuroscience and 571 is the lab for that course.
Phil 305 is Islamic Philosophy since the Middle Ages

Finally, there seems to be a new course approved apparently dealing with aspects of kidney problems – EMCH 260 deals with Fluid Mechanics.

Attachment IX**Regional Campus Faculty Senate
Report for February 11, 2005
Faculty Welfare Committee**

Faculty Welfare Committee met Nov. 15 2004 and January 24, 2005.

Charles Bierbauer, Dean of the College of the College of Mass Communications and Information Studies, met with us in his capacity as Chair of the Council of Academic Deans and addressed summer compensation issues. He agreed to ask the Council of Dean members if they are willing to establish individual college guidelines for remuneration of summer employment.

The Committee unanimously adopted the limited hour membership to the Strom Thurmond Wellness Center as proposed by Jerry Brewer. This membership permits University faculty and staff members access from 6am to 1pm on weekdays and all day on Saturdays, Sundays and holidays with a fee of \$20/month to begin July 1, 2005.

The Committee begun compiling maternity, paternity, and tuition assistance benefits provided by peer institutions of SEC and Non-SEC universities.

Respectfully submitted,

Linda K. Allman
Regional Campus Faculty Representative