

**USC LANCASTER**  
**FACULTY ORGANIZATION MEETING MINUTES**  
**APRIL 11, 2014**

- I. Call to Order: 11:43am
- II. Correction/Approval of the Minutes—March meeting minutes approved
- III. Reports of Officers
  - a. Dean of the Campus---Dean Walt Collins—**REPORT ATTACHED (SEE APPENDIX #1)**
    - i. Enrollment
      - 1. Spring 2014 FTE is higher than that of spring 2013 (1371 vs 1321)
      - 2. The number of Dual Enrollment students has increased by 200 over last spring.
    - ii. Budget
      - 1. We are hoping to keep next year’s Travel and RPS Grant budgets at similar funding as this year.
      - 2. Sent Revenue Sharing Model (PowerPoint and Excel Spreadsheet) via email last week. Spreadsheet shows that USCL could benefit from this model.
      - 3. Discussion
        - (Nims) Is this hypothetical extra money due to the number of BOL and BLS students at USCL?
        - (Collins) See “home” column on spreadsheet. USCL has the most BOL and BLS students.
        - (Gardner) Is this model designed to attract faculty to Palmetto College courses?
        - (Collins) Yes, in a way.
        - (Gardner) It appears that this model is intended to incentivize PALM classes. How will we handle scheduling if everyone proposes these courses?
        - (Collins) This is an issue I’m taking back to Palmetto College.
        - (Gardner) If most of our revenue comes from these classes, this could pose a problem for scheduling.
        - (Bundrick) Who is proposing this model and to whom?
        - (Collins) USC hired person from Huron group. He put proposal together.
        - (Bundrick) Who approves?
        - (Collins) It was presented to the Regional Campus Deans in March, and we’ve been talking about it.
        - (Bundrick) Will it go to Senate?
        - (Collins) I don’t know
        - (N. Lawrence) Can the deans reject the model?
        - (Collins) Probably not. We can offer suggestions.
        - (N. Lawrence) We should ask why the model doesn’t count number of students on campus. We are frequently told that Palmetto College is about more than the online classes, that it’s about what we’re doing on the ground, too.
        - (Collins) It incentivizes on-the-ground teaching, too.

(N. Lawrence) But it appears that our share of the money is based on online and video courses taught—not on enrollment numbers.

(Collins) Well, 70% is “delivery campus,” 27% goes to student’s “home” campus, and 3% is that incentive for teaching fund.

(Bruce) Please correct me if I’m wrong, but my understanding is this idea of the “delivery campus” is the campus that is actually awarding the degree. In other words, the way I understand this was that if USC Upstate is offering a program online, and students in our area decide to take that course, then we get 30% and USC Upstate gets 70%.

(Collins) 27%--that’s correct.

(Nims) My understanding is that you only get the 70% if you’re awarding degrees. So the only possible way that we can benefit is if we can migrate the BOL and BLS degrees into Palmetto College. Is that correct.

(Collins) Yes, that’s correct.

(Nims) And that process of migration is still ongoing

(Collins) [Refers to scenario #1 in Dean’s report for answer]

(Bundrick) But if those degrees are awarded by Columbia, then Columbia is the “delivery campus,” is it not? And, thus, getting the 70%?

(Collins) We get what we would normally get from BOL/BLS.

(Bundrick) And that’s 70%?

(Collins) If the course comes from our campus.

(Gardner) I misunderstood the terminology. I thought “delivery” meant who’s delivering the course.

(Collins) Yes

(Gardner) You’re talking about who’s delivering the degree.

(Collins) No, I’m talking about who’s delivering the course. I think Bruce and Chris were talking about who’s delivering the degree.

(Gardner) So, whomever is delivering the courses gets the 70%

(Collins) Yes.

(Gardner) And what does the degree-delivering campus get? For example, if our education program ever happens...

(Collins) But we would never award a 4-year Education degree from our campus.

(Gardner) Right. But we will have students interested in that degree, and we will teach them. And then they will get a degree from another campus—what does that other campus get?

(Collins) They would get the money after the student starts the upper division.

(Gardner) But we could be teaching some of those junior- and senior-level courses.

(Collins) We could be, but I ...

(Gardner) But we wouldn’t get anything from it.

(Collins) Well, I think that what we’re trying to account for that, because it’s the delivery campus. But I’ll ask that question to be certain. I think that’s important.

(Gardner) Well, I do, too. It sounds like there's a difference between degree delivery and what the campus gets and course delivery.

(Collins) And I think this is based on course delivery

(Gardner) Well, let's be sure. Because otherwise we're NOT going to all be jumping on that bandwagon; we're going to be trying to recruit students into those BOL/BLS programs.

(Collins) Where I can potentially see us getting more money than we're getting now [refers to scenario 3 in Dean's report]. We would get 27% if this student affiliates with our campus.

(Catledge) How do you document if a student affiliates with our campus?

(Collins) Well, zip code is one way, and a verbal communication of a preference.

(Cox) You can program a campus attribute into Banner.

(Catledge) Well, we talk to students everyday about Upstate programs...

(Cox) And we get nothing.

(Collins) Eventually, they choose us as their affiliate campus. They're from our region, would be willing to drive over here for services. We would get some of that—which we've never gotten before.

(Gardner) I have never seen or heard of a program in which funding is not enrollment based (rather than course based).

(Collins) Take a look at these scenario. I just threw them out there to see what kind of feedback I could give. Email me with other questions or concerns, and I'll pass them on.

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(Yingst) Last meeting, we lost our quorum before we could get to the voting business. We have a quorum right now, and I don't know how long it will hold up. I'd like to break from the agenda and go to business that requires a quorum.

## VI. Unfinished Business

### a. Executive Committee motion concerning election procedures—**SEE APPENDIX #7)**

#### i. Discussion

(Yingst) Executive Committee changed language to say that ballots are “subject to review” by Executive Committee.

(Gardner) It reads “The ballot will then be...” Don't you mean “election”?

(Yingst) Yes. First, is there any discussion of the amendment to change language to “subject to review”? Hearing none, this amendment is passed by unanimous consent.

Is there any discussion of the amendment to change “ballot” to “election”? Hearing none, this amendment is passed by unanimous consent.

(D. Lawrence) There's another incorrect use of “ballot” in article 2.

(Yingst) Is there any discussion of the amendment to change “ballot” to “election”? Hearing none, this amendment is passed by unanimous consent.

ii. Standing Vote—MOTION PASSES

b. Welfare Committee Motion: Updated campus description for external T&P reviewers—**POSTED ON S DRIVE AND INCLUDED IN EMAIL WITH APRIL MEETING MINUTES**

i. Discussion

(Nims) I have no objection to the substance of the motion, but throughout the document “faculty” is used as a singular and plural noun. It would be clearer to say “faculty” or “faculty member.”

(Yingst) Is this a motion to amend?

(Nims) No

ii. MOTION PASSES

(Cox) Does Office of Academic Affairs send this to Plyler?

(Bonner) No, Faculty Organization Chair sends it.

VII. VII. New Business

a. Curriculum Committee update to Associate of Science in Business Curriculum—**SEE APPENDIX #8**

i. Explanation (Cox)

1. Changes broaden options based on upper-level degree plan.
2. Adapted curriculum to match Carolina Core language
3. There was a question about section 7, which the committee is prepared to accept as a friendly amendment. The requested change is to add Literature to Fine Arts next to AIU requirement.

ii. Discussion

(Gardner) Additional change: remove colon and “fine arts and literature” from section 7 gray section and change requirement to “one AIU-approved course.”

(Yingst) Discussion? [None] Adopted by unanimous consent.

(Cox) Even if we approve this today, senate has to approve by 2/3 vote to bring it to the agenda. There’s no guarantee that this will go into effect for the fall, but that is the hope.

(Nims) Observation: if motion passes, will you please talk to me about how to handle through senate?

(Cox) Yes

(Parker) Note: students must have a C or better in major-level courses. This change strengthens the program.

iii. MOTION PASSES

b. Faculty Elections: Ballots collected at the end of meeting and counted immediately afterward. Results listed below:

**Faculty Chair:** Mike Bonner

**Faculty Vice-Chair:** Shemsi Alhaddad

**Faculty Secretary:** Dana Lawrence

**Local T&P Committee:**

Shemsi Alhaddad  
Jason Holt  
Bruce Nims  
David Roberts  
Sarah Sellhorst  
Dick Van Hall

**Instructor Peer Review Committee**

Dwayne Brown  
Bob Bundy  
Courtney Catledge  
Kim Covington  
Darris Hassell  
Lynette Martek

**Local Welfare & Grievance Committee**

Adam Biggs  
Noni Bohonak  
Nicholas Lawrence  
Annette Golonka

~~**TIE:** Annette Golonka and Brittany Taylor-Driggers (we will hold a run-off election in the fall to determine who will be on the committee)~~ Election held by mail (secret ballot) during week of April 21. Annette Golonka received the most votes.

**System T&P Committee**

Lisa Hammond  
Todd Scarlett

**System Grievance Committee**

Suzanne Penuel

**Regional Campus Research and Productive Scholarship**

Fernanda Burke

**Regional Campus Faculty Senate**

Chris Bundrick  
Fernanda Burke  
Kim Richardson

Alternates: Kaetrena Davis Kendrick, Rebecca Freeman

**Provost's Advisory Committee**

Noni Bohonak

**Compiler**

Jason Holt

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(Yingst) Return to Reports of Officers

- b. Associate Dean for Academic and Student Affairs—Dean Ron Cox—**REPORT ATTACHED (SEE APPENDIX #2)**
    - i. Re: last year’s assessment report: main question is “what are you doing with assessment results?” My answer: “Very little. There’s no mechanism in place.”
    - ii. Please be patient with Admissions office as they deal with staff shortages.
    - iii. Discussion  
(Alhaddad) When will we receive notification about online evaluations?  
(Cox) You should have already gotten it.  
(Alhaddad) I haven’t.  
(N. Lawrence) I haven’t either.  
(Cox) I’ll check on it.
  - c. Academic Success Center –D. Lawrence) –**REPORT ATTACHED (SEE APPENDIX #3)**
  - d. Library—Lori Harris-- **REPORT ATTACHED (SEE APPENDIX #4)**
  - e. Law Enforcement/Security—John Rutledge
    - i. “Green” parking spaces won’t be enforced until fall
    - ii. There will be a list of “green” vehicles online. Must get a green dot for parking decal to park there.
    - iii. BIT Team: There tend to me more issues of stress among students and faculty at this time of the semester. Contact BIT if you think someone has a problem.
- IV. Reports of USC System Committees
- a. Regional Campus Faculty Senate
    - i. Executive Committee (Nims)
      - 1. At recent meeting (Fri, April 4) reviewed motions up for vote at April 25 RCFS meeting:
        - a. Creation of Curriculum Committee
        - b. Moving T&P process online
        - c. Faculty Manual revisions to reflect name change to Palmetto College
    - ii. Provost’s Advisory Council (Gardner)
      - 1. Has not met; has no plans to meet.
    - iii. Columbia Senate (Alhaddad)—**WRITTEN REPORT (SEE APPENDIX #5)**
      - 1. Re: New online classes
        - a. HIST 122 will be available ONLY to Extended University students
        - b. MATH 221 and 222 will be available ONLY to USCL Elementary Education students
      - 2. Discussion  
(Nims) What is happening with the Academic Freedom resolution?  
(Alhaddad) It passed. USC appears to be collecting them from the different campuses.  
(Nims) The original plan was to collect and send to Senate Finance Committee. Appears that this financial penalty may not go forward. Waiting to see what happens in general assembly.

## V. Reports of Local Committees

- a. Budget (Bundrick)—**WRITTEN REPORT (SEE APPENDIX #6)**
- a. Student Affairs (Bundrick)
  - 1. Winner of Eliot White Springs contest selected. Congratulations to Tiffany Cutrone.
  - 2. Finishing edits for story. Bound copy will go to Medford Library.
- b. USCL T&P (Nims)
  - 1. Peer Reviews are still in progress.
  - 2. Evaluations will be returned during last week of classes
- c. USCL RPS (Gardner)
  - 1. Reminder: If you received a 2013 RPS grant, final reports (or requests for extensions) are due by April 15. Send reports and requests to Sherry Gregory.
- d. Assessment (Yingst)
  - 1. Welfare and Grievance reported that course evaluations for online courses are supposed to have additional questions regarding the online experience.

## VI. Announcements/For the good of the order

- a. (Hassell) Instructor Peer Review Committee has evaluations for instructors today.
- b. (Bundy) New travel study course offered summer 2015. Students will learn about and analyze water along the NC coast as it goes from fresh to salt water. We will stay on a 72-ft schooner for one week. Course will be co-taught by Todd Scarlett. Will share informational PowerPoint via email. The course number is BIOL 220: Topics in Biology—a 3-credit-hour course. This course will fulfill an elective science credit. Limited to 10 students.
- c. (Martek) Geology students will display their projects on Earth Day (April 22) from 1:30-2:45pm—same day as Spring Fling.
- d. (Holloway) USCL Players will perform *Steel Magnolias* on April 24 & 25 at 8pm and on April 27 at 2pm. The 25<sup>th</sup> performance is also part of the “Ladies’ Night Out” event sponsored by the LCCA.
  - i. (N. Lawrence) Men are welcome to attend “Ladies’ Night Out”, too.
- e. (Penuel) Carolina Emerging Scholars Conference in Union this weekend. 4 USCL students are presenting their work.
- f. (Moon-Kelly) Free Charlotte Concert Band performance at Queens University on Saturday, April 12 at 8pm in Dana Auditorium.
- g. (Cox) Thanks to Andy Yingst for his two-year service as Faculty Organization Chair.

## VII. Adjournment: 12:45pm

In Attendance: Alhaddad, Biggs, Bohonak, Bonner, Brown, Bundrick, Bundy, Burke, Campbell, CATledge, R. Collins, W. Collins, Cox, Davaut, Easley, Gardner, Golonka, Harris, Hassell, Holloway, Holt, Jenkins, D. Lawrence, N. Lawrence, Martek, Nims, Obi-Johnson, Pangburn, Parker, Penuel, Richardson, Roberts, Rutledge, Scarlett, Taylor-Driggers, Van Hall, Wolochwianski, Yingst.

Submitted by Dana Lawrence, Faculty Organization Secretary

## APPENDIX #1: DEAN'S REPORT



UNIVERSITY OF  
**SOUTH CAROLINA**  
LANCASTER

Dr. Walter P. Collins, III  
Regional Campus Dean

Report to the Faculty Organization  
April 11, 2014

### Students

#### Enrollment

As of March 28, 2014, 1371 students (headcount) are registered for Spring 2014. This is our official Spring 2014 enrollment.

#### Athletics

The **USC Lancaster baseball team** is currently tied for first (with Spartanburg Methodist College) in our Region. The team also ranks 7<sup>th</sup> in the nation in the NJCAA for attendance at home games.

### Facilities

**Founders Hall** construction will conclude later this month. We are in the process of office selections in Founders. Those who are still considering an office location, please contact Trina McFadden as soon as you have decided.

### Budget

We continue to work toward ending the current fiscal year in the black. Current projections indicate that we will get there. Dean Cox and I attended our campus's 3<sup>rd</sup> Quarter budget meeting 10 days ago. The BOT is considering a 3% tuition increase for next academic year. The Dean's Budget Advisory Group will meet again soon to talk about aspects of next year's budget.

### Other items...

- **Health Services:** We are in the final phase of our negotiation with Springs Memorial Hospital for the transfer of the Cardio-pulmonary Rehabilitation Clinic to the hospital. We are currently working on lease agreements and license-to-use agreements for equipment.
- **Congratulations to the BSN Nursing faculty** for organizing a successful BSN program information session last week. There were approximately 80 in attendance.
- Thanks to those who have brought ideas for recruitment and retention to the administration. Dean Cox has been facilitating an ad hoc retention group this

year. I have heard from many faculty, staff and students who have offered ideas with some volunteering to help in certain capacities in these areas. For instance, we have a couple of students who have volunteered to go out to high schools this fall and talk with prospective students about their positive experiences at USC Lancaster.

- **Denied Columbia Students Recruitment Initiative:** We have started receiving the names of applicants not admitted to USC Columbia. Dean Cox is working with Admissions staff, Laura Humphrey and the PALs on specific strategies for contacting and recruiting these students. We will also be offered support and help from the Enrollment Management staff in the Palmetto College central office. The timeline and general outline are included at the end of this report.
- **Television commercials** have started running for Palmetto College recruitment. They can be accessed by following this link if you're interested in seeing them:  
<https://www.youtube.com/playlist?list=PLxdqAM2dyE8wcZgip9SNh93HEFMmDnff>
- **Revenue Sharing Model:** The Revenue Sharing Model that I distributed by email last week is still under consideration. I would be willing to share any concerns or comments with Palmetto College Administrators. Here is a bulleted list of what I glean from this model:
  - Marginal Revenues = tuition revenues; used for direct costs of delivering classes, course design, etc...
  - Stable Revenues = Recurring legislative allocation; used for fixed costs (certain F/S positions, academic support services, collective costs, marketing, PC Administration, etc...). This scales upward slightly beginning next FY.
  - Provision of monetary incentives for growth, innovation, participation, etc...
  - Investment fund for start-up of new programs, courses, technology, etc...
  - In the Marginal (Tuition) Revenues area, the proposal allots 70% to delivery campus, and 27% to home campus with 3% going to fund for investing in new programs, growth.
  - For the first **three years\*** the new model is in place, Regional Campuses **will not be penalized** if the new funding model affects campuses negatively. Fortunately, this doesn't seem to pertain to Lancaster currently. In fact, it appears we would have received over \$28,000 more (an increase of 21%) if the new model had been in place in Fall 2013.  
\*RC Deans asked that this be extended to 5-6 years, just in case.
  - USC Lancaster will receive 27 % of tuition revenues for any non-BLS/BOL student who **affiliates** with our campus (would use our campus for academic or student services support) even if the student has no connection with our campus or does not live in our service area. Students can be assigned to our campus based on zip code of residence or based on their communicated preference.

➤ **In processing this new model, I have asked some scenario questions (in italics), and here is how they were answered:**

1) *If we have a USC Lancaster student (started here and did the first two years on our campus) who enters either BOL or BLS, what would be USCL's share of the revenue from this student for the upper division?* USCL would receive 27% of revenues as the "home" school plus 70% of revenues for any classes this student takes that are taught by USCL professors.

2) *If we have a USC Lancaster student (started here and did the first two years on our campus and will remain in our community) who enters the PC criminal justice degree at USC Upstate, what would be USCL's share of the revenue from this student for the upper division?* USCL would receive 27% of revenues for being the home school and nothing more, assuming USCL does not teach any criminal justice classes.

3) *There is a student who lives in Cheraw, SC (inside USCL's 6-county service area) but who completed the first two years at Northeastern Technical College and then decides she would like to enroll in the PC business degree through USC Aiken. The closest USC campus to her residence is USC Lancaster, and she might come here to talk with Financial Aid staff, visit the library, or pay a bill in our business office. What would be USCL's share of the revenue from this student?* This one is a bit trickier because it requires us to make sure our rules make the right incentives. We are assuming, now, that most students will be recruited by the campus that also acts as the "home" school (i.e., gets help with Financial Aid, etc.) As of now, this would mean that USCL would receive 27% of this student's revenues. However, if this assumption proves false the majority of the time in the future, "home" revenues may be split to adequately reward campuses that excel in recruiting. However, this assumes in this example that USCL might have been involved in recruiting the student, if any campus was.

4) *How do students in scenario 3 officially "affiliate" with a campus for services and support? You mentioned using zip codes on one of the slides...would those be used for students like the one in #3?* Yes. We would use the zip code as the default for affiliation, but may also want to ask the student where they will go to get support. We actually want to encourage these students, generally, to get some support in person as we'd guess it will help with retention, affinity, grad rates, etc.

**I will be glad to communicate any comments or concerns you have regarding the funding model.**

**Best wishes for a smooth conclusion to the semester.**



UNIVERSITY OF  
**SOUTH CAROLINA**

The University of South Carolina Columbia and the four Palmetto College Campuses (USC Lancaster, USC Salkehatchie, USC Sumter and USC Union) created the following action plans for communication with students not admitted to Columbia but potentially eligible to begin college enrollment at a USC two-year campus.

**USC Columbia Admissions Action Plan for Fall 2014 Application Cycle**

\*Dates are approximate\*

October 15	Early Action application deadline
November 15	Honors College application deadline
December 1	Priority Freshman application deadline
By Feb 21	Mail approx. 3,200 acceptances (about 60/40 OOS/SC)
By February 28	Launch Gateway search; contact Gateway eligible students (approximately 5627) about applying to USC Columbia after priority deadline. <i>(Note: First time attempting this strategy. Unsure of yield potential. Would consider 100 responses a major success.)</i>
Beginning March 3	Send Capstone offers, Scholarship awards.
By March 15	Mail remaining acceptances.
Week of March 17	Mail OOS denials, Delay Spring Only offers Mail Gateway acceptances to non-admitted SC applicants (approx. 2000-2250 needed to yield 350). Students have until May 1 to accept space, First-come first-served.
	Mail SC denials <i>(if any)</i> . Share deny lists with 2YR campuses.
Post May 1	Share list of Gateway non-responders with 2YR campuses.

**Palmetto College Campuses Action Plan for Fall 2014**

**(Lancaster, Salkehatchie, Sumter, Union)**

March 2014	Receive SC denials (if any) from Columbia Admissions Office. Initiate contact with students in geographic area within 60 mile radius of campus. <i>New Initiative:</i> Include contact information for Richland and Lexington county students in closest proximity to the 2-year campus.
Post May 1	Receive list of Gateway non-responders with 2YR campuses. Begin communication with students/families.

Method of Communication with prospective students

- Non-acceptance letter from Columbia will include encouragement to begin study at a two-year Palmetto College Campus and brochure about the PC Campuses. (*Discussion: Potential notification of acceptance to a 2-year Palmetto College Campus*).
- LAN/SAL/SMT/UNI admission and recruitment offices will follow-up with students from list.
  - Recruiting packet with application
  - Follow up Call from a recruiter
  - Parent Letter (*if applicable*)
  - Follow up email from a recruiter
  - Campus Tour email
  - Text message (*if applicable*)
- Minimum eight contacts. Recruitment communication ends when student submits application or requests discontinued communication.

It is hopeful that these efforts will increase enrollment at the Palmetto College Campuses from prior years.

<u>Historical data</u>	<u>2013</u>
Lancaster	33
Salkehatchie	33
Sumter	19
Union	11

## APPENDIX #2: ACADEMIC & STUDENT AFFAIRS DEAN'S REPORT



UNIVERSITY OF  
**SOUTH CAROLINA**  
LANCASTER

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

### REPORT TO THE FACULTY 11 April, A.D. 2014

**2014 USC LANCASTER COMMENCEMENT EXERCISES** will be held Saturday, May 03 in Bundy Auditorium. ALL full-time faculty are expected to attend and participate in Commencement Exercises, and all adjunct faculty are invited as well. There will be a VIP reception in the Multipurpose Room prior to the ceremony (faculty are invited), with a reception for graduates and parents following the commencement exercises. If you haven't replied yet to the request for an RSVP, please do so as soon as possible.

**FINAL EXAMS** will be held April 30 – May 07 (May 07 & 08 for 2<sup>nd</sup> 8 week classes). The exam schedule is online at <http://usclanaster.sc.edu/academics/exams.htm>.

Please remember that per USC policy:

- No final examination may be held outside of the stated time without the special permission of the dean of the college concerned.
- In any course or laboratory which meets two or three times per week, no quiz, test, or examination may be given during the last two class meetings prior to the regularly scheduled examination period.
- In any course or laboratory which meets once a week, no quiz, test, or examination may be given during the last class meeting prior to the regular examination period.
- If an instructor teaches more than one section of the same course, students may transfer from one examination section to another with the instructor's permission.
- Students who are absent from any final examination will be given the grade of **F** on the course if they have not offered an excuse acceptable to the instructor. If excused, they will be assigned a grade of **I** (see "I" entry under "Grading System"), and may complete the course through a deferred examination (see below).
- Re-examinations for the purpose of removing an **F** or raising a grade are not permitted.

**TENURE & PROMOTION INTENT FORMS** have been distributed to all full-time faculty and are due in our office by Tuesday, April 15.

(If you are scheduled to undergo 3<sup>rd</sup> year review or post-tenure review, or if you are in your penultimate year on the T&P track, you will be required to submit a file and have been notified of this.)

If you plan to pursue Tenure & Promotion, please make sure you are working with your Academic Division Chair or with the Office of Academic & Student Affairs to identify external reviewers for your file. This process is outlined in the *Regional Campuses Faculty Manual*, pp. 21ff. **The list of five potential reviewers is due in Columbia by June 01.**

**FRESHMAN ORIENTATION for FALL 2014.** This year we will again employ a two-day schedule for Freshman Orientation (really more of a 1.5 day schedule). The dates are:

Tuesday, June 3 & Wednesday, June 4  
Tuesday, June 24 & Wednesday, June 25  
Tuesday, July 22 & Wednesday, July 23  
Tuesday, August 12 & Wednesday, August 13

Academic advisement will occur on the afternoon of each Wednesday. If you can be available to assist with advisement on those days, it will be extremely helpful. If you are not able to attend or assist, please let Laura know and please try to consult with your fellow faculty members to secure someone who will agree to advise the students assigned to you.

**MAYMESTER & SUMMER COURSES.** A reminder that regarding summer classes, we will use the same procedure as last year. A course **MUST** have sufficient enrollment to cover instructional costs (generally 5 or 6 students, depending on the amount involved). Any course with 2 or fewer students will be canceled. If a course has 3-5 (or 6) students, the faculty member will be given the option of teaching it at a pro-rated level. It would be very helpful if you would let your division chair know as early as possible if you'd prefer for the course to be canceled, or if you wish to be considered for the pro-rated amount.

**ADMINISTRATIVE EVALUATIONS.** The division chairs and I have met and are working on administrative evaluations. The goal is to have these ready for you by the last week of classes (before final exams begin).

**REQUEST FROM MAINTENANCE/FACILITIES.** As you may be aware, the number of custodial staff on campus has been reduced by approximately one-third. Duties have been re-distributed among the remaining staff. As you are also aware, Founders Hall is scheduled to open soon, which will add additional duties for the staff. I have been asked to share a couple of simple requests with the faculty:

- 1) If you would, please erase the marker boards in classrooms after you have finished teaching. This small act will help the custodial staff have more time to attend to other more pressing matters related to building upkeep.
- 2) When you finish teaching class, please ask your students to take their trash and put it in the waste cans. (It's the old adage of "Leave the place in as good – or better – condition than you found it.) Again, this simple act of tidying up will help the custodians fulfill their other duties.

On behalf of the custodial staff, thank you for your consideration and assistance with this.

**ASSESSMENT COMMITTEE.** Thanks to all who have submitted artifacts, or who have agreed to serve as scorers for this year's assessment efforts. If you have not yet submitted a needed item, or if you have not yet completed your scoring, please try to do so as soon as possible. Our report for this year is due by the first of June.

**CURRICULUM COMMITTEE.** The proposed revision for the curriculum for the Associate of Science in Business degree is attached to this report. This is the version that was presented to the faculty approximately two weeks ago. Since that time, however, some amendments have been offered which the committee will accept as friendly during the debate in today's meeting. It is hoped that the Faculty Organization will vote to adopt this curriculum, effective for students entering USCL in FALL 2014 and thereafter. **SEE APPENDIX #8**

## APPENDIX #3: ACADEMIC SUCCESS CENTER REPORT

Academic Success Center Report  
 For April 11, 2014 Faculty Meeting  
 Submitted by Dana Lawrence

Please send all ASC-related questions and requests to me:

[LawrenDE@mailbox.sc.edu](mailto:LawrenDE@mailbox.sc.edu) or 313-7023.

Summer 2014: Due to budget constraints and very low usage numbers for the last 3 summers, the ASC will not offer tutoring during summer 2014. Please let me know if you have any questions or concerns.

### Fall 2013 Stats

	August/Sept 2013	October 2013	November 2013	December 2013
Number of Tutors	9	11 (We added 2 new by-appt-only tutors after fall break)	11	11
Total Number of Sessions	187	152	126	64
Tutoring Sessions/Day (avg)	6.92 (27 operating days)	7.2 (21 operating days)	6.6 (19 operating days)	6.4 (10 operating days)
Available Tutoring Hours/Day (avg)	21.6	25.2	25.2	25.2
Tutoring Sessions/Tutor (avg)	20.7	13.8	11.5	5.8

### Spring 2014 Stats

	January 2014	February 2014	March 2014
Number of Tutors	10	10	10
Total Number of Sessions	73	89	77
Tutoring Sessions/Day (avg)	5.2 (14 operating days)	5.6 (16 operating days)	3.7 (21 operating days— including 5 days during Spring Break)
Available Tutoring Hours/Day (avg)	22.2	22.2	22.2 (10 hrs/day during Spring Break)
Tutoring Sessions/Tutor (avg)	7.3	8.9	7.7

### Tutoring Sessions by Area (March 2014)

Accounting/Business	6
Biology	7
Chemistry	2

<b>Math</b>	<b>29</b>
<b>Spanish</b>	<b>9</b>
<b>Writing</b> <ul style="list-style-type: none"><li>• ECON: 1</li><li>• ENGL: 17</li><li>• MGMT: 1</li><li>• MKTG: 1</li><li>• PSYC: 3</li></ul>	<b>23</b>
<b>Other (help student navigate Blackboard, access USCL email, use Microsoft Word, etc.)</b>	<b>1</b>

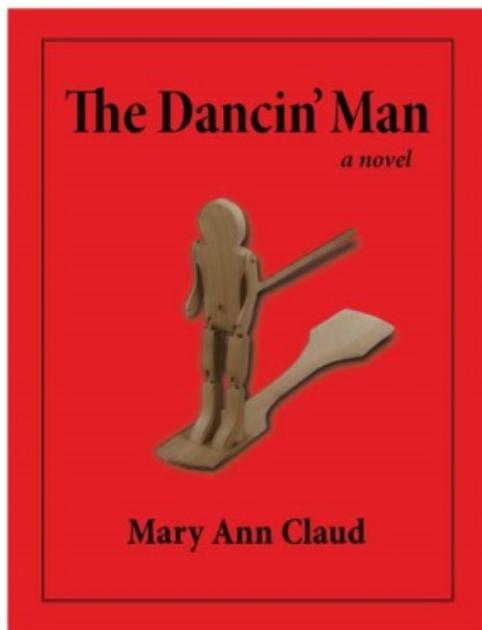
APPENDIX #4:  
MEDFORD LIBRARY REPORT  
Faculty Meeting  
April 11, 2014



## NEW MEDFORD LIBRARY HOURS March 31 – May 9, 2014

Sun: 2PM - 6PM | Mon – Thurs: 8AM - 8PM | Fri: 8AM - 12PM

### BOOK READING • MEET THE AUTHOR



**USC Lancaster  
Medford Library**

**Tuesday, May 6, 5:00 pm**

**Reception to follow**

MARY ANN CLAUD was raised in Lancaster, South Carolina. She holds undergraduate and graduate degrees in music from Converse College. She has attended writing course at Duke and VCU, and has taught adult education courses in creative writing and Southern literature. She wrote a weekly front-page column for the *Hendersonville (NC) Times News*. She lives in Tryon with her husband Olin Sansbury. *The Dancin' Man* will be available May 1 through book stores and online.



PHOTO BY LES DUGGINS



**BRUCE NIMS, Ph.D.**

## **SPRING 2014 FACULTY COLLOQUIUM SERIES**

**"Democracy Through Censorship: Kurosawa's  
Films and the American Occupation of Japan"**

**April 16 • Library Conference Room • 12:15p – 12:45p**

## **Earth Awareness Month @ Medford Library**

**Selected titles on display throughout April 2014**

## **Student Art Exhibits**

**ongoing through 2014 @ Medford Library**

## **STUDY SNACKS**

**APRIL 21 - 25, 2014**

**Sponsored by Medford Library, Student Life/SGA, and the Black  
Awareness Group**

## APPENDIX #5: Columbia Senate Report

# Columbia Senate Report

From the 4/2/2-14 meeting

USCL representatives on the Columbia Senate: Alhaddad, Bohonak, Campbell.

1. **Invited speaker John Dozier, USC Chief Diversity Officer.** Discussed his role in the university. Emphasized the difference between diversity and inclusion, and the value of increasing inclusiveness at USC.

*Diversity refers to the variety of personal experiences, values and worldviews that arise from differences in culture and circumstances. Such differences include race, ethnicity, religion, national origin, gender, age, disabilities, sexual orientation, gender identity and socioeconomic status.*

*Inclusion refers to the active, intentional, and ongoing engagement with diversity in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of complex ways individuals interact within institutions. Inclusion is the act of creating environments in which any individual or group can feel welcomed, respected, supported and valued.*

2. **Report from the Committee on Admissions.**

Statement from University Admissions Committee on accepting AP Computer Science as fulfilling a math or science requirement for the purpose of admissions to USC:

The committee considered a proposal from the Computer Science department to allow AP Computer Science taken in high school to count toward satisfying the high school college preparatory course requirement in Mathematics and/or Laboratory Science. Representatives of the departments in Mathematics, Chemistry and Biology were informed about this proposal, as well as the Associate Dean of the College of Arts and Sciences. We took into consideration what other states are doing and we consulted with SC Commission on Higher Education (CHE), the SC State Department of Education, and the College Board (who administers the AP program), and we asked the Office of Undergraduate Admissions to provide an impact assessment. Taking all this into consideration, the Committee supports this proposal, provided CHE would also approve AP Computer Science A to be a suitable course for Mathematics and/or Laboratory Science. The Committee brings this recommendation forward for consideration and approval by the Faculty Senate. The committee asks the Faculty Senate to approve this request and to recommend to the South Carolina Commission on Higher Education that AP Computer Science should satisfy a college preparatory curriculum Mathematics or Lab Science course requirement.

Submitting: Hunter Gardner and Joan Donohue (co-chairs, Admissions Committee); Scott Verzyl

3. **Courses and Curricula**

[I only listed the changes that may affect USCL. A complete list of changes (along with more detail) is available here <http://www.sc.edu/faculty/senate/14/agenda/0402.cc.pdf>]

- AFAM 335. Now cross listed as HIST 455. New course title and description. The American Civil Rights Movement. [=HIST 455] (3) Examination of the origins of Jim Crow and the multi-faceted struggle against it, and other forms of racial inequality, in the American South and the rest of the US since the early 20<sup>th</sup> century.
- ANTH 101: CC GSS
- School of Visual Arts is now School of Visual Arts and Design.
- FILM 300: CC GHS

- RELG 205: CC VSR
- SOST 101: CC AIU
- WGST 112: CC GSS and VSR
- Change in curriculum for the bachelor in Business Administration—Economics major.
- CSCE 390: CC VSR
- Change in curriculum for the BS in Pharmaceutical Sciences (formerly called Pre-Pharm).

4. **Committee on Instructional Development**

The following courses were approved for distance education delivery: HIST 112, MATH 221, MATH 222, PSYC 522, PSYC 523, WGST 113, EDEL 440, EDEL 450.

5. The Academic Freedom Resolution was passed after some small changes in language were made.
6. Report from the (Columbia) Welfare Committee. The Executive Summary is available here [http://www.sc.edu/faculty/PDF/Faculty\\_Welfare\\_Faculty\\_Climate\\_Survey\\_2013\\_Executive\\_Summary.pdf](http://www.sc.edu/faculty/PDF/Faculty_Welfare_Faculty_Climate_Survey_2013_Executive_Summary.pdf). The complete (98 page) report is available here [http://www.sc.edu/faculty/PDF/Faculty\\_Welfare\\_Faculty\\_Climate\\_Survey\\_2013.pdf](http://www.sc.edu/faculty/PDF/Faculty_Welfare_Faculty_Climate_Survey_2013.pdf).

The top item that “faculty support for changes in current policies or conditions at USC” was tuition assistance for children of faculty. The third item was faculty involvement in selecting institution-wide software and technology. Most of the other items were related to salary, financial support, and facilities.

The item analysis looked for disparities within the demographic variables Gender and Faculty Rank (tenured, tenure-track, non-tenure track). Race/ethnicity disparities were summarized, but not tested, since the number of minority respondents was quite low. Note that one-third of the respondents provided no information on race/ethnicity.

Thirteen items showed strong evidence of gender disparity, with female faculty uniformly expressing greater dissatisfaction than male faculty with current conditions or policies on the items in question. The five items with greatest gender disparity below highlight differences in unit atmosphere, health care, and research environment.

1. Equal treatment of male and female faculty.
2. Ability to discuss personal and/or family responsibilities when scheduling departmental obligations.
3. Sharing of views by all participants at faculty meetings.
4. Available health care options for family/household.
5. Presence of research colleagues on campus.

There were 34 items with significant faculty rank disparities. Many of these significant items showed a gulf between non-tenure track faculty and tenured/tenure-track faculty, with high percentages of non-tenure track-faculty expressing dissatisfaction with current conditions or policies. The items with greatest faculty rank disparity focused exclusively on tenure and promotion issues.

This result is perhaps not unexpected since the items below could be seen as surrogates for faculty rank, though the direction of some of the disparities may be unanticipated. Tenured faculty were more satisfied with post-tenure review; Non-tenure track faculty were highly dissatisfied with the tenure/promotion process; tenure-track faculty had less understanding of unit criteria than tenured faculty; tenure-track faculty were more satisfied with assistance available for pre-tenure/promotion and more satisfied with feedback on progress to tenure and promotion.

1. Satisfaction with post-tenure review.
2. Satisfaction with the tenure/promotion process.
3. Understanding of unit criteria for achieving tenure/promotion.
4. Satisfaction with assistance available to pre-tenure/promotion.
5. Feedback on progress toward tenure/promotion

## APPENDIX #6: USCL BUDGET COMMITTEE REPORT ON GREGORY HEALTH AND WELLNESS CENTER

### Gregory Center Expenses

#### 2010-2011

##### **Total Resources**

Beginning Balance	-18475
Sale/Services	261622
Transfer In	82600
<b>Total</b>	<b>325747</b>

##### **Uses**

Personnel/Fringe	324341
Contractual Services	4214
Supplies	16612
Other	-1298
<b>Total</b>	<b>343869</b>
Ending Balance	-18122

#### 2011-2012

##### **Total Resources**

Beginning Balance	-18122
Sale/Services	236287
Transfer In	90000
<b>Total</b>	<b>308165</b>

##### **Uses**

Personnel/Fringe	383341
Contractual Services	504
Supplies	9809
Other	11197
<b>Total</b>	<b>404851</b>
Ending Balance	-96686

#### 2012-2013

##### **Total Resources**

Beginning Balance	-96686
Sale/Services	208511
Transfer In	62300
<b>Total</b>	<b>174125</b>

##### **Uses**

Personnel/Fringe	270218
Contractual Services	0
Supplies	12170
Other	-126133
<b>Total</b>	<b>156255</b>
Ending Balance	17870

#### 2013-2014

##### **Total Resources**

Beginning Balance	17870
Sale/Services	234938
Transfer In	0
<b>Total</b>	<b>252808</b>

##### **Uses**

Personnel/Fringe	178493
Contractual Services	1506
Supplies	7167
Other	2773
<b>Total</b>	<b>189939</b>
Ending Balance	62869

## APPENDIX #7: EXECUTIVE COMMITTEE MOTION

# Election Procedure Motion

The executive committee moves that portions of the bylaws be revised to more accurately reflect the election process, and to legalize the ballot procedure we use. In particular, we move that sections. In particular, we move that Article III Section 2, and Article VI be revised as described below:

[Current]

[Article III] Section 2. The officers of the USC Lancaster faculty organization will serve for a term of one calendar year commencing with their election to office. Nomination and election of officers shall take place at the last regular faculty meeting of the academic year. Nominations will be made by the current Executive Committee after having polled the faculty as to its preferences. Current officers are eligible for re-nomination and re-election. Nominations will also be taken from the floor.

...

### Article VI – Elections

Section 1. In the case of any position to be filled by election by the faculty organization, nominations for such positions shall be made by the Executive Committee in accordance with the procedures for elections of officers in Article III, Section 2 above or be made from the floor. Voting shall be by secret ballot.

Section 2. A candidate receiving the highest number of votes on the first ballot shall be declared elected.

-----  
[Proposed]

[Article III] Section 2. The officers of the USC Lancaster faculty organization will serve for a term of one calendar year commencing with their election to office. Current officers are eligible for re-nomination and re-election. Procedures for elections are described in Article VI.

[Proposed]

### Article VI – Elections

Section 1. In the case of officers or other positions which are filled by election by the faculty organization, elections will normally be held at the end of the academic year. Nominations will be taken before the second to last meeting of the year and will be taken from the floor during that meeting. The ballot will then be conducted by secret ballot by mail (through faculty mailboxes) between the second to last and last meeting of the year, with ballots due before the end of the final faculty meeting.

Section 2. In the event that an election is necessary at another time of year, the ballot may be conducted by mail, by email, or during the faculty meeting, as appropriate.

Section 3. A candidate receiving the highest number of votes on the first ballot shall be declared elected.

**APPENDIX #8: CURRICULUM COMMITTEE MOTION**

**ASSOCIATE IN SCIENCE (BUSINESS) DEGREE WORKSHEET**

<b>NAME:</b>			
<b>Student Number:</b>		<b>MATH Placement:</b>	
<b>Anticipated Major:</b>		<b>FORL Placement:</b>	

<b>I. Communication/Written Component (CMW) – 6 hours</b>		
<b>ENGL 101</b> (grade of C or better)	<b>03</b>	
<b>ENGL 102</b> (grade of C or better)	<b>03</b>	

<b>II. Analytical/Problem Solving Skills (ARP) – 3 hours</b>		
One course chosen from: MATH 122 or 141 or 170; or CSCE 101 or 102; or PHIL 110; or STAT 110 or 112 or 201		

<b>III. Scientific Literacy (SCI) – 4 hours</b>		
One SCI-approved course. Must include lab.		

<b>IV. Global Citizenship/Multicultural Understanding: Foreign Language (GFL) – 0-6 hours</b>		
Foreign language courses (SPAN recommended) through the 110 level or a score of “2” or better on placement test.		

<b>V. Effective, Engaged and Persuasive Communication: Spoken Component (CMS) – 3 hours</b>		
Requirement must be met by taking SPCH 140		
<b>SPCH 140</b>	<b>03</b>	

<b>VI. Global Citizenship/Multicultural Understanding: Social Science (GSS) – 3 hours</b>		
Requirement must be met by taking one Carolina Core-approved course in PSYC or SOCY		
	<b>03</b>	

<b>VII. Aesthetic &amp; Interpretive Understanding (AIU) –3 hours OR Global Citizenship/Multicultural Understanding: Historical Thinking (GHS) – 3 hours OR Global Citizenship/Multicultural Understanding: Social Science (GSS) – 3 hours OR Values, Ethics, &amp; Social Responsibility (VSR) – 3 hours</b>		
Requirement met by choosing ONE of the following :		
<ul style="list-style-type: none"> <li>• One approved GHS course</li> <li>• One <i>approved AIU course</i></li> <li>• POLI 201 (GSS &amp; VSR), POLI 341, or POLI 370</li> </ul>	<b>03</b>	

