

Faculty Meeting Agenda:

October 2, 2015:

- I. Call to Order: 12:05pm
- II. Correction/Approval of the Minutes—September Minutes Approved
- III. Reports of Officers
 - a. Dean of the Campus--- **Dean Walter Collins (SEE REPORT ATTACHED—APPENDIX #1)**
 - i. Questions
(*Nims*): How much longer will there be no hot water in the Gregory Health and Wellness Center?
(*W. Collins*): Mr. Jackson is getting a part to fix it. I am not sure if someone has been down there yet, but it may be fixed today.
 - b. Associate Dean for Academic and Student Affairs—**Dean Ron Cox (SEE REPORT ATTACHED—APPENDIX #2)**
 - i. Continue to check your online schedules to look for mistakes.
 1. The previous Spring semester has been used as a template and appropriate adjustments have been made to it. However, if your teaching schedule is different that last Spring, your name may be on the schedule in places that it's not supposed to be.
 - c. Academic Success Center- (**SEE REPORT ATTACHED—APPENDIX #3**)
 - d. Human Resources—**Tracey Mobley-Chavous**
 - i. Should have received an email regarding Open Enrollment
 - ii. Bonuses: \$800.00 on October 31, 2015 paycheck
 1. This is not earnable compensation for employee/employer contribution to the retirement
 2. It does not contribute to the \$3000 per fiscal year employee cap on bonuses
 3. It does not include faculty that were not here in June (had to have at least 6 months of employment) and must be a FTE faculty member
 - iii. Several staff searches are occurring
 - e. Law Enforcement/Security—**John Rutledge**
 - i. Construction is starting on Hubbard Dr.
 - ii. Discussion of incidents on campus
 - iii. Use the BIT team if you notice anything unusual.
 - iv. Update Carolina Alert information.
 - v. Clery report is online and statistics available
 - f. Medford Library—**Kaetrena Kendrick (SEE REPORT ATTACHED—APPENDIX #4)**

- i. Migration of LibGuides complete
 - g. Native American Studies Center—**Brent Burgin**
 - i. October 15: Native American Art and Artifact Identification Night
 - ii. October 16: Lunch and Learn Lecture: “Yamasee Foodways: The Intersection of Food and Culture in an Entangled Colonial Setting.”
 - iii. Basket making demonstrations by Faye Greiner every Thursday, Friday, Saturday
- IV. Reports of USC System Committees
- a. Palmetto Colleges Faculty Senate
 - i. Executive Committee – **Chris Bundrick (SEE REPORT ATTACHED—APPENDIX #5)**
 - 1. Proposed changes to the BOL/BLS
 - 2. Contact senators with your feedback or questions
 - ii. Rights and Responsibilities – **Suzanne Penuel**
 - 1. Discussion with the Provost’s office of determine the best way to report student evaluation information in tenure files
 - 2. Discussion of the changing the complier position to represent the entire regional system
 - iii. System Affairs—**John Catalano**
 - 1. Met and decided that the Senate should reject the change to foreign language requirement for BOL/BLS
 - iv. Welfare- **Ernest Jenkins**
 - 1. Save the date: 1/15/16 T&P workshop
 - 2. Welfare committee discussing two proposed awards for Scholarship and Service
 - 3. Information on Duffy Teaching Award went out
 - b. Provost’s Advisory Council- **Fran Gardner**
 - i. Last Provost Advisory meeting on 5/12/15 with Helen Doerpinghaus
 - 1. Discussed search for the provost
 - 2. Major topic: Carolina Core and how to get courses approved and the migration through this process
 - a. Should go through the campus faculty and administration to Chris Nesmith and then to the Dean of Arts and Sciences
 - 3. Discussion about learning outcomes listed on sample syllabi and whether those are being used in a uniform manner
 - a. Still should be using the sample syllabi as a model and fulfill the learning outcomes of the designator (AIU, VRS, etc) of your discipline
 - 4. Office of Evening and Non-credit Programs being moved from Extended University into the Provost’s office

- a. In the past, evening courses had been under Extended University and not through the departments and the objection is that these departments have not really been tuned into these non-traditional students
 - c. Columbia Senate-- **Noni Bohonak**
 - i. A few course approvals mostly 400-500 levels
- V. Reports of Local Committees –
- a. Assessment Committee—**Ron Cox for Babette Protz**
 - i. Working to determine what is needed to assess our specialized degrees primarily, but is also helping to determine assessment to coordinate the common assessment with the other regional campuses
 - 1. The plan is to be able to upload the item to assessed onto Blackboard
 - b. Research and Productive Scholarship Committee- **Sarah Sellhorst**
 - i. \$40,000 allotted for this year’s grant
 - c. Student Affairs- **Chris Bundrick**
 - i. Approved Travel Study Program to London (NURS 398: Healthcare and Nursing in London, 3cr, Maymester)
 - 1. Not limited to Nursing students
 - 2. Combination of classroom and the trip with the use of distance modalities
 - 3. Please tell students about this during advising

(Golonka): I advise a lot of pre-health, is this something they would be interested in?

(Catledge): Absolutely. We are going to do the traditional London stuff, but we also going to the Florence Nightingale museum, we are going to a hospital...

(Golonka): Do you have an electronic PDF that you can send me?

(Catledge): I’m sure I do somewhere.

(N. Lawrence): Are there any pre-requisites at all?

(Catledge): No.
- VI. Unfinished Business – **1/3 Quorum Motion (Executive Committee)**
- a. Discussion:
 - (Golonka):** Why 1/3? That is not a majority. That’s not anything close to a majority of this group. Why 1/3?
 - (N. Lawrence):** The whole point was to get away from a majority; that’s why it’s a motion. Right now, it’s a simple majority and we are trying to lower it. We went with 1/3 as a compromise between the three of us in discussing it.
 - (Unidentified individual):** How much is 1/3?
 - (Bonner):** We have 63 voting members of the faculty. So 21.
 - (Cox):** So let me remind you that if the quorum is set at 21, 11 people voting at a meeting can change a policy. Eleven would be a majority.

(Bundrick): Out of curiosity, how many are majority now?

(Bonner): 17 would carry the vote now. Right now, we have 41 people here now, so we have about 2/3 of our voting members present.

b. Voting

i. The motion fails.

VII. New Business:

a. **(Yingst):** I would like to make a motion to charge the executive committee to create voluntary membership to the Faculty Organization.

i. **(Cruise):** Second

Discussion

(Gardner): Can we have clarification of what this would actually do?

(Yingst): Instead of lowering the quorum, I am suggesting we make membership to the faculty organization voluntary. Then making a quorum of the actual people that volunteer, so half of the people that are interested in showing up. No one would be asked to give up their right to make motions or vote when they do decide to show up. So instead of automatically being a member, people sign up for membership.

(Cox): But if they don't sign up, then they don't have the right to make motions or vote.

(Yingst): Even if they don't sign up, they have the right to make motions. All they are doing by not signing up is saying, "Don't worry if I am not there; you can have a quorum."

(Sellhorst): I find this to be an interesting idea considering the fact that the executive committee would not have come up with the original motion, had this not been an issue in the first place. I don't know if I agree with it or not, but my problem with that is if you sign up to be a member, you are member. If you don't sign up, you give up your right. That's the way I see it, you have to draw a line in the sand somewhere. You can't just show up when you want to and make whatever motion you want and then leave and not show up for another year. If you are a member, you are a member; if you are not, then you are not.

(Yingst): That is the system we have in place now. Someone can show up and make a motion and not come back for another year. It really doesn't change that at all.

(Sellhorst): But they are still a member that adds to the quorum.

(Yingst): I just want to somebody to have the option without shame to be able to say, "I am not interested in showing up." We have do have faculty like that and the only harm that they are doing is preventing us from getting a quorum. Let them say, "Go ahead without me."

(N. Lawrence): I am in support to with the "without shame" part of the motion. No one should feel bad for not coming to the meetings. Not that it was ever asked of me to justify anything, I was a driving force for this motion, and I realize that there are a lot of good reasons to not come to the meetings. No one should be shamed for not doing something, whether or not this motion passes, it is a shame that we are not able to do business. Although that isn't something that seems to bother this body too much either. Hopefully, nobody feels like that's what this was doing.

(Golonka): I'd like to point out that sometimes the faculty have other obligations which is why they are not at the meetings. It's out of the faculty member's control many times. There is already a conflict for many of our science faculty in February to participate in a community service event. What are we supposed to do? We have to make choices. Sometimes it's a medical emergency. I do agree that there are some faculty that do not attend the meetings, maybe by choice have decided they do not want to vote. Maybe those people should not be counted in the quorum, but I'm not sure if that is the way to go about it.

(Martek): Maybe there could be an opt-in and opt-out option; where you would opt out for an entire year or until whenever you decide to opt back in again. I think it would be ok to do that. Then we don't have to count them in the quorum.

(Yingst): That is the exact intent of the motion.

(Bundy): My problem is that you can opt-in or out as it fits you. You would need to commit to whether you would be a member of the organization or not for the year. By opting in you are committing to be here, when you are able to. If you choose not to do that, you can come and be a witness but not have the right to vote or make motions.

(Van Hall): This bewilders me. It has been my thought that the thing that makes a difference is faculty governance. I thought it was an obligation of employment to be a member of Faculty Organization and to opt out of this obligation is a violation of the terms of employment. A faculty member should be involved with the faculty organization and the faculty organization is responsible for faculty governance.

(Emanuel): If you let people opt out, they could argue that anything that was passed doesn't apply to them if they do not agree with it.

(Yingst): This seems to be a less structured version of what we do in Senate. We don't send every faculty member from every campus, we pick people to send to handle our governance. I am opting for the simplest version of this where the representative body, are those that want to volunteer.

(Cox): I will point at that this year, we are 2 for 2 in have a quorum at our meetings.

(Biggs): I have yet to hear a grounded rationale of why this is a problem to begin with. It was not my impression that a lack of a quorum has prevented these things from happening. The example from last year, it did pass. And the consequences of it not passing seem fairly minor. I am still looking for an example of when lack of attendance stopped something meaningful from happening and had consequences.

(N. Lawrence): If we are trying to bring something to a vote and we don't have a quorum and it happens more than once in an academic year... I think it's obvious why it matters.

(Biggs): I think that when there are issues that people are invested in, they come. I am still waiting for where there was a moment where people said there was a major issue that the faculty are invested and then they didn't show up.

(Yingst): Whether or not anything gets done is an issue. If I show up to a meeting and there is no quorum, then whatever business was going to happen is deferred, and I've wasted my time.

(Biggs): We only meet six or seven times. That's really not a reason, in my mind, that is a compelling explanation.

(Nims): I think our previous overwhelming vote clearly shows that the vast majority of people in here are satisfied with the way things are working right now and I don't see any reason to make any adjustments.

(Holt): I think what was shown is that the faculty does not agree with the 33% vote.

(Bonner): Let's put this to a vote.

i. The motion does not pass.

b. **(Holt)**: I would like to make a motion that we define the 5 year average attendance of our monthly faculty meetings.

i. **(Yingst)**: Second

Discussion:

(Yingst): The problem is that if we hired 20 people it would be impossible to get a quorum. To keep the quorum, you would have to have the attendance continue to go up. It should really be, 75% of the monthly attendance average.

(Holt): I'm saying we see what the average is as a percentage of the voting members. If we see that as a constant across time, we could set it at that number. Essentially what would happen is that the number would be a floating number as membership changes.

(Yingst): The attendance is going to move up and down. Probably about half the time, we will be below average. If we are going to miss a quorum by definition, half the time, that seems to be not so great.

(Bundy): You are not saying that it would be the simple majority of that average; you are saying it would be the average.

(Holt): Yes.

(Pangburn): Do you have that number, of what it would be?

(Holt): I don't.

(Cox): Do we even have those numbers for the past five years?

(Bonner): The faculty secretary keeps attendance for every meeting, so those numbers should be easy to come by.

(Cox): I have asked to see these numbers before and was told that they were unavailable.

(Golonka): The attendance is on all the minutes.

(Hammond): Clarification... This is a motion to get the executive committee to do something, This is not a motion to change the bylaws. Is that correct?

(Holt): That is correct.

(Van Hall): If I am hearing the discussion correctly, if the average attendance is 45, then we are suggesting that the quorum be 45?

(Holt): If we look at the monthly averages for the past 5 years and compare that to the voting membership at that time. If we find that, in general, the average is constant as a percentage, then why can't we define the quorum as that number? Be it 33%, be it 50%.

(Yingst): If we mostly have been getting quorums for five years, wouldn't there be an increase in quorum? Wouldn't that make it harder?

(Holt): If that is the case. I think it was Nick's argument, that there was a reason that they wanted to consider the 33%.

(Golonka): Full-time faculty has decreased over the last couple of years so we had 70 when I was secretary and now we are lower than that. So the average of the 5 years, is going to represent the years where we had a greater number of faculty.

(Holt): The quorum would drop. The quorum would be set year by year.

(Golonka): Not if you are using a 5 year average though. Because now you are weighting two of those years with a higher faculty body.

(Holt): But it's a percentage across time.

(Golonka): I know, but I'm saying it is going to interfere with that percentage.

(Burgin): Everything here has the potential, at some point, if things go up or down, to put us in a circumstance where the majority of this body does not make the decisions for this body.

(Nims): Perhaps the math and science faculty should come up with a comprehensive proposal.

(Bonner): Let's put it to a vote.

- i. The motion does not pass.

- c. (**Gardner**): I would like to make a motion to ask the executive committee to study and present possible ways to address quorum issues.
 - i. (**Yingst**): Second

Discussion:

(**Bundrick**): I would argue that this is what happened in the last meeting and this meeting already.

(**Gardner**): We have not found a reasonable solution yet.

(**N. Lawrence**): If the body would pass this, I'm sure the committee would be happy to undertake it, but I wonder if maybe the executive committee hasn't already put in more time into worrying about this than other bodies on campus. Perhaps, someone could suggest another place to refer this motion.

(**Bonner**): I kind of think that this is sort of our purview; this is what we are supposed to do. If there is an issue like this the executive committee is supposed to take it on.

(**Yingst**): Have you looked at what the trends were? Of when we have and have not made quorums? I don't know what the pattern has been. If it is the case that we never make a quorum in the February meeting, then why don't we just cancel that meeting? There are simple solutions already available to us.

(**Pangburn**): Why just cancel?

(**Yingst**): I don't know what the patterns are. Attendance seems to be lower in the spring. I'm just saying if there is a simple solution, we should look for that.

(**Cox**): I'm not sure how this fits in with Robert's Rules, but taking into account something Annette said earlier... There are many faculty that have legitimate obligations that prevent them from being able to participate. Many of you participate in conferences that require you to be away at some point when we have a faculty meeting scheduled. Maybe one of the options the executive committee could look at is that a faculty member who, for whatever reason (teaching, scholarship..) who is going to have to miss a meeting notifies the chair. If the chair or whatever mechanism, deems it as an acceptable reason or excuse then that person is taken out of the mix for a quorum for that meeting. It is similar to the idea of opt-in and opt-out, but then the question is...who has the authority to determine what is or is not an acceptable excuse? That is just one option that I am thinking that you may be able to look at...To take into account for those that cannot be there for legitimate reasons.

(**Van Hall**): We have had thousands of organizations over many decades of what is a sensible quorum rule and what is not. The general deduction from all of this is a majority plus 1. It seems to me unlikely that we are going to improve on the experience of the last seven decades, these thousands of bodies. Why not stick with a majority plus one?

(**Nims**): I could not agree with my colleague more. We have spent more time in the last two meetings fretting over this issue than we have in all years we've been here. It's a nonissue.

(**Cruise**): Obviously people are frustrated by it or we wouldn't be talking about it. Has faculty attendance really dropped that much?

(**Bonner**): Last year we missed three quorums and the one we did not miss was because there was a car wash outside the window and two members were brought inside to vote.

(**Golonka**): I just want to reiterate that you can have a special meeting just for that particular vote at a time you know is a common lunch time. If you just have 45 minutes and you are just talking about the one topic that we miss a quorum on, we can do that. There is a mechanism in place...

(**Bonner**): There is a mechanism in the bylaws that allows for special meetings and that is an option.

(Emanuel): We have never had one that we didn't have a quorum at.

(Burgin): It's not broke, it doesn't need fixing. We just need more people to come to meetings. You are not going to be able to force people to come to faculty meetings.

(Bonner): Let's put it to a vote.

j. The motion fails.

VIII. Special Orders - NONE

IX. Announcements/For the good of the order

- a. **(Sellhorst)** The Research Club Website up and linked from the student affairs page. Thank you to those who sent in their bios about willingness to speak to students about their research. If you have a Magellan Scholar Applicant, please let myself or Liz know so we can make sure they are able to watch the required Workshop video.
- b. **(N. Lawrence)**: At this point, all the committees should have met and established their chair, however if there is a change of who is in charge of a committee please let me know.
- c. **(Catledge)**: BSN program: Open House for the Nursing Simulation Lab on October 8, 2015 4:00-5:30PM. Students, faculty, friends, and family are welcome.
- d. **(Penuel)**: Abstracts for the Emerging Scholars Conference on Consuming and Consumption due October 20th.
- e. **(Cruise)**: Potluck after faculty meeting at 1:30PM.

X. Adjournment- 1PM

IN ATTENDANCE: Biggs, Bohonak, Bonner, Brown, Bundrick, Bundy, Burgin, Castiglia, Catalano, Catledge, W. Collins, Covington, Cox, Cruise, Easley, Emanuel, Freeman, Gardner, Golonka, Hammond, Hassell, Heinemann-Priest, Holt, Jenkins, Kendrick, N. Lawrence, Martek, Mobley-Chavous, Moon-Kelly, Neal, Nims, Pangburn, Pate, Penuel, Richardson, Roberts, Rutledge, Scott, Sellhorst, Taylor-Driggers, Van Hall, Wolochwianski, Yingst



UNIVERSITY OF
SOUTH CAROLINA
LANCASTER

Dr. Walter P. Collins, III
Regional Campus Dean

Report to the USC Lancaster Faculty Organization
October 2, 2015

People

Enrollment

As of October 2, 2015, 1706 students (headcount) are registered for the Fall 2015 semester. We will also add to this headcount with second 8 weeks students as well. The Fall 2015 enrollment freeze will take place around Oct. 21. At the enrollment freeze in Fall 2014, we had 1726 students enrolled. **Reminder:** We are serving approximately 129 BOL/BLS and 47 BSN students at USCL as well this semester who do not count in our campus enrollment numbers.

Human Resources

The following personnel searches are in progress:

Adjunct faculty advertisements for speech and multi- disciplines—ongoing
Opportunity Scholars Program Academic Specialist—closed and under committee review
Palmetto College Student Services Coordinator—search committee is reviewing applicants
Admissions Counselor/Processor advertising should begin Friday, Oct. 2

We are finalizing and seeking approval through Palmetto College for faculty searches with employment to begin in August 2016 based on expected retirements and the report from the Hiring Priorities Committee.

Athletics

Check the athletics web page for upcoming games and matches, and come out to support our teams. Link to web page: <http://www.usclathletics.com/>

Budget

The Dean's Budget Advisory group met on Tuesday, Sept. 15, and USCL administration will participate in the first quarter budget preparation meeting this afternoon. First Quarter Budget meeting is scheduled for November 11. Additionally, I will schedule and announce a **campus budget update for later this month.**

As I noted in my September report to this Faculty Organization we were able to build our carryforward by roughly \$510,000 from FY 14 to FY 15. Best practice in the Government Finance Officers Association suggests that institutions like USC Lancaster build carry forwards to the equivalent of around 3 months operating expenses. \$635,000, our carry forward at the end of June 30, 2015, amounts to approximately 3 weeks of operating expenses at USCL. My goal is to continue to build financial stability for our campus. Thank you for your assistance in attaining this goal.

Facilities

Repairs to science lab exhaust hoods: A pre-bid meeting has been scheduled for Wednesday, Oct. 7, and we anticipate a December project time frame for the repairs if bids come in as expected.

Gregory and Bradley are in need of isolated roofing repairs. Mr. Jackson has contacted a contractor to inspect these issues. We are working to have them here soon to identify areas where repairs are needed and to begin the projects to make the repairs.

If you see any repairs that need to be made around campus, please send an email to report them to me, Butch Lucas or Glen Jackson.

Other items...

- **eConsulting** has an on-campus follow-up meeting with USCL Administration, Enrollment Services and Financial Aid next Tuesday, Oct. 6. This meeting is a standard clarification-type meeting as they prepare their final report for our campus. Many of you were able to attend the Faculty Session on Friday, Sept. 18, thank you for your attendance and input.
- A campus and community **open house for the BSN Simulation Lab** will take place on October 8, 4:00 to 5:30 in the lab in Hubbard Hall. You should have received an invitation for this event from the BSN nursing faculty.
- **Mr. John King** who represents York County in the SC House of Representatives (District 49) will visit and tour USC Lancaster on Monday, Oct. 19.
- **Chancellor Elkins will be on campus on Thursday, Oct. 29 from 2:00 to 3:30 to host an afternoon social** similar to the one she hosted in the Spring. The new Vice Chancellors will join her. An invitation and more information will follow.
- The Lancaster County Chamber's **Business After Hours** took place on Thursday (9/17) at 5:30 at the Gregory Health and Wellness Center. Several of you were able to attend. Thank you for your support.
- The annual **Scholarship Luncheon** will take place on Thursday, November 12 at noon. An invitation and more information are forthcoming.
- In an effort to continue the momentum of meeting with prospective donors, Chris DeWolf (Director of Development for Palmetto College) and I will be meeting with potential corporate donors on Wed., Oct. 7.
- The next **Lunch and Learn** event will take place at the NASC on October 16 at noon. The topic is Yemasee Foodways.
- I have scheduled several of my annual regional **county council meeting presentations**. Upcoming presentations include: York County, Oct.19; Fairfield County, Oct. 26; Chesterfield County, Nov. 4; Lancaster County, Nov. 23. At these presentations, I talk about new initiatives and programs at USC Lancaster and update the council members regarding how many students from their county are enrolled at USC Lancaster.

APPENDIX #2: Academic and 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 ORGANIZATION
02 October, A.D. 2015

COURSE SYLLABI AND OFFICE HOURS: We are still missing a few course syllabi for 16-week and first 8-week courses (and the second 8-week session will begin October 19). Please submit a copy (**preferably electronic**) of your course syllabi and office hours to the Office of Academic Affairs. For Information about what needs to be included on your syllabus, see "Resources for Faculty" on the USCL webpage (<http://usclancaster.sc.edu/academics/syllabi.htm>).

October 12 is the last day for students to withdraw from 16-week courses without a grade of "WF." If you still have students attending your class who are not on the roll, please make sure that they check with the Admissions Office. Please continue to use the "Excessive Absences Referral Form" (<https://saeu.sc.edu/apps/uscl/attendanceReporting/index.php>) so that our office is aware of students on the roll who are no longer attending.

SPRING 2016 Academic Schedules. Thank you for your cooperation with providing your class schedules for Spring 2016. Please review the schedule draft on SSC, not only checking your own classes but also the courses needed for students majoring in your discipline or advisement area, and make any requests for changes/adjustments through your academic division chair.

I also strongly recommend (urge, beg, plead) that you continue to **periodically check your online schedules** throughout the remainder of the semester and the pre-registration period. Banner has, in the past, demonstrated signs of petulant intelligence and there have been unexplained changes which have occurred – everything from class time to location to course enrollment caps.

Please also make sure to **submit your textbook orders** to the USCL bookstore as soon as possible. If you do not plan to order a textbook, please notify the bookstore of that as well.

Advisement & Pre-Registration for SPRING 2016 will begin on Monday, October 19. Enrollment in Palmetto College courses (those taught as Columbia classes, either online or through two-way video) will be restricted to fully admitted Palmetto College (mostly BLS & BOL) students for the first two weeks of registration. Overrides for students coded as Lancaster will be given on a first-come, first-served basis thereafter. The SUMMER 2016 schedule will be posted as soon as the USC Columbia Registrar's office makes the link available.

APPENDIX #2: Academic and Student Affairs Dean's Report

Olde English Consortium Junior Scholars Day at USC Lancaster will be Thursday, October 22 from 9:00 a.m. until 1:00 p.m. We will be hosting approximately 100 of the “best and brightest” high school juniors from schools in and around our service area. One of the day's events includes students sitting in on “mini-lectures” provided by faculty and staff. There will be two periods for these mini-lectures: 12:00 – 12:25 pm, and 12:30 – 12:55 pm. **If you are going to be around and would be willing to participate, please let me know as soon as possible.** I don't know how many of these mini-lectures I will need, so at this point I am just asking for a list of folks who would be willing to speak to a couple of groups of really good high school (and potentially, USCL) students.

A few items related to Palmetto College

- If you are a Palmetto College advisor and have students who plan to enter Palmetto in Fall II, the deadline to apply is/was OCTOBER 01. Applicants need to complete a SPRING 2016 application and then the Office of Academic Affairs must notify Palmetto Admissions to update the application term to Fall II. All documentation needs to be submitted by October 09. The transfer fee for USC Columbia has been increased to \$65.00.
- Other Deadlines for Admission to Palmetto College (subject to change, according to the e-mail I received):
 - Spring 2016: November 1 2015; all documents submitted by December 22. **Due to the short time from the return from the holidays to the first day of Spring classes, all documents must be post marked December 22 2015 to guarantee processing.
 - Spring II 2016: February 15 2016 with all documentation submitted by February 22.
 - Fall 2016: July 1 2016 with all documentation submitted by August 1 2016.
 - Fall II 2016: TBD, but October 1 2016 is a great start until a final date is selected.

The **Palmetto College Coordinator Search Committee** has received its initial packet of applicants and will be meeting on Tuesday, 06 October to discuss. Once the finalists have been selected, campus visits will be arranged, and an opportunity will be set up for faculty and staff to meet with them and to offer feedback to the Committee. Committee members are:

Ron Cox – Associate Dean for Academic & Student Affairs, Chair
 Steven Campbell – BOL Advisor (Political Science)
 Laura Carnes – BLS & BOL Advisor/USC Connect Coordinator (Student Life)
 Tracey Craig – BLS & BOL Advisor (Counseling Services)
 Nick Lawrence – PC Education Advisor (English)
 Suzanne Penuel – BLS Advisor (English)
 John Paul Jones – Director of Enrollment Management
 Tracey Mobley Chavous – HR/EEO

APPENDIX #2: Academic and Student Affairs Dean's Report
STUDENT AFFAIRS

A few upcoming events:

- October 10 – Chemistry Club Merit Badge Event
- October 12 – USCL Research Club Meeting
- October 27 – USCL Research Club Meeting
- October 29 – Free Outdoor Movie – *Hocus Pocus*
- November 03 – Voter Registration Drive

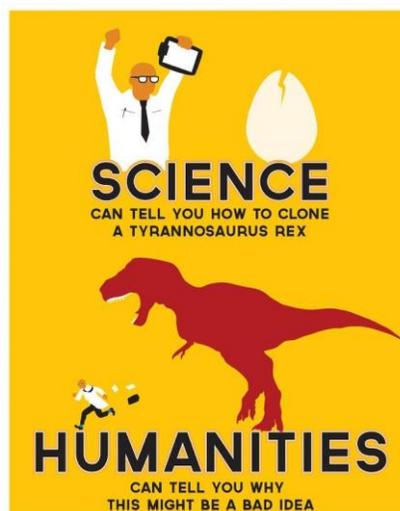
The USCL Office of Student Life now has an online calendar of campus events: <http://usclancaster.sc.edu/studentlife/index.html>. Any programs or events that you are planning should be e-mailed to Laura Carnes, and they can be added to the calendar. This is designed not only for event promotion, but also to help ensure that we schedule events in such a way as to not have competing programs and activities occurring simultaneously.

Intramural Volleyball will be held October 12 & 14. Please contact Keli Lathan Thomas if you are interested in sponsoring a team. This is open for faculty, staff, and students.

Applications for PALs for 2016-17 will be made available online on October 26. Paper applications are also available in the office of the Director of Student Life. Applications are due December 10 by 5:00 pm EST.

Lancer Sports

- Lancer Volleyball Schedule includes games at Cape Fear Community College on October 02 & 03, at Spartanburg Methodist on October 24, and at Brunswick Community College on October 30. The next home match is 6:00 pm on November 03 against Catawba Valley Community College.
- October 6 – Home Soccer matches against Region X foe USC Salkehatchie. Games are at 2:00 pm and 4:00 pm
- October 08 – Men's Soccer team plays at home against Belmont Abbey (3:00 pm)
- October 10 – USCL Baseball team plays at home – doubleheader against East Coast Baseball Academy. First pitch is at 1:00 pm.
- October 11 – Men's Soccer team plays at home vs. Richard Bland College (1:00 pm)



Please send all ASC-related questions and requests to LawrenDE@mailbox.sc.edu or call 313-7023.

Fall Semester

	August 2014	August 2015	Sept. 2014	Sept. 2015
Number of Tutors	9	10	9	10
Total Number of Sessions	13	28	173	181
Tutoring Sessions/Day (avg)	2.6 (5 operating days)	5.6 (5 operating days)	10 (17 operating days)	10.6 (17 operating days)
Tutoring Sessions/Tutor (avg)	1.4	2.8	19	18.1
Appointment	6	16	128	142
Drop-in	7	12	54	53

Tutoring Sessions by Area

	August 2015	September 2015
Biology	2	26
Chemistry	0	13
Computer Science/RCAM 151	0	7
Economics	0	1
French	0	0
Italian	0	0
Math/RCAM 105	15	74
Spanish	7	26
Writing	4 <ul style="list-style-type: none"> • ENGL: 2 • PHIL: 1 • Other: 1 	31 <ul style="list-style-type: none"> • ENGL: 15 • MUSC: 1 • PALM: 2 • PHIL: 5 • SOCY: 1 • UNIV 7
Other (help student navigate Blackboard, access USCL email, use Microsoft Word, skills review, etc.)	0	3

REMINDERS about the ASC's booking system:

- Students must book appointments at least 12 hours in advance.
- The booking page allows students to book a maximum of one week in advance (in an effort to allow as many students as possible to have access to tutoring services).
- Students who do not show up for appointments TWICE (without cancelling) are not allowed to book appointments for the rest of the semester. They are welcome to work with tutors on a drop-in basis.
- **ALL students can still work with tutors on a drop-in basis!**

Medford Library

FACULTY MEETING REPORT OCTOBER 2, 2015

SELECTED SERVICE STATISTICS/ ACTIVITIES FOR SEPTEMBER 2015

- **6,864** unique visits
- Processed **38** Interlibrary Loan requests (+15 from September 2014)
- Fulfilled **53** PASCAL Delivers requests
- Answered **149** reference questions
- Circulated **309** items (+30 from September 2014)
- Taught **9** classes (+4 from September 2014)
- Hosted Show What You Know (Prof. Brent Burgin) and Faculty Colloquium (Prof. Kaetrena Davis Kendrick)
- Preparation activities for October 2015 programs

NOW AVAILABLE

- Updated and expanded LibGuides!
 - Contact Rebecca or Kaetrena about creating a Course guide. It can be designed to reflect your syllabus or class activities.
 - New Guides coming soon:
 - T&P Tracking Tools
 - Teaching and Learning Tools
 - Open 24/7

UPCOMING PROGRAMS (review our [Fall 2015 Program Calendar](#))

- **Through October 3: Banned Books Week**
- **All month: Vice + Virtue Exhibit Series, "The Religious Experience"**
- **October 13: Show What You Know** – Dr. Courtney Catledge and Professor Ann Scott will guide attendees through a tour of the new USCL Nursing Simulation Lab.
- **October 14: Fall Into Medford: A Creative Venture**
- **October 28: Faculty Colloquium** – Dr. Mark Coe will present "Understanding and Addressing Barriers to Mental Health Treatment in Rural Communities"

UPCOMING SCHOLARSHIP

- Presenting at Georgia COMO on October 9
- Presenting at North Carolina Library Association on October 21

UPCOMING STUDENT ENGAGEMENT

- Meeting with Research Club on October 12, “Research Tools: Tips for the Engaged Student Scholar”

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

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

UPCOMING

- FULL TEXT FINDER will replace TDNET.
- Digital Scholarship initiative

HELPFUL LINKS

- Schedule Library Instruction: <http://bit.ly/1MePeQO>
- Faculty research support (Book A Librarian): <http://bit.ly/1iAfckX>
- Reserve the conference room : <http://bit.ly/1NsfhEr>
- Reserve materials for your courses: <http://bit.ly/1iAfckX>
- Request books for purchase: <http://bit.ly/1iAfckX>



UNIVERSITY OF
SOUTH CAROLINA
LANCASTER

Chris Bundrick

Report to the Faculty re: 9/25 PCCF Senate Meeting

Senate met at the Moore Business School and heard administrative reports from Dr. Harris Pastides, Ms. Joan Gabel, Dr. Susan Elkins, Dr. Chris Nesmith, as well as the local campus deans. The substance of these reports should be included in the minutes, which anyone can access at <http://saeu.sc.edu/pccfs/minutes.html>.

The standing committees' reports (also available in the minutes) were largely about the various projects and priorities for each committee. In brief: **system affairs** mainly addressed foreign language requirements for BOL/BLS and the question of adopting a +/- grading system; **rights and responsibilities** discussed a number of manual-related points the manual liaison brought to them as well as ; **welfare** discussed issues surrounding the Plyler Service Award and the soon-to-be scholarship award named after Denise Shaw.

Three motions (see attached) came up under old business for system affairs, but the chair ruled them to have expired since they had not been published on the motions page within the required ten days. Thus they returned as new business and were ruled substantive, meaning that the senate would wait until the next meeting to vote. John Catalano moved to suspend the rules so that the senate could vote immediately on motions one and two. The rules were suspended and both motions passed. There was lively discussion regarding motion three, but the senate will not vote on it until the meeting in Sumter on November 6.

As always, please contact you senate delegation if you have any questions or suggestions:

Susan Cruise System Affairs Committee 2015-2018
Suzanne Penuel Rights and Responsibilities Committee 2015-2017
Fernanda Burke Welfare Committee 2014-2017
John Catalano System Affairs Committee 2013-2016
Jason Holt Rights and Responsibilities Committee 2015-2018
Earnest Jenkins Welfare Committee 2013-2016
Dana Lawrence Rights and Responsibilities Committee 2015-2018
Stephen Criswell Welfare Committee 2015-2016
Andrew Yingst System Affairs Committee 2013-2016
Chris Bundrick Executive Committee, At-Large 2015-2017

APPENDIX #5: Senate Report

Motion 1

HPEB proposal for Major Option and Cognate in BLS

We propose that Health Promotion, Education, and Behavior (HPEB) be included as an approved discipline in the Social and Behavioral Sciences majors option and as a possible Cognate for the BLS degree.

SCI: Scientific Literacy: It is suggested but not required that students interested in an HPEB majors option take BIOL 120 as part of the Scientific Literacy credits.

Major Options:

Social and Behavioral Sciences:

HPEB would blend well with CRJU, POLI, PSYC, SOCY, ANTH. This major option will provide a basic foundation for students desiring preparation in health promotion, health education, health behavior change, and disease prevention. It will prepare students for work in corporate, governmental and nonprofit agencies. Students with this major concentration would be equipped for careers, including but not limited to, in public policy, guidance counseling, addiction counseling, corporate wellness, obesity prevention, community health education, Pregnancy/STD counseling and Adult and juvenile justice systems.

Being included in the Major options also allows students the ability to choose Social Work as a Cognate and further strengthen their employable skills.

Science/Mathematics:

HPEB would blend well with BIOL, ENVR, and STAT. This option would provide the basic foundations for careers in Public health and serve as an option for students wishing to continue on to graduate school in public health. This could be a great precursor to the Master of Public Health in Health Promotion, Education, and Behavior professional online program.

Cognate:

We would like HPEB to be included in the Cognate options specifically to be paired with BIOL/CHEM majors option. This would give students looking toward graduate study in physical therapy, occupational therapy, speech therapy, physician's assistant programs, and medical school the ability to take courses related to their goals of becoming a health professional.

Recruitment and Retention:

This degree would fill a current void in our academic offerings. The US Department of Labor Bureau of Labor Statistics projects 17.2% job growth in the fields of community and social services, and a 28.1% growth in the Healthcare support occupations by 2022. (US Department of Labor Bureau of Labor Statistics; December 19, 2013 http://www.bls.gov/emp/ep_table_108.htm) The addition of HPEB to the BLS offerings would provide geographically stationary students across the state the ability to take advantage of the job growth in the health care fields.

The addition of HPEB to the course offerings of the BLS program will enhance recruitment efforts by providing students with an opportunity to complete a degree in a health related field. This is particularly true with the recruitment of student looking

APPENDIX #5: Senate Report

toward completing pre-professional health requirements for graduate school. Recruitment of students interested in the fields of community and public health would also be enhanced.

With retention in mind, the addition of HPEB as a Social and Behavioral Sciences Majors option, specifically, would provide an alternative pathway to a bachelor's degree for the many students unsuccessful in the ADN and BSN programs. The limited number of competitive spots and the heavy Biological sciences requirement leads to a large number of students with interest in the health field left to find alternative majors.

Course offering ability and preliminary schedule:

Currently USC Lancaster is capable of providing the following courses in the discipline of HPEB.

- HPEB 300 – Intro to Health Promotion Education and Behavior
- HPEB 321 – Personal and Community Health
- HPEB 331 – Health Education for the Elementary School
- HPEB 501 – Human Sexuality
- HPEB 502 – Applied Aspects of Human Nutrition
- HPEB 511 – Health Problems in a Changing Society
- HPEB 513 – Race, Ethnicity and Health
- HPEB 550 – Health Behavior Concepts and Processes for the Health Professional
- HPEB 553 – Community Health Problems

Fall Year 2015	Spring Year 2016
HPEB 300	HPEB 501
HPEB 321	HPEB 321
HPEB 502	

Fall Year 2016	Spring Year 2017
HPEB 511 or 550	HPEB 513 or 553
HPEB 321	HPEB 321
HPEB 502	

In this proposed 2 year rotation the student could easily achieve the Major requirement of 12 credit hours with a minimum of 9 credit hours (more than half the required 15 credit hours from the 2 disciplines) from 400 level or above.

There is also the possibility of completing some requirements via distributed learning in Columbia. Historical, the following courses have been offered online from the Columbia campus:

- HPEB 321 – Personal Health and Wellness
- HPEB 547 – Consumer Health in Contemporary Society
- HPEB 553 – Community Health Problems
- HPEB 540 – Drug Education

Motion 2

A Proposal to Amend the Current BLS Degree Program Requirements to include Native American Studies

NAS Proposal for Major and Cognate

Native American Studies were established at USC Lancaster in 2005. Currently five faculty members who form the core of our efforts are in the disciplines of Anthropology, Archival Studies, Art, and English. Additional faculty members within Palmetto College are currently teaching or are potential contributors from the disciplines of history, linguistics, and education, such as Professor Sarah Miller at Salkehatchie, Dean Alice Taylor-Colbert at Union, Professor David Marlowe of USC Upstate, and Associate Dean of Education James Charles at Upstate.

For some time now, we, the NAS faculty, have desired the opportunity to offer an undergraduate degree program in Native American Studies (NAS). Further we perceive a streamlined path to achieving this goal within the existing Bachelor of Arts in the Liberal Studies Degree Program currently available within Palmetto College. The faculty within Native American Studies, with unanimous support of the Native American Studies Advisory Committee, proposes amending the program of study in the current BLS degree requirements to allow for Native American Studies as a discipline option in both the Humanities track and the Social & Behavioral Sciences track. NAS should also be formally listed as a cognate option for the BLS degree.

Major Options:

Humanities and Social Sciences

Courses currently available to BLS students who might be interested in using Native American Studies as a major area are in English, History, and Anthropology. Under the current curriculum BLS students cannot combine Social Science courses (Anthropology) and Humanities courses (English and History). We would like to propose that this barrier be removed, allowing students to select Native American Studies-focused courses from English, History, and Anthropology, as well as, later, Linguistics, Art, and other areas. Courses will be identified as Native American Studies courses by the USCL Director of Native American Studies with the approval of Regional Campus Academic Deans and the Palmetto College Chancellor's Office.

A ~~major~~ concentration in NAS would pair well with such Humanities majors as History, Art, English, and other disciplines (Advisors would need to note which English, History, etc. courses are being used for NAS and which for the regular discipline). A traditional Humanities discipline major could be enhanced by being blended with Native American Studies, offering the student a more diverse perspective on literature, history, art, etc. The major would also pair well with the Criminal Justice, Political Science, Psychology, and Sociology courses now offered to BLS students. Students blending a Social Science area with NAS would benefit from exposure to other social, cultural, and ethnic traditions.

A ~~major~~ concentration in Native American Studies would offer enhanced employability to students seeking to work with Native communities, particularly the Catawba of York County, and would provide a solid foundation for students planning to attend graduate

APPENDIX #5: Senate Report

school for an advanced degree in a Humanities or Social Science major. The degree would also be useful to students seeking work in cultural tourism, public health, education, or social work.

The required BLS internship could potentially be completed at the USCL Native American Studies Center for students in the Lancaster area (NAS Archivist Brent Burgin regularly oversees BLS interns). For students outside of Lancaster, local tribal offices, museums, and local history societies would offer opportunities to apply Native American Studies coursework to specific tasks and projects.

Recruitment and Retention:

The NAS faculty at USCL are regularly asked by visitors to the Native American Studies Center about opportunities to study Native American history and culture. Many of these inquiries come from prospective students outside of the USCL service area (Aynor, Salley, Gray Court, Moncks Corner, etc.—locations home to state-recognized tribal communities). Offering NAS through Palmetto College would be an effective way to recruit these South Carolinians and the opportunity to conduct research in their own communities would enhance retention.

Most importantly, offering Native American Studies through the BLS program of Palmetto College would be unique to our region. Few Native American Studies undergraduate programs exist in the Southeast (there are none in South Carolina) and none are currently offered as distance education. A major in Native American Studies, combined with the unique resources of the USCL Native American Studies Center, would have great appeal to students interested in American Indian history and culture in and beyond South Carolina.

Course offering ability and preliminary schedule:

Currently USC Lancaster is capable of providing the following courses in the discipline of NAS.

ENGL 429C Topics in American Literature: Native American Myth, Legend, and Oral Tradition

ENGL 438A Studies in Regional Literature, South Carolina (Course includes oral traditions of the Catawba and Cherokee, works about Native Americans in South Carolina—by William Gilmore Simms, John Lawson, etc.—and writing by emerging South Carolina Native American authors)

ANTH 205 Panoramas of Pre-History

ANTH 209 Introduction to Folklore (Emphasis on Native American folklore). According to the guidelines for the College of Arts & Sciences, all 200 level ANTH courses are allowed to be used for cognate or major credit)

ANTH 317 North American Indian Culture (aka American Indian Nations)

ANTH 321 South Carolina Archaeology

ANTH 333 Native American Prehistory

ANTH 352 Magic and Religion

ANTH 391 Special Topics: Catawba Indian Folk Traditions

ANTH 399 Independent Study (Archaeological Artifact Lab)

HIST 401 The Development of the American People to 1789

HIST 409 History of South Carolina, 1670-1865

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Additional courses are (and could be) available from campuses other than Lancaster. For example, Dr. Sarah Miller and USC Salkehatchie offers History 402 New Nation. Several additional courses that are listed in the USC Bulletin could be used to complement the NAS major. These would require additional approval. Among these courses are the following:

ARTS 499 Independent Study

ANTH 499 In the Tradition of Anthropology (Native American Studies)

LING 405 Topics in Linguistics (Southeastern Native Languages)

ENGL 439 Selected Topics

ENGL 455 Language in Society

ENGL 490 Topics in Advanced Study (Native American Literature and Oral Traditions)

ENGL 449 Special Topics in Theory (Post-Colonial Theory)

A model schedule using courses currently available would be as follows:

Fall Year 1	Spring Year 1
ENGL 429C	ANTH 333
ANTH205	ANTH 209
HIST 401	ANTH 317

Fall Year 2	Spring Year 2
ANTH 321	HIST 409
ANTH 333	ANTH 352
ENGL 438A	ANTH 391

A student could easily earn the 12 to 15 hours required of the major, as well as 12 of the 9 to 15 hours at the 400 level in two years.

APPENDIX #5: Senate Report

Motion 3

Proposed changes to BLS/BOL Foreign Language Requirements
Palmetto Faculty Advisory Committee
Proposed: 3/28/14 (Revised 3/18/15)

I. Current Situation

- Both the BLS and BOL require “Demonstration of proficiency in one foreign language equivalent to minimal passing grade on exit exam in 122 course.”
- This was adopted when the BLS was first proposed and modeled on the requirement for the CAS.
- The BOL also adopted the same General Education requirements for the BLS.

II. Current Issues

- No foreign language courses are currently approved for online delivery in our catalog. Therefore online students who need language requirements must take them via concurrent enrollment through Aiken or Upstate, or at another institution.
- Many returning students have prior foreign language credit, some even 6 hours, but not 122 (see “Reasons” below for more on why). With many years since their last language class they cannot test into 122 directly. Some must retake 110, and some need to start over altogether.
- 122 does not have many transfer equivalencies—none at the technical colleges and some 4-year colleges do not have courses that transfer as equivalent to 122.

III. Examples

- HRSM: “GFL: Students must demonstrate proficiency in a foreign language by achieving a score of 2 or higher on the foreign language placement test or by completing one foreign language course through to 110 or 121. See list of approved GFL courses.”
- Business: “Students shall demonstrate in one Foreign Language the ability to comprehend the topic and the main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects. This ability can be demonstrated by achieving a score of two or better on a USC foreign language test. Those failing to do so must satisfactorily complete equivalent study of foreign language at USC.”

IV. Reasons to Consider this Solution

- The 122 requirement is a higher standard than most other colleges at USC—such as the Moore School, Public Health, Social Work, Music etc. which only require 6 hours of foreign language. HRSM only requires one course.
- Our two degree programs are increasingly being sought by students who are interested in a degree-completion program, and this requirement may add an additional semester or two for many of them.
- Faced with this hurdle, some students are opting not to apply with us at all.
- Advisors report that some current students find this to be the primary obstacle to actually pushing through to graduation or at times transferring to a less challenging option to avoid it.

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- For BOL students this is a very high bar that isn't arguably equivalent in this more business/professional oriented discipline.
- What is our objective for the student in regards to the foreign language requirement? Can that be met by requiring only 6 hours?