

## Faculty Meeting Minutes:

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November 13, 2015:

- I. Call to Order- 12:02PM
- II. Correction/Approval of the Minutes- October minutes approved
- III. Reports of Officers
  - a. Dean of the Campus--- Dean Walter Collins (**SEE APPENDICES #1 & #2**)
  - b. Associate Dean for Academic and Student Affairs—Dean Ron Cox (**SEE APPENDIX #3**)

*(Van Hall)*: Any progress on the whiteboard front?

*(Cox)*: I have not heard any new discussion on this issue. They were looking at different chemical compounds for cleaning purposes. I teach in Founders once a week and the chemical spray seems to work okay, but not great.

*(N. Lawrence)*: The water works better than the chemicals. And it doesn't really work.

*(Van Hall)*: I don't understand why we can't have an experimental board where we use the whiteboard paint?

*(Cox)*: I haven't had a chance to talk to Butch lately about this, so I will touch base with him.

*(N. Lawrence)*: Question about the two-way video Palmetto rooms? One has died and the other only has two working light bulbs. So if you are in committee meetings, people cannot see you unless you are sitting in particular chairs. Is the intention to never revive the other room and let the other one die as well? Or are they going to be viable? Have you heard anything?

*(Cox)*: This is the first I have heard about this. Who has this been reported to?

*(N. Lawrence)*: Walt reported to us at the beginning of the semester that we could not use Medford 213 and there was an email circulating saying that room was down.

*(Cox)*: It's my understanding that both rooms are to be continued to be used and revitalized.

*(N. Lawrence)*: So is the intention to fix Medford 213 then?

*(Cox)*: As far as I know. Now with Palmetto College, the number of two-way classes has diminished as the number of online courses has increased. We built two rooms so that we could have 2 courses that are being taught this way occur in the same time if needed; however this is less of a problem now. I have been involved in a couple meeting recently where we have used two-way video. I will check and report back to you all regarding this issue.

*(Penuel)*: The new English search description seems very Native American Studies oriented. This was somewhat of a surprise to the rest of us in the division. Is there any way that this could be changed in to more inclusive of other possibilities?

*(Cox)*: I have not sent that forward yet to Tracey. I got a draft that said final copy, but there is some discussion going back and forth.

- c. Academic Success Center- **Dana Lawrence (SEE APPENDIX #4)**
  - i. Not be open on the Wednesday before Thanksgiving
  - ii. Will continue to offer full tutoring regular schedule through December 10

- d. Human Resources- **Tracey Mobley-Chavous**
  - i. If you have an excess of sick leave that you would like to donate, you need to do so before December 1
    - 1. You can carry forward 180 days (1350 hrs) and you must maintain 15 days after your donation (112.5 hrs)
  - ii. If you have input regarding the advertisements for the faculty searches, make sure you send that to division chairs prior to the description coming to HR
    - 1. Once it is approved by Columbia it cannot be changed
- e. Medford Library – **Rebecca Freeman (SEE APPENDIX #5)**
  - i. Discussion of the transition from TDNet to FullTextFinder; more search options available.
    - 1. Will go live in December
    - 2. When you are off campus, you must log in using your USC Network ID and password

*(Yingst)*: Is this replacing the link that says “A-Z list of all Electronic Resources”?

*(Kendrick)*: No. It is replacing on the front page where you see TDNet and you click to find full text articles.

- f. Native American Studies Center- **Stephen Criswell**
  - i. November 20: Third Anniversary Celebration
    - 1. Lunch and Learn, Brooke Bauer
    - 2. Guitarist, Gilbert Blue
    - 3. Pottery and Basket Weaving Demonstrations, Faye Greiner
- g. Webmaster- **Lori Harris (SEE APPENDIX #6)**
  - i. Discussion of Common Calendar for Palmetto College- Lancaster Campus
    - 1. Reduce conflicts
    - 2. Faculty meetings will be listed
    - 3. Go to “For Faculty and Staff” on the USCL home page > Click on the calendar link

#### IV. Reports of USC System Committees

- a. Palmetto Colleges Faculty Senate
  - i. Executive Committee- **Chris Bundrick**
    - 1. Issue with summer compensation and language in the Faculty Manual; old language will be addressed and other summer compensation policies may potentially be examined
    - 2. Policy for creating ad hoc T&P committees for campuses that do not have enough faculty to form their own
      - a. Standing committees may be formed each year
    - 3. Discussion of how to shorten the morning session at Senate Meetings

4. Examining two-year curriculum regarding SACS and Palmetto College
5. Invited Chancellor to come to the next Executive Committee meeting
6. New Business: 2 motions
  - a. Clarification of election process
  - b. Revision to the Timely Publication rule; clearing up who's responsibility the publication is
  - c. Motions will be voted on in January and are listed on the motions page for the faculty senate
- ii. Rights and Responsibilities- **Dana Lawrence**
  1. Completed a draft of T&P schedule for mid-year hires and the goal is to finalize it and present to the senate as a motion in the February meeting

*(Cruise)*: Does this apply to new hires for Fall 2016 or January 2015?

*(D. Lawrence)*: That's a good question. We won't vote on it until the April meeting, so it would probably be initiated for the Fall 2016.

**iii. System Affairs- Andy Yingst**

1. Request from Sumter that they create a two year business degree similar to ours
  - a. Suggested since we are Palmetto College now that every campus gets every degree
  - b. Motion to find out if this is true

**b. Columbia Senate- Shemsi Alhaddad Written Report (SEE APPENDIX #7)**

**V. Reports of Local Committees –**

**a. Student Affairs- Chris Bundrick (SEE APPENDIX #8)**

- i. Elliot Springs Writing Contest details settled
- ii. Plans to discuss Travel Study proposals
- iii. Request to look into policies regarding sexual harassment and sexual assault

*(N. Lawrence)*: Can students submit creative nonfiction as well to the Springs Contest? It's has to be prose only, correct, no poetry?

*(Bundrick)*: Right. There is a word limit, somewhere in the range of 5000 words. We are looking for prose, any sort of prose, but I think that creative submissions versus more scholarly, analytical submissions would get a little more play from the committee.

**b. Welfare & Grievance- Nick Lawrence**

- i. Names of the Duffy Nominees sent to Ray McManus, chair of Welfare Committee on Senate
  1. Jill Castiglia, Courtney Catledge, Lisa Hammond, and Babette Protz

**c. Ad Hoc Committee on Student Advising- Nick Lawrence**

- i.** This committee was announced last April and first meeting will be next Friday, November 20 at 9AM
  - 1.** Send any concerns about advising to this committee
- ii.** Plans to prepare a document that includes all faculty concerns regarding advising to present to the committee
- iii.** Final report by the end of the academic year to present to the Faculty Organization and Dean Cox

*(Cox)*: Email from Megan Catoe that a workshop on Degree Works is being planned. This software will tell us, which courses a student still needs to meet the requirements for a degree. It's not perfect, but it has the potential to be helpful to advisors and students.

*(Bonner)*: When will that software be available?

*(Cox)*: It is already available if you have access to it. It is on Self-Service Carolina. You have to request access under Faculty Services.

*(Golonka)*: We don't have access to it.

*(Bonner)*: I think it would benefit us all to have a joint training on this. Is Tara George planning on doing this workshop sooner than later?

*(Cox)*: I believe the plan is to have the workshop before the winter break. There should be something on Self-Service to request access.

*(Golonka)*: It doesn't say.

*(Cox)*: Ok, I will find out how we need access to Degree Works. It doesn't make sense to have a workshop if the faculty doesn't have access to the software.

VI. Unfinished Business- None.

VII. New Business – **Evaluation Committee Motion- Andy Yingst**

- a. Motion to amend the documents that were sent via email (**SEE APPENDICES #9 & #10**)

*(Yingst)*: There have been two changes since the original email. We have changed the term "junior" to " untenured" and in the event of tie "the appropriate review committee will meet and after agreeing on a method of resolving a deadlock in the event that one occurs, will discuss the ratings in each of the areas, and determine an overall rating in each area." This clarifies that this is not one overall rating, just a rating in each area. The overall idea is to change the numerical ratings to a version that would that match the administrative reviews ("not effective," "effective," and "highly effective"). Also, the original document has the 60%, 20%, and 20% for teaching, scholarship, and service, respectively. That has been removed because there aren't numbers to average anymore.

**Questions/Discussion:**

*(N. Lawrence)*: Assuming we pass this, there will be not be an overall rating?

*(Yingst)*: Yes.

*(N. Lawrence)*: Isn't this the last remaining place where that 60%, 20%, 20% rule exists in documentation? Would this basically extinguish this language?

*(Yingst)*: I think this is the only place that rule exists.

*(Harris)*: On the Annual Faculty Peer Review document, on page 3...What concerns me is that in #3 you have struck the part that says, "providing the teaching and/or librarianship is the primary consideration." Without that sentence and without the 60%, 20%, 20%, you have nothing that states that these three areas are not considered equal. That contradicts the faculty manual which says "teaching and/or librarianship is a primary consideration at least for tenure and promotion."

*(Yingst)*: That means, the first of those three things is most important.

*(Harris)*: But here the committee may be allowed to consider the three areas as equal.

*(Yingst)*: The committee is giving 3 ratings; one in each area, so it doesn't matter which they believe is most important because it is not being averaged. Considering one should not affect the others.

*(Harris)*: I like having that in there though that effective in teaching or librarianship is most important.

*(Yingst)*: That particular phrase is regarding a score that now doesn't exist. I have no problem adding something in there about this though.

*(Harris)*: I just think something needs to something in the document.

*(Bonner)*: Are you proposing a motion to amend or for asking the evaluation committee to consider this?

*(Yingst)*: We will come up with a phrase.

*(Bundrick)*: I have a question about #3 as well. I generally agree that its best for committees to figure out how to resolve the issues, but in a situation like this, I find that consistency from year to year is important. In this case, would it be appropriate to produce the results of the vote? How many votes for effective, highly effective and not effective? This may prevent one committee from trying to work out a consensus, where another might go with majority rules.

*(Nims)*: I think that Chris's concern about the issue is correct. I think that language is somewhat ambiguous however the proposed solution seems to be a threat to confidentiality. There are only six people, so people could start guessing who voting what. I think the committee decision should be of the whole committee and rather than the actual numerical value.

*(N. Lawrence)*: I see both sides of this issue. It does seem odd to me, if you have got six people on the committee and you get 2 "highly effectives" and 4 "effectives"...that seems different to me, than 6 effectives. So that's almost like an "effective plus." For this reason, I am attracted to the idea of seeing the results, but I understand the confidentiality argument.

*(Nims)*: One other thing, on the administrative review, the evaluation of "not effective," "effective," "highly effective" is accompanied by a narrative. Some of the qualifications and distinctions that you are talking about could be explained in this way. Is it the intention of this change, to include a narrative supporting the evaluation of each area's criteria?

*(Biggs)*: Are you asking if there is a narrative for each area in addition to the overall narrative.

*(Nims)*: Yes. A narrative justifying each score and to include the details that clarify the finer distinction.

*(Yingst)*: There is no formal way to do this. The committee can come up with whatever feedback that they like. The chair is supposed to collate the comments and put them on the form.

*(Nims)*: I think one of the justifications that is being given for this change is that there will be more consistency between peer-review and administrative review. My concern is that you should have a prose justification should be built into this peer review.

*(Bonner)*: Thank you for all of your comments. There are three amendments to this motion that I would like to address before moving on.

**Motion**: Remove the duplicate “will” from this motion.

*(N. Lawrence)*: Second.

Vote: Motion passes.

**Motion**: Remove the phrase “with the same weight” from page 2.

*(Johnson)*: Second.

Vote: Motion Passes

**Motion**: Tenure track faculty are advised that according to the Palmetto College Campuses Faculty Handbook, effectiveness as a teacher and/or librarian is of primary consideration for tenure and promotion decisions.

*(Harris)*: Second.

Vote: Motion Passes

*(Bonner)*: Back to discussion of the original motion.

*(Harris)*: Criteria on page 2 has been copied and pasted from Faculty Manual. If the Faculty Manual is updated, then we will have to revise this document as well. I would much rather see this reference the Faculty Manual. It’s unnecessary duplication.

*(Yingst)*: If we are assuming that people should be reading the whole faculty manual, then I don’t know why we have this document anyways.

*(Harris)*: I think this section in particular can just be referenced here.

*(Bundrick)*: I agree with Lori on this and also why isn’t the scholarship criteria equally important to document here?

*(Yingst)*: In talking to others when creating this document, it seems that people know what scholarship is and how to document it. This is the stuff that is harder to document.

*(Hammond)*: I think this should be struck and candidates should refer to the Faculty Manual.

*(Bundrick)*: Motion to strike this from the document.

**Motion**: To strike the criteria charts from the FIF instructions and add reference to “Guidelines for documentation of standards for Tenure and Promotion.”

*(Hammond)*: Second

Vote: Motion Passes.

### **Continuation of discussion of the main motion:**

**(Van Hall):** This is the most important change regarding faculty and faculty governance in the last 30 years. It is not the modification of system; it is the elimination of a system and the creation of something brand new. In all of its faults, I support the old system; I much prefer it to a leap in the dark of something that is not well understood, in my opinion. The current system we have, for all of its faults...the existing system is comparative. We compare people to a common standard that is applicable to all (0-5). The other part is the comparison is us to one another, and what gets everyone's attention is the number. I pay attention to the number. If we go to a system that is just "not effective," "effective," "highly effective," my prediction is that no one will get "not effective." The change will be it will greatly reduce the stress on individual faculty members, but I think it would be a negative as far as the institution goes.

**(Biggs):** I appreciate what you are saying, but the number does not move me. I personally care more about qualitative feedback than the number. I tend to get more practical feedback from discussion than the number. I would be quite comfortable with making all the feedback qualitative or going to a two point system: effective or not effective.

**(Nims):** Over the years, the biggest issue with the numerical scores is whether there is precision. Is a person that averages 4.34 really better than a person that averages 4.25? Of course not. Although the person that got the higher value may feel like a better teacher. Also, the way it seems to vary from year to year. On the other hand, the issue I see with just using only the terms "effective," "highly effective," or "not effective," or just a short summary of observations under this rating; I feel like this is the opposite extreme. Instead of a false sense of precision, you have a situation where we are just all effective.

**(Yingst):** I agree with that 100%, but I am unsure of how to phrase that exactly. My assumption is that instead of spending time talking about the numbers, that time can be used to discuss comments.

**(N. Lawrence):** To me being compared to one another is a little bit disturbing. In fact, the language, with average, above average, outstanding...It's entirely feasible to me that in a given year, it's possible that we are all outstanding teachers. I favor this idea of switching to effective and highly effective. If I am on this committee, I would be scoring each person against what is consider effective or highly effective teaching, not score it against someone else. I don't feel in competition with my colleagues, I feel like we are all in this together.

**(Hammond):** I have served on this committee frequently and there is not often a lot discussion of the numbers. The numbers are often very consistent. I don't have a problem with the numbers, but I think if we are going to have a number system it be good for the committee to release the numbers. Not just here is your number, but here is your number and this is the range. The numbers don't really mean anything outside the context of the committee. One thing to keep in mind when considering this, it is very difficult to get the kind of narrative comments that you get from an administrative review from a committee like this because you have 6 people working on them. One chair cannot put that all together in a way that would make sense. One way to think

about that is assigning certain members to write the narrative comments for the review and then the committee would agree to make any revisions on this. If we are making a change that is substantive like this, I would like us to continue talking about it more, before we vote on it. Perhaps the committee working on this, could get together with the T&P committee and discuss this further. I'm not opposed to the changes in the ratings system and I think it's reasonable that it would match the administrative reviews, but I hate this rush in discussing it so we can vote.

**(D. Lawrence):** I am also disturbed by the idea of us being compared to one another. Particularly with scholarship... What I do, and what Bettie does, and what Andy does for scholarship are all very different... In the way that it's done, how long it takes to complete, and the way publishing works in the different fields. It just doesn't make sense to compare all of us to each other in that way. My issue with the numbers is if we have a significant change in the committee, it seems the understanding of the numbers will also go through a significant change. If we keep the numbers, then we need a rubric.

**(Nims):** I would like to make a motion that this proposal be sent back to the committee and give the committee time to reflect on the observations that have been made today and to make revisions (such as how to include narrative)....

**Motion:** Postpone until the next meeting for the committee to reflect and revise.

**(Van Hall):** Second

#### **Discussion of motion to postpone:**

**(Penuel):** A lot of us are going to be gone at the next meeting; we are going to Columbia for a conference.

**(Hammond):** I would like to postpone the voting, but I would still like to see continued discussion on this topic.

**(Harris):** I agree with Van Hall that this is a major change and should be ruled as substantive. I would like to have time even after it has been referred back to the committee for us all to this about this.

**(Nims):** It is the chair's prerogative to rule something as substantive. It doesn't have to be substantive.

**(Bonner):** The original motion is substantive. It was brought to the faculty 10 days before the meeting and I ruled it substantive then.

Vote: Motion to postpone is passed.

#### **Discussion of the original motion:**

**(Penuel):** I don't find the numbers useful, and in fact I find them counterproductive.

**(Kendrick):** I tend to be a focus on the number because I'm always trying to find out what I can do to improve that number. I find that the number is more of a reflection of the committee evaluating me that the work that I have completed in the evaluation period. It's demoralizing when I don't know what the number means.

**(Cruise):** The inconsistency that Dana mentioned bothers me. I liked the idea of maybe not completely getting rid of the numbers, but also incorporating some sort of rubric. While I like comments, they are subjective and having the number adds an objective measure.

**(Martek):** From the perspective from someone who is on the peer-review committee, I hope that whatever changes are made will take into account the feelings of the people that are actually on the peer review committee. As far as I know, we weren't contacted about anything...

**(Holland):** With the numbers, they are an objective way to determine which area needs to be worked on, as Susan mentioned, but I think Kaetrena made a good point as well, in that the numbers don't have meaning. Should we look at the number or how the number is set up? I think the whole rubric idea makes sense.

**(Nims):** I believe the rubric is our Faculty Manual.

**(N. Lawrence):** Well I think that would be our rubric, but there is no way to look to see how that would correspond to a 4.34 or a 4.25. I think that the administrative reviews can say this is effective and be compared to the manual. However, the way it is set up now, I don't think we can call the manual a rubric for the numbers.

**(Nims):** As the motion is written now, it dispenses the numbers. So if this motion passes, we do have a rubric to use, since there are no numbers.

**(Golonka):** I am very against the numbers and I am for it matching our faculty manual. For me, it is more useful to say "I am effective as an instructor or I am effective as a scholar" and the definition of effective is in the manual.

**(Hammond):** If we are going to parallel the administrative evaluations, then we need to consider an overall evaluation for the peer review. I think there should be an overall score. For example, what if you were highly effective in teaching, effective in scholarship and not effect in service. What is your overall rating then? However, we struck the language regarding an overall average of the score. I recommend that there be some language that says something to the effect "this overall rating may take into account exceptionally strong or poor performance in particular area given that teaching/librarianship remain the primary consideration" to give the committee some wiggle room; if you had a poor service year to not ruin your overall evaluation. I think there are a lot issues here, where I think it would be useful to go back and talk to the T&P committee.

**(Van Hall):** I fear that we are going to have a situation where everyone is above average, and maybe they are above average. The number that we use indicates that there is a range of performance in a category that we would call "effective." If it is demoralizing, to not know what that number means as it changes up and down; why would it be encouraging to just get the same word, if every year you wind up with "effective."

**(Yingst):** It is completely feasible that everyone is effective. The current scale is the one where everyone is above average. The current scale is the one that doesn't make sense.

**(Golonka):** On your administrative reviews, were you just effective across the board every year? I have seen fluctuations on my evaluations in different categories, so I think you are going to see the same thing from the peer reviews.

**(Bundrick)**: As important as this issue is and as much as I think we should be putting a lot of time in understanding every facet of this, we seem to be beginning to tread the same ground. So I wonder if it would be more productive to leave any more discussion to private channels rather than here.

**(Van Hall)**: The numbers are useful because they compare everyone to each other. If everyone has a number then you can compare one to another and not just against an average.

VIII. Special Orders- None

IX. Announcements/For the good of the order

- a. **(Moon-Kelly)**: There will be a concert tomorrow 2:30PM in Bundy Auditorium
- b. **(Berry)**: The Laramie Project will be presented November 13-14 at 7:30PM and November 15 at 2PM
- c. **(Harris)**: Thank you Mike, for putting together the Blackboard Workshop
- d. **(Martek)**: November 19, There will be an Open House from 5:30-6:45PM, Geology students are doing projects on emergency preparedness
- e. **(Holland)**: RSVP for the Christmas party if you have not already
- f. **(Hammond)**: There is \$40,000 available for RPS awards, the deadline is November 30 at 11:59PM.
- g. **(Kendrick)**: Claudia Heinemann-Priest will be presenting at the November Faculty Colloquium.
- h. **(Cox)**: Email back from Tara George regarding how to request access to DegreeWorks. It has been forwarded to all faculty. Workshop may be tentatively planned for December 3.
- i. **(Van Hall)**: 2 tickets to Carolina game

X. Adjournment- 1:32PM

Attendance: Biggs, Bohonak, Bonner, Brown, Bundrick, Burke, Campbell, Castiglia, Catledge, Covington, Cox, Criswell, Cruise, Easley, Freeman, Golonka, Hammond, Harris, Hassell, Holland, Jones, Kendrick, D. Lawrence, N. Lawrence, Martek, Mobley-Chavous, Neal, Nims, Obi-Johnson, Parker, Penuel, Protz, Richardson, Roberts, Taylor-Driggers, Van Hall, Wolochwianski, Yingst



**Report to the USC Lancaster Faculty Organization**  
**November 13, 2015**

## **People**

### **Enrollment**

The Fall 2015 enrollment freeze took place on Oct. 27. As of October 30, 2015, 1722 students (headcount) are registered for the Fall 2015 semester. Over Fall 2014 we are down only .9%. FTE for **Fall 2015 is 1167 making us down only .26% over Fall 2014. The main factor in this fall's enrollment** is lower numbers in our dual credit (high school) category. On campus students, both new freshmen and continuing, are up over Fall 2014. **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.

### **Human Resources**

The following personnel searches are in progress:

**Opportunity Scholars Program Academic Specialist**—under committee review  
**Palmetto College Student Services Coordinator**—search ended without filling the position and will be re-opened

We have gained approval through Palmetto College for **faculty searches** with employment to begin in August 2016 based on expected retirements and the report from the campus Hiring Priorities Committee. We will search for faculty in ENGL, ECON, SPCH and CSCE.

### **Accomplishments**

**Congratulations to Prof. Chris Judge...**A documentary movie, *Square Holes: Digging the Kolb Site*, about his 20-year-long archeological dig in the Pee Dee Region of SC received three awards at the Arkhaios Film Festival on Hilton Head Island in October. The awards include: the Founder Award for Public Archaeology, the Best Archaeology Film Award, Honorable Mention, and the **Audience Favorite Film Award. The documentary filmmaker is William Judge, Prof. Judge's cousin.** The movie was shown in Bundy Auditorium on Nov. 12 at 6:00 pm.

**Congratulations to Dr. Sarah Sellhorst and Dr. Liz Easley** for having their research project on measuring fitness of the USC Lancaster student population featured in USC's research publication, *Breakthrough*, Fall 2015.

## **Athletics**

### **Program Updates:**

**Women's Soccer** had the best season ever as the Lady Lancers racked up ten wins for the season.

## Appendix #1: Dean's Report

**Women's Volleyball** had its inaugural season and won their first match against Pitt Community College. The team has also raised \$2000.00 in the past few weeks as part of their fundraising campaign. Both soccer programs and baseball will begin their fundraising campaigns this week.

**Baseball:** Two baseball players have committed to Clemson University to continue their education and baseball careers next fall. Sophomore Lukas Ray has committed to North Carolina Central to continue his education and baseball career. Shortstop Jonathon Sabo signed this week with The Citadel and will start there next fall to continue his academic and baseball careers.

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

Kevin Russell and I presented two sessions of the campus budget update on Oct. 28. I am attaching the power point presentation that Kevin used that day. The stronger on-campus enrollment this fall means that we continue to stabilize finances and to build revenues. Recruitment and retention remain key focal points for each of us. Thank you for assisting with those responsibilities.

The first quarter campus budget meeting took place on Wed., Nov. 11 in Columbia.

As I noted in my September and October reports 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 with this goal.

## Facilities

**Repairs to science lab exhaust hoods:** Bids are in, the project has been awarded, and it is slated to be done over the upcoming holiday break (December).

As I mentioned in October, Gregory and Bradley are in need of isolated roofing repairs. Estimates for these repairs have been submitted with work to begin soon.

The pool has been closed this week to undergo maintenance that includes replacing the filtration system. The cost of this work is covered in the deferred maintenance funding that Gregory received a couple of years ago.

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...

- A campus and community **open house for the BSN Simulation Lab** took place on October 8, 4:00 to 5:30 in the lab in Hubbard Hall.
- **Mr. John King** who represents York County in the SC House of Representatives (District 49) visited and toured USC Lancaster on Monday, Oct. 19. He was very impressed with our faculty, staff, programs, and facilities.
- The annual **Scholarship Luncheon** took place on Thursday, November 12 at noon. Approximately 265 people were in attendance.

## Appendix #1: Dean's Report

- 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 in the coming weeks.
- **November is Native American Heritage Month.** The NASC has many events planned throughout the month including several films. The next **Lunch and Learn** event will take place at the NASC on November 20 at noon with Brooke Bauer presenting on Catawba women in the 18th century. The talk will be followed by a reception and the opening of new exhibits—**“The Story of Catawba Pottery” in the D. Lindsay Pettus Gallery, and “Solitude and Mystery,” an exhibit on Cherokee sculptor John Julius Wilnoty,** in the Duke Energy Gallery. The reception will include light refreshments, gallery talks, pottery and basket making demonstrations with Beckee Garris and Faye Greiner respectively, and honky tonk guitar with former Catawba Chief, Gilbert Blue. All are welcome to attend.
- I have completed several of my annual regional **county council meeting presentations.** Since our last meeting I have visited and made presentations to the following county councils: York County, Oct.19; Fairfield County, Oct. 26; Chesterfield County, Nov. 4. Upcoming presentations include: 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: Campus Budget Update



# UNIVERSITY OF **SOUTH CAROLINA** LANCASTER

A Palmetto College Campus



UNIVERSITY OF  
**SOUTH CAROLINA**  
PALMETTO COLLEGE

Total Current Funds - Unrestricted and Restricted

At USC, this includes funds:

A, B, C, D, E, F, G, H, J, K, L, S, R & RP

Excludes funds:

T, V, W, X, Y & Z

General Operating – State Appropriations, Tuition & Fees

Departmental – Student Activities, Sales and Service

Auxiliary – Enterprise services

Grants, Contracts and Gifts

Unrestricted or Restricted



# What are “A – Funds”

- Operating/General funds
- Majority provided from tuition and fees and state appropriations
- These funds are also called Education and General – or “E & G” funds
- “A” funds are unrestricted - dollars may be used to accomplish the goals of the unit within the constraints of State and University policies, procedures & procurement guidelines



# Where the revenue comes from and what it covers?

## Operating Budget = A - Funds (\$10,465,992)

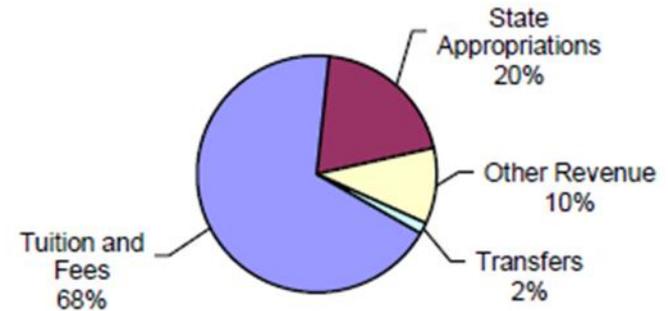
Revenue comes from:

- State appropriations
- Tuition and Fees (education and general portion)
- Unrestricted Grants, Contracts, Gifts
- Sales & Services and Other Sources

Pays for:

- Instruction
- Academic Support
- Student Services
- Physical Plant
- Administrative Support
- Scholarships

**Fund Sources - FY16**  
\*excluding prior year fund balance



|  |                   |
|--|-------------------|
| <u>Revenue:</u>                            |                   |
| Tuition and Fees                           | 6,690,977         |
| State Appropriations                       | 1,938,535         |
| Grants, Contracts and Gifts                | 942,000           |
| Sales & Service of Educ. and Other Sources | 72,100            |
| Sales & Service of Auxiliary Enterprise    | 0                 |
| <b>Total</b>                               | <b>9,643,612</b>  |
| <u>Transfers:</u>                          |                   |
| Transfers-In                               | 148,500           |
| Transfers-Out                              | 0                 |
| <b>Net Transfers</b>                       | <b>148,500</b>    |
| <b>Prior Year's Fund Balance</b>           | <b>673,880</b>    |
| <b>TOTAL RESOURCES</b>                     | <b>10,465,992</b> |

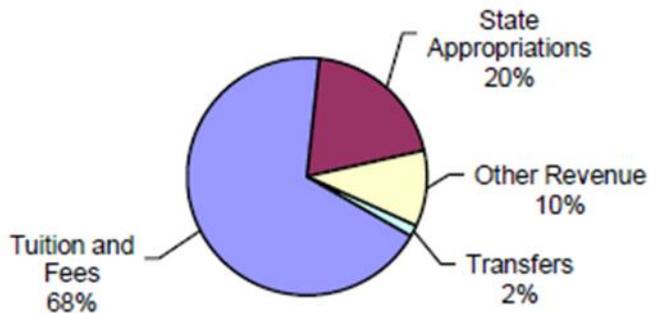


# Why is Maximizing Tuition Important?

***68% of Operating Budget***

***Tuition Revenue is volatile***

***Sustainability***



## Tuition Distribution by type of student:

|                         | FALL 2013              | FALL 2014              | FALL 2015              |
|-------------------------|------------------------|------------------------|------------------------|
| <b>USC Lancaster</b>    | <b>\$ 3,193,630.08</b> | <b>\$ 3,213,700.52</b> | <b>\$ 3,358,818.87</b> |
| Change of Campus-System | \$ 100,817.00          | \$ 221,502.30          | \$ 215,522.88          |
| Continuing              | \$ 1,563,406.23        | \$ 1,316,938.71        | \$ 1,418,674.08        |
| High School, Concurrent | \$ 207,058.50          | \$ 378,731.25          | \$ 311,415.50          |
| New Freshman            | \$ 1,010,082.07        | \$ 964,479.76          | \$ 1,056,173.55        |
| Nondegree               | \$ 5,841.25            | \$ 8,527.50            | \$ 10,715.25           |
| Other Nondegree         | \$ 7,339.25            | \$ -                   | \$ -                   |
| Readmit, Returning      | \$ 112,652.50          | \$ 120,605.76          | \$ 103,948.06          |
| Transfer                | \$ 185,486.28          | \$ 201,929.25          | \$ 242,115.05          |
| Visiting Transient      | \$ 947.00              | \$ 986.00              | \$ 254.50              |



# Why is Palmetto College Revenue Important?

| Campus    | FY14 Tuition Revenue Total | FY15 Tuition Revenue Total | FY16 Tuition Revenue Total* |
|-----------|----------------------------|----------------------------|-----------------------------|
| Lancaster | \$ 272,899.00              | \$ 682,089.38              | \$ 431,921.46               |

\*Only includes tentative Fall 2015 data.



**UNIVERSITY OF SOUTH CAROLINA LANCASTER  
(ACTUAL) UNRESTRICTED CURRENT FUNDS SUMMARY**

Run File Date: 30-Jun-2015

| <b><u>RESOURCES:</u></b>                            | <b>A Funds</b>   | <b>B Funds</b> | <b>C Funds</b> | <b>D Funds</b> | <b>E Funds</b>   | <b>R Funds</b> | <b>S Funds</b> | <b>TOTAL</b>      |
|---|------------------|----------------|----------------|----------------|------------------|----------------|----------------|-------------------|
| <b><u>Revenue:</u></b>                              |                  |                |                |                |                  |                |                |                   |
| Tuition and Fees                                    | 6,456,495        |                |                | 375,667        | 513,824          | 0              | 0              | 7,345,986         |
| State Appropriations                                | 1,803,089        |                |                | 0              | 0                | 0              | 0              | 1,803,089         |
| Grants, Contracts and Gifts                         | 1,010,747        |                |                | 8,521          | 213,445          | 0              | 0              | 1,232,713         |
| Sales & Service of Educ and Oth Sources             | 123,759          |                |                | 33,262         | 486,409          | 0              | 0              | 643,430           |
| Sales & Service of Auxiliary Enterprise             |                  | 0              | 42,310         |                |                  |                |                | 42,310            |
| <b>Total</b>  | <b>9,394,090</b> | <b>0</b>       | <b>42,310</b>  | <b>417,450</b> | <b>1,213,677</b> | <b>0</b>       | <b>0</b>       | <b>11,067,527</b> |
| <b><u>Transfers:</u></b>                            |                  |                |                |                |                  |                |                |                   |
| Transfers-In  | 337,171          | 0              | 0              | 18,378         | 589,235          | 38,000         | 29,651         | 1,012,435         |
| Transfers-Out                                       | 0                | 0              | -38,000        | -39,378        | -720,312         | -3,651         | 0              | -801,341          |
| <b>Net Transfers</b>                                | <b>337,171</b>   | <b>0</b>       | <b>-38,000</b> | <b>-21,000</b> | <b>-131,077</b>  | <b>34,349</b>  | <b>29,651</b>  | <b>211,094</b>    |
| <b>Prior Year's Fund Balance</b>                    | <b>122,146</b>   | <b>0</b>       | <b>17,306</b>  | <b>165,974</b> | <b>28,616</b>    | <b>450</b>     | <b>24</b>      | <b>334,516</b>    |
| <b>TOTAL RESOURCES</b>                              | <b>9,853,407</b> | <b>0</b>       | <b>21,616</b>  | <b>562,424</b> | <b>1,111,216</b> | <b>34,799</b>  | <b>29,675</b>  | <b>11,613,137</b> |
| <b><u>USES:</u></b>                                 |                  |                |                |                |                  |                |                |                   |
| <b><u>Educational and General Expenditures:</u></b> |                  |                |                |                |                  |                |                |                   |
| Instruction   | 5,540,914        |                |                | 0              | 181,406          | 0              |                | 5,722,320         |
| Research  | 47,716           |                |                |                | 204,978          | 0              |                | 252,693           |
| Public Service                                      | -3,331           |                |                |                | 287,419          | 0              |                | 284,088           |
| Academic Support                                    | 733,055          |                |                | 0              | 153              | 0              |                | 733,208           |
| Student Services                                    | 696,249          |                |                | 354,187        | 5,986            | 0              | 0              | 1,056,422         |
| Institutional Support                               | 859,852          |                |                |                | 304,304          | 30,118         |                | 1,194,273         |
| Operation and Maintenance of Plant                  | 1,170,718        |                |                |                | 0                |                |                | 1,170,718         |
| Scholarships and Fellowships                        | 172,710          |                |                | 0              | 0                |                | 29,651         | 202,361           |
| <b>Total</b>  | <b>9,217,883</b> |                |                | <b>354,187</b> | <b>984,245</b>   | <b>30,118</b>  | <b>29,651</b>  | <b>10,616,083</b> |
| <b>Auxiliary Expenditures</b>                       |                  | <b>0</b>       | <b>8,702</b>   |                |                  |                |                | <b>8,702</b>      |
| <b>TOTAL USES</b>                                   | <b>9,217,883</b> | <b>0</b>       | <b>8,702</b>   | <b>354,187</b> | <b>984,245</b>   | <b>30,118</b>  | <b>29,651</b>  | <b>10,624,784</b> |
| <b>Fund Balance</b>                                 | <b>635,524</b>   | <b>0</b>       | <b>12,914</b>  | <b>208,238</b> | <b>126,971</b>   | <b>4,682</b>   | <b>24</b>      | <b>988,352</b>    |



Why are  
Carryforward  
Balances  
Important?

*Fiscally responsible management  
practice*

*Secure funds for multi-year  
commitments in advance*

*Manage financial risk*

How much is enough?



# How are we doing this year?

| Row Labels | Description                  | Sum of Budget   | Sum of Expense  | % Remaining |
|------------|------------------------------|-----------------|-----------------|-------------|
|            | 1st QTR Expenses (10/2/2015) | \$ 9,779,887.00 | \$ 1,584,953.75 | 84%         |



UNIVERSITY OF  
**SOUTH CAROLINA**  
LANCASTER

A Palmetto College Campus

| % REMAINING SCALE |     |
|-------------------|-----|
| QTR 1             | 80% |
| QTR 2             | 53% |
| QTR 3             | 27% |
| QTR 4             | 3%  |
| Post Close        | 0%  |



UNIVERSITY OF  
**SOUTH CAROLINA**  
PALMETTO COLLEGE

## Appendix # 3: 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**  
**13 November, A.D. 2015**

**COURSE SYLLABI AND OFFICE HOURS.** If you are teaching a FALL II course and have not yet done so, 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>).

The USC Office of the Vice President for Research is seeking proposals for the **2016 Research Initiative for Summer Engagement**, or RISE program. RISE, initiated in 2012, supports summer research for faculty at USC's senior and regional campuses and extended university by providing funds for summer salary, research supplies, research-related travel and student support through a competitive application process. Proposals for 2016 RISE projects are due by 5:00 p.m. on Thursday, December 3. Complete information is available at the [RISE](#) website.

**FACULTY SEARCHES FOR FALL 2016:**

The **Faculty Hiring Priorities Committee** submitted its annual report which included four recommendations for hires:

- Computer Science
- Sociology
- Speech
- Native American Studies

After discussion with the Academic Division chairs, individual faculty members, and USC budget officers, as well as reviewing enrollment patterns in various courses and requirements for degrees and majors, I submitted my recommendations to Dr. Collins. Following additional discussion, we made a request – and have now received approval – to conduct the following four searches:

- English – Assistant Professor
- Economics – Assistant Professor or Instructor
- Computer Science – Assistant Professor or Instructor
- Speech – Assistant Professor or Instructor

Two of the searches – ENGL and ECON – are replacement hires due to impending retirements.

We decided to continue the CSCE search (which was begun last year), recognizing that this will be a difficult position to fill. While we currently are managing to meet student need and demand, we believe we need to be pro-active in this search and continue "casting the net" in hopes of securing a qualified faculty member before the need becomes critical.

The decision to conduct a search for an additional SPCH professor was based on a number of reasons. We currently have only two full-time faculty approved to offer SPCH 140, which is a required course in our Criminal Justice and Business associate's degrees.

### Appendix # 3: Academic and Student Affairs Dean's Report

SPCH 140 is also the only approved CMS course that we currently offer at USCL, and all USC baccalaureate students must complete an approved CMS course. (CMS is also one of the "optional" parts of the general AA and AS degrees.)

So in essence, practically every student at USCL can use SPCH 140 – and a large number of them MUST have it in order to graduate. (The only current exception is for students in our A.D.N. program.) Aside from ENGL 101 and 102, I could not think of any course required by a larger number of students than SPCH 140.

Hiring an additional SPCH professor will also allow our current faculty to broaden their offerings, either with additional CMS courses or with other courses in their areas of expertise and interest. It is important to note that while all four searches have been approved, the Budget Office has indicated that unless overall campus enrollment increases dramatically, we will probably only be allowed to hire THREE of the positions – the two "replacement" hires and one "new" faculty member. The decision on how to proceed here will be based on the search results and budgetary considerations.

While we recognize that SOCY is a high demand field, we are fortunate to have recently hired a full-time sociologist who can offer sections of SOCY 101 as well as upper division courses, and there are currently other SOCY courses available online and through two-way video, courtesy of our sister campuses in the Palmetto College.

We are also fortunate at USCL to offer some CRJU courses (341 and 351, for example), which "cross-list" as SOCY courses and can help meet some of the demand for upper-division classes. We realize, however, that this provides only a short-term solution and will need to be addressed in future hiring cycles.

The recommendation for an additional faculty member in Native American Studies is an important component of that program's continued growth, especially now that NAS is on its way to final approval as a major concentration and cognate option within the BLS degree.

However, it was felt that other needs had to take precedence at the time, and even the committee's recommendation noted that this was viewed "more as an opportunity that will require alternative sources of funding than a demonstrated need requiring a traditional hire." Expansion of course offerings within the field of NAS needs to remain an important part of USCL's future growth plans.

**FINAL EXAM SCHEDULE.** The final exam schedule for courses offered in FALL 2015 is online at <http://usclancaster.sc.edu/academics/exams.htm>. Please remember that final grades for FALL 2015 (both 16 week and Fall II courses) **must be submitted no later than 12:00 noon on Tuesday, December 15.**

After this point, Blackboard and Self-Service Carolina may be taken off-line as USC does its semester-end run for purposes of graduation, academic standing (both honors and probation/suspension), and scholarship/financial aid eligibility. I cannot stress enough how critical it is that all grades be submitted by this deadline.

**Outside Professional Activities Report:** Here is your annual reminder that USC Policy ACAF 1.50 (Outside Professional Activities for Faculty) requires annual reporting by faculty and local units. The policy may be viewed online at <http://www.sc.edu/policies/acaf150.pdf>. The reporting period is the calendar year (January 01 – December 31, 2015). The form for completing the Faculty report is found online at [http://orc.research.sc.edu/images/forms/OPA\\_Faculty\\_Annual\\_Report\\_062707.pdf](http://orc.research.sc.edu/images/forms/OPA_Faculty_Annual_Report_062707.pdf).

The local unit summary reports must be ready by January 31, 2016, so please submit your individual form before then.

### Appendix # 3: Academic and Student Affairs Dean's Report

As a part of Native American Heritage Month, USC Lancaster's **Native American Studies Center** will host an afternoon of events on November 20th, including the opening of two new exhibits, a lecture on Catawba pottery, demonstrations of American Indian basketry, and storytelling and musical performances. The day will mark the Center's celebration of its third anniversary.

NASC is also sponsoring a series of films throughout November in celebration of Native American Heritage Month. All films will be (or have been) shown in NASC Classroom #106:

- *Smoke Signals* – November 3 @ 11:00 a.m.
- *Skins* – November 10 @ 11:00 a.m.
- *Atanarjuat: The Fast Runner* – November 17 @ 11:00 a.m.
- *Dead Man* – November 24 @ 11:00 a.m.

On Saturday, November 14 at 2:30 p.m. in the Bundy Auditorium, the **282<sup>nd</sup> Army Band Woodwind "Flextet"** will present "A Program of Favorites" including special guest performer, Erin Moon-Kelly, adjunct instructor of music at USC Lancaster. The program is open to the public.

**THANK YOU** to all the USCL Faculty and Staff who participated in the Olde English Junior Scholars Day (October 22) at USC Lancaster. We hosted around 100 of the area's "best and brightest," and I received nothing but compliments from Consortium members about their treatment on campus, and how impressed they were with the folks we have working here. I am especially grateful to Pam Ellis for her work in organizing and coordinating the various elements of the day. One of the marks of having a really great team is that they make the challenging appear effortless.

#### **PALMETTO COLLEGE & RELATED ITEMS**

**Palmetto College Coordinator Search (Lancaster)** – The search committee completed its review of applications and submitted its recommendations to the Dean. Regrettably, none of the recommendations worked out and so the committee met again this morning to discuss how to proceed. The position has been re-advertised on USC Jobs and we hope to have it filled by early Spring 2016.

I have also met with the Academic Division Chairs to review **Academic Advisement** assignments (for Palmetto degrees as well as for other majors) and will be submitting a recommendation of revisions in the next few weeks. Among other things, additional faculty will be assigned to assist with BLS and BOL advisement, thus lessening the load on individual advisors, and also allowing the new program coordinator (once identified and hired) to focus his/her efforts on the marketing of and recruiting into the baccalaureate programs. We also plan to hold a series of Academic Advisor workshops early in the spring semester, not only for new advisors but as a "refresher" for experienced ones.

Dr. Collins and I met with officials from the USC **College of Education** to discuss the Elementary Education degree offered through Palmetto College. Much of the discussion focuses on processes – who identifies courses for campuses, how to conduct course evaluations, advising and transfer processes, etc.

One important development is that the College is asking each campus to identify – in the fall of their sophomore year – students who plan to enter the upper division of the program. They will be making certain required courses available online for sophomores in the spring semester, to allow them to matriculate into the upper division the following fall.

In reviewing the proposals, USCL needs to identify two faculty members (full-time or adjunct) who can offer EDTE 201 (Issues & Trends in Teaching and Learning) and EDPY 401 (Learners and the Diversity of Learning). Aside from these courses (and the online offerings from Columbia), USCL can meet all student needs for the first two years of the program.

### Appendix # 3: Academic and Student Affairs Dean's Report

Thanks (and Happy Birthday) to Dr. Sarah Sellhorst, who has been working with officials at USC Beaufort to develop a "2+2" agreement leading to the degree of Bachelor **of Science in Health Promotion**. Students would begin at USCL, complete their associate's in science degree, and move seamlessly into the upper division courses at USCB.

The plan, as I understand it, is to develop this into a new online-completion program through Palmetto College over the next year or so. We believe that this will provide additional opportunities for students interested in degrees and careers related to healthcare, in addition to our current nursing degree programs.

At its recent meeting at USC Sumter, the Palmetto College Campuses Faculty Senate voted **AGAINST** a proposal reducing the foreign language requirement for the BLS and BOL degrees. Students completing those degrees will still have to demonstrate proficiency through the 122-level.

(The proposal had called for the BLS & BOL foreign language requirement to be lowered to a score of "2" on the placement test, or completion of the 109/110 sequence – or the 121 course – depending on the language.)

**STUDENT AFFAIRS.** Laura Carnes has asked that you please remind your students that PAL Applications are now available online or in the student life office. They are due Dec 10 by 5:00 pm in the Office of Student Life. I would also ask that you please continue to submit your USC Connect activities to Laura or submit them yourself to the USC Connect database.

Dates for **Freshman Orientation** have been set for Summer 2016:

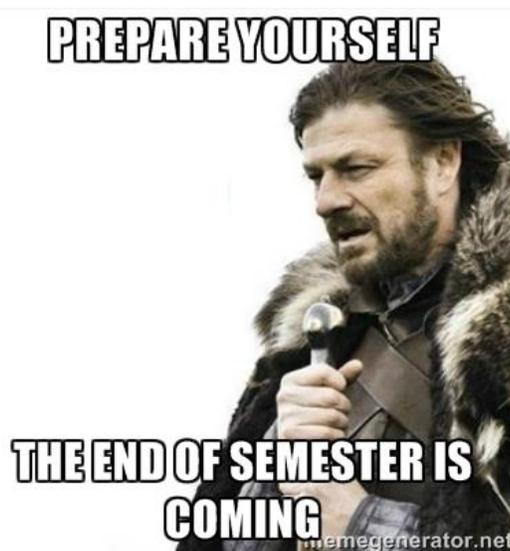
June 7 & 8

June 21 & 22

July 19 & 20

August 9 & 10

The **USC Lancaster Players** will present the drama, *The Laramie Project*, this weekend – Friday, November 13 and Saturday, November 14 at 7:30 pm, with a Sunday matinee on November 15 at 2:00 p.m. in the Stevens Auditorium. Tickets are available at the door for \$5.00. Due to explicit content, there is a parental advisory for this production.



## Appendix #4: ACS Report

Academic Success Center Report  
For November 13, 2015 Faculty Meeting  
Submitted by Dana Lawrence

Please send all ASC-related questions and requests to [LawrenDE@mailbox.sc.edu](mailto:LawrenDE@mailbox.sc.edu) or call 313-7023.

### Fall Semester

|                               | August 2014            | August 2015            | Sept. 2014             | Sept. 2015               | Oct. 2014               | Oct. 2015               |
|-------------------------------|------------------------|------------------------|------------------------|--------------------------|-------------------------|-------------------------|
| Number of Tutors              | 9                      | 10                     | 9                      | 10                       | 10                      | 10                      |
| Total Number of Sessions      | 13                     | 28                     | 173                    | 181                      | 159                     | 131                     |
| Tutoring Sessions/Day (avg)   | 2.6 (5 operating days) | 5.6 (5 operating days) | 10 (17 operating days) | 10.6 (17 operating days) | 8.8 (18 operating days) | 8.2 (16 operating days) |
| Tutoring Sessions/Tutor (avg) | 1.4                    | 2.8                    | 19                     | 18.1                     | 15.9                    | 13.1                    |
| Appointment                   | 6                      | 16                     | 128                    | 142                      | 127                     | 76                      |
| Drop-in                       | 7                      | 12                     | 54                     | 53                       | 32                      | 55                      |

### Tutoring Sessions by Area

|  | October 2015  |
|--|---|
| Biology  | 15  |
| Chemistry  | 8   |
| Computer Science/RCAM 151  | 6   |
| Economics  | 0   |
| French   | 0   |
| Italian  | 0   |
| Math/RCAM 105  | 60  |
| Spanish  | 19  |
| Writing  | 23 <ul style="list-style-type: none"><li>• ENGL: 10</li><li>• NURS: 4</li><li>• PALM: 3</li><li>• PHIL: 1</li><li>• SOCY: 1</li><li>• SPCH: 1</li><li>• UNIV: 3</li></ul> |
| Other (help student navigate Blackboard, access USCL email, use Microsoft Word, skills review, etc.) | 0   |

### 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 NOVEMBER 13, 2015

### SELECTED SERVICE STATISTICS/ ACTIVITIES FOR OCTOBER 2015

- **6,389** unique visits
- Processed **29** Interlibrary Loan requests (+ 12 from October 2014)
- Fulfilled **57** PASCAL Delivers requests (+24 from October 2014)
- Answered **126** reference questions
- Circulated **309** items (+30 from September 2014)
- Taught **6** classes (+1 from September 2014)
- Hosted Show What You Know (Dr. Courtney Catledge & Prof. Ann Scott ) and Faculty Colloquium (Dr. Mark Coe)
- Spoke at Research Club meeting (“Research Tools: Tips for the Engaged Student Learner”)
- Preparation activities for November 2015 programs
- Finalized Spring 2016 Faculty Colloquium Series speaker roster
- Beginning preparations for 2016 – 2017 Programs

### SCHOLARLY ACTIVITIES

- Profs. Kendrick and Freeman presented “Tools for Tenure, Promotion, and Annual Evaluation” at the Georgia Council of Media Organizations Conference (Athens, GA)
- Prof. Freeman presented the poster session “Mak(ing) Spaces: Perspectives from a small and rural academic library” at the North Carolina Library Association Conference (Winston-Salem, NC)

### NEW RESOURCES

New Guides Now Available:

- [T&P Tracking Tools](#)
- [Teaching & Learning Tools](#)
- [Open 24/7](#)

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

- **All month: Vice + Virtue Exhibit Series**, “Citizenship: Civic Duties, Voting, & Elections”
- **November 13: Show What You Know** – Prof. Kaetrena Davis Kendrick will discuss useful tools and applications for tracking T&P activities.

- **November 18: Faculty Colloquium** – Prof. Claudia Heinemann-Priest will present “Native Southeastern Languages: Pre-and Post-Contact”

### **ONGOING PROGRAMS**

- Pop Up Tea Shop: Mondays – Thursdays 10A – 2P

### **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**

- Is the Computer Lab available: <http://usclancaster.sc.edu/asc/calendar.htm>
- Schedule Library Instruction: <http://bit.ly/1MePeQQ>
- 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 and media for purchase: <http://bit.ly/1iAfckX>

# Palmetto College Common Calendar

<http://pc.sc.edu/calendar>

Or, click on "For Faculty & Staff" on the USCL homepage, where a Palmetto College "Common Calendar" link has been provided.

Includes events not necessarily listed on USCL homepage events list

| < November 2015 >  |  |  |   |  |  |
|--|--|--|---|--|--|
| Monday   | Tuesday  | Wednesday  | Thursday  | Friday   | Saturday   |
| <ul style="list-style-type: none"> <li>12:30 PM - 1:00 PM <a href="#">Veterans Day Observance and Remembrance Service</a> USC Lancaster</li> </ul> | <ul style="list-style-type: none"> <li>11:00 AM - 12:30 PM <a href="#">NAS Film Series</a> USC Lancaster</li> <li>12:15 PM - 1:00 PM <a href="#">"Keeping Track of Your Scholarship"</a> USC Lancaster</li> </ul>  | <ul style="list-style-type: none"> <li>10:00 AM - 12:00 PM <a href="#">Chancellor's Executive Council</a> USC Columbia</li> <li>11:00 AM - 1:00 PM <a href="#">Start Here. Finish Here.</a></li> <li>12:00 PM - 1:00 PM <a href="#">Fall Writer</a></li> <li>1:30 PM - 3:30 PM <a href="#">Deans and Directors Council</a> USC Columbia</li> </ul> | <ul style="list-style-type: none"> <li>11:00 AM - 1:00 PM <a href="#">Start Here. Finish Here.</a></li> <li>12:00 PM - 1:30 PM <a href="#">Richard M. Gannaway Scholarship Appreciation Luncheon</a> USC Lancaster</li> <li>6:00 PM <a href="#">NAS Film - "Square Holes: Digging the Kolb Site"</a> USC Lancaster</li> </ul> | <ul style="list-style-type: none"> <li>1:00 AM - 1:00 AM <a href="#">Palmetto Implementation Team Meeting</a> USC Columbia</li> <li>12:00 PM <a href="#">Faculty Meeting</a> USC Lancaster</li> <li>5:30 PM - 7:00 PM <a href="#">Lecture Series and Reception</a></li> </ul>                                    | <ul style="list-style-type: none"> <li>10:00 AM - 3:00 PM <a href="#">SACAC Lowcountry College Fair</a> USC Salkehatchie</li> <li>2:30 PM <a href="#">"A Concert of Favorites" by Fort Jackson's 282nd Army Band Woodwind Flexter</a> USC Lancaster</li> </ul> |
|  | <ul style="list-style-type: none"> <li>11:00 AM - 2:00 PM <a href="#">NAS Film Series</a> USC Lancaster</li> <li>12:15 PM - 1:00 PM <a href="#">"Research in Nursing"</a> USC Lancaster</li> <li>6:00 PM - 8:00 PM <a href="#">Open House/Admissions Info</a> USC Union</li> </ul> | <ul style="list-style-type: none"> <li>10:00 AM - 9:00 PM <a href="#">Big Wednesday</a></li> <li>12:15 PM - 1:00 PM <a href="#">"Native Southeast Languages: Pre- and Post-Contact"</a> USC Lancaster</li> </ul>   | <ul style="list-style-type: none"> <li>9:00 AM - 10:45 AM <a href="#">President's Executive Council</a> Institutional Event</li> <li>11:00 AM - 1:00 PM <a href="#">Thanksgiving Luncheon</a> USC Union</li> <li>12:00 PM - 2:00 PM <a href="#">Campus Thanksgiving Dinner</a></li> </ul>                                     | <ul style="list-style-type: none"> <li>All Day <a href="#">Native American Studies Center Celebrates 3rd Anniversary</a> USC Lancaster</li> <li>10:00 AM - 3:00 PM <a href="#">Board of Trustees Meeting</a> Institutional Event</li> <li>12:00 PM - 1:00 PM <a href="#">"Conveyors of Culture: a</a></li> </ul> |  |

**NAS Film Series:**  
 Category: USC Lancaster  
 Venue/Location: USC Lancaster  
 Contact/Sponsor: USC Lancaster  
 Date: Tuesday, November 17, 2015 - 11:00 AM - 2:00 PM  


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 Celebrate Native American Heritage Month with Films  
 NASC Classroom Room 106

**Richard M. Gannaway Scholarship Appreciation Luncheon**  
 Category: USC Lancaster  
 Venue/Location: USC Lancaster  
 Contact/Sponsor: USC Lancaster  
 Date: Thursday, November 12, 2015 - 12:00 PM - 1:30 PM  
 Bradley Arts and Sciences Building, Special Events Room  
 By Invitation and RSVP only

Link to flyer on USCL website

# Another Way to Get There

The Palmetto College administrative homepage at <http://saeu.sc.edu/index.php>.

**PALMETTO COLLEGE**  
Chancellor's Office | Degree Programs | Extended University | Regional Campuses

Welcome

Course offerings and related services more accessible to students who vary from the traditional profile.

Each year hundreds of students begin their university experience at one of USC's four **Palmetto College Campuses**, and they thrive - both academically and personally.

Please look around our site and discover the many ways that the University of South Carolina can come to you!

**Event Calendar**

This is a calendar of Continuing Education classes and events.

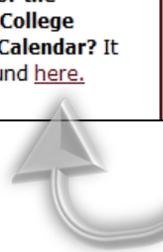


Use the link at the top left of the CE Event Calendar page to get to the **Palmetto College Common Calendar**.

**UNIVERSITY OF SOUTH CAROLINA PALMETTO COLLEGE**

- All Events
- Continuing Education
- Pre-University Programs

Looking for the Palmetto College Common Calendar? It can be found [here](#).



**UNIVERSITY OF SOUTH CAROLINA PALMETTO COLLEGE**

All Events  
Continuing Education  
Pre-University Programs

Looking for the Palmetto College Common Calendar? It can be found [here](#).

November 2015

| Sunday                                      | Monday  | Tuesday   | Wednesday                                    | Thursday                         | Friday                                   | Saturday |
|---|---|---|--|----------------------------------|--|----------|
| 1<br>SAT Prep Course at USC Columbia Campus | 2<br>American Sign Language for Beginners - Part I  | 3<br>Financial Survival for Retirement                | 4<br>GMAT Exam Prep Online Course            | 5                                | 6  | 7        |
| 8   | 9<br>Product Management Certificate - Online  | 10  | 11<br>Introduction to Digital Photography    | 12<br>Intermediate Grant Writing | 13                                       | 14       |
| 15  | 16<br>GFOA Exam III - Financial Management<br>GFOA Exam III - Capital Planning and Evaluation<br>GFOA Exam I - Financial Planning and Budgeting | 17<br>GFOA Exam IV - Financial Reporting and Auditing | 18<br>GFOA Exam IV - Governmental Accounting | 19                               | 20<br>Program Development and Evaluation | 21       |
| 22  | 23  | 24  | 25   | 26                               | 27                                       | 28       |
| 29  | 30<br>Product Management Certificate<br>American Sign Language for Beginners - Part I   |   |  |                                  |  |          |

PDF login

Site maintained by: Palmetto College IT

# Columbia Senate Report

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From the 11/4/2015 Columbia Senate meeting; reporting to the 11/13/2015 USCL Faculty Organization meeting.

Senators: Alhaddad, Bohonak, Campbell

## **REPORT: COMMITTEE ON CURRICULA AND COURSES**

Detail is available here: <http://www.sc.edu/faculty/senate/15/agenda/1104.cc.pdf>

### **New Major/Degree Program**

Bachelor of Arts with a Major in Global Studies, in the College of Arts and Sciences.

### **Change in Curriculum (Effective 2016-2017 bulletin).**

- Minor in Islamic World Studies
- BS in ACCT, ECON, FINA , IBUS, MGMT, MGSC, MKTG
- Business Economics, BSBA
- Finance, BSBA
- Real Estate, BSBA
- Risk Management and Insurance, BSBA
- Management BSBA
- Management Science BSBA
- Early Childhood Education
- Computer Science, BSCS
- Computer Science minor
- Mechanical Engineering BSE
- Fashion Merchandising
- Retail Management
- Nursing Generic BSN

### **New Courses (effective 2016-2017 bulletin)**

- SPAN 360. Spanish for Healthcare Professionals.
- STAT 206. Elementary Statistics for Business.
- IBUS 429. Comparative Innovation Systems
- MGMT 474. Executing Strategy in New Ventures
- ITEC 495 (formerly ITEC 448)

### **Carolina Core Designations (effective 2016-2017 bulletin)**

- MATH 174 (ARP)
- STAT 206 (ARP)

### **Change in Title, Prerequisite, Description or Number (Effective 2016-2017 bulletin).**

- ENGL 282, 283, and 285. (Change in titles and descriptions)
- MATH 174 (Change in description)
- MGMT 473 (Change in title)
- MGMT 479 (change in prerequisite)
- CSCE 201 (change in prerequisite/co-requisite)
- ITEC 265 (remove prerequisite)
- Multiple changes in prerequisite to HRTM courses.

## **REPORT: COMMITTEE ON INSTRUCTIONAL DEVELOPMENT**

### **Change to Committee Description**

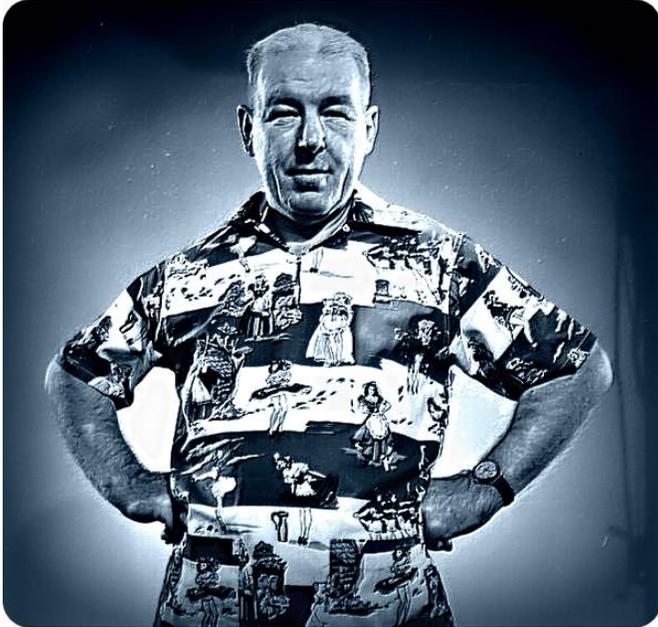
This committee shall review distributed learning course proposals for compliance with best practice benchmarks as defined by the university and accreditation bodies. The committee shall then recommend compliant distributed learning course proposals for approval.

The membership of the committee shall include seven faculty members elected for staggered three-year terms. The provost shall appoint four other faculty members, for staggered three-year terms, to guarantee broad representation of the colleges and academic ranks. The president of the student body shall appoint one undergraduate and one graduate student to one-year terms, to be confirmed by the Student Senate. Ex-officio members may include representatives from the Provost's Office, Distributed Learning Support Services, Center for Teaching Excellence and Graduate School.

### **The following existing courses are requesting approval to be offered via Distributed Education Delivery:**

#### **Columbia Campus Departments**

ANTH 367; SOCY 220; EDEL 591; ENCP 603; SLIS 315; RHAB 540.



## The Elliott White Springs Prize

USC Lancaster is proud to announce the fifteenth annual **Elliott White Springs Prize**. This **annual writing competition** is dedicated to Colonel Elliott White Springs in recognition of his contributions to American fiction. Springs, born in Lancaster in 1896, was a well-known writer of fiction during the 1920s. His stories were semibiographical, blending fiction and factual episodes.

The mission of the contest in his honor is to support and encourage writers by offering annually a **cash award of \$100.00** to a currently enrolled USC Lancaster student. All prose genres (short stories, essays, memoirs) are welcome.

Visit <http://bit.ly/1NPWDEf>  
for submission guidelines  
or e-mail

Dr. Christopher Bundrick ([bundrick@sc.edu](mailto:bundrick@sc.edu))

**DEADLINE: MARCH 11, 2016**

## ANNUAL FACULTY PEER REVIEW

### UNIVERSITY OF SOUTH CAROLINA LANCASTER

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#### PURPOSE

As stated in the *Regional Campuses Faculty Manual*, the University of South Carolina is committed to annual review of all faculty. On the University of South Carolina Lancaster campus, each faculty member must undergo an annual peer review. The peer review process is designed to provide an opportunity to document the professional development of the faculty member, and to provide regular and constructive evaluations of the performance of the faculty member. Annual Peer Review also provides an opportunity to assess the contributions of the faculty member to the mission of USC Lancaster.

#### EXEMPTIONS FROM ANNUAL FACULTY PEER REVIEW

Each faculty member is required to undergo annual faculty peer review. Faculty members preparing files for first or third-year review, the tenure and promotion process, or post-tenure review ~~are may be exempted~~ from the annual faculty peer review process. Those faculty members should refer to the *Manual* and to USC Lancaster's policies for the specific requirements of these reviews. Administrators subject to administrative review by faculty may elect not to undergo annual faculty peer review in addition to administrative review.

#### PREPARATION OF THE ANNUAL FACULTY PEER REVIEW FILE

Annually each faculty member shall complete a Faculty Information Form (FIF) detailing the faculty member's professional activities conducted during the previous calendar year. The FIF is arranged according to the criteria for tenure and promotion found in the *Regional Campuses Faculty Manual*, and the faculty member is encouraged to consult the *Manual* closely in the preparation of the FIF. The criteria stated in the *Manual* recognize three broad areas: Effectiveness as a Teacher and/or Librarian, Scholarship, Service. In documenting effectiveness for these criteria, the faculty member should focus specifically on their contributions to the mission of USC Lancaster in the performance of each of these areas.

#### EVALUATION OF TENURED AND TENURE-TRACK FACULTY

The Local Tenure and Promotion Committee evaluating the annual peer review files of tenured and tenure-track faculty will will evaluate faculty on three categories, Effectiveness as a Teacher and/or Librarian, Scholarship, and Service. In each category, the Local Tenure and Promotion Committee will assign each a rating of Not Effective, Effective, or Highly Effective. ~~and average these evaluations according to the weights below. Candidates for tenure or promotion should consider that this scale is based on USC Lancaster expectations for annual peer review only, and does not necessarily reflect the level of performance expected for tenure or promotion, at either the local or the system level:~~

~~60%—Effectiveness as a Teacher and/or Librarian~~

~~20%—Scholarship~~

~~20% Service~~

## EVALUATION OF FULL-TIME INSTRUCTORS

~~The Instructor Peer Review Committee evaluating the annual peer review files of instructors will evaluate faculty in two categories, Effectiveness as a Teacher and/or Librarian and Service. In each category, the Instructor Peer Review Committee will assign each a rating of Not Effective, Effective, or Highly Effective. Full-time instructors do not have a scholarship component to their job responsibilities and their evaluations by the Instructor Peer Review Committee will be given the following weights.~~

~~80% Effectiveness as a Teacher and/or Librarian~~

~~20% Service~~

Full-time instructors who have scholarship accomplishments to report have the option of choosing to be evaluated by the Local Tenure and Promotion Committee with the same weights as tenured and tenure-track faculty. A faculty member wishing to be evaluated in this way should indicate that preference by checking the appropriate box on the FIF.

For a description of the current criteria for each of these areas, please refer to the most recent edition of the *Regional Campuses Faculty Manual*. It is important that the faculty member include activities in each relevant section of the FIF, and the faculty member is encouraged to present limited narrative providing context and explaining the importance of the most significant activities included in the file. Faculty members should note that within the category of service, USC Lancaster sets a high priority on service to the community.

## PROCEDURES AND DEADLINES

Annual peer review shall be conducted according to the following schedule:

- January 31** The faculty member shall have submitted a completed FIF to the office of the Associate Dean for Academic Affairs.
- February 15** The office of the Associate Dean for Academic Affairs shall have provided the appropriate review committees (hereafter referred to as “the committees”) access to the FIF for each faculty member undergoing annual faculty peer review.
- April 30** By this date, each member of the faculty will have received from the committees a written evaluation ~~on the Peer Review Form (PRF)~~. Each faculty member must sign his or her PRF evaluation acknowledging that ~~the evaluation~~ it has been completed. This signature does not necessarily constitute agreement with the evaluation, and every faculty member has the right to respond to the annual peer evaluation in writing. The original of the signed evaluation ~~PRF~~ shall be given to the faculty member, and a copy shall

be given to the Associate Dean for Academic Affairs, who will maintain the copy as a part of the faculty member's personnel file.

### May 31

By this date, any faculty member who wishes to respond to the annual peer evaluation in writing must have submitted his or her response to the Associate Dean for Academic Affairs. Any written response from a faculty member to his or her evaluation PRF must be attached to the copy maintained in the office of the Associate Dean for Academic Affairs.

### COMMITTEE PROCEDURES

Annual Faculty Peer Review will be conducted each year by the Tenure and Promotion Committee and the Instructor Peer Review Committee as detailed above. Evaluation of the faculty member will be based on the FIF submitted by that faculty member, and the evaluation will proceed in the following manner.

1. After review of the FIF ~~and using the numerical rating system listed on the PRF~~, each member of the committees will evaluate the performance of each faculty member, producing a ~~numerical~~ rating and brief comments for each of ~~the areas of~~ the criteria.

~~Each committee member will determine an overall numeric rating for the faculty member, using the weighted scales listed earlier in this document as a guide: The committee member's overall score for each faculty member need not be an exact average of these percentages, but may take into account exceptionally strong or poor performance in a particular area, providing that effectiveness as a teacher and/or librarian remains the primary consideration.~~

2. ~~The Chair of each committee will average the ratings of each of the committee members into a single numerical rating for each of the areas included on the PRF.~~—The Chair of the committee will **also** collate the comments of each committee member and include those comments in the returned evaluation narrative section of the PRF.
3. The appropriate review committee will meet and discuss the ~~average scores ratings~~ in each of the areas, and determine an overall ~~numeric scorering~~. ~~This score need not be an exact average of the percentages referenced in step 1 above, but may take into account exceptionally strong or poor performance in a particular area, providing that effectiveness as a teacher and/or librarian remains the primary consideration.~~—The committee should also at this time discuss and justify individual narrative comments and edit those comments for clarity as the committee deems necessary. It is desirable that the committee reach consensus in the preparation of the narrative comments, but when necessary, dissenting comments shall be included.
4. Each member of the appropriate review committee must sign the evaluation PRF. These signatures do not necessarily indicate that all members of the committee agree with all comments on the form or the overall ratings, but rather indicate that the committee members have reviewed ~~the evaluation the PRF~~ and that their comments and ratings have been included in the process.

5. Members of the committees ~~will~~ may not participate in their own peer evaluation\_s, and as such, members of the committees will not sign their own PRF's, except to acknowledge their receipt of the finished form at the completion of peer review.

**GUIDELINES FOR THE PREPARATION  
OF THE FACULTY INFORMATION FORM (FIF)**  
USCL FACULTY EVALUATION COMMITTEE, ~~APRIL 2006~~ FALL 2015

According to the University of South Carolina Lancaster's Annual Faculty Peer Review policy, annually each faculty member shall complete a Faculty Information Form (FIF) detailing the faculty member's professional activities conducted during the previous calendar year. The FIF is arranged according to the criteria for tenure and promotion found in the *Regional Campuses Palmetto College Campuses Faculty Manual*, and the faculty member is encouraged to consult the *Manual* closely in the preparation of the FIF. The criteria stated in the *Manual* recognize three broad areas: Effectiveness as a Teacher and/or Librarian, Scholarship, Service. In documenting effectiveness for these criteria, the faculty member should focus specifically on their contributions to the mission of USC Lancaster in the performance of each of these areas. ~~For the purposes of peer review, the committee will evaluate faculty performance according to the following percentages:~~

~~60%— Effectiveness as a Teacher and/or Librarian  
20%— Scholarship  
20%— Service~~

~~This scale is based on USC Lancaster expectations for annual peer review only, and does not necessarily reflect the level of performance expected for tenure or promotion, at either the local or the system level. The following guidelines are recommendations for the preparation of the Faculty Information Form for annual peer review. Faculty are encouraged to adhere strictly to these guidelines, especially those who plan to seek tenure or promotion in the future, as the information compiled here can serve to build an eventual formal T&P file. Faculty who plan to seek tenure or promotion are encouraged to prepare their FIFs with both local expectations in mind, as well as the more rigorous requirements for the tenure or promotion they will seek. For all levels of review, the narrative and justification for teaching effectiveness are of paramount importance for both annual evaluation and for criteria for tenure and promotion.~~

**Teaching, Scholarship, & Service**

~~Teaching effectiveness~~ **Effectiveness as a Teacher**

~~For teachers, this section should list courses taught, enrollments, preparations, as well as an explanation of how the professor/faculty member demonstrates teaching excellence. The professor is encouraged to provide a summary of student evaluation data. The professor may discuss testing methods, describe how a course has been designed or changed to meet student needs, or discuss a specific assignment in terms of the campus general education goals, for example. The discussion of teaching effectiveness should demonstrate serious thought and effort to improve one's teaching, particularly given the fact that the evaluation of teaching represents 60% of the overall evaluation score. The *Palmetto College Campuses Faculty Manual* defines effective teaching as having six components, and has suggestions for ways these can be demonstrated, as summarized in the following table, taken from page 33 of the 2014 edition.~~

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Appendix #10: Motion to change the Language in FIF Instructions

| <b><u>Criterion:</u></b>  | <b><u>Suggested Documentation<br/>May Include</u></b>  |
|---|--|
| <p><b><u>Course design:</u></b><br/> <u>Effective teaching involves the development of clear course goals which must be consistent with both the missions of the campus and the role of the course in the curriculum.</u></p> <p><u>Effective instructors clearly connect stated goals of the course to the assessment of student learning.</u></p> | <p>*<u>Personal narrative statement</u><br/>           *<u>Sample syllabi</u><br/>           *<u>Sample exams</u><br/>           *<u>Development of new course(s)</u><br/>           *<u>Peer review</u></p>   |
| <p><b><u>Student learning:</u></b><br/> <u>Student demonstrates progress in achieving course goals.</u></p>   | <p>*<u>Course/student evaluations</u><br/>           *<u>Alumni survey data</u><br/>           *<u>Pre- and post-tests</u><br/>           *<u>Results of standardized exams</u><br/>           *<u>Samples of students' work</u><br/>           *<u>Success in subsequent course(s)</u><br/>           *<u>Post graduation employment statistics</u><br/>           *<u>Peer review of testing instruments</u></p> |
| <p><b><u>Knowledge:</u></b><br/> <u>Effective instructors demonstrate a breadth and depth of understanding of the subject appropriate to the level of the course and students' background.</u></p>  | <p>*<u>Degrees, certification, credentials</u><br/>           *<u>Professional publications and/or presentations</u><br/>           *<u>Course materials (syllabi, exams, etc.)</u><br/>           *<u>Attendance at professional meetings, conferences, seminars</u></p>  |
| <p><b><u>Communication ability:</u></b><br/> <u>Effective instructors make themselves clear, state objectives, summarize major points and provide examples. They present material in an organized manner and encourage student participation</u></p>  | <p>*<u>Personal narrative statement</u><br/>           *<u>Student evaluations</u><br/>           *<u>Classroom visitations</u><br/>           *<u>Video tapes, syllabi, course materials</u></p>  |
| <p><b><u>Instructional improvement:</u></b><br/> <u>Effective instructors continually reassess their teaching methodologies and course content and seek to enhance their teaching skills.</u></p>   | <p>*<u>Personal narrative statement</u><br/>           *<u>Outcome measures</u><br/>           *<u>Attendance at teaching effectiveness workshops, seminars, etc.</u><br/>           *<u>Sample syllabi</u><br/>           *<u>Teaching diary</u></p>  |
| <p><b><u>Personal characteristics:</u></b><br/> <u>Effective instructors are approachable and available. They are respected and are fair in all dealings with students. Their enthusiasm about teaching and their subject serves to motivate and inspire their students.</u></p>  | <p>*<u>Student evaluations</u><br/>           *<u>Classroom visitations</u><br/>           *<u>Peer evaluations</u><br/>           *<u>Administrative evaluations</u></p>  |

**Effectiveness as a Librarian**

The Palmetto College Campuses Faculty Manual defines effective teaching as having six components, and has suggestions for ways these can be demonstrated, as summarized in the following table, taken from page 35 of the 2014 edition.

| <b><u>Criteria, with descriptive statements:</u></b><br><i>(Descriptive statements under each criterion are not required to be individually addressed by the candidate but are provided for the benefit of the reviewer.)</i> | <b><u>Suggested Documentation May Include:</u></b>   |
|---|--|
| <p><b><u>User Services:</u></b></p>   | <p>*<u>Personal narrative statement</u><br/>           *<u>Student and Faculty Annual Library Survey results</u></p> |

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Appendix #10: Motion to change the Language in FIF Instructions

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| <p><u>Effective academic librarians have knowledge of and apply principles of the American Library Association Code of Ethics, including the provision of equitable access to information resources, resistance to barriers of intellectual freedom, promotion of intellectual property protections, and engagement and participation in communities of practice.</u></p> <p><u>Effective academic librarians facilitate use of library resources and service delivery in accordance with prevailing norms and applications.</u></p> <p><u>Effective academic librarians locate, evaluate, and synthesize information from diverse sources for use by the academic community.</u></p> <p><u>Effective academic librarians provide guidance in the use of recorded knowledge and information.</u></p> | <ul style="list-style-type: none"> <li>*<u>Sample promotional library materials</u></li> <li>*<u>Sample library policies</u></li> <li>*<u>Exhibits</u></li> <li>*<u>Related data compilations of library use</u></li> <li>*<u>Consultation on copyright, intellectual property, censorship, customer service, etc.</u></li> <li>*<u>Library services, outreach, programs, and marketing initiatives and/or implementation</u></li> <li>*<u>Collaboration with academic departments or community partners</u></li> </ul>  |
| <p><u>Information Acquisition and Organization:</u></p> <p><u>Effective academic librarians manage various collections through evaluating, selecting, acquiring, processing, implementing, maintaining, storing, preserving, conserving, and/or deselecting resources, in accordance with prevailing norms, applications, and professional, ethical judgment.</u></p> <p><u>Effective academic librarians organize recorded knowledge and information by employing the systems of cataloging, metadata, indexing, and classification standards and methods.</u></p>  | <ul style="list-style-type: none"> <li>*<u>Samples of research guides</u></li> <li>*<u>Webpages</u></li> <li>*<u>Exhibits</u></li> <li>*<u>Book requests and purchases</u></li> <li>*<u>Visual, electronic and print communications</u></li> <li>*<u>Related data compilations of information retrieval and organization</u></li> <li>*<u>Sample library policies</u></li> </ul>   |
| <p><u>Teaching:</u></p> <p><u>Effective academic librarians apply a depth and breadth of understanding of information organization, research methods and methodologies, information-seeking behaviors, and critical thinking skills to the abilities and anticipated learning outcomes of students, staff, faculty, and members of the academic community.</u></p> <p><u>Effective academic librarians demonstrate sound, responsible pedagogy and apply proven and innovative teaching strategies in formal (ex: classrooms) and informal learning environments (ex: research consultations).</u></p> <p><u>Effective academic librarians enhance the formal and informal learning experiences of students and promote a sustained interest in continuing education and lifelong learning.</u></p>  | <ul style="list-style-type: none"> <li>*<u>Personal narrative statement</u></li> <li>*<u>Formal course evaluations</u></li> <li>*<u>Research Consultation data and statistics</u></li> <li>*<u>Peer teaching reviews</u></li> <li>*<u>Library Instruction Evaluation forms</u></li> <li>*<u>Pre- and post-tests</u></li> <li>*<u>Study, evaluation, implementation, and promotion of new technologies and services</u></li> <li>*<u>Summary or statistical data of instructional activities</u></li> <li>*<u>Instructional materials or modules</u></li> <li>*<u>Prepared class presentations</u></li> <li>*<u>Attendance at teaching improvement seminars or workshops</u></li> <li>*<u>Samples of research guides</u></li> <li>*<u>Workshop offerings</u></li> </ul> |
| <p><u>Management/Administration:</u></p> <p><u>Effective academic librarians make informed and fair decisions about library administration, policies, and services using the ALA Code of Ethics and within the</u></p>   | <ul style="list-style-type: none"> <li>*<u>Personal narrative statement</u></li> <li>*<u>Sample library policies</u></li> <li>*<u>Procedure manuals</u></li> <li>*<u>Planning documents</u></li> <li>*<u>Budget documents</u></li> </ul>   |

Appendix #10: Motion to change the Language in FIF Instructions

|  |  |
|--|--|
| <p><u>basic legal framework of copyright, privacy, and other applicable laws as a guide.</u></p> <p><u>Effective academic librarians managing a library, library area, or individual project demonstrate principled, positive leadership, productive planning, analysis of complex problems, implementation of appropriate solutions, and evaluation of outcomes.</u></p> <p><u>Effective academic librarians demonstrate excellent written and oral communication skills and produce policies, programs, and services appropriate to the institution's educational mission and role in the community.</u></p> <p><u>Effective academic librarians develop partnerships, collaborations, networks, and other structures within and beyond the academic community.</u></p> <p><u>Effective academic librarians advocate for libraries, librarians, other library workers, and library services.</u></p> | <p><u>*Sample communications with personnel, higher administration, and other library constituents</u></p> <p><u>*Program summaries</u></p> <p><u>*Statistics and data summaries</u></p>   |
| <p><u>Technology:</u></p> <p><u>Effective academic librarians apply information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries in accordance with professional ethics and prevailing service norms and applications.</u></p> <p><u>Effective academic librarians assess and evaluate the specifications, efficacy, and cost efficiency of technology-based products and services.</u></p> <p><u>Effective academic librarians identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.</u></p>   | <p><u>*Samples of research guides</u></p> <p><u>*Websites</u></p> <p><u>*Interlibrary Loan Usage Information</u></p> <p><u>*Other Document Delivery Service Information</u></p> <p><u>*Visual, electronic and print communications</u></p> <p><u>*Prepared class presentations</u></p> <p><u>*Exhibits</u></p> <p><u>*Workshop offerings</u></p> <p><u>*Study, evaluation, implementation, and promotion of new technologies</u></p> |

**Scholarship**

The *Regional Campuses Faculty Manual* defines **scholarship** broadly to include the many types of activities our faculty engage in. Faculty must familiarize themselves with the criteria for rank and promotion in the *Manual* and may wish to cite those in the FIF, particularly for scholarship. But because the definition is broad, the faculty member should justify how projects are scholarly in nature; you should argue persuasively how your activities fit the definition of scholarship. Even a clearly scholarly project such as a journal publication requires contextualization; is the journal peer reviewed? How significant is the journal in your field? For other activities less obviously scholarly, such as reading and study to expand one's body of knowledge, it is important to explain how such activities meet the *Manual's* definition of scholarship.

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## Appendix #10: Motion to change the Language in FIF Instructions

### **Service**

The *Manual* defines four different types of **service** activities; while the faculty member may not have service in each of the categories, the FIF should clearly define which activities fall into which category. List the activities, but also explain the level of your involvement. If particularly significant, or if reviewers are unlikely to be familiar with the service activity, the faculty member may wish to explain its relevance.

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### **Other Useful Information**

- Junior faculty members should regard the FIF as an annual activity preparatory to the completion of the tenure and promotion file. Assembling the file annually will also aid senior faculty in preparing for promotions and post-tenure review.
- Complete all three sections of the FIF; a modest case is certainly better than no case at all.
- Provide narrative explaining the significance of the items listed in the FIF; it is important to both list items and explain them.
- List projects completed during the year, but also works in progress. Although the work may not yet be completed, it is nevertheless a part of your activity during the year. Grants should include a statement of funding status; if not funded, grants may still be listed, including plans for revision and resubmission.
- Information included in the FIF should be from the current year only, not a cumulative listing of activities.