

Faculty Meeting Minutes
September 6, 2019

PRESENT: Brooke Bauer, Adam Biggs, Chris Bundrick, Brent Burgin, Li Cai, Laura Carnes, Courtney Catledge, Tracey Mobley Chavous, Walt Collins, Kim Covington, Susan Cruise, Deborah Cureton, Liz Easley, Stan Emanuel, Rebecca Freeman, Fran Gardner, Annette Golonka, Lisa Hammond, Darris Hassell, Claudia Heinemann-Priest, Kate Holland, Ernest Jenkins, Chris Judge, Kaetrena Kendrick, Dana Lawrence, Nick Lawrence, Pat Lawrence, Lynnette Martek, Angela Neal, Bettie Obi-Johnson, Allan Pangburn, Phillip Parker, Leigh Pate, Justin Pearson, Erin Moon-Kelly, Suzanne Penuel, Kim Richardson, David Roberts, Denise Roberts, John Rutledge, Todd Scarlett, Peter Seipel, Sarah Hunt Sellhorst, Elizabeth Streeter, Nahid Swails, Suzette Taylor, Brittany Taylor-Driggers, Tania Wolochwianski, Jerrod Yarosh, Andy Yingst

ABSENT: Shemsi Alhaddad, Noni Bohonak, Dwayne Brown, Fernanda Burke, Steve Campbell, Mark Coe, Jerry Currence, Garane Garane, Jason Holt, Howard Kingkade, Pernell Lewis, Babette Protz, Ann Scott, Mike Sherrill, Dick Van Hall

CALL TO ORDER: 1:00 PM

CORRECTION/APPROVAL OF MINUTES: April minutes approved.

REPORTS OF OFFICERS

Dean of Campus—Collins [see report starting page 9.] Thanks to Deborah Cureton for coming in—and a week early. Thanks to those on search committees. Welcome to Sam Bashioum, Que Harris, Jimmy Neal, Haley Sims, Elisabeth Streeter, Nahid Swails, Suzette Taylor, Brandy Truesdale, Jerrod Yarosh.

Associate Dean search committee: talked with Palmetto HR director about how to constitute it. Used Salk dean search, most recent one, as model. Faculty, staff, students represented. Committee chair is longest-serving Palmetto associate dean.

Payroll-delay problems being worked on. We'll solicit feedback.

Congratulations to Bettie Obi-Johnson and Liz Easley for promotions and tenure, respectively, and Brent Burgin, Jill Castiglia, Courtney Catledge, Kim Covington, Stan Emanuel, Darris Hassell, Lynnette Martek, Allan Pangburn, and Phillip Parker, for promotions to senior instructor.

Smoke- and tobacco-free campus effective a week from Monday—peer-enforced. We adapted Sumter policy. Thanks to Chris Bundrick and Lauren Thomas.

USCL 60th anniversary—events throughout year starting next Thursday night—alumni tailgate event. You're invited.

New campus master plan: faculty input session and email coming.

Questions?

Gardner: Payroll—if pay breakdown is oddly coded, should we tell people?

Mobley-Chavous: Codings have changed. Regular pay will say “regular.” Administrative supplements have different terms—“additional,” “temporary.”

Gardner: Mine not admin-related. Should I let you know? Also, if personal info in system is wrong, how to handle?

Mobley-Chavous: You can fix that online.

Cureton: Lancaster has come a long way in ten years. Congratulations on USCL Niche.com ranking.

Academic Success Center—D. Lawrence [see report starting page 16.]. If you want reports of your students, sign up and we’ll send them. Link to short form on the report.

Enrollment Management—Pearson. Aim to increase enrollment by 4%. Right now we’re at 1521 headcount compared to 1523 last year. Freeze October 24. Applications up compared to fall 18—3.7%. Admittance: 30% compared to last year. Expanded NC recruitment efforts and will continue. We need to increase the yield. When students cancel their applications, we track where they go now so we can figure out why.

If you know students who want to work in admissions, let me know. Three positions open. Let them know this is a formal interview—requires business clothing, promptness, résumé.

Hired assistant registrar, dual enrollments coordinator, new admissions counselor. This year we’ll start in November instead of January.

Fall open house: Saturday, 16 November. We’ll have a spring one too. Please introduce yourselves when you see these visitors.

Questions?

Parker: How do you find out why applicants reject us?

Pearson: We call and ask. Sometimes they get a full scholarship elsewhere, some workforce, some military.

Emanuel: Can you comment on scholarship changes?

Pearson: Boom in number of scholarships. Three different deadlines for applying—one later than previously.

Emanuel: We limited it to \$500 to let NC students get in-state tuition. Able to give 25 to 30 more scholarships than before.

Human Resources—Mobley-Chavous [see report starting page 27.]. Title IX reminder: please complete discrimination and harassment training. Let me or Que Harris know if you need help.

Open enrollment: premiums not going up. Two will decrease—vision and dental.

You'll see a bonus on October 31 paycheck.

Gardner: At end of last year, salary study announcement. When?

Collins: waiting for direction of PC office. Talk of roadshow. Think it's on agenda for deans' meeting Wednesday. By October I'll know more.

Institutional Effectiveness and Research—Hammond. Working on accreditation and compliance reporting. You may hear that the Board of Trustees is reviewing every campus's mission statement. Changes will be nonsubstantive—names of offices, for example. USC now USC Columbia. Thank you to the faculty and staff who've been providing info.

Student Engagement and Success—Carnes [see report starting page 22]. Thanks to people in Advising Corps. We'll hold a couple of faculty forums. Will email ahead of time. Feedback welcome. Advisor assignments and major changes now taken care of in academic office, not admissions. Assignments on Banner not accurate yet—working on it, but complicated.

Target X retention suite will be live at fall's end. Approved by student council in Columbia. Students will be able to make online appointments. We can demo functions for you. More info later.

For excessive absences, email Summer Harmon. Please address any behavioral issues with the student first. Search updates: we've submitted a name for OSP coordinator. Counseling services will have multiple events. Disability services: Columbia changed online portal and dropped us from it. We'll need to redo online form through TargetX. For now students should go to Annette in person.

Thanks to Karlee for a good back-to-school blast. Clothes closet will move beside her office. Please donate or let students know.

Scarlett: If student wants to change major, where?

Carnes: Send to Academic Affairs

Kendrick: Some ADA problems with accessibility: What do we do?

Collins: We have budget request to address ADA problems, such as doors without automatic openers.

Carnes: If there are table or chair problem, please let us know.

Kendrick: Maybe we can get a list of problems on campus?

Carnes: Mary Daly might be able to help.

Collins: Annette just surveyed wheelchair ramps; will post online

Sellhorst: Will there be signage for Bradley ramp?

Collins: Yes.

Criswell: Welcome newish NASC employees: recent graduates Katelyn Shull and Elisabeth Streeter.

Rutledge: New siren working. Next linkage will be to any networked computer. Weekly test required.

Medford Library—see report starting page 20.

REPORTS OF COMMITTEES

USC System committees—

Palmetto College Faculty Senate Committees

Executive Committee—Jenkins. Met end of August and talked about database availability problem. Dean of Libraries will report on progress to Chancellor before next senate meeting. Tried to get all of us listed as USC Columbia affiliate faculty. Some vendors objected. He'll try again, having made partial progress.

Biggs: What about access for non-Palmetto USCL students? Some much too expensive for USCL to get.

Jenkins: Roadblocks, but discussion ongoing.

Hammond: Have been talking about this for at least 21 years.

Freeman: A lot of roadblocks to getting Columbia access for USCL students. Expensive.

Kendrick: Lots of publishers actively price-gouging. Looking at OER instead, PASCAL. Licensing fees going up more than inflation. Let us know what you want.

Technology—B. Faulkenberry [see report on page 30]. Please email me if you have questions about the report.

Rights and Responsibilities—P. Lawrence. No report. Senate meets at end of month. Will report later.

System Affairs—D. Lawrence. R and R charges: figuring out if admin appointments counts as service for T and P and looking into peer review of online courses.

For System Affairs: still talking about curriculum. Also, Salk is developing nursing program with Beaufort.

Welfare—Seipel. We'll get charges in two weeks. Be thinking about award nominations—teaching, scholarship, service. Deadline December 1st to send them to welfare committee.

Hammond: Process requires some work, so please check to make sure nominee is willing.

Criswell: Can we nominate across divisions?

Hammond: We'll see how to make it work.

Columbia Faculty Senate—no report.

Provost Advisory Council. Hammond: Not sure Council has been reconstituted.

Local committees—

Curriculum—Bundrick. Bringing forward ADN learning outcomes motion.

Evaluation—Hammond. I'm outgoing chair. I will charge committee with updating process for annual First-Year Review to match other evaluation processes and will ask committee to solicit feedback on first-year review. Not very substantive revision. Open spot on committee—please let me know if you're interested. Charges can come from faculty organization too. I will email.

UNFINISHED BUSINESS *None*

NEW BUSINESS

Curriculum Committee motion: Proposed revisions to the collaborative ADN program learning outcomes [see starting page 31]. Bundrick: Accrediting body for this program has changed and they asked us to adopt new learning outcomes.

Hammond: Motion from committee; requires no second. Curriculum substantive, so vote next time unless desire to do it today.

Golonka: Courses won't be included? The ones listed on next page are York Tech Courses.

Denise Roberts: Courses should be listed as USCL courses—LANU. No course changes; just updated outcomes. Evaluation will be in February. Review starts before then.

Move to suspend rules to allow same-day vote (Bundrick). Seconded by several.

Penuel: Does it make a practical difference whether we vote today or later?

Denise Roberts: Not really.

Motion to suspend rules to allow same-day vote passes.

Curriculum committee motion to adopt proposed revisions to collaborative AND program learning outcomes passes.

SPECIAL ORDERS

Instructor Peer Review Committee elections. Hammond: Deferred; by-laws allow this to happen in different ways. Opening floor to nominations. Six members of committee have to be senior instructors IF others are applying to be senior instructors. Senior instructors are Burgin, Castiglia, Catledge, Covington, Emanuel, Hassell, Parker, Martek, Pangburn.

Martek: Self-nomination. And I nominate Jill.

Pangburn, Parker: Self-nomination.

Martek: I nominate Kim.

Hammond: Willing to serve?

Martek: Don't know.

Hammond: Inclined not to accept nomination, since committee is a lot of work.

Parker: I nominate Darris.

Hassell: Nomination accepted.

Hammond: Six nominations. Accept by acclamation?

Move to accept nominations by acclamation (Pangburn). Seconded by Gardner.

Move to accept nominations by acclamation passes unopposed.

New ADN faculty FO membership and voting privileges. Hammond: traditionally, we invite our nursing faculty to join our faculty organization and have voting privileges.

Motion to extend voting privileges to Suzette Taylor (Gardner). Seconded by Pangburn.

Motion to extend voting privileges to Suzette Taylor passes unopposed.

Hammond: Thank you and welcome.

Biggs: IM basketball later today. Dean Collins, input on new president?

Collins: Lisa and I heard him talk about research, inclusivity and diversity, money. My sense: well-received. Made it clear that he wants to hear from faculty and staff. Attendees were department/division chairs, associate deans, and directors and managers.

Hammond: Mentioned putting together external advisory boards and a faculty advisory council; Palmetto rep will be on that.

Gardner: Any mention of provost-search timeline?

Collins: "Quickly." Overall impression: aware of learning curve and open to hearing from all kinds of people.

ANNOUNCEMENTS

P. Lawrence: Banned Book weeks kickoff talk, “Patently Offensive and Lacking in Serious Value.” Hope you and your students will come. I will be mildly funny but not really. September 23, 12:15, Medford Conference Room

Kendrick: Film series of Banned Books. *Black Hawk Down* after Pat talks. Then *The Perks of Being a Wallflower*, *Divergent*.

Holland: Short PSYC search committee by cheese next.

Burgin: Lunch and Learn with Todd Scarlett Friday.

Cruise: Free pizza lunch for students interested in study abroad. Please tell students.

Priest: Timing of another SafeZone training?

Carnes: Tracey and I might be able to get that on the calendar. Columbia unwilling earlier.

Hammond: October: David Roberts sabbatical talk. November: faculty-staff appreciation reception. Let us know if you’d like to work on that.

David Roberts: sometimes people does such a good job they make it look easy. Fran Gardner has done that for us in humanities. Plaque for Fran. You’ve done much to improve divisions.

Gardner: Thank you so much.

ADJOURNMENT: 2:32 PM

*Submitted by Suzanne Penuel, Faculty Organization Secretary
Faculty Organization Chair: Lisa Hammond*



Celebrating 60 years of Education and Service

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

Report to the Faculty Organization of USC Lancaster
September 6, 2019

People

Enrollment

As of September 5, 2019, 1521 students (headcount) are registered for Fall 2019. This is up 2.77% over this same date last year.

As of July 10, 2019, 440 students (headcount) were registered for Summer 2019. We finished the summer with about the same number of students when compared to Summer 2018.

Athletics

Men's and women's soccer seasons have already begun. See their schedules at the following link and join us for a match: <http://www.usclathletics.com/>

Coach Nick Calhoun (baseball) has assumed the duties of athletics director.

Volleyball play will be suspended for this season and will return in Fall 2020 due to difficulty in recruiting and getting a sufficient number of players this year. The coaches are working with those who were going to make up the team in the interim.

As you have heard, **USC welcomed new president, Robert Caslen**, on Thursday, August 1, 2019. Here is more information on Pres. Caslen: https://www.sc.edu/about/our_leadership/president/

New faculty/staff for Fall 2019:

Dr. Jerrod Yarosh (tenure-track sociology) Ph.D. from Oklahoma State University
 Dr. Nahid Swails (tenure-track physics) Ph.D. from the University of South Carolina
 Prof. Suzette Taylor (instructor) associate degree in technical nursing
 Ms. Brandy Truesdale, admissions counselor/recruiter
 Ms. Haley Sims, assistant registrar
 Mr. Que Harris, HR assistant
 Mr. Jimmy Neal, part-time maintenance staff
 Mr. Sam Bashoum, Assistant Baseball Coach

Searches in progress:

Psychology	IT staff member
Computer Science	TRiO staff member
Biology/Chemistry	Business Office cashier
Internship Coordinator	Dual Credit Enrollment Assistant
Associate Dean for Academic and Student Affairs	

Thank you to everyone who has agreed to serve on the various search committees. I appreciate your time and effort as you work to help choose our future colleagues. I did want to share the composition of the Associate Dean Search Committee. It is the following:

Dr. Eric Reisenauer, Committee Chair, Executive Associate Dean, USC Sumter
Mrs. Tracey Mobley-Chavous
Mrs. Victoria Hollins
Mr. Buddy Faile
Ms. Megan Catoe
Ms. Samantha Broome (SGA President)
Dr. Sarah Sellhorst
Dr. John Rutledge
Dr. Stephen Criswell
Dr. Courtney Catledge
Dr. Dana Lawrence

Payroll Information: I am aware that there have been some concerns from a few of our faculty members about processing time for their pay over the summer as well as summer to fall semester. Faculty and staff pay, from their original hire to multiple appointments throughout the year, continues to be a top priority for our campus and Palmetto College.

As you know the university launched and implemented a new system this year to replace the outdated administrative systems. This comprehensive system was designed to connect PeopleAdmin, PeopleSoft Finance, and other solutions to integrate with PeopleSoft HR/Payroll automatically. Over the past several months, the university has continued to refine, develop, troubleshoot, and resolve any system problems that have occurred. The payroll issues we have seen extend to every campus across the USC system.

I want to assure you that our campus and Palmetto College are doing everything possible to process actions within posted timeframes to ensure that employees are paid within scheduled pay periods. Please feel free to contact me if you have questions or need additional information. We will continue to work together to resolve any concerns you may have.

Congratulations to

Dr. Bettie Obi-Johnson for promotion to Professor of Chemistry and to **Dr. Elizabeth Easley** for earning tenure and for promotion to Associate Professor of Exercise Science.

...the following full-time instructors who were appointed to **Senior Instructor** effective August 16:

Stan Emanuel	Kim Covington
Phillip Parker	Dr. Courtney Catledge
Allan Pangburn	Jill Castiglia
Lynnette Martek	Brent Burgin
Darris Hassell	

Dr. Chris Bundrick (English) for two publications forthcoming in 2020: "From Jumping Frogs to Sheets to the Grand Ole Opry: Three Examples of Frame Narrative in the Southwest Humor Tradition" in *Studies in American Culture* and "All we know is here we are": Gothic Aspects of Ray Bradbury's *The Martian Chronicles* coming out in *Fafnir: Nordic Journal of Science Fiction and Fantasy Research*.

Dr. Peter Seipel (philosophy) who has recently had two articles published/accepted for publication: "Why Do We Disagree About Our Obligations to the Poor?" in *Ethical Theory and Moral Practice* and "Famine, Affluence, and Philosophers' Biases" forthcoming in *Philosophical Studies*. Also, last Spring, Dr. Seipel received an award for the best non-tenured faculty paper at the annual meeting of the South Carolina Society for Philosophy.

Brittany Taylor-Driggers (art) who has had two of her pieces, *Tree Lights* and *His Room with a View*, selected for the SC & NC regional juried poetry and art publication *KAKALAK 2019* by Main Street Rag Publishing. *Tree Lights* was selected for the first place art winner and cover art.

Dr. Bettie Obi-Johnson (chemistry) and **Dr. Annette Golonka** (biology) for their recent publication “Floral Scent Variation in the Heterostylous Species *Gelsemium Sempervirens*” in the academic journal *Molecules*. The following USC Lancaster students also participated in the research and are listed as co-authors: **Austin Blackwell, Iver Vazquez, and Nigel Wolfram**.

USC Lancaster in our Communities

The **Town-Gown Advisory Group** will continue meeting this coming academic year and will be involved in the campus master plan update project. The first meeting has been scheduled for September 24.

The **University of Possibilities** (middle school outreach program currently with A. R. Rucker Middle School in Lancaster) will continue for this coming school year. We have had several community meetings over the last few months and most recently presented a short talk to the middle and high school principals at one of their first meetings of the new school year.

Budget

We continue to stabilize and improve our financial situation. We were able to carry forward approximately \$255,000 at the end of last fiscal year. This continues to build toward our goal of a minimum of a three-month carry forward.

The Upper Palmetto YMCA completed 21 months of management of fitness operations at the Gregory Center as of the end of August 2019. The **Gregory Family YMCA** membership was at 2710 in mid-August, and finances continue to be stable. More improvements/renovations will be under way soon for expanded exercise space and child watch space.

Legislative update:

The state budget for FY 2020 has been finalized and USC Lancaster will be receiving a recurring allocation of \$649,998 for general operating and \$3.5 million for deferred maintenance and capital projects. **There was no tuition increase for USC Lancaster students for this academic year.**

South Carolina Higher Education Opportunity Act information:

https://sc.edu/about/system/get_involved/legislative_updates/2018_higher_education_bill.php

While the act was not passed last legislative session, it is still under consideration in the coming legislative session.

Facilities

Expenditure of last fiscal year’s deferred maintenance funding continues with the following projects: physics lab renovation, new roof for Hubbard Hall, update to fire alarm system in Starr Hall, and the replacement of solarium window system in the Gregory natatorium.

Various maintenance work has been ongoing over the summer including:

1. Continued pressure washing needed areas.
2. Sealed restroom floors in Bradley.
3. Cleaned carpet in classrooms.
4. Replaced hardware on main exterior doors at CRD.
5. Resurfaced whiteboards in Founders.
6. Refinished flooring in Bradley basement and first floor restrooms.

7. Refinished flooring in Bradley atrium.
8. Painted handrails at Starr Hubbard and Bradley.
9. Painted lettering on Visitor and Faculty parking.
10. Improved lighting on Gateway sign.
11. Trimmed trees across campus
12. Replaced broken curbing in certain areas across campus

During the next several months, we will refurbish and upgrade the tennis courts with a combination of community donations and campus funding.

The installation of the fencing along Hubbard Drive was completed three weeks ago. This is one of the recommendations from the 2008 campus master plan.

Other items...

- Palmetto College has enrolled 53 students for Fall 2019 in the new initiative that is called **Palmetto Pathway**. You may recall that students admitted to this gateway-type program will officially be students belonging to USC Lancaster, but they will be housed and taught in Columbia. This is a one-year (30-hour) program after which successful students then matriculate to a four-year program/campus.
- USC Lancaster will become a **tobacco and smoking free campus** on Monday, September 16, 2019. The new tobacco and smoking policy is attached to this report and is modeled after the policies on other USC campuses and uses the process of peer-enforcement. Please note the smoking cessation resources listed for students, faculty, and staff in the policy. Note also that the policy includes restrictions for use of vaping and e-cigarettes. This policy has been included in the student handbook.
- The **Palmetto College Salary Study** Committee wrapped up its work late last Spring. More information will be forthcoming from Palmetto College about the report, the findings, and implementation of response to the findings. Responding to the study's findings will be a multi-year process.
- The next **Lunch & Learn at the NASC** is Sept. 20th at noon with a talk entitled "Foraging and movements of Great Blue Herons below hydroelectric dams" by Dr. Todd Scarlett.
- The **Annual Richard Gannaway Scholarship Luncheon** has been scheduled for Wednesday, November 6, 2019 at noon. More information coming soon.
- USC Lancaster will celebrate its **60th Anniversary this academic year** Events/activities will include exhibits, a publication, giving opportunities, a gala, recognitions, artwork, and other festivities. We have launched an inscribed brick campaign as well.
- **USC Lancaster Alumni Tailgate and 60th Anniversary Celebration**, September 12 at 6:30, Pete Arnold Special Events Room. All are invited.
- **Author Talk and Reading, Mrs. Mary Ann Claud**, Lancaster native, will read from and discuss her latest novel, *Alex Dances*, at 4:30 pm, Tuesday, September 17 in the Medford Library. Free and open to the public.
- The **campus master plan update** has officially begun with a visit and campus walk on August 7 with Boudreaux. We will convene various feedback groups for meetings over the fall including: Commission/Foundation, Lancaster Leaders, Indian Land Focus Group, Faculty/Staff, Students, and Town-Gown/Board of Visitors. **The faculty are invited to**

TOBACCO POLICY

The University of South Carolina is deeply committed to the well-being of our students, faculty, staff and visitors. To provide a safe, healthy environment in which our community can flourish, and in accordance with the university's commitment to public health and sustainability, the University of South Carolina Lancaster will be a completely tobacco-free campus. This policy replaces the 2013 tobacco-free policy to cover all university property. The intent of this policy is to create an environment that is conducive to quitting tobacco, promoting the prevention of tobacco use and preventing the risks associated with exposure to secondhand smoke. This will be a cultural change within the university campus and will be supported by ongoing communications and cessation programs for those who desire to quit or abstain from tobacco. Enforcement for the policy is the responsibility of each member of the USC Lancaster community. Faculty, staff, and students are expected to enforce the policy for their facilities and/or sponsored activities.

Covered Individuals

The provisions of this policy apply 24 hours a day, seven days a week to all students, faculty, staff, visitors, volunteers, contractors and vendors unless otherwise noted.

Definitions

"Tobacco and smoking products" include all tobacco-derived or containing products, including but not limited to cigarettes (i.e. clove, bidis, kreteks), electronic cigarettes, cigars and cigarillos, pipes, water pipes (vapes), smokeless tobacco products or substitutions (spit and spit less, chew, pouches, snuff) or any other device intended to simulate smoked tobacco. This does not apply to nicotine replacement therapy, which is designed to assist tobacco users to quit tobacco.

"University property" includes all buildings, facilities, grounds and spaces leased, owned or controlled by the University of South Carolina Lancaster Campus, whether or not signs are posted. This includes, but is not limited to, buildings on university-owned land, offices, classrooms, laboratories, elevators, stairwells, bridges and walkways, balconies, decks, restrooms, buses, city bus stops, sidewalks, parking lots, meeting rooms, hallways, outdoor passageways and entrances, lobbies, common areas and athletic practice or performance venues, including those outdoors.

Use of Tobacco Products

- The use of tobacco products is prohibited on university property. No ashtrays, receptacles or smoking shelters are permitted.
- The use of tobacco products is prohibited in university-owned, operated or leased vehicles.
- The use of tobacco products is prohibited in personal vehicles parked on university property.
- The university strongly discourages the use of tobacco products by all covered individuals on properties adjacent to the campus.

Support of Tobacco Products

- All tobacco industry promotions and marketing activities are prohibited on university property.
- The sale of tobacco products and tobacco-related merchandise (including logo items) is prohibited on all university property and at university-sponsored events, regardless of the operating vendor.
- The distribution or sampling of tobacco and associated products is prohibited on all university property and at university-sponsored events, regardless of the venue.
- Tobacco industry and related company sponsorship of student programs and athletic events is prohibited.
- The university discourages solicitation or acceptance of any grant or gift from a manufacturer, distributor or retailer whose principal business is tobacco products.

Communication of Policy

This policy will be communicated to the campus community as follows:

- News and information will be posted on the website.
- References to this policy will be added to student handbook, orientation communications, and other publications as appropriate.
- Host and appropriate staff will assist in informing all visitors of the policy and asking that they comply while on any university property. All community members are encouraged to assist with the education of visitors and volunteers regarding our policy.
- A provision will be inserted in all contracts, e.g. dining, construction and/or maintenance, to prohibit the employees of contractor/vendors from using tobacco products on USC property.
- Communication tips for community members to use in helping to enforce the policy will be available at the Tobacco-Free USC website, www.sc.edu/tobaccofreeusc.
- "Tobacco-Free Property" signs will be posted throughout the university. Each building will display a "Tobacco-Free Property" decal and additional signs as appropriate.

Tobacco Cessation Resources

The university will offer resources and support to assist those tobacco users who desire to quit or abstain from using tobacco. Tobacco cessation resources and programs will be promoted or offered for university students, faculty, and staff. Many of these programs are offered at little or no cost. Referrals may be made to the Office of Academic and Student Affairs at 803-313-7101 (students), 803-777-6518 (faculty/staff) and/or MYgroup Employee Assistance Program (faculty/staff) at 1-800-633-3353. Additional resources are outlined on the Tobacco-Free USC website, www.sc.edu/tobaccofreeusc.

Enforcement and Compliance

Enforcement for the policy is the responsibility of each member of the Carolina community. Faculty, staff, students and volunteers are expected to enforce the policy for their facilities and/or sponsored activities. Each individual should in a consistent and civil way bring any infractions of this policy to the attention of the person or persons observed violating the policy.

Faculty, staff and students are also expected to assume leadership roles by adhering to the policy provisions and by reminding others who aren't in compliance of the policy provisions.

In the event a community member does not respond to a reminder, USC faculty, staff, students and volunteers will assist in the enforcement of this policy by reporting repeated violations to the appropriate body, as described in the provisions below.

Corrective actions will include an educational component and, for those who wish to quit using tobacco, referral to a tobacco cessation program. Referrals may be made to the Office of Academic and Student Affairs at 803-313-7101 (students), 803-777-6518 (faculty/staff) and/or MYgroup Employee Assistance Program (faculty/staff) at 1-800-633-3353. For more information, refer to Section F of this policy.

Students - Complaints regarding students will be directed to and handled by the Office of Academic and Student Affairs in accordance with the Student Code of Conduct (STAF 6.26). Further information on the conduct process and potential consequences is available at https://www.sc.edu/about/system_and_campuses/lancaster/internal/documents/student_life/handbook.pdf

Faculty - Complaints regarding faculty will be directed to the appropriate unit head.

Staff - Complaints regarding staff will be directed to and handled by the immediate supervisor or director. Specific HR recommendations for counseling employees who repeatedly violate the tobacco policy will be available at www.sc.edu/tobaccofreeusc.

Volunteers, Visitors, and Affiliates - Complaints about volunteers and visitors may be addressed by any university official. Repeated violations may be handled by the university administration. Complaints about affiliates will be directed to and addressed by their sponsoring departments, in accordance with appropriate policies and practices.

Contractors and Vendors - Complaints regarding contractors and vendors will be addressed by the campus administration. Failure by contractors/vendors or their employees to comply with the provisions of this policy could result in the termination of the contract.

The university will provide Tobacco-Free Campus Policy information cards to facilitate education about and enforcement of the policy.

Exceptions

1. Tobacco, tobacco products or simulated tobacco products may be used for classroom instruction, educational and artistic purposes. However, smoking of tobacco products is not allowed for these purposes. A special exception may be made for cultural activities by American Indians that are in accordance with the American Indian Religious Freedom Act, 42 USC sections 1996 and 1996a, which allow for the use of ceremonial tobacco. All ceremonial use exceptions must be approved in advance by the Provost or designee and, in the case of smoking, by the University Fire Marshall
2. Tobacco company participation in recruitment activities (i.e. job fairs, on-campus interviews, information sessions, etc.) must be approved by the Office of the Dean to ensure compliance with university policy to ensure signage, postings and use of company logo is appropriate.
3. Tobacco, tobacco products or simulated tobacco products may be used for research purposes. Smoking of tobacco products for research purposes will be allowed only if smoke is controlled in a manner approved by the Office of Environmental Health and Safety, as is necessary for all research that involves laboratory air contaminants.

Tutoring Sessions by Area

	August 2019	Sept. 2019	Oct. 2019	Nov. 2019	Dec. 2019
Accounting	0				
Biology	1				
Chemistry	2				
Computer Science	9				
French	0				
Math/PCAM 105	9				
Spanish	0				
Statistics	0				
Writing	6 • ENGL: 1 • PALM: 2 • PUBH: 1 • MUSC: 1 • Other: 1				
Other (help student navigate Blackboard, access USCL email, use Microsoft Word, skills review, etc.)	0				
TOTAL # OF SESSIONS:	27				

	1 visit	2 visits	3-5 visits	6+ visits	Total
# of individual students (AUG)	11	4	2	0	17
# of individual students (SEPT)					
# of individual students (OCT)					
# of individual students (NOV/DEC)					

SUMMER 2019

	Summer I 2018	Summer I 2019	Summer II 2018	Summer II 2019	Summer III 2018	Summer III 2019
Number of Tutors	5	2	3	2	4	1
Total Number of Sessions	8	9	12	28	6	26
Tutoring Sessions/Day (avg)	1.3 (7 operating days)	1(9 operating days)	2 (6 operating days)	3.1 (9 operating days)	1 (6 operating days)	2.9 (9 operating days)
Tutoring Sessions/Tutor (avg)	1.6	4.5	4	14	1.5	13
# of tutor hours per week	32.5	30	25.5	30	32	22
Appointment	7	8	10	28	5	26
Drop-in	1	1	2	0	1	0

	1 visit	2 visits	3-5 visits	6+ visits	Total
# of individual students (SUMMER I)	6	0	1	0	7
# of individual students (SUMMER II)	5	1	1	2	9
# of individual students (SUMMER III)	6	3	1	2	12

Spring 2019 Semester

1	2	Jan 2019	Feb 2018	Feb 2019	March 2018	March 2019	Apr. 2018	Apr. 2019	May 2018	May 2019
Number of Tutors	11	7	11	7	9	9	9	9	9	9
Total Number of Sessions	47	50	102	123	63	112	85	173	19	11
Tutoring Sessions/Day (avg)	5.8 (8 operating days)	4.5 (11 operating days)	6.4 (16 operating days)	7.7 (16 operating days)	4.8 (13 operating days)	9.3 (12 operating days)	5 (17 operating days)	9.5 (18 operating days)	4.8 (4 operating days)	5.5 (2 operating days)
Tutoring Sessions/Tutor (avg)	4.3	7.1	9.3	17.5	7.6	12.4	9.4	19	2.3	1.2
# of tutor hours per week	105	78	105	78	82	95	82	95	82	95
Appointment	31	47	88	110	59	107	80	160	19	10
Drop-in	19	3	24	13	4	5	5	13	0	1

Tutoring Sessions by Area

	January 2019	February 2019	March 2019	April 2019	May 2019
Biology	0	2	4	1	0
Chemistry	5	3	5	6	0
Computer Science/PCAM 151	3	9	13	31	3
French	3	5	3	4	0
Italian	0	1	0	0	0
ITEC	n/a	n/a	n/a	2	0
Math/PCAM 105	28	56	39	56	3
Spanish	1	2	5	2	0
Statistics	0	0	1	0	0
Writing	10 • ENGL: 5 • GEOL: 2 • PHIL: 1 • SOCY: 2	41 • ENGL: 27 • HIST: 4 • NURS: 1 • PALM: 4 • SOCY: 2 • SOWK: 3	42 • ANTH: 2 • ENGL: 25 • GEOL: 1 • HIST: 4 • Other: 4 • PALM: 4	71 • ENGL: 28 • HIST: 15 • ANTH: 2 • NURS: 1 • HPRO: 2 • SOCY: 1	5 • ENGL: 3 • POLI: 2

Faculty Meeting Minutes September 2019 19

			<ul style="list-style-type: none"> • PHIL: 1 • SOCY: 1 	<ul style="list-style-type: none"> • GEOL: 5 • PSYC: 3 • PALM: 2 • POLI: 10 • PHIL: 1 • MUSC: 1 	
Other	0	<ul style="list-style-type: none"> • GEOL: 4 (help with online labs) 	0	0	0
TOTAL # OF SESSIONS:	50	123	112	171	11

	1 visit	2 visits	3-5 visits	6+ visits	Total
# of individual students (JAN)	8	8	3	1	20
# of individual students (FEB)	18	10	10	5	43
# of individual students (MAR)	32	10	11	2	55
# of individual students (APR)	33	23	10	7	62
# of individual students (MAY)	7	3	0	0	10

Medford Library

FACULTY MEETING REPORT SEPTEMBER 6, 2019

SERVICE STATISTICS AND PROGRAMS

- **2,261** unique visits
- Processed **8** ILL borrowing requests
- Processed **29** ILL lending requests
- Fulfilled **13** PASCAL Delivers borrowing requests
- Fulfilled **56** PASCAL Delivers lending requests
- **68** Community computer uses
- **747** LibGuide views
- **39** Study Room Reservations
- **3** Conference Room Reservations
- **6** Computer Lab Reservations
- Answered **71** reference questions* (*recorded)
- Hosted WonderCon (Aug 26 -28)

CIRCULATION STATISTICS

- **157** General collection items circulated
- **5** New Books circulated
- **8** Reserve items circulated
- **11** Juvenile Collection items circulated
- **2** Oversize Collection items circulated
- **4** Audio Visual items circulated
- **1** Government Documents item circulated
- **7** Special Collection items circulated

COLLECTION DEVELOPMENT ACTIVITIES

- **56** New Books received
- **8** DVDs received

UPCOMING or ONGOING PROGRAMS & SERVICES

- **September 1- 30:** Medford Library Exhibit Series, “Shelf Help: Prepare for Class”
- **September 23-25:** Watch a Banned Book Film Series – check @usclmedford on IG
- **September 23:** Banned Books Week Speaker: Dr. Patrick Lawrence 12 :15p
- **October 1 - 31:** Medford Library Exhibit Series, “Shelf Help: Update Your Behavior”
- **October 14:** Pop Up Tea Shop Service begins

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

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

PUBLISHED OVER THE SUMMER? LET US KNOW SO WE CAN BUY YOUR BOOK:

- Contact Rebecca Freeman x67062; rfreeman@mailbox.sc.edu

PRESENTED OVER THE SUMMER/PRESENTATION UPCOMING? SUBMIT IT TO LANCER SCHOLAR SQUARE:

- Contact Kaetrena Davis Kendrick, x67061; kaetrena@mailbox.sc.edu

HELPFUL LINKS:

- Is the Computer Lab available: <https://bit.ly/2zXsVv1>
- Request Library Instruction: <http://bit.ly/1MePeQQ>
- Place items on Reserve: <http://bit.ly/1iAfckX>
- Get research assistance (Book A Librarian): <https://bit.ly/2zoHqvE>
- **Document the impact of your scholarly activities:** <http://bit.ly/20Gu02g>
- **Check out tools for teaching and learning support:** <http://bit.ly/1nMHxrm>
- Reserve the Library conference room : <http://bit.ly/1NsfhEr>
- Request books and media for purchase: <https://bit.ly/2ymm6Xm>

Student Engagement and Success

September 6, 2019

Laura Carnes

Advising

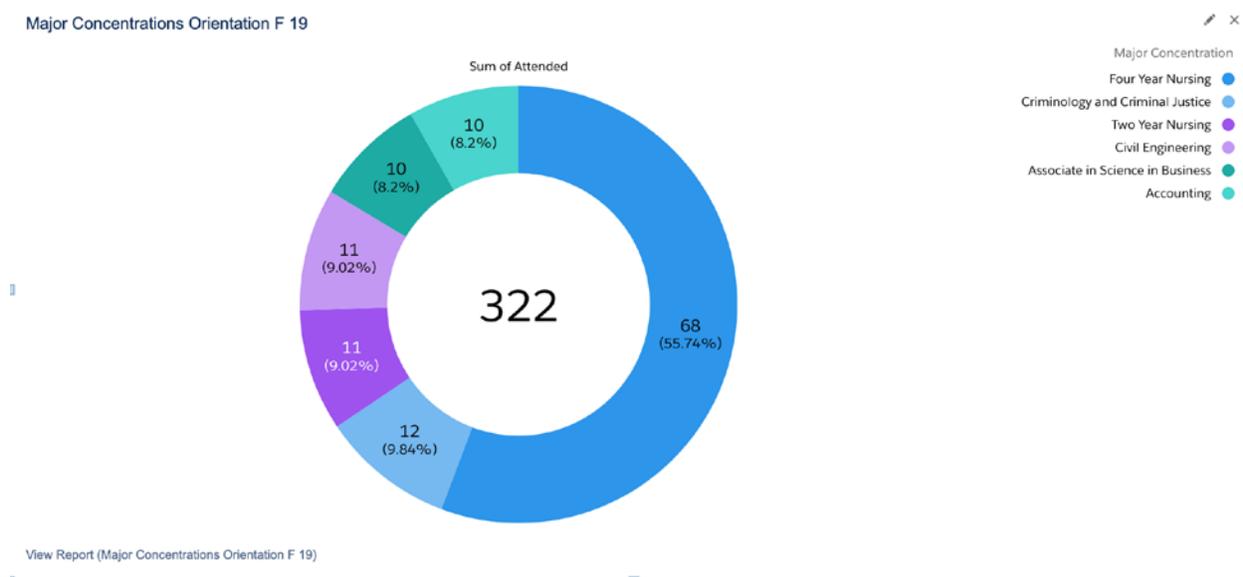
First Year Advising Corps: This was the inaugural summer of the First Year Advising Corps. As expected, we had a few hiccups. I am very thankful for the faculty and staff who took the journey this summer toward a new advising model. We are seeking feedback from faculty on how to improve first year advising within each discipline. We know we need to make improvements to the model we have in place. In an effort to get valuable feedback, we are hosting faculty advising forums on the following dates (Rooms TBD):

- **Friday, October 4; 11:00 am – 12:00 pm**
- **Wednesday, October 9; 12:15 pm- 1:00 pm**

Advisor Assignments: Advisor assignments in my.sc.edu are incorrect. Advisors are now being assigned in the Office of Academic and Student Affairs (as opposed to Admissions) in Target X. Once the data feed from Banner to Target X is live, then the advisor listed in my.sc.edu should be accurate.

Major Changes: Major changes are now handled in the Office of Academic and Student Affairs. This will allow us to make accurate advising changes.

Major Concentrations Based Upon Orientation Attendance



Target X Retention

The USC Columbia Student UTS Council voted to approve the data feed from Banner to Target X. This feed should be live at the end of Fall 2019, allowing us to capture data and track students in a more central and data informed approach. Additionally, we are in discussions with Target X as being chosen as one of 8 campuses to pilot their new Student Success Center. Once completed, the Retention Suite will allow for the following:

- Tracking of success metrics and flagging of students based on the following criteria: academic, financial, and engagement
- Early alerting
- Online appointment scheduling with advisors and other campus departments
- User friendly student portal
- Individual and mass SMS messaging with students
- Mobile application allowing for notifications
- Personalized communication plans from campus offices and advisors received at critical time periods
- Advising notes
- Form assembly allowing for online capabilities (i.e. scholarship application, disability services requests, etc)
- Central location for all communication history with each student

We would love to show you what we've been working on. We would also like to get your opinion as we complete the data bridge, so we are sure we are capturing the metrics we need and designing a retention software that will meet the needs of students from a faculty perspective. In this effort, we will be hosting a live demo on (Room TBD):

Thursday, October 17; 12:15-1:00

Re-enrollment

We will begin strategic planning for Fall 2 2019 and Spring 2020 on Monday, September 9. We will share the details in the next faculty meeting. For Fall 2019, our prediction for continuing students was 315 on the first day of class; the actual number was 314 (based on PC internal reporting).

Excessive Absences

The excessive absences link is not work. It was not migrated over to the new server in Columbia. Beginning Spring 2020 we will be utilizing Target X for this purpose. In the interim, please email excessive absences to Summer Harmon. In your email, please include the student's name, VIP ID (if you have it), the course name, course meeting days and time, and any details necessary (number of days missed, any concerns etc). As a best practice, it is recommended that professors address class behaviors (such as missed assignments) before submitted an excessive absence referral to our office.

Status of Searches

- OSP Coordinator: The OSP Coordinator Search Committee met on Wednesday, September 4, 2019 and made recommendations to Dr. Collins. Thank you to Tracey Mobley Chavous and Que Harris for their support in this process.
- Student Success Coordinator: This position is closed, and the search committee will meet soon. This is a new position. The primary responsibilities include:
 - Collect and analyze data to help identify trends, create activities, and implement programs to help students be successful.
 - collect and process documents to make residency decisions
 - Serve as an Academic Advisor
 - Assist with Academic Coaching
 - Assist in the development of a strategic re-enrollment plan each semester

Counseling Services

Events: Counseling Services will be offering several events throughout the semester. Some events will be campus wide, while others will be specifically for faculty and staff. Staff are developing the calendar now and will send out dates and more information via e-mail prior to each event. For September:

Monday, September 9, 2019:	Mental Health Pop Up: Adjusting to College; FH 11-1
Wednesday, September 11, 2019:	Time Management Workshop; FH 123 12-1
Thursday, September 19, 2019:	Personality Type: What Type Are You? FH 123 12-1
Thursday, September 24, 2019:	Confessions of a Self-Diagnoser; FH 101 12-1

Disability Services

A statement about accommodation request letters: According to the Americans with Disabilities Act (ADA), when a student requests disability services, we are required to send letters to every professor on his/her schedule. Even though you may get a letter, the accommodations may not apply to your class. However, we must send this letter to be compliant with ADA and avoid lawsuits. If the student would like the accommodations, then the student is required to discuss the accommodation plan with each professor individually. If you have any questions about a student's accommodations, then the student and the professor may work with the Office of Disability Services to ensure we can create a plan for what works best in your classroom (within the parameters of ADA).

Registering for Disability Services: As a reminder, the Office of Disability Services requires students with disabilities to officially register in order to receive support services. The registration process needs to occur in person. Columbia has changed the online link and not included us. We are working toward our own online registration process. Students must also provide official documentation of their disability (letter from a doctor or Individualized Education Plan from high school). Based on law, students must self-identify to receive assistance.

Requesting Accommodations: After a student has officially registered for disability services, Ms. Annette Horton will meet with the student to discuss accommodations that he/she is eligible for. Students must request accommodations each semester. Accommodations may vary from course to course. Please ask students to schedule appointments with Ms. Horton to complete this process. We are working toward an online request process.

Testing Policy: Students must notify the Office of Disability Service a minimum of four days prior to the scheduled test to receive testing accommodations. Ideally, students will share their testing dates with the Office of Disability Services when the syllabus is distributed each semester.

Alternative Formats: If you have a student in need of an alternative learning format, and you are unsure how to provide or accommodate please contact the Office of Disability Services. Examples of alternative formats may include: audio textbooks, Braille, text to speech online platforms, visual enhancements to educational technology software that is used as part of your course, closed captioning for any video and/or audio used as a part of your course.

Testing Policy: Students must notify the Office of Disability Service a minimum of four days prior to the scheduled test to receive testing accommodations. Ideally, students will share their testing dates with the Office of Disability Services when the syllabus is distributed each semester.

USC Lancaster Disability Awareness Day; Thursday September 26th

Guest Speaker: Dori Tempio Director of Community Outreach and Consumer Rights for Able South Carolina; Presentation 12:15 P.M. **“A Day in Our Shoes” interactive activity to follow;** USCL; Pizza will be provided for students; Hosted by Mary L. Daly & USCL Disability Support Group

Student Life

Congratulations to Karlee Christian on a successful Back to School Blast which was held on September 4. The university photographer was quoted as saying he got “shots of a lifetime”. Calendar of events for the remainder of the semester:

October 10-11, 2019 – Fall Break

October 14, 2019 ****PAL Applications will go out after Fall Break****

October 16, 2019 – Murder Mystery Lunch (Student Center 12-1)

November 13, 2019 - Netflix & Grill (Student Center 11-1)

November 27-December 1, 2019 Thanksgiving Break

December 4, 2019 - Snow Day (Student Center 11-1)

December 10, 2019 – PAL applications due

December 18, 2019 – PAL Interviews

Lancers Boutique: The Lancer's Boutique will now be located in the old SGA office. The SGA office is moving to the Student Center. We received a Horizon Grant to revamp the boutique. It will be up and running by the end of September. Please continue to make donations in the Office of Student Life or Disability Services.

FROM: Tracey Mobley Chavous, Director of Human Resources

MEETING: Faculty Organization Meeting- September 6, 2019

TODAY'S DATE: September 5, 2019

ATTACHMENTS: 1

INFORMATION ITEMS:

- 1) Please remember that Title IX covers sexual harassment, sexual misconduct, sexual assault, or sexual violence that has taken place on or off campus. Issues covered by Title IX that are shared with you verbally or in writing should be reported immediately.

Title IX issues concerning students should be reported to Dr. Deborah Cureton, Interim Associate Dean for Academic and Student Affairs. Dr. Cureton is located in Starr Hall Room 126 and may be contacted via telephone 803-313-7009 or email dcureton@email.sc.edu.

Title IX issues concerning faculty, staff, or visitors should be reported to me, Tracey Mobley Chavous. My office is located in Hubbard Hall Room 118. I may be reached via telephone 803-313-7152 or email tmobley@mailbox.sc.edu.

To report an incident of sexual assault on weekends or after 5:00pm on weekdays please call 911 for an immediate response.

For more information about Title IX and reporting please view our Non-Harassment Policy website at https://www.sc.edu/about/system_and_campuses/lancaster/internal/faculty_and_staff/human_resources/non_harassment_policy/index.php

- 2) Open Enrollment for benefits began on October 1, 2019 and will end on October 31, 2019. Changes will take effect on January 1, 2020.

For more details about Open Enrollment 2019 please view the attachment.

- 3) A bonus in the amount of \$600 will be on the October 31, 2019 paycheck. This bonus is for FTE Faculty and Staff who had been working for at least 6 months prior to July 1, 2019 and make less than \$70,000 per year.

Open enrollment 2019

Ready to Rock Enroll?

If it's fall in South Carolina, it's open enrollment time. And, PEBA has your ticket to selecting your insurance benefits for 2020. Start thinking now about what changes you might want to make to your insurance coverage. Stay tuned, too, for PEBA's enrollment playlist. It can help you understand your options so you'll be ready to rock this year's enrollment! Open enrollment is October 1 through October 31, 2019.



If your current coverage playlist is the perfect mix, you don't need to do anything. Your coverage will continue in 2020. Keep in mind, though, you must re-enroll in MoneyPlus flexible spending accounts each year. You can re-enroll in MoneyPlus and make any other eligible changes online using MyBenefits at MyBenefits.sc.gov. If you're unsure what insurance coverage you currently have, just log in to MyBenefits to find out. While you're logged in, take a few minutes to review your life insurance beneficiaries and make any updates.

Here's your 2020 open enrollment playlist.

Song 1: Choose your health plan.

- Change from one health plan to another:
 - Standard Plan;
 - Savings Plan; or
 - TRICARE Supplement Plan.
- Enroll yourself or any eligible dependents in health coverage.
- Drop health coverage for yourself or any dependents.

Song 2: Choose your dental plan.

- Change from one dental plan to another:
 - Dental Plus; or
 - Basic Dental.
- Enroll yourself or any eligible dependents in dental coverage.
- Drop dental coverage for yourself or any dependents.

Changes to existing dental coverage can be made during open enrollment only in odd-numbered years, so if you don't make changes this year, your next opportunity to make a change will be in October 2021.

Song 3: Choose your vision coverage.

- Enroll in or drop State Vision Plan coverage for yourself and/or your eligible dependents.

Song 4: Choose your additional life insurance coverage.

- Enroll in or increase Optional Life coverage with medical evidence.
- Enroll in or increase Dependent Life-Spouse coverage with medical evidence.
- Drop or decrease Optional Life and Dependent Life-Spouse coverage.
- Enroll in or drop Dependent Life-Child coverage.

If you want to enroll in or increase Optional Life coverage, your benefits administrator will give you a *Supplemental Form* to complete that includes five health questions. If you answer yes to any of the questions, you must complete a full *Statement of Health* form to enroll in or increase Optional Life coverage. Answering no to all five health questions does not automatically approve you for coverage. If you want to enroll in or increase Dependent Life-Spouse coverage, your benefits administrator will give you a full *Statement of Health* form to complete.

It's important to note, too, that you cannot make your open enrollment changes through MyBenefits. Instead, you must complete a *Notice of Election* form, sign it and return it to your benefits administrator by October 31, 2019. Your benefits administrator will submit the form to PEBA once he receives approval for coverage from MetLife.

Song 5: Choose your additional long term disability coverage.

- Apply for Supplemental Long Term Disability (SLTD) coverage with medical evidence.
As a reminder, you can apply for SLTD throughout the year, not just open enrollment.
- Change your benefit waiting period from 180 days to 90 days for existing coverage with medical evidence.
- Change your benefit waiting period from 90 days to 180 days for existing coverage without medical evidence.
- Drop coverage.

Song 6: Choose your MoneyPlus elections.

- Enroll in or drop the Pretax Group Insurance Premium feature.
- Enroll in, re-enroll in or drop flexible spending accounts:
 - Medical Spending Account.
 - Limited-use Medical Spending Account.
 - Dependent Care Spending Account.
- Enroll in or drop a Health Savings Account.

To find more details about your insurance coverage and how to Rock Enroll, review the 2020 [Insurance Summary](#). You can also check out our open enrollment web page at www.peba.sc.gov/oe.html.

USC Lancaster Faculty Meeting
Campus Technology Update
September 6, 2019

Highlights

- **Faculty Office Computer upgrades and Windows 10 roll out.** We are beginning to upgrade faculty office computers with Solid State Drives, increased memory and the Windows 10 operating system. We are working to get as many done as we can before the Holiday break in December. If you currently have Windows 7 and/or a Dell Model 790, 960 or 980 CPU tower, your computer will be replaced. The computer labs in Hubbard and Bradley have been upgrade to Windows 10 and we are working to get the Hubbard and Bradley classroom media PCs upgraded to Windows 10 by the end of September. The Library student computers will be upgraded to Windows 10 before the Spring 2020 semester.
- **Migration to Columbia based server storage.** We are in the process of migrating our server data stored on site-based servers to the server “farm” in Columbia. This will reduce our server hardware and support cost while enhancing information security. All USER folders, departmental shares and the “sharedfiles” folder will be moved. Some of the drive lettering will change and notification will be sent in advance of those changes. Faculty are encouraged to adopt use of the cloud-based storage available through their Windows Live e-mail accounts. Please e-mail a request to a member of the IT Staff if you would like assistance.
- **Continued E-Mail Phishing and data mining threats.** Please continue to be skeptical of unsolicited e-mail even if it looks “Official”. Always delete these e-mails when they are received. Never click on a hyperlink in these e-mails and provide usernames, e-mail addresses, passwords or personal information. User account information for University of South Carolina faculty, staff and students is now updated exclusively at <https://myaccount.sc.edu>.

Blake Faulkenberry
Director of Computer Services and Information Technology



UNIVERSITY OF
SOUTH CAROLINA
LANCASTER
A Palmetto College Campus

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

14 February, A.D. 2019

To: Dr. Chris Bundrick, Chair
USC Lancaster Curriculum Committee
Re: Learning Outcomes, USCL-YTC A.D.N. Program

The collaborative A.D.N. program between USC Lancaster and York Technical College, which has existed since 1974, is now under the direction of Professor Claudine Jones (a longtime faculty member in the program).

In preparation for this year's assessment of the program, Professor Jones has discovered that the stated program outcomes are published somewhat differently at the two institutions.

Because the program is accredited as a single entity (existing at two separate institutions), Professor Jones has requested/urged that we take steps to ensure that both USCL and York Tech have the same stated learning outcomes.

Currently, USCL's webpage/bulletin has the following:

Learning Outcomes

- Client Assessment: Each student will demonstrate setting appropriate client care priorities based on initial and focused client assessment.
- Medication Administration: Each student will demonstrate safe medication administration related to the rights (patient, route, time, dose, medication, reason, and documentation).
- Professional Writing: Each student will demonstrate professional writing skills.
- Critical Thinking: Each student will demonstrate critical thinking strategies appropriate to the class level.
- Nursing Literacy: New graduate will be able to demonstrate foundational understanding of nursing practices and skills sufficient for passing the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

These learning outcomes were developed and approved back around 2008 (based on the documents I can located in my files).

In the time since then, the accrediting body has changed from NLNAC (National League for Nursing Accrediting Commission) to ACEN (Accreditation Commission for Education in Nursing). The program directors and faculty of the program have developed the following Learning Outcomes:

- Caring
- Communication
- Critical Thinking
- Teaching & Learning
- Professionalism
- Nursing Process

These items are defined more fully in the appendix to this memorandum. Students completing the A.D.N. program are assessed according to the Level II Outcomes (Level I is for students in York Tech's PN program).

The A.D.N. Program further wishes to include the following "End of Program" Outcomes:

- Performance on Licensure exam: The program's most recent annual licensure examination pass rate will be at least 80% for all first time test-takers during the same 12-month period.
- Graduation rates for the ADN Program will be 20% higher than the College's overall graduation rate. ADN Program graduation rates will include students who complete within three years (150% of normal degree completion time).
- Ninety percent (90%) of ADN graduates seeking employment are employed within one year of graduation

At the request of the Program Director and the faculty in the collaborative Nursing Program, I am asking the USCL Curriculum Committee to review the modified program outcomes and – hopefully – to forward them to the USCL Faculty Organization for approval.

Thank you for your assistance. I look forward to working with you and the Committee on this matter.

APPENDIX

Standard 4 – Curriculum: The curriculum supports the achievement of the end-of-program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments.

Criterion 4.2

The end-of-program student learning outcomes are used to organize the curriculum, guide the delivery of instruction, and direct learning activities.

ELA: Expected Level of Achievement:

- The student learning outcomes; **caring, communication, critical thinking, teaching/learning, professional behaviors**, and the **nursing process** are evident as the framework for all nursing course syllabi, module exams and final exams.
- The student learning outcomes; **caring, communication, critical thinking, teaching/learning, professional behaviors**, and the **nursing process** are utilized as the framework for all weekly and final clinical evaluation tools.

Where Documentation is found:

- All nursing course syllabi
- All module exams and final exams
- Weekly and final clinical evaluation tools
- End of Course Summary/Evaluation Meeting Minutes

Assessment Methodology:

- Review course syllabi and evaluation tools to verify the incorporation of clearly articulated competencies and student learning outcomes.
- Review course syllabi to validate student learning outcomes guide the delivery of instruction and direct learning activities.
- Review all tests for each module and final exam to verify student learning outcomes are clearly documented in the rational for each question.
- Review end of course summary/evaluation meeting minutes to verify a systematic evaluation of the ELAs are evident in the curriculum.

Person Responsible:

- Nursing faculty

Frequency of Assessment:

- NUR 206, 104, 106, 229 – annually in December
- NUR 209 – annually in August
- NUR 159, 211, 214, 219 – annually in May

Report Due:

- 3rd Quarter

Report of Data and Results: 07/16/18

All ELAs were met for this criterion. The Nursing Program philosophy and the college mission statement serve as a foundation for the curriculum. The philosophy, goals, and

objectives of the Nursing Education Program are derived from these foundations. The purpose of the nursing program is described thoroughly in the *2017-2018 York Technical College Catalog* <https://www.yorktech.edu/programs-and-classes/course-catalog/> and the 2017-2018 *University of South Carolina Lancaster Academic Bulletin* <http://bulletin.usclancaster.sc.edu/> .

Philosophy

The nursing faculty developed the Nursing Program's philosophy and subsequent nursing curriculum. The original philosophy and conceptual framework was written in 1976, but has gone through significant revisions reflecting the changes seen in healthcare and professional practice. The Nursing Program philosophy and the college mission statement serve as a foundation for the curriculum. The Philosophy and framework are reviewed annually and was last reviewed in January, 2018 (see faculty meeting minutes 01/22/18).

Organizing Framework

The organizing framework for the Nursing Program was developed by the nursing faculty and revised with approval in 05/2012 (see faculty meeting minutes; 1/13/12, 2/10/12, and 3/13/12). At the center are the three interrelated **Roles of the Graduate Nurse:**

Provider of Care, Manager of Care, and Member within the Discipline of Nursing.

The student learning outcomes essential to nursing practice within these roles include the following: **Caring** for patients across the lifespan while integrating cultural diversity, use of therapeutic **Communication, Critical Thinking, Teaching and Learning,** **Professional Behaviors,** using the **Nursing Process** to manage patient care within the legal and ethical boundaries of the profession in a variety of clinical and community settings. The framework was reviewed with no changes in January, 2018 (see faculty meeting minutes 01/22/18).

The above six essential learning outcomes, combined with the three interrelated roles of the graduate nurse, are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate the student's progress throughout the nursing program. These six essential student learning outcomes are divided into two levels according to the scope of practice for the practical nurse and associate degree nurse as defined by the South Carolina Board of Nursing. These six essential student learning outcomes are further defined by level competency statements (End-of-Program Learning Outcomes) which describe the essential elements by practice level. Level I Outcomes are those expected of the graduate who completes the first three semesters. These competencies are consistent with the scope of practice for Licensed Practical Nurses in South Carolina and meet the requirements of the South Carolina Board of Nursing for Practical Nurse Programs. Level II Outcomes build on those of Level I and are expected competencies of the graduate who completes the entire five semesters. The additional competencies added in Level II are consistent with the scope of practice for Registered Nurses in South Carolina and meet the requirements of the South Carolina Board of Nursing for Registered Nurse Programs.

The Level I Outcomes are the student learning outcomes for the Practical Nursing Program and Level II Outcomes are the student learning outcomes for the Associate

Degree Nursing Program. The description of each core component along with the Level I and Level II Outcomes are listed below.

Student Learning Outcomes: Function in Roles of Provider of Care, Manager of Care, and Member within the Discipline of Nursing by Utilizing the Following Qualities Essential to Nursing Practice:

Caring: Program Learning Outcomes for PN Program (Level I) and ADN Program (Level II)
 Note: All Level I Program Learning Outcomes are appropriate for Level II Program Outcomes.

Caring: LEVEL I Outcomes	Caring: LEVEL II Outcomes
<p>I. Demonstrates concepts of caring and holism when providing nursing care by:</p> <ul style="list-style-type: none"> • Promoting a caring environment for culturally diverse patients. • Assessing the impact of cultural factors on the individual. • Demonstrating knowledge of holism in the assessment of patient needs. • Providing care based on the collection of holistic data. • Identifying patient’s developmental level. • Interacting in a caring manner during interactions with others. • Interacting professionally with respectful deference to the needs, values, and preferences of the patient and family. • Demonstrating attentiveness to the patient’s experience. • Establishing positive connectedness and presence. • Respecting the individual patient’s dignity and autonomy. 	<p>II. Support concepts of caring and holism when providing care to groups of patients across the lifespan by:</p> <ul style="list-style-type: none"> • Protecting and promoting the patient’s dignity. • Identifying and honoring the emotional, cultural, religious, and spiritual rights of the patient. • Demonstrating caring behavior towards the patient, significant support person(s), peers, and other members of the healthcare team. • Providing a safe physical and psychosocial environment for the patient. • Assisting the patient and significant support person(s) to cope with and adapt to stressful events and changes in health status. • Assisting the patient to achieve optimum comfort and functioning. • Preparing the patient and significant support person(s) for interventions, treatment modalities, and self-care. • Supporting the patient and significant support person(s) when making healthcare and/or end-of-life decisions. • Interacting with patients in a non-judgmental manner.

Communication: Program Learning Outcomes for PN Program (Level I) and ADN Program (Level II) Note: All Level I Program Learning Outcomes are appropriate for Level II Program Outcomes.

Communication: LEVEL I Outcomes	Communication: LEVEL II Outcomes
<p>I. Use effective professional verbal and written communication skills while interacting with patients, peers, faculty, and other healthcare professionals by:</p> <ul style="list-style-type: none"> • Using appropriate verbal and nonverbal communication with strategies in all interactions. • Documenting accurately according to policy. • Communicating in a respectful manner. • Interacting with patients in a non-judgmental manner using age-appropriate verbal and nonverbal behavior. • Communicating information concerning care to the nurse in charge of the patient throughout the clinical day and through documentation and hand off report. • Keeping instructor and other healthcare team members informed of patient care issues. • Demonstrating progressive improvement in 	<p>II. Discriminate between effective and ineffective professional verbal, non-verbal and written communication skills while interacting with patients, peers, faculty, and other healthcare professionals by:</p> <ul style="list-style-type: none"> • Utilizing therapeutic verbal, non-verbal, and written communication skills when interacting with patients, significant support person(s), faculty, peers, and other members of the healthcare team. • Communicating relevant, accurate, and complete information in a concise and clear manner. • Reporting and documenting assessments, interventions, and progress toward patient outcomes. • Utilizing information technology and satisfactory communication techniques to support and communicate the planning and provision of patient care throughout the lifespan.

<p>documentation of patient care by:</p> <ul style="list-style-type: none"> ○ Using professional terminology in documentation. ○ Accurately describing the patient’s clinical picture in documentation. ○ Completing documentation in a timely manner. ○ Using electronic media for documentation and communication of information as appropriate. 	<ul style="list-style-type: none"> ● Professionally providing and accepting constructive feedback.
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Critical Thinking: Program Learning Outcomes for PN Program (Level I) and ADN Program (Level II) Note: All Level I Program Learning Outcomes are appropriate for Level II Program Outcomes.

<p style="text-align: center;">Critical Thinking: LEVEL I Outcomes</p>	<p style="text-align: center;">Critical Thinking: LEVEL II Outcomes</p>
<p>III. Demonstrates critical thinking skills during the delivery of patient care by:</p> <ul style="list-style-type: none"> ● Performing basic mathematical computations necessary to administer medications. ● Maintaining safety while administering medications (Patient’s rights). ● Evaluating the effects of medications on his/her patients. ● Maintaining a safe, effective care environment 100% of the time. ● Maintaining HIPAA, all Standard Precautions and Infection Control principles. ● Identifying risk factors related to safety. ● Verbalizing understanding of principles and rationales for interventions prior to implementation. ● Performing identified interventions correctly and accurately. ● Promptly reporting pertinent information to instructor and primary nurse. ● Incorporating prior learned knowledge into planning care. ● Demonstrating rational thinking while implementing patient care. 	<p>III. Implement accurate and appropriate clinical decisions while providing nursing care to groups of patients by:</p> <ul style="list-style-type: none"> ● Prioritizing nursing care based on patient’s assessed needs. ● Monitoring the patient for positive outcomes and adverse effects of interventions and treatments. ● Calculating dosages correctly and safely administers medications incorporating assessed patient parameters. ● Correlating lab values with clinical signs and symptoms. ● Implementing interventions identified in the plan of care including: counseling, milieu therapy, and promotion of self-care activities, psychobiological interventions, health teaching, case management, health promotion and health maintenance. ● Incorporating prior learned knowledge into the planning, implementation, and evaluation of patient care.

Teaching and Learning: Program Learning Outcomes for PN Program (Level I) and ADN Program (Level II) Note: All Level I Program Learning Outcomes are appropriate for Level II Program Outcomes.

<p style="text-align: center;">Teaching and Learning: LEVEL I Outcomes</p>	<p style="text-align: center;">Teaching and Learning: LEVEL II Outcomes</p>
<p>IV. Uses principles of teaching/learning in order to promote, facilitate, maintain, and restore optimal health by:</p> <ul style="list-style-type: none"> ● Assessing patient’s learning style. ● Identifying barriers to learning. ● Assessing knowledge deficits related to patient’s health. ● Incorporating teaching interventions into the nursing care plan/care map. ● Creating a teaching plan based on the patient’s needs according to a physical assessment and current evidenced-based practice to promote optimal patient 	<p>IV. Select appropriate principles of teaching/learning in order to develop a teaching plan related to a patient or group of patients assessed needs that reduce risks and promotes, maintains, and facilitates optimal health by:</p> <ul style="list-style-type: none"> ● Developing an individualized teaching plan based on assessed needs of a patient. ● Teaching the patient and significant support person(s) the information and skills needed to achieve desired learning outcomes. ● Evaluating the progress of the patient and significant support person(s) toward achievement of identified learning outcomes. ● Identifying the learning needs of the mental health patient.

<p>health.</p> <ul style="list-style-type: none"> • Including patient and family in teaching plan. • Incorporating knowledge about the patient’s beliefs, culture, and intellectual level into the implementation and evaluation of the teaching plan. • After evaluating the patient’s response, identifies areas of needed revision to the teaching plan. • Identifying community resources available to promote, facilitate, maintain, and restore patient health. 	<ul style="list-style-type: none"> • Assisting the patient in the development of a crisis plan. • Assisting the patient to identify adaptive coping strategies. • Providing patient education regarding medications and compliance.
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Professional Behavior: Program Learning Outcomes for PN Program (Level I) and ADN Program (Level II) Note: All Level I Program Learning Outcomes are appropriate for Level II Program Outcomes.

<p style="text-align: center;">Professional Behaviors : LEVEL I Outcomes</p>	<p style="text-align: center;">Professional Behaviors: LEVEL II Outcomes</p>
<p>V. Functions in the role of a professional nurse with patients across the lifespan using a holistic approach by:</p> <ul style="list-style-type: none"> • Professionalism and accountability: <ul style="list-style-type: none"> ○ Assuming only those responsibilities within one’s scope of practice. ○ Not assuming responsibilities for activities in which competency has not been mastered. ○ Evaluating the outcome of one’s own actions. ○ Admitting mistakes without blaming others. ○ Abiding by the Student Conduct Policies. ○ Displaying competency in carrying out patient care skills. ○ Evaluating his/her own abilities, accomplishments, and areas for improvement on a weekly basis. ○ Following through with appropriate behaviors/policies when an error has been made. ○ Identifying the impact his/her actions have on the quality of care provided to his/her patients. ○ Taking responsibility for his/her own actions, without excuses. ○ Following written and verbal instructions in a timely manner. ○ Taking responsibility for all aspects of assignment/patient care. ○ Taking the initiative to act upon new physician orders in a timely manner. • Legal/ethical <ul style="list-style-type: none"> ○ Maintaining confidentiality of patient information. ○ Abiding by legal and ethical standards of the SC Nursing Practice Act. ○ Completing lab, clinical, and written assignments on time. ○ Following written and verbal instructions in a timely manner. ○ Respecting the dignity, worth, and confidentiality of the patients and their families. 	<p>V. Evaluate the role of the professional nurse when providing holistic care to patients across the lifespan by:</p> <ul style="list-style-type: none"> • Professionalism and accountability <ul style="list-style-type: none"> ○ Serving as a positive role model within various healthcare settings. ○ Advocating for patient’s rights. ○ Delineating and maintaining appropriate professional boundaries in the nurse-patient relationship. ○ Demonstrating accountability for nursing care given by self and/or delegated to others. ○ Completing satisfactory written assignments which are identified in the syllabus. ○ Evaluating his/her own abilities, accomplishments, and areas for improvement on a weekly basis. ○ Following through with appropriate behaviors/policies when an error has been made. ○ Being responsible for his/her own actions, without excuses. ○ Being able to identify the impact of his/her actions on the quality of care provided to his/her patients. ○ Following written and verbal instructions in a timely manner. ○ Taking responsibility for all aspects of assignment/patient care. • Legal/ethical <ul style="list-style-type: none"> ○ Following written and verbal instructions in a timely manner. ○ Respecting the dignity, worth, and confidentiality of patients and their families, as well as maintaining organizational confidentiality. ○ Practicing within the ethical, legal, and regulatory frameworks of nursing and standards of professional practice.

<ul style="list-style-type: none"> ○ Adhering to the policies of the Nursing Program and the clinical facilities. ● Self-development and life-long learning <ul style="list-style-type: none"> ○ Identifying areas of needed self-growth. ○ Evaluating his/her ability to meet clinical objectives for each clinical experience. ○ Seeking new learning experiences in the clinical setting. ○ Identifying available resources if necessary to improve clinical skills. 	<ul style="list-style-type: none"> ● Self-development and life-long learning <ul style="list-style-type: none"> ○ Evaluating abilities, accomplishments, and areas for improvement on a weekly basis. ○ Utilizing available resources if necessary to improve clinical skills.
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Nursing Process: Program Learning Outcomes for PN Program (Level I) and ADN Program (Level II) Note: All Level I Program Learning Outcomes are appropriate for Level II Program Outcomes.

<p style="text-align: center;">Nursing Process : LEVEL I Outcomes</p>	<p style="text-align: center;">Nursing Process: LEVEL II Outcomes</p>
<p>VI. Demonstrates clinical decision making skills using the nursing process during the delivery of patient care by:</p> <ul style="list-style-type: none"> ● Researching patient data prior to clinical experience. ● Using assessment data from patient, chart, literature, and other resources while planning care. ● Implementing patient care related to assessed holistic needs, involving patients in the decision making, and management of care. ● Correctly and safely administering medications to his/her patients. ● Calculating dosages correctly, assessing patient parameters, and relating medication information concerning his/her patients. ● Evaluating effects of medication and documenting accurately. ● Evaluating patient care given to an established standard. ● Relating pertinent information concerning medications to the primary nurse. ● Consistently practices in a safe manner. ● Developing a holistic plan of care that incorporates individual patient’s cultural beliefs and prescribes evidence-based interventions to attain expected outcomes. ● Developing clinical care maps/concept maps based on a holistic assessment. ● Identifying patient goals based on assessment findings. ● Correlating classroom theory to patient situations. 	<p>VI. Implement an accurate and comprehensive nursing care plan that involves advanced assessment utilizing functional health patterns, appropriate goals, appropriate interventions and evaluation of the plan of care for groups of patients by:</p> <ul style="list-style-type: none"> ● Individualizing nursing care based on a holistic assessment, including cultural, religious and spiritual beliefs utilizing functional health patterns. ● Establishing goals/outcomes related to health assessed needs of the patient. ● Implementing patient care directed towards achievement of desired goals/outcomes. ● Evaluating achievement of goals/outcomes through assessed responses of the patient. ● Revising the care plan based upon the evaluation of the patient’s response. ● Practicing in a safe manner 100% of the time. ● Correlating classroom theory to patient situations.

Course content, learning outcomes and learning activities are well documented and outlined in each nursing course syllabi. Module objectives have the student learning outcomes bolded in the objectives. This ensures that all student learning outcomes are addressed throughout the course, both in theory and clinical. The learning activities are designed to advance students in meeting the student learning outcomes. Learning activities were evaluated at the end of each course by students and faculty. (See End of Course Summary/Evaluation Meeting Minutes: **NUR 206** – 10/19/17, **NUR 104** – 12/18/17, **NUR 106** – 12/9/17, **NUR 159** – 3/30/18, **NUR 211** – 5/8/18, **NUR 209** –

8/4/17, **NUR 229** – 12/12/17, **NUR 214** – 02/27/18, and **NUR 219** – 5/8/18. In addition, student learning outcomes are documented in the rational for each test question on all module and final exams.

The objectives for classroom and clinical experiences of each nursing course are derived from the six core components (student learning outcomes) of the conceptual framework. Content taught in the classroom was augmented through clinical assignments with objectives that guided the student throughout the patient care experience. Students were evaluated throughout each semester. Evaluation of students included module and comprehensive exams, quizzes, written assignments, group work, summative and formative clinical performance tools, nursing care plans and concept maps, Comprehensive Assessment Predictor in NUR 209 and NUR 219), and national standardized tests. The evaluation tools and methods of evaluation are consistent and congruent with the goals of the Associate Degree Nursing Program and the Practical Nursing Program. Weekly and final evaluation tools from each clinical nursing course are kept in students' file in the course coordinator's locked office. Classroom, clinical instructor, and facility evaluations are kept in the office of the Department Chair of Nursing.

Course objectives utilized Blooms taxonomy, progressing from simple to complex from the first semester through the third semester for the PN Program and the fifth semester for the AD Program. Course content and cognitive levels of testing also reflected this progression from simple to complex. The following table gives an example of this progression.

First and Second Semester (For both AD and PN Program) NUR 104, NUR 159, and NUR 211	Third Semester (For AD Program) (End of Program for PN) NUR 209	Fourth and Fifth Semester (For AD Program) NUR 229, NUR 214, and NUR 219
Define the role of the professional nurse with patients across the lifespan using a holistic approach.	Functions in the role of a professional nurse with patients across the lifespan using a holistic approach.	Evaluate the roles of the professional nurse when providing holistic care to patients across the lifespan.

Actions/Recommendations:

No recommendations at this time. Continue systematic review of each nursing course.