

TWO YEAR CAMPUS FACULTY SENATE MEETING

USC-SUMTER

February 13, 1981

I. CALL TO ORDER

II. CORRECTION/APPROVAL OF MINUTES:

A correction was made in the section Reports From Standing Committees concerning the report by the Rights and Responsibilities Committee - Paragraph 1 - it should read the committee "moves" not "recommends". Also at the end it should read, "The motion carried unanimously". The minutes were then approved as amended.

III. INTRODUCTION OF GUEST SPEAKER:

Dean and Mrs. William J. Whitener entertained us thoroughly with their slides of their trip to China. We would like to extend our personal appreciation to the Whiteners for sharing this experience with us.

IV. REPORTS OF UNIVERSITY OFFICERS:

A. Vice President John J. Duffy - Dr. Duffy reiterated that the 7% cut was still a possibility and all higher education institutions and state agencies are attempting to negotiate for relief. The South Carolina State Personnel Division is now attempting to find places for those people who were released in various areas of state employment; however, success has been limited.

Dr. Duffy again stressed the cuts cannot come entirely from one service area such as maintenance or clerical staff. The problem here, of course, is that these much needed services would be limited.

Faculty salaries are being negotiated for next academic - a proposal now stands for an average 10.5% increase with 65% from the state and 35% from our own funding. This could lead to a further reduction in operating funds for next year.

Another problem area for the USC system is the states response to the office of Civil Rights' findings that South Carolina is not in compliance with desegregation plans. The problem concerning the University of South Carolina system is not with student enrollments, but with a lack of minorities in faculty and administrative positions.

Dr. Duffy ended on a positive note reviewing the wide range of achievement at the international, national and state level under President Holderman's leadership.

B. Associate Vice President Robert Alexander - No report

V. REPORTS FROM STANDING COMMITTEES:

A. Rights and Responsibilities - Upon the motion of J. T. Myers (Sumter) the committee decided to request that the Office of the Vice President for the Two Year Campuses and Continuing Education provide the following information:

(1) The number of applications submitted, by campus and by discipline, to the Office of Sponsored Research for funding under the Small Grants Program;

(2) The number of applications, by campus and by discipline, which were approved for funding under the Small Grants Program;

(3) The structure and constitution of the committee or committees which decide upon approval of such applications for funding;

(4) The method by which members of such committees are chosen and;

(5) Whether the two year campuses are represented on such committee or committees.

B. Financial Concerns - The Financial Concerns Committee recommends that the Executive Committee look into the feasibility of cutting down on some meetings within the system to curtail expenses.

C. Intra-University Services and Communications - Mark Lidman (Sumter) announced the Lancaster Campus will host a Times 9 English Conference on April 10, 1981. Attending will be Professors Carolyn Matalene and Nancy Thompson. The subject will be "Writing Across the Curriculum". English faculty members from all campuses will attend and will in turn take back the ideas and material to their individual campuses. Each campus will hold a faculty development program for its own faculty using the ideas and materials from Times 9.

The subject of the Times 9 conference is a result of the Committee's commitment to provide faculty development programs on the Two Year Campuses.

Jerry Dockery (Lifelong Learning) provided the committee with information concerning the VALIC tax-sheltered annuity program. This program has been endorsed by the Faculty Welfare Committee of USC and is attached as Appendix #1.

The Committee moved that a proposal for changes in the requirements for the Associate of Science and the Associate of Arts degrees be adopted. This motion carried. These requirement changes are shown in Appendix #2.

The Committee presented a second motion that a proposal awarding academic rank to professional librarians at the Two Year Campuses and Library Processing Center be adopted. Motion carried. See Appendix #3. The criteria for promotion and tenure are attached as Appendix #4.

D. Executive Committee - The next Faculty Senate Meeting will be held on April 3, 1981 at USC-Beaufort.

VI. REPORTS FROM SPECIAL COMMITTEES:

A. University Library Committee - Tandy Willis (Union) reported that although various items were discussed, none of them pertained directly to the Two Year system.

B. University Curricula and New Courses - Marian Preacher reported

1. Department of Foreign Languages  
Spanish 203 to 200 - Change in number, prerequisites and description
2. Department of Government and International Studies  
Change in curriculum for BA in International Studies  
Change in curriculum for BA in Political Science
3. Department of Economics  
Change in number, title and description  
121 to 221  
122 to 222
4. Department of Music  
Change in curriculum for Bachelor's with emphasis in music history
5. Department of Philosophy  
New Course - 214--Science and Psuedo-Science (inquiry into astrology etc.)
6. Department of Sociology  
Change in curriculum for BA. Has to do with SOCY 220 or equivalent; one of the courses taken as an elective. Current wording is misleading.

7. Department of Chemistry  
Changes in curriculum for basic degree requirements. Note the changes in the footnotes regarding 103, 104, 291, etc.
8. Department of Geology  
New Course - 205--Earth Resources
9. Department of Physics and Astronomy  
New Course - 320--Introduction to Radio Astronomy
10. Computer Science  
101 - Change in prerequisites because students currently enrolling lack the basic skills to be successful

C. University Faculty Welfare - Elizabeth Baldwin (Lifelong Learning) reported that at their one meeting they had they met with Mr. Herbert Collins, Director of South Carolina Retirement System and several general items were discussed.

D. Academic Forward Planning - Pete Maness (Sumter) read the report for the absent Larry Rowland (Beaufort) -

The agenda for both meetings were the same: (a) The Department of Education Desegregation of Higher Education suit and (b) The CHE attempt to close down the College of General Studies two year programs.

No positions or formal statements have been arrived at but Prof. Rowland's impression of the committee's mood is that they don't quite know what can be done about desegregating South Carolina Higher Education. There have been several suggestions such as integrating the Board of Trustees and developing Faculty Exchange Programs with Black colleges. Again, there have not yet been any formal recommendations.

On the CHE recommendation to shut down the College of General Studies two year programs, the committee has expressed some doubt about how those programs fit into the University mission but they believe that the determination to halt them should rest with the University of South Carolina Board of Trustees and Administration and not with CHE.

The Committee sentiment has been unanimously in favor of the academic quality and the academic mission of the five two year campuses and finds any suggestion that CHE might attempt to divest the University of South Carolina of them to be extremely distressing.

E. Academic Affairs/Faculty Liaison - John Samaras (Lancaster) reported the Committee met on Wednesday, January 14, 1981. President Holderman commented on the recent Office of Civil Rights ruling that South Carolina institutions of higher education are not in compliance with civil rights regulations. He pointed out that compliance is complicated by the 7% cut mandated by the Budget and Control Board. Dr. Holderman also commented on the Commission of Higher Education's attempts to phase out the two year occupational programs in the College of General Studies. He pointed out that the consultants' report to the CHE made no such recommendation.

The Committee took the following actions:

- (1) Approved a request for sabbatical leave
- (2) Approved a change in the tenure regulations at USC-Spartanburg
- (3) Approved a tuition surcharge (\$5/credit hour) on all courses taken at USC-Aiken this coming summer
- (4) Adopted a resolution recognizing the accomplishments of both George Rogers and Daniel Dreisbach - (Rhodes Scholarship recipient)
- (5) Considered an appeal from a student found guilty of plagiarism and placed on academic suspension. The Committee upheld the conviction.

The next scheduled meeting will be on May 20, 1981.

F. Systems Committee - Jimmie Nunnery (Lancaster) reported the Systems Committee has met three times.

- (1) Systems Committee Meeting of November 21, 1981

Dr. Duffy reported that a new shuttle schedule for delivery among the nine campuses had been developed and that effective December 1, 1980 the shuttle will visit each campus twice a week.

Mr. Rinker gave a report on planning and budgeting of capital improvements. He stated that requests in proper form and in sufficient time to be presented to all necessary boards, commissions, etc., will in advance of July 1 of each year for the succeeding year. Failure to do this has resulted in non funding of projects in some cases and embarrassment in others when they could well have been funded.

Vice President Daetwyler, responded to a question from Dean Talbert as to what progress had been made on computer plans for the campuses throughout the state and when implementation would begin at USC-Coastal Carolina campus. Vice President Daetwyler stated that technological

details had been worked out, but there was a holdup in obtaining capital funding. He further stated that the projected date for funding could be as far away as March 15, 1982.

In response to President Holderman's question as to the matter that Professor Nunnery raised at the previous meeting regarding the problems associated with solicitations of funds by USC-Columbia without going through the proper officials on the non-Columbia campuses, Professor Nunnery responded that that problem had been worked out satisfactorily.

President Holderman reported that the schedule for May, 1981 graduation ceremonies throughout the system had been worked out. He further reported that plans for obtaining speakers would soon be underway. It was his hope that some governmental appointees of the new administration might be lined up to speak and named some possibilities.

(2) System Committee Meeting of December 19, 1980

A meeting of the System Committee was held on Friday, December 19, 1980, at 12:00 noon in the Osborne Board Room.

President Holderman distributed a document given to the Ad Hoc Committee on Higher Education, Common Problems of USC/Clemson, and asked Vice President Putnam, who had attended the meeting, to discuss the material. Mr. Putnam summarized the variances in data from the different states used for comparisons. Each state had its own system of organizing data and it was clear that that factor led to the erroneous conclusion that Higher Education in South Carolina was funded at a higher level than in other states. The charts in the document also showed a significant decline in relative state funding in the past six years and graphically depicted the specific issues confronting both Carolina and Clemson. The study, being presented to the Budget and Control Board, of these issues had led to the following recommendations: (a) fully fund any mandated pay increases; (b) remove individual salary limits; (c) allow greater flexibility on personnel; (d) remove enrollment proviso; (e) give more management flexibility; and (f) provide lump sum appropriations.

The President then stressed the importance of the Committee to talk with members of the Legislature, share the data with them and, in the month of January, to sit down with the students and faculty to advise them of the problems confronting the University.

Next, the President referred to a second handout, an excerpt from the Minutes of the State Board for Technical and Comprehensive

Education, given him by Dr. Howard Boozer and which he felt was self-explanatory. It showed the extensive nature of coverage the TEC System was offering.

In answer to Chancellor Sansbury's question about the progress of the policy dealing with the rank of librarians, Provost Borkowski replied the matter was under study on another campus and would come back to the Committee before going forward. Chancellor Sansbury also raised the question of signing contracts for the American Society for Composers, Authors and Publishers which was responded to by Mr. Paul Ward, who replied he was working on a contract to cover the entire system.

Dean Jack Anderson asked about the progress on the Policy Manual. The Provost answered that it would require more time.

President Holderman reviewed a final report he had received from Grenzebach and Associates relating to the Fund Drive. He had talked over the report with the Board of Trustees at the Administrative briefing and there had been general support for the fund effort, which it was hoped would get underway in early spring. The report recommended that early donations to cover about half of the funds should be secured before ever the goal was announced. A suggestion was made to hold group meetings, both at Columbia and on the various other campuses, to provide opportunities to discuss the needs of the System and to generate interest, cooperative efforts and participation.

(3) Systems Committee Meeting of January 16, 1981

The three topics of discussion at this meeting were very closely related, and much of the discussion was strictly off the record. Accordingly, Professor Nunnery did not feel free to report on this meeting.

Chancellors Singleton and Casper were made members of the Systems Committee.

VII. UNFINISHED BUSINESS:

None

VIII. NEW BUSINESS:

None

IX. ANNOUNCEMENTS:

Special thanks to the Sumter delegation for their efforts in making the meeting both enjoyable and effective.

X. ADJOURNMENT:

Respectfully submitted,

Beth G. Williams,  
Recording Secretary

Billy Cordray,  
Secretary

bgw



The South Carolina  
Education  
Association

421 Zimacrest Drive  
Columbia, S. C. 29210  
803-772-6553



Elaine W. Marks, President

TO ALL SCEA MEMBERS:

As a continuing service to aid our membership in obtaining the best fringe benefits available, we have reviewed the results of the Wharton Business School survey of tax-sheltered annuity plans. The Wharton results and our own investigations have led us to the endorsement of the tax-sheltered annuity plan offered by the Variable Annuity Life Insurance Company (VALIC).

VALIC is the nation's oldest and largest commercial firm specializing in offering tax-sheltered annuity plans. As a result, they have a professional group of experienced personal counselors who will advise you of the best ways which you may benefit from a tax-sheltered annuity plan without attempting to sell you insurance.

The most desirable annuity contract would theoretically give you the lowest sales charges and at the same time the highest cash values on retirement benefits. This ideal contract would also give you complete flexibility on stopping, starting, increasing, decreasing or make withdrawals from the plan. We have chosen to endorse the VALIC contract because we feel that it best meets the criteria described above. Some of the main features of the VALIC program are:

1. 8.8% current interest rate.  
VALIC has a long history of high interest rates.
2. VALIC guarantees 100% refund of deposits at any time at no withdrawal charge.
3. Low sales charges. Charges decrease as total deposits increase.
4. Long history of high retirement benefits.
5. Complete flexibility in stopping, starting, increasing, decreasing and taking withdrawals.

Whether you have another tax-sheltered annuity program or not, we urge you to take the time to at least review the VALIC program. It may provide you with a valuable opportunity to both reduce your current income taxes and also obtain a high rate of investment return.

We are pleased to make this benefit program available to you and have attached a business reply card to enable you to obtain more information on The SCEA endorsed tax-sheltered annuity program.

Sincerely,

*Elaine W. Marks*

Elaine W. Marks  
President



ASSOCIATE IN ARTS/ASSOCIATE IN SCIENCE  
PROPOSED CLARIFICATION OF CATALOGUE DESCRIPTIONS

PROPOSED

ASSOCIATE DEGREE PROGRAMS

ASSOCIATE IN ARTS AND ASSOCIATE IN SCIENCE DEGREES

Each two-year campus of the University of South Carolina offers the Associate in Arts degree and the Associate in Science degree to those students who have earned sixty hours of credit approved by the Dean of the University which shall award the degree. These degrees are awarded to those students who have completed the following requirements:

ASSOCIATE IN ARTS (AA): Successful completion of English 101, 102, or equivalent and fifty-four additional semester hours.

ASSOCIATE IN SCIENCE (AS): Successful completion of English 101, 102, or equivalent, a minimum of six hours of mathematics, and forty-eight additional semester hours.

In addition to the requirements stated above, a student must also meet the following criteria for an Associate in Arts or an Associate in Science degree:

1. 2.00 GPR (does not include course grade earned by challenge examinations);
2. Fifteen semester hours earned within the USC system.

CURRENT

ASSOCIATE DEGREE PROGRAMS

ASSOCIATE IN ARTS AND ASSOCIATE IN SCIENCE DEGREES

Each two-year campus of the University of South Carolina offers the Associate in Arts degree and the Associate in Science degree. These degrees are awarded to those students who have completed the following requirements:

ASSOCIATE IN ARTS (AA): Successful completion of English 101, 102, and fifty-four additional semester hours.

ASSOCIATE IN SCIENCE (AS): Successful completion of English 101, 102; a minimum of six hours of math (unless fewer are required in the student's major); and forty-six to fifty-one additional semester hours.

In addition to the requirements stated above, a student must also meet the following criteria for an Associate in Arts or an Associate in Science degree:

1. 2.00 GPR (does not include course grade earned by challenge examinations);
2. Thirty semester hours earned within the USC-system (fifteen hours for military students within the USC system);
3. Fifteen semester hours earned at the campus in which the student was initially enrolled.

PROPOGAL FOR ACADEMIC RANK  
LIBRARIANS OF THE TWO YEAR CAMPUSES  
AND

APPENDIX #3

LIBRARY PROCESSING CENTER

APPOINTMENTS

QUALIFICATIONS AND REQUIREMENTS

As a general policy, the qualifications for appointments are as set forth below. These requirements are not intended as justification for automatic promotion; conversely, justified exceptions may be made if warranted.

**PROFESSOR.** To be eligible for the rank of professor, a faculty member must have a record of outstanding performance normally involving both teaching and professional achievement such as research, creativity, performance in the arts, or other professional accomplishments. Except in noteworthy cases, the faculty member is expected to hold the terminal degree in his field.

**LIBRARIAN.** To be eligible for the rank of Librarian, the Library Faculty member must have a record of outstanding performance as a librarian, involving both professional achievement and service to the university. Except in noteworthy cases, the individual is expected to hold the terminal degree in his field, normally the master's degree in library science from an American Library Association (ALA) accredited institution.

**ASSOCIATE PROFESSOR.** To be eligible for the rank of associate professor, a faculty member must have a record of effective performance over a probationary period usually involving both teaching and professional achievement such as research, creativity, performance in the arts, or other professional accomplishments. He must possess strong potential for further development as a teacher and as a scholar. It is normally expected that the faculty member hold at least the master's degree and have a minimum of three years experience at the assistant professor level and four years of full-time faculty experience.

**ASSOCIATE LIBRARIAN.** To be eligible for the rank of Associate Librarian, the Library Faculty member must have a record of effective performance over a probationary period involving both professional achievement and service to the university. He must possess strong potential for further development as a librarian and as a scholar. It is normally expected that the individual hold the master's degree in library science from an ALA accredited institution and have a minimum of three years experience at the Assistant Librarian level and four years of service as a professional librarian.

**ASSISTANT PROFESSOR.** To be eligible for the rank of assistant professor, a faculty member must possess strong potential for development as a teacher and as a scholar. He will normally be expected to hold at least the master's degree.

**ASSISTANT LIBRARIAN.** To be eligible for the rank of Assistant Librarian, the Library Faculty member must possess strong potential for development as a librarian and as a scholar. He will normally be expected to hold the

master's degree in library science from an ALA accredited institution and have a minimum of one year professional experience.

**INSTRUCTOR.** To be eligible for the rank of instructor, a faculty member must normally either hold the master's degree or hold the bachelor's degree and have completed substantial additional graduate study.

**INSTRUCTOR.** To be eligible for the rank of Instructor, the Library Faculty member must normally hold the master's degree in library science from an ALA accredited institution.

## CRITERIA FOR PROMOTION AND TENURE

The following criteria are not listed in order of priority but are to be used as guidelines for tenure and promotion of Library Faculty of the Two Year Campus System.

## I. PROFESSIONAL ACHIEVEMENT

- A. Teaching Effectiveness. Teaching is defined as including any function which relates to academic instruction, based on the understanding that when the librarian is performing his/her regularly assigned duties, this activity is regarded as teaching. Teaching, as performed by the Library Faculty, includes:
1. Reference and research assistance to the university faculty and students.
  2. Co-ordination of collection development.
  3. Provision of bibliographic organization and control over the library's collections.
  4. Instruction in the use of the library and its resources.
- B. Personal and Professional Growth and Experience. Personal and professional growth and experience always refers to activities directly related to the faculty member's discipline or profession. Representative professional activities may include:
1. Participation in formal or informal continuing education programs as a means to improve professional expertise.
  2. Membership in professional organizations, attendance at professional meetings, etc. and/or active participation there in.
  3. Service on state, local, national or international commissions, advisory boards, or agencies, public or private, utilizing professional expertise.
  4. Consultation or service outside the university.
  5. Editing professional journals or other publications.
  6. Reviewing books in professional or scholarly periodicals.
  7. Service within the university that reflects an application of specialized knowledge or skill in librarianship.
- C. Research and/or Scholarship. Much of the Library Faculty member's accomplishment in these areas will be the result of the practical application of the principles of librarianship and in serving the needs of the university community. Representative activities include:
1. The development of new or innovative approaches to problem solving in specific areas of librarianship which will further enhance professional techniques and services.
  2. The compilation of significant bibliographies, indexes, special catalogs, guide books, inventories, calendars, etc., whether for internal or external use.
  3. The design and production of instructional media on the use of the library and its resources.
  4. The preparation of internal and external reports involving research or the application of the librarian's professional abilities.
  5. The publication of scholarly books and/or articles in professional and scholarly journals.
  6. The presentation of research papers at professional conferences, conventions, seminars, workshops or meetings.

## II. SERVICE TO THE UNIVERSITY

University service refers to participation in university affairs which does not require the application of specialized knowledge and skill of librarianship.

- A. Campus activities
- B. Community service
- C. Length of service

TWO YEAR CAMPUS FACULTY SENATE MEETING

ALLENDALE, SOUTH CAROLINA

USC-SALKEHATCHIE

Minutes: November 14, 1980

Call to Order and Correction/Approval of Minutes

In the absence of Chairperson Pete Maness (Sumter), Vice-Chairperson Jim Otten (Union) called the meeting to order and asked for corrections to the minutes of the September meeting. Professor Jimmie Nunnery noted the minutes were in error by recording the word "working" as being added to Section IV of the grievance procedure between the words "seven (7)" and "days". This motion did not pass in that this insertion would disrupt the time frame involved in the procedures for the acceptance of the document. Dr. Duffy assured us that this would guarantee us administratively. This word "working" should then be eliminated from Section IV of the Grievance procedure. Minutes were approved as amended.

Introduction of Speaker

Jim Otten asked Dr. John Duffy to introduce the speaker Dr. Carolyn Matalene, Associate Professor of English at USC-Columbia. "Implications of Times 9 as a Concept Rather than a Publication" was the subject of her speech. She stressed the concept of synergy--the whole is greater than the sum of its parts--and how this related to the nine campus input of this campus wide publication. She pointed out that the most important function of humans is language and that our English is best approached in a systems manner. She refuted the belief that the language was going downhill in its usage but explained that it was only changing systematically to meet the needs of an everchanging world.

Becoming more specific, Dr. Matalene, emphasized that good readers read by associating known phenomena to thoughts rather than by focusing on each word and sentence individually. Speakers, as well as writers, both respond to a system of discourse in that poor speakers and writers constantly worry about pronunciation, spelling, etc. Good writers write from the top down, from global concerns to the particular. The simple truth is that students who cannot read cannot write.

Dr. Matalene summed up her report by saying that we as instructors must be guided by the system--all reading should be followed by writing. Writing must be assigned in all courses regardless of discipline, because the English department, the only department responsible to developing writing skills. It was suggested that each campus coordinate a program to teach other instructors how to implement an effective writing program in their courses.

Reports of University Officers

A. Vice President John J. Duffy

Dr. Duffy updated the Faculty Senate on the current status of the Two-Year System and how it could be affected with the change in government and the move toward conservatism in the state and the nation. Traditionally, state administrators have underestimated revenues at this particular time in the state funding process however, this underestimation may be accurate this time.

The Budget and Control Board has stated that a 7% cut must be in both dollars and positions. If this occurs, U.S.C. will be, in effect, teaching 7000 students for whom it is not funded. The proposal has forced USC to impose a limit upon enrollment; for instance, USC-Columbia has entrance requirements from a 2.0 G.P.R. to a projected 2.2 G.P.R. Additionally, there will be absolute limits on admission to the College of General Studies and of transfers. Turning to the two year campuses, Dr. Duffy assured us that enrollment on these campuses would be monitored very carefully. He states that the two-year campuses would raise their admission standards from a projected 1.7 G.P.R. to a projected 2.0 G.P.R. and restrict "branch" students to a minimum of 30 hours on each campus before allowing the student to change to a four-year campus.

The questions arose as to how the reduction in force could occur. Would it be done on a last-in, first-out basis? This could seriously damage some of the positive steps taken in the area of affirmative action.

Dr. Duffy concluded by pointing out that the Educational Finance Act calls for increased monies to be spent on primary and secondary schools over a period of years. Thus the secondary schools train more qualified students, only to colleges unable to handle them because of underfunding.

Reports from Standing Committees

A. Rights and Responsibilities. Chairperson Jimmie Nunnery referred the Senate to the Policy Statement on the Location and Maintenance of Faculty Personnel Records (See Appendix I attached). Since in the opinion of Associate Provost Dr. Stephen H. Ackerman, this policy applies to the two-year campuses, the committee recommends that the Two-Year Faculty Senate adopt the policy statement aforementioned with the following changes:

The section labeled "Tenure and Promotion Records" will read:

"Access to tenure and promotion records depends on the level at which the review is taking place. (See section on Tenure and Promotion Procedures.) At the level of the Two-Year Campus Tenure and Promotion Committee and/or in the event of a grievance, copies of



the originals may be made for the confidential use of the above named committee members who may not reproduce such copies and who must surrender such copies to the committee chairperson for destruction upon completion of the deliberations. At the end of the Tenure and Promotion process, the records are stored in the archives and are accessible only to the President, Provost, and the Vice President for Two Year Campuses and Continuing Education."

B. Financial Concerns. Chairperson Lee Craig reported the Financial Concerns Committee recommends that the Two Year Faculty Senate go on record as urging the Administration to use all means at its disposal to secure a raise which is, at the minimum, commensurate with the general cost of living.

This was put in the form of a motion and carried unanimously.

C. Intra-University Services and Communications. Chairperson Sherre Dryden reported that a subcommittee was appointed to make plans for the faculty development workshop scheduled for the spring semester. The subcommittee, Mark Lidman (Sumter), John Barrett (Sumter), Jean Gray (Sumter), and Edna Shook (Lancaster) will seek assistance from professors Nancy Thompson and Carolyn Matalene.

The committee decided to submit a proposal for a system of academic rank for professional librarians at the Two Year Campuses and the Library Processing Center to the Senate for study. Attached is the following information:

- 1) Joint Statement of Faculty Status of College and University Librarians--Appendix II
- 2) South Carolina Colleges granting rank to Librarians--Appendix III
- 3) Standards for Faculty Status for College and University Librarians--Appendix IV

D. Executive Committee. Vice Chairperson Jim Otten reported Beth Dunlap has submitted her resignation thus leaving two vacancies--Executive Committee and Academic Affairs/Faculty Liaison Committee. The Executive Committee had met and recommended Vince Mesaric (Beaufort) to serve out the year on the Executive Committee and John Samaras (Lancaster) to serve on the Academic Affairs/Faculty Liaison Committee. Acting Chairperson Otten instructed us this needed Senate approval and asked for further nominations. There being none, a motion was made to close the nominations and elect them by acclamation. This passed unanimously.

A letter of appreciation sent by Jim Otten on behalf of the Two Year Faculty Senate is attached as Appendix V.

The next Executive Committee meeting will be in Columbia at 12:00 noon January 23, 1981. The next Faculty Senate meeting will be February 13, 1981 at USC-Sumter.



David Rinker, Vice President for Facilities Planning, explained the planning process for new buildings. This discussion will be continued at the November 21 meeting.

E. Academic Affairs/Faculty Liaison. Beth Dunlap reported the question of dismissal of tenured professors and their appeal process through the grievance procedure. It will be necessary for this body to adopt a format to handle this situation should it arise.

Also discussed was the Professional Practice Plan concerning Richland Memorial Hospital and the USC School of Medicine.

F. Systems Committee. Jimmie Nunnery reported that there were several issues discussed that one of primary importance to the Two Year System:

1) The problem of how to get letters and other information to the campuses more timely--the problem appeared in part, to center around using 2nd and 3rd class mail for certain things where 1st class should be used. A sub-committee is studying this problem and President Holderman directed that the deadline for application for Education Research awards be extended because of being received late at the various campuses is a result of above.

2) The problem of the shuttle service: Based on discussions, it was clear that shuttle service varies from campus to campus; for example, the variance is from almost daily service to USC-Spartanburg to once per week at USC-Lancaster and Union. President Holderman directed that a new plan be devised and presented to him. The new plan was in President Holderman's hands as of November 12, 1980.

3) Various ideas as to how the 7% personnel cut should or could be implemented if mandated were discussed. No decision was reached, but it appeared that a tighter admissions policy and the resulting fewer number students might be the solution.

4) Dr. Duffy reported that significant progress had been made with respect to upper divisional courses being offered on the two-year campuses. He pointed out that this must be done on a campus by campus, course by course basis, and that he is still working with the College of Business Administration on the matter.

5) The matter of solicitations by the USC Greater Educational Foundation direct to non-Columbia campus faculty and staff instead of going through the local campus officer as in the past was brought up. After some heated discussion and explanations, the committee was assured that this would not happen. In the future, such solicitations will be handled by the local campus in behalf of the Foundation.

Unfinished Business

None

New Business

Vice President John Duffy suggested the Faculty Senate study the autonomy issue and exactly how it would relate to the individual two year campuses. He recommended the Intra-University Services look into this area especially. Dr. Duffy also explained that this Faculty Senate has never exercised some of the powers it possesses, for instance, it has the authority to change curricula in two year programs. The major question concerns the Two Year Faculty Senate and its relationship with the Columbia Campus Senate. Dr. Duffy suggested an intra-university study to analyze the situation in depth.

Travel is to be paid by each campus. Dr. Duffy's office will not be paying any more travel for two-year campuses due to a fixed budget. Contact your respective Deans if there are any questions.

Announcements

Beth Dunlap will be leaving as mentioned earlier. See Appendix V as previously mentioned.

Also attached as Appendix VI are the names and respective campuses of the Faculty Senate members.

Acting Chairperson Jim Otten then asked for a motion to adjourn--motion was made and the meeting was adjourned.

Respectfully Submitted,

Beth G. Williams  
Recording Secretary

Billy Cordray  
Secretary

## APPENDIX I

### Policy Statement on the Location and Maintenance of Faculty Personnel Records

For the purposes of this policy statement, four classifications of records are identified: public employee records, confidential personnel records, promotion and tenure records and grievance committee records.

#### Public Records

The Freedom of Information Act of 1978, which is contained in the South Carolina Code of Laws, Section 30-4-50(1), provides that the name, sex, race, title and dates of employment of all employees and officers of public bodies are public information and, therefore, subject to disclosure.

Subject only to the rules for the safekeeping of records, any person wishing to inspect, examine, or copy any such record as herein defined may do so by appearing at the Personnel Office during regular business hours and requesting access to such records. A written list of all people making such requests will be maintained by the Personnel Office. A faculty member will be informed of any and all requests by parties seeking access to his records.

#### Confidential Personnel Records

Personnel records consist of any information gathered by the University, with respect to a faculty member currently employed, a faculty member previously employed, or an individual whose application for employment was considered, and which information relates to the individual's application, selection or non-selection, promotions, demotions, transfers, leave, salary, fringe benefits, suspension, performance evaluations, disciplinary action, and terminations of employment. All personnel records, wherever located and in whatever form are confidential and not open to inspection, except as provided below, even though such personnel records may also contain some items of information duplicated in the public records which are open for inspection.

A faculty member, former faculty member, applicant for employment, or the properly authorized agent of these, may examine confidential personnel records of such faculty member or applicant in their entirety, except for letters of reference solicited prior to employment, letters of evaluation, and the results of any votes and the written justification for such votes concerning promotion and/or tenure, and professional information concerning a medical disability, mental or physical, that a prudent physician would not divulge to a patient. Denial of access to information to which a person is entitled may be considered subject for a grievance.

Area and/or department heads, Deans, the Provost and/or President or their designated representatives are authorized to inspect and examine confidential personnel records of the faculty members in their respective areas of responsibility.

#### Tenure and Promotion Records

Access to tenure and promotion records depends on the level at which the review is taking place (see section on Tenure and Promotion Procedures). With the exception of file copies by the author of an item no copies of the files or any portion thereof may be made. At the end of the tenure and promotion process the records are stored in the Archives and are accessible only to the President, and the Vice-President for 2-Year Campuses and Continuing Education.

### Grievance Committee Records

The Chairman of the Faculty Grievance Committee maintains all records of appeals heard during his year in office. These files and records are for the exclusive use of the Committee. At the end of his term the old chairman will pass to the new chairman all records of current appeals and records of those appeals acted upon during his term. Records of appeals that were heard in the previous year are to be destroyed as soon as statutory requirements and litigation permit.

## Joint Statement on Faculty Status Of College and University Librarians

*Drafted by a committee of the Association of College and Research Libraries (ACRL), the Association of American Colleges (AAC), and the American Association of University Professors (AAUP).*

As the primary means through which students and faculty gain access to the storehouse of organized knowledge, the college and university library performs a unique and indispensable function in the educational process. This function will grow in importance as students assume greater responsibility for their own intellectual and social development. Indeed all members of the academic community are likely to become increasingly dependent on skilled professional guidance in the acquisition and use of library resources as the forms and numbers of these resources multiply, scholarly materials appear in more languages, bibliographical systems become more complicated, and library technology grows increasingly sophisticated. The librarian who provides such guidance plays a major role in the learning process.

The character and quality of an institution of higher learning are shaped in large measure by the nature of its library holdings and the ease and imagination with which those resources are made accessible to members of the academic community. Consequently, all members of the faculty should take an active interest in the operation and development of the library. Because the scope and character of library resources should be taken into account in such important academic decisions as curricular planning and faculty appointments, librarians should have a voice in the development of the institution's educational policy.

Librarians perform a teaching and research role inasmuch as they instruct students formally and informally and advise and assist faculty in their scholarly pursuits. Librarians are also themselves involved in the research function; many conduct research in their own professional interests and in the discharge of their duties.

Where the role of college and university librarians, as described in the preceding paragraph, requires them to function essentially as part of the faculty, this functional identity should be recognized by granting of faculty status. Neither administrative responsibilities nor professional degrees, titles, or skills, per se, qualify members of the academic community for faculty status. The function of the librarian as participant in the processes of teaching and research is the essential criterion of faculty status.

College and university librarians share the

professional concerns of faculty members. Academic freedom, for example, is indispensable to librarians, because they are trustees of knowledge with the responsibility of insuring the availability of information and ideas, no matter how controversial, so that teachers may freely teach and students may freely learn. Moreover, as members of the academic community, librarians should have latitude in the exercise of their professional judgment within the library, a share in shaping policy within the institution, and adequate opportunities for professional development and appropriate reward.

Faculty status entails for librarians the same rights and responsibilities as for other members of the faculty. They should have corresponding entitlement to rank, promotion, tenure, compensation, leaves, and research funds. They must go through the same process of evaluation and meet the same standards as other faculty members.<sup>1</sup>

On some campuses, adequate procedures for extending faculty status to librarians have already been worked out. These procedures vary from campus to campus because of institutional differences. In the development of such procedures, it is essential that the general faculty or its delegated agent determine the specific steps by which any professional position is to be accorded faculty rank and status. In any case, academic positions which are to be accorded faculty rank and status should be approved by the senate or the faculty at large before submission to the president and to the governing board for approval.

With respect to library governance, it is to be presumed that the governing board, the administrative officers, the library faculty, and representatives of the general faculty, will share in the determination of library policies that affect the general interests of the institution and its educational program. In matters of internal governance, the library will operate like other academic units with respect to decisions relating to appointments, promotions, tenure, and conditions of service.<sup>2</sup>

<sup>1</sup> Cf. 1940 *Statement of Principles on Academic Freedom and Tenure*; 1958 *Statement on Procedural Standards in Faculty Dismissal Proceedings*; 1972 *Statement on Leaves of Absence*.

<sup>2</sup> Cf. 1968 *Statement on Government of Colleges and Universities*, formulated by the American Council on Education, American Association of University Professors, and Association of Governing Boards of Universities and Colleges. ■ ■

*Approved by the membership of the Association of College and Research Libraries, a division of the American Library Association, June 26, 1972.*

LIST OF SOUTH CAROLINA COLLEGES GRANTING FACULTY RANK TO LIBRARIANS

BAPTIST COLLEGE AT CHARLESTON  
 BENEDICT COLLEGE  
 CLAFLIN COLLEGE  
 CITADEL  
 COKER COLLEGE  
 COLLEGE OF CHARLESTON  
 COLUMBIA COLLEGE  
 ERSKINE COLLEGE  
 FRANCIS MARION  
 FURMAN UNIVERSITY  
 LANDER COLLEGE  
 MEDICAL UNIVERSITY OF SOUTH CAROLINA  
 NEWBERRY COLLEGE  
 PRESBYTERIAN COLLEGE  
 VOORHEES COLLEGE  
 WINTHROP COLLEGE  
 SOUTH CAROLINA STATE COLLEGE

SELECTED COLLEGES AND UNIVERSITIES GRANTING FACULTY RANK TO LIBRARIANS

GEORGIA INSTITUTE OF TECHNOLOGY  
 GEORGIA STATE UNIVERSITY  
 AUGUSTA COLLEGE, AUGUSTA, GA.  
 UNIVERSITY OF GEORGIA, ATHENS, GA.  
 UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE  
 UNIVERSITY OF NORTH CAROLINA AT WILMINGTON  
 APPALACHIAN STATE UNIVERSITY  
 EAST CAROLINA STATE UNIVERSITY  
 INDIANA UNIVERSITY, BLOOMINGTON, IND.  
 OHIO STATE UNIVERSITY, COLUMBUS, OHIO  
 UNIVERSITY OF ILLINOIS AT CHICAGO CIRCLE



# Standards for Faculty Status for College and University Librarians

*Adopted by the membership of the Association of College and Research Libraries, June 26, 1971, in Dallas, Texas.*

With publication increasing at an exponential rate, with the variety of forms of publication proliferating rapidly, with significant scholarly and information material appearing in all the world's languages, with the bibliographical apparatus of many fields and subfields becoming increasingly difficult to use, with the growing sophistication of library and information technology, and with the development of academic libraries into large and complex organizations, the work of the academic librarian has become highly specialized and demanding.

The academic librarian makes a unique and important contribution to American higher education. He bears central responsibility for developing college and university library collections, for extending bibliographical control over these collections, for instructing students (both formally in the classroom and informally in the library), and advising faculty and scholars in the use of these collections. He provides a variety of information services to the college or university community, ranging from answers to specific questions to the compilation of extensive bibliographies. He provides library and information services to the community at large, including federal, state, and local government agencies, business firms and other organizations, and private citizens. Through his own research into the information process and through bibliographical and other studies, he adds to the sum of knowledge in the field of library practice and information science. Through membership and participation in library and scholarly organizations, he works to improve the practice of academic librarianship, bibliography, and information service.

Without the librarian, the quality of teaching, research, and public service in our colleges and universities would deteriorate seriously and programs in many disciplines could no longer be performed. His contribution is intellectual in nature and is the product of considerable formal education, including professional training at the graduate level. Therefore, college and university librarians must be recognized as equal partners in the academic enterprise, and they must be extended the rights and privileges which are not only commensurate with their contributions, but are necessary if they are to carry out their responsibilities.

In order to recognize formally the college or university librarian's academic status, the Association of College and Research Libraries and the American Library Association endorse, and urge all institutions of higher education and their governing bodies to adopt, the following standards for all academic librarians:

1. *Professional responsibilities and self-determination.* Each librarian should be assigned general responsibilities within his particular area of competence. He should have maximum possible latitude in fulfilling these responsibilities. However, the degree to which he has fulfilled them should be regularly and rigorously reviewed. A necessary element of this review must be appraisal by a committee of peers who have access to all available evidence.
2. *Library governance.* College and university libraries should adopt an academic form of governance. The librarians should form as a library faculty whose role and authority is similar to that of the faculties of a college, or the faculty of a school or a department.
3. *College and university governance.* Librarians should be eligible for membership in the academic senate or equivalent body at their college or university on the same basis as other faculty.
4. *Compensation.* The salary scale for librarians should be the same as that for other academic categories with equivalent education and experience. Librarians should normally be appointed for the academic year. If a librarian is expected to work through the summer session, his salary scale should be adjusted similarly to the summer session scale of other faculty at his college or university.
5. *Tenure.* Librarians should be covered by tenure provisions the same as those of other faculty. In the pre-tenure period, librarians should be covered by written contracts or agreements the same as those of other faculty.
6. *Promotion.* Librarians should be promoted through ranks and steps on the basis of their academic proficiency and professional effectiveness. A peer review system similar to that used by other faculty is the primary basis of judgment in the promotion process for academic librarians. The librarians' promotion ladder should

have the same titles, ranks, and steps as that of other faculty.

7. *Leaves.* Sabbatical and other research leaves should be available to librarians on the same basis, and with the same requirements, as they are available to other faculty.
8. *Research funds.* Librarians should have access to funding for research projects on the same basis as other faculty.
9. *Academic freedom.* Librarians in colleges and universities must have the protection of academic freedom. Library resources and the professional judgment of librarians must not be subject to censorship.

To implement these standards, the Association of College and Research Libraries and the American Library Association will:

1. Publicize these standards to all colleges and universities and their libraries, all library schools, all library organizations, all higher education organizations, and all agencies which accredit academic institutions.
2. Seek to have these standards formally adopted or endorsed by all colleges and universities and their libraries, all library schools, all library organizations, all higher education organizations, and all agencies which accredit academic institutions.
3. Investigate all violations of these standards which are reported by members of the Association of College and Research Libraries. Such investigations will be coordinated and supervised by the Committee on Academic Status of the Association of College and Research Libraries.\*
4. Invoke the following sanctions against institutions of higher education which are found, after such investigation, to be in violation of any or all of these standards:
  - a. Publicize the violation and the institution concerned in *CRL News* and other appropriate publications.
  - b. Refuse to accept advertisements in any ALA publication for positions at that institution.
  - c. Discourage its members from accepting employment at that institution, through notices in its publications and other means.

A reasonable amount of time—three to five years—should be provided college and university libraries which do not currently conform to any or all of these standards, to enable them to do so. However, no such grace period should be provided to libraries which currently do conform, either wholly or in part,

and which seek to deny or withdraw any such rights and privileges.

\*The Committee on Academic Status receives, from individuals, reports of potential violations of these standards and recommends appropriate action to the ACRL Board of Directors. Requests for assistance from individuals who allege that violations of these standards have occurred are within the jurisdiction of the ALA Program of Action for Mediation, Arbitration, and Inquiry, and should be directed to the Executive Director of the American Library Association.

Single reprint copies of these standards are available from the ACRL Office, 50 E. Huron St., Chicago, IL 60611. Multiple copies are 20¢ each.



UNIVERSITY OF SOUTH CAROLINA AT UNION

P. O. Drawer 729  
UNION, SOUTH CAROLINA 29379

November 20, 1980

Professor Elizabeth Dunlap  
USC-Beaufort  
P. O. Box 1007  
Beaufort, South Carolina 29902

Dear Professor Dunlap:

On behalf of the members of the Two-Year Campus Faculty Senate, I would like to extend our sincere thanks and appreciation to you for your many fine contributions to the betterment of this body during your several years as a member of the Senate. Your knowledge of the System, combined with the diligence and perseverance with which you attack all your endeavors, insured the successful achievement of the goals of this body and the accomplishment of our stated missions. Of particular note was the excellent revised editing of the Two-Year Campus Faculty Manual produced through your guidance and effort. And all admired and respected your gracious but firm leadership of the Senate and its accomplishments during the 1979-80 academic year. Perhaps the most valid indication of your ability and accomplishments can be perceived by the high esteem in which you are held by your senatorial colleagues and the System administration, and by the sorrow that we will soon be losing your able counsel and assistance.

We all wish you the best as you embark on the continuance of your accomplishments and please be assured of our continued support of and fondness for you in all your endeavors.

Yours truly,

A handwritten signature in cursive script, appearing to read "James T. Otten".

James T. Otten  
Vice Chairperson  
Two-Year Campus Faculty Senate

JTO/rg

cc: Dr. John J. Duffy  
Darwin Bashaw, Dean, USC-Beaufort  
William T. Cordray, Senate Secretary

APPENDIX VI

1980-81 TWO YEAR FACULTY SENATE MEMBERS

BEAUFORT

Sam Greenly  
Rod Sproatt  
Gordon Sproul

CENTER FOR CREDIT PROGRAMS

Elizabeth Baldwin  
Steve Dalton  
Jerry Dockery  
John Stine

LANCASTER

Jimmie Nunnery  
Edna Shook  
Wade Chittam  
John Griffin  
Wayne Thurman  
Marnie Foster (Alternate)

EXECUTIVE COMMITTEE

Pete Maness--Sumter  
Jom Otten--Union  
Billy Cordray--Salkehatchie  
Vince Mesaric--Beaufort  
Wade Chittam--Lancaster

SALKEHATCHIE

Bob Group  
Sherre Dryden  
David Stagg  
Arthur Mitchell (Alternate)

SUMTER

Robert Castleberry  
Lee Craig  
Hean Gray  
J. T. Myers  
Mark Lidman  
Michael Becker  
John Barrett  
Tom Powers  
Carolyn Getty (Alternate)

UNION

Tandy Willis  
Helen Parrish  
Jih-Ming Wang  
John Wright (Alternate)

May 3 Salkehatchie Alumni

THE UNIVERSITY OF SOUTH CAROLINA

University Campuses Faculty Senate

Minutes

15 February 1985

The University Campuses Faculty Senate met at the Walterboro campus of the University of South Carolina at Salkehatchie on February 15, 1985. Chairperson Sally Johns (Lifelong Learning) called the informal session of the meeting to order at 10:00 a.m.

INFORMAL SESSION

Deans' Remarks

Dean Carl Clayton (Salkehatchie) welcomed the Senate to his campus's Walterboro facility. He expressed pride in his campus and its potential. He noted that this was the first meeting of the Senate at one of the system's "twigs." The Lightsey Commission visited Salkehatchie recently, and Dean Clayton said that he felt very positive about the committee, and was optimistic that its finding would help the University Campuses. He recognized the members of the planning committee which had made arrangements for the meeting: Bill Holcombe, Director of the Walterboro campus; Sharre Dryden; Bob Group; and Mary Anita Dietz, Assistant to the Director of the Walterboro campus. Dean Clayton then introduced Bill Holcombe, who reported on the progress of the Walterboro facility.

Associate Dean Lila Meeks (Beaufort) reported that Dean Ron Tuttle was visiting Beaufort's sister city in the Dominican Republic, and could not be at the Senate meeting. She further reported that work on USC-Beaufort's new Marine Science Building should begin next month. USC-Beaufort, for the first time, is sponsoring an Academic Pursuits Day this Spring for High School students in the Beaufort area. The Senate will meet at USC-Beaufort on April 19. Members of the Beaufort delegate welcome suggestions involving plans for that meeting.

Dean Pete Arnold (Lancaster) reported that the Lancaster campus hosted a meeting of the state Commission on Higher Education in January. Activities planned for the near future are a Black Awareness Month celebration in February, a big Honors Day program

in March, and then a visit from the Lightsey Commission. Like most colleges, USC-Lancaster's enrollment is down this semester.

Sally Johns (Lifelong Learning) reported that Dean John May sent his regrets that he was unable to be at the meeting.

Dean Jack Anderson (Sumter) reported that USC-Sumter's enrollment was up this Spring. Sumter is celebrating Black History Month during February. The Summit Fund drive has been a great success: \$300,000 of the \$500,000 goal has been raised so far. USC-Sumter is expanding its computer operations, and construction on the new Humanities and Health Sciences Building is under way. The Budget and Control Board has voted to support an expansion of the Administration Building.

Dean Kenneth Davis (Union) reported that the Union campus has just staged the largest campus event in its history: a Valentine's Day dance drew some 300 people. Steve Buchanan has been appointed Assistant Dean for Student Affairs. Union has begun a systematic recruiting and retention effort, and is optimistic that Fall enrollments will be up. The Lightsey Commission will visit Union this coming week. It is expected that approximately 3.5 acres of land and some buildings now belonging to the Southern Railroad will soon be transferred to USC-Union.

#### Announcements:

Linda Holderfield has been appointed to succeed Mary Ann Camp as Senator from Lifelong Learning.

Mary Barton has succeeded Bruce McDaniel as Senator from USC-Union.

Jim Morris from Computer Services and John Olsgaard from the College of Library and Information Sciences are visiting the Senate this day. Both are involved in the On-Line Catalog demonstration to be presented after the informal session.

Chairperson Johns reported that John Gardner had asked the Senate to direct its attention to the proposed specific system-wide curriculum for the Freshman Year. His office has been requested to respond to the proposal, and in order to get as much faculty input as possible, he would like the matter discussed. Chairperson Johns asked the IUSC Committee to look into this matter.

Associate Vice-President John Gardner reported that Dr. Milton Baker was present to give information on the salary study.

#### COMMITTEE MEETINGS

For this meeting, the Committee Meeting period was split into two blocks. Before lunch, some committees met while others participated in the On-Line Catalog demonstration, presented by

the Assembly of University and Four-Year Campus librarians. After lunch, those who had already met participated in the demonstration, and those who had already participated met.

## GENERAL SESSION

### Minutes:

The minutes of the 28 September 1984 meeting and the 30 November 1984 meeting were approved as distributed.

### Reports of University Officers:

Dr. John Duffy, (System Vice President for University Campuses and Continuing Education) reported that the Lightsey Commission was in the process of visiting each campus. The current status of the budget is uncertain. Although the Budget and Control Board recommended full formula funding, but the legislature is compiling its own recommendations. The legislative process continues. USC has acquired a hotel in Mexico. Campuses will be receiving information on this facility and its potential uses. Dr. Duffy informed the Senate that it was the intention of the President that all campuses be involved in all the University's international programs.

Dr. Duffy further reported that President Holderman has announced that the University's Summit Fund drive has exceeded its goal of \$35 million. The success of this drive "has significantly raised our expectations...of what is possible." The University Campuses have had notable success and support in this drive.

Dr. Duffy announced that a system-wide On-Line Library Catalog committee has been appointed to study the possibility of instituting a computerized on-line catalog in the University system. He also announced that virtually every Faculty Exchange proposal has been funded.

Professor Gardner commended the Salkehatchie faculty for the success of its meeting yesterday with the Lightsey Commission. He noted that students at each of the meetings on the University Campuses so far were enthusiastic in their praise for the benefits they had gained as part of the University Campus system.

The Columbia Senate's Academic Planning Committee, studying the proposed Freshman Year curriculum, thinks that this program will enhance the University's image, assist in recruiting, and improve the University academically. If that committee should approve the plan, it will have to be approved by the Columbia Senate, in which the University Campuses have representation, so such a change cannot come without input from them.

Professor Gardner noted that he and Dr. Duffy had been in a series of discussions with the Rights and Responsibilities

Committee and other faculty concerning the question of membership in faculty organizations, and called them "some of the most rational discourse I've ever been a part of on a controversial, or at least potentially so, subject, and I was very pleased to be associated with faculty who talked as openly and as statesmanlike as I heard evidenced then."

Student input into the Lightsey Commission indicates that students are noticing the improvements in advisement which have been taking place on our campuses.

A Regional Studies meeting will be held on March 1-2 at USC-Aiken. J. T. Myers of USC-Sumter is chairing the meeting, and all are invited to attend.

Dr. Duffy has been appointed to chair a committee which will attempt to work out a process to coordinate implementation by high schools and the University of the recent Educational Improvement Act.

Professor Gardner announced a program on Freshmen and the Freshman Year experience to be held at Columbia Sunday.

Professor Gardner recognized Dr. Milton Baker of the Office of the Vice President for University Campuses and Continuing Education, who has spent a great deal of time working up the office's response to the Senate's request for information on how last year's salary recommendations were applied.

Professor Gardner explained the process by which University Campus faculty are approved to teach courses above the introductory level. The Office of the Vice President grants approval, but as a courtesy, and to reflect recognition of the fact that the degree-granting colleges actually award the degrees based upon such courses, the appropriate departments are asked to review the credentials of those University Campuses faculty. Professor Gardner stressed that the departments may review, but that approval authority rests with the Office of the Vice President for University Campuses and Continuing Education. This procedure applies to part-time faculty as well as full-time faculty.

#### Reports of Standing Committees

RIGHTS AND RESPONSIBILITIES COMMITTEE, Senator Joan Taylor (Beaufort) reported that the committee is investigating promotion and tenure procedures and advisement procedures at the University Campuses, but has no report at this time.

The Committee also addressed the question of membership in local faculty organizations by moving that the Faculty Manual be amended by replacing the paragraph on "Membership" on page 11 with the following:

Membership: All full-time non-administrative faculty and such others as that faculty shall designate shall have membership and voting privileges. The Dean of the



University, the Assistant or Associate Dean for Academic Affairs, and Department and/or Division Chairs shall be voting members of the faculty.

Senator Don Curlovic (Sumter) asked for a definition of "full-time non-administrative faculty."

Senator Taylor referred the question to Chairperson Johns, who replied that the term was used officially by the University's Personnel office to refer to those persons employed to perform faculty duties, and having no administrative duties, such as being Division Chair, Associate Dean, etc. Explicitly excluded are those who receive additional compensation for administrative duties. Senator Curlovic asked who would be the official interpreter of the phrase when it needed to be applied. There appeared to be no clear answer to this question.

Dean Clayton (Salkehatchie) asked if faculty compensated in the form of released time for administrative duties would lose their voting membership in the organizations. Chairperson Johns responded that the issue of voting or non-voting membership was not included in the definition.

Senator Jack Doyle (Sumter) asked if the phrase "Department and/or Division Chairs" included only academic departments or if the head of some administrative department might be included as well. Senator Taylor responded that only academic departments and divisions were included.

Vice Chairperson Rod Sproatt (Beaufort) noted that the purpose in making the initial clarification in September was to identify as faculty those persons whose primary orientation was to the classroom. The administration, however, had demurred. He asked if this particular motion satisfied that intent, or if it were offered for "more pragmatic" reasons.

Senator Taylor replied that it was moving in the direction of the original clarification by including as members by definition those whose concerns are mainly academic. "Nothing," she added, "Is perfect or simple."

Senator Gordon Haist (Beaufort) asked if the determination of who, in addition to teachers, should be members by definition might not best be left up to the local faculty organizations. He saw no reason to include the second sentence of the resolution. He suggested that it negated the original intent of the working.

Senator Sal Macias (Sumter) asked if there were anything to prevent this motion from being considered a substantive matter, and thus subject to administrative action, as had happened to the initial effort at clarification. Chairperson Johns replied that there was nothing which could prevent that. She added that it was the opinion of the chair that this motion, if passed, was indeed a substantive action and would be subject to administrative review.

Senator Curlovic informed the body that the Sumter Full-Time Teaching Faculty had been polled by the Chair of the Faculty Organization. Of 24 responding, 20 believed that members by

definition should be those normally teaching a full course load (usually 12 hours or more.)

Dean Arnold wanted to know if the motion would supersede local Faculty Organization By-Laws. Chairperson Johns said that it would, but said that she could not say just when the supersession would take place, as administrative review is sometimes a lengthy process. Senator Jimmie Nunnery (Lancaster) insisted that each faculty retained authority to define its own membership. Much unfocused discussion followed. Dean Meeks (Beaufort) said that the first sentence of the appropriate paragraph of the Manual gave that right. Senator Nunnery suggested that the Manual paragraph was simply an option which could be used in defining membership by those faculties whose local by-laws did not contain an explicit definition of membership. No resolution to the question was reached, and the Chair called for further discussion on the motion.

At the request of Dean Meeks, Chairperson Johns offered the following summary of the evolution of this issue:

Let me see if I can run down the sequence of events, and Joan, I'd like you to follow very closely to make sure this is accurate. At the September meeting, the Senate passed a motion to add the word "teaching", one single word. That was at the request of certain members of the Senate who felt that that portion of the Manual needed clarification. So the addition of the word "teaching" was the result of a request for clarification. After the September meeting, the Chair was asked for a ruling as to whether or not the addition of that word was substantive. In consultation with the parliamentarian, I replied that, in my view, the addition of the word was not substantive. At the same time, a request was presented to Dr. Duffy's office to answer the same question. His response was the opposite of mine. His response was that the addition of the word "teaching" did constitute a substantive change to the Manual, therefore made the motion passed by the Senate something that would be subject to administrative review. At the Senate meeting in November, the Rights and Responsibilities Committee made no motion, but reported...that they still believed that the change was not substantive. However, and I'm not sure this was formally reported out of committee, but I do know that the committee was aware of the response from the Office of the System Vice President, was aware that the change was considered substantive by that office, was aware that it was a change that that office would not approve. Therefore, in order to find some resolution to the whole question, the committee provided the opportunity for any member of the Senate or any member of the University Campuses Faculty to meet with that committee and express their views, and that the Committee would continue its deliberations and determine what should be done from that point. Right Joan?

Senator Taylor replied that that was the correct sequence.

Dean Meeks asked if the motion on the floor would be considered substantive. Chairperson Johns replied that, in her opinion, there was no question but that it would be considered a substantive change.

Senator Curlovic asked if the motion on the floor would be acceptable to the Office of the System Vice President. He saw no sense to passing another substantive change if that office would find this one no more acceptable than the last.

Senator Rick Boulware (Beaufort) said that no amendment to the Manual could possibly address every specific individual case. This wording was developed as a result of consultation and discussion with Dr. Duffy's office, it was a good compromise, and the committee felt it would be acceptable.

At this point, discussion returned temporarily to the question of the relationship between the Faculty Manual and the by-laws of the faculties. No action was taken, and discussion returned to the motion on the floor.

Vice Chair Sproatt suggested that the Office of the Vice President write out what it would accept, rather than having the Senate guess what would be acceptable. Further, he stated that the Manual required that actions of the Senate be reviewed by the Office of the Vice President, the Provost, and so forth, and approved by the Board of Trustees. He noted the distinction between "review" and "approval."

Dr. Duffy responded that his office did not, indeed, make decisions. The Board did that, after his office and other offices in the chain, reviewed and made recommendations.

Senator Doug Darran (Sumter) asked Dr. Duffy if he would accept the proposed motion.

Dr. Duffy expressed a reluctance to answer the question, as he did not want to be part of the Senate's decision-making process, or to appear to be dictating to the Senate. Senator Darran then asked why the original proposed change was unacceptable. Dr. Duffy replied that it disfranchised tenure-track individuals from faculty. "My definition of faculty is that you have to include all tenure-track people."

Senator Taylor noted that the Committee had consulted with the Office of the Vice President in the course of its deliberations, but had not felt compelled to follow any suggestions received. The motion upon the floor, "was worked out from other sources."

Harold Sears (Union) suggested that the motion upon the floor also disfranchised tenure-track individuals, and on that basis probably would be no more acceptable than the previous attempt. He further noted that in the University Campuses system, there was a continuum, rather than a clear dividing line, between faculty and administrators in the tenure track "from Deans, some of whom teach no courses, to Deans who teach one course, to Assistant and Associate Deans who teach one and two courses to Coordinators who teach three courses, to professors who teach four and five courses per semester." He added that no

simple one- or two-word designation like "teaching faculty" or "non-administrative faculty" could separate this continuum into two separate groups. He suggested that the Senate accept the wording of the motion upon the floor, or some other wording, and "simply trust the good will of the individuals involved to form faculty organizations that are fair and workable."

Senator Elizabeth Mulligan (Lifelong Learning), a member of the Committee, pointed out that the reason for the Committee's involvement was that the relevant passage in the Faculty Manual had been subjected to an interpretation at variance with "the spirit of the wording" as approved by the Senate. The Committee then had to "go back to the drawing board and try to get at a terminology which would sufficiently satisfy what we as a body want our organization to consist of." The first attempt in September had failed. This was another try to reach "an effective compromise."

Senator Mulligan then asked what academic positions would be eliminated by this motion. Dean Sears replied that Union's Assistant Dean for Student Affairs, the Coordinator of Student Services and others would be so affected. Steve Buchanan, Assistant Dean for Student Affairs, for example, was a tenured associate professor who taught two courses regularly. "To eliminate them from our faculty would not be acceptable." He added, however, that Union would find no problem with the wording, because if the wording excluded anyone who deserved to be in, he or she would be voted in by the rest of the faculty. "That's why I'm suggesting that we trust in the good will of the individual faculties to form themselves as they see fit."

Dr. Duffy agreed with Professor Sears, and said that the individual faculties could redress any obvious problems which might occur. He added that the language of the motion upon the floor, while not the language recommended by his office, "and there's no reason it should be," nonetheless would be acceptable to his office should it pass. "However, if you pass something else, that might also be acceptable."

Senator Bob Group (Salkehatchie) noted that the intent of the original wording of the Manual had been exactly that which Professor Sears had suggested: "to leave it open to the discretion and the...good will of the individual faculty organizations without coming in conflict with the local by-laws of any faculty, and that is why it seems to be vague in the first place." He added that the University already had its own definition of full-time faculty, and that any addition or clarification would be redundant.

Senator Curlovic stated that the purpose of the faculty organization was to provide "one of the few opportunities that full-time teaching faculty have to voice their opinion in a unified way." Administrators, he noted, have their avenues of getting their points across. Administrators of faculty rank on the Sumter campus meet separately, as administrators, without the participation of non-administrative faculty. The Faculty Organization, he added, should be the place where the rest of the

faculty--the full-time teaching faculty--could voice its opinion. "On each campus, there may be others whom we could let in, who have the same point of view as the rest of us." The administration should depend on the good will of the teaching faculty to do that. He added that no clarification was necessary.

Senator Mulligan called the question. After supporting Senator Curlovic's motion for a secret ballot, the Senate voted to defeat the change in wording proposed by the Rights and Responsibilities Committee by a vote of 11-12.

John Samarras (Lancaster) noted that defeat of the motion left the problem unsolved. He suggested that the Columbia Campus Faculty Manual set a precedent for this in making a distinction between membership in faculty organization and voting in the organization. The University Campuses Faculty Manual does not make that distinction. That Manual's definition of "faculty" includes any administrative official who has tenure as a faculty member. "That serves as a guiding light as to the direction in which we should be going."

WELFARE COMMITTEE, Senator Greg Labyak (Salkehatchie)

(See Attachment "A")

Senator Sproatt noted that there remained differing opinions on just what constituted faculty, and asked how faculty was defined in terms of the figures in the report. Specifically, he asked if administrators who teach one or two courses were included, or if those compensated according to the "Hays Formula" were included. Senator Labyak replied that there were still unresolved questions on that matter, but that "the rule was that people who did have some administrative responsibilities needed to be teaching at least six hours, or at least two courses, during the academic year, that is, the fall and spring semesters. All deans, however, were excluded. There were a couple who would have qualified under that criterion, but they were excluded because they skewed the data." He reiterated that there are other questions involving this, and that the committee would be providing answers to them at the next meeting.

INTRA-UNIVERSITY SERVICES AND COMMUNICATIONS COMMITTEE, Senator Sal Macias (Sumter), reported that the committee's chair, Senator Robert Costello of Sumter, was absent due to illness, but that he had sent an agenda for the committee's consideration.

(See Attachment B)

The Intra-University Services and Communications Committee discussed the proposed associate's degree requirements at Beaufort and Lancaster and requests that they be attached to the minutes of distribution. These issues will be discussed at the next meeting.

At the request of Vice President Gardner, the Committee began discussion of the proposed Freshman Year Curriculum. While the committee agrees with the sentiments of a fundamental core, it is concerned that the one-year requirement would create difficulties for branch, part-time, and other non-traditional students. The committee wishes that local campus curriculum committees discuss this further. The matter will be discussed again at the Beaufort meeting.

The committee requests that Professor Gardner inform the Columbia Academic Planning Committee that the matter is under discussion, and that it will be presented for Senate action at the April 19th meeting. The committee is willing to meet on the 18th, if necessary, to work out a specific proposal for presentation. Should such a meeting become necessary, appropriate information will be communicated to the members.

Senator Darran asked if the four-year campuses were covered by this proposal. Associate Vice President Gardner replied that there were enormous complications in application of the proposal, but he noted that the four-year campuses had complete curricular autonomy. Vice President Duffy added that the proposal must be approved not only by the Columbia Academic Planning Committee, but by the Courses and Curriculum Committee and the full Senate as well.

EXECUTIVE COMMITTEE, Vice Chair Sproatt

The Executive Committee of the University Campuses Faculty Senate met with the Chairs of the Senate committees and representatives of the Office of University Campuses and Continuing Education on Friday, February 1, 1985, in Conference Room E of the Faculty House on the campus of the University of South Carolina at Columbia. Present were the following:

The Executive Committee:

Sally Johns, Chair (Lifelong Learning)  
Rod Sproatt, Vice Chair (Beaufort)  
Tom Powers, Secretary (Sumter)  
Jimmie Nunnery, Immediate Past Chair (Lancaster)  
Sherre Dryden, Member-at-Large (Salkehatchie)

Committee Chairs:

Joan Taylor, Rights & Responsibilities (Beaufort)  
Greg Labyak, Welfare (Salkehatchie)  
Robert Costello, IUSC (Sumter)

From the Office of University Campuses and Continuing Education:

John Duffy, System Vice President for University Campuses and Continuing Education  
John Gardner, Associate System Vice President for University Campuses and Continuing Education

Tandy Willis, Executive Committee Member-at-Large (Union) was not present.

Chairperson Johns called the meeting to order at 11:00 a.m.

Joan Taylor announced that the Rights and Responsibilities Committee would meet with Dr. Duffy and Professor Gardner on Friday, February 9, 1985, to discuss the question of membership in faculty organizations. She noted that she had announced at the last Senate meeting that all persons interested in commenting on this matter should submit their ideas to the committee in writing by January 15, but that no responses had come. She requested that all present inform their respective faculties that the committee would receive input from all interested University Campus faculty members at 2:00 p.m. in Conference Room E of the Faculty House at USC-Columbia on Friday, February 8, 1985. She further requested that all present encourage maximum participation by their faculty members. Professor Gardner added that if representatives from any campus encountered difficulty in financing travel to the meeting, his office would be happy to provide support.

Dr. Duffy passed around pamphlets printed by the South Carolina Commission on Higher Education entitled "New Requirements for College-Bound Students." The pamphlet notes the new statewide entrance requirements for freshmen as of Fall, 1988. Dr. Duffy noted his serious concern with this matter. He pointed out that it infringed upon one of the most basic of faculty prerogatives, that of determining admissions standards, and that it might cause serious trouble at University Campuses, which attract many older and other non-traditional students who might not meet 8th standards expected of recent high school graduates.

The Committee then discussed the demonstration of an On-Line Library Catalog which the Assembly of University and Four-Year Campus Librarians will present at the February 15 Senate meeting. After much discussion, it was decided that, as the demonstration would require an as-yet undetermined amount of time, and as that time would affect the entire schedule of the meeting, Sherre Dryden and Sally Johns would work together on a plan, and after concluding it, would develop and distribute the schedule and agenda for the meeting.

At the suggestion of Sally Johns, the Committee then reviewed the Senate's progress toward those goals which had been established at the August retreat. In almost all matters, action had been completed or satisfactory progress was being made. Bob Costello noted that the IUSC Committee needed faculty proposals on a System Approach to Faculty Development, and Sally Johns assigned Tom Powers to write one. Greg Labyak reported that the Welfare Committee was monitoring the application of last year's salary study recommendations, and was still awaiting data. He expected to have a report at the February Senate meeting. The Executive Committee's study of retention rates for Branch students as compared to regularly admitted students was progressing: USC-Lancaster's report had been received and others were in process. The Committee decided that it was satisfactorily filling its responsibility for long-range planning from a system perspective. In this connection, John Gardner reported on the progress

of the Lightsey Commission, and encouraged all faculty to "educate" the commission members about the system and advocate system-oriented positions to them when they visited the respective campuses. Professor Gardner noted that Commission members would visit the faculties of all campuses, and urged all to take advantage of those occasions. His office views the work of this Commission as presenting "a real opportunity for us." Bob Costello noted that there were no plans for the Commission to meet with Sumter's faculty, nor was there any mechanism by which Sumter's faculty could present material to the Commission. Instead, the Commission, on its visit to Sumter, would be met by administrators and by a faculty standing committee, which had been instructed simply to be ready to answer any questions the Commission might have. Tom Powers asked John Gardner to convey to the Commission the fact that, because of differences in such mechanisms, the nature and quality of the Commission's contact with faculty members would vary from campus to campus, and that it would be inaccurate to presume that information derived from one campus could be weighed in the same scale as that from another. Professor Gardner agreed.

Dr. Duffy announced that the faculty of USC-Beaufort had developed a set of specific course requirements for students seeking an Associate of Arts or Associate of Sciences degree. He noted that any such change needed the approval of the Senate. Rod Sproatt and Joan Taylor questioned the need for such approval, and Jimmie Nunnery noted that USC-Lancaster had already made changes in its requirements and had begun implementing them. Dr. Duffy responded that the Board of Trustees, in establishing the Senate, had specifically included approval of curricula among its prerogatives. Tom Powers asked if those requirements were in the Faculty Manual. Dr. Duffy replied that they were not, but that they were included in the Board's papers. Tom Powers asked for copies of the relevant materials, so that they might be included in the next Faculty Manual update. Dr. Duffy agreed. The Committee placed consideration of the Lancaster and Beaufort proposals on the agenda for the February meeting.

The Committee then turned to consideration of the matter of membership in local faculty organizations. The matter was aired thoroughly. Included in the discussion was the question of the relative authorities of the Senate, the local faculties, the Deans, and the Vice President. Because the Rights and Responsibilities Committee is continuing hearings on this issue, the Committee made no decisions involving it, save once again to encourage maximum participation at the February 8 meeting of the Rights and Responsibilities Committee.

Dr. Duffy announced that the University was still seeking Full Formula Funding in this year's appropriations bill, and added that the prognosis, at this point, was optimistic.

Dr. Duffy rejoiced over the success of the Summit Fund drive in the areas served by the University Campuses. He noted that



all had been surprised by the tremendous degree of community support which the drive had uncovered, and noted especially the successes in the Salkehatchie region.

Dr. Duffy announced that a system committee to study an On-Line Library Catalog system had been appointed.

Professor Gardner announced that every Faculty Exchange proposal from University Campuses faculty this year had been funded.

Dr. Duffy noted that the BAIS program had drawn unwelcome and unfriendly attention from those who object to University Campuses' offering programs at that level. He requested that campuses minimize publicity about BAIS for the time being.

Professor Gardner announced that Spring enrollments were above last spring's levels at all campuses. Salkehatchie led the way with an 18% increase.

There being no further business, the committee adjourned, to meet again at the February 15 meeting of the Senate at the Walterboro campus of USC-Salkehatchie.

Respectfully submitted,  
Thomas L. Powers, Secretary

#### REPORTS OF SPECIAL COMMITTEES

##### UNIVERSITY LIBRARY COMMITTEE

No report

##### CURRICULA AND COURSES COMMITTEE

(See Attachment C)

##### UNIVERSITY FACULTY WELFARE COMMITTEE

(See Attachment D)

##### ACADEMIC PLANNING COMMITTEE

(See Attachment E)

FACULTY/BOARD OF TRUSTEES LIAISON COMMITTEE met with the Academic Affairs of Faculty Liaison Committee at 2:00 p.m., Thursday, December 6, 1984.

The following ensued:

1. Bill Bethea from Hilton Head was reelected Chairman by acalamation;
2. A Bachelor of Science in Nursing at USC-Spartanburg was approved;
3. A concentration in marketing was approved to be added to the curriculum at USC-Spartanburg;
4. A certificate of Teacher Preparation at USC-Columbia was approved;
5. An Institute for Tourism Research was approved;
6. Other confidential matters were discussed.

The Faculty/Board of Trustees Liaison Committee met with the Academic Affairs and Faculty Liaison Committee on Thursday, January 31, 1985.

The following ensued:

1. A Master of Science in Genetic Counselling was approved;
2. A Doctor of Philosophy in Nursing Science was approved;
3. A Center for the Study of Suicide and Life Threatening Behavior was approved;
4. Other confidential matters were considered.

Respectfully submitted,  
William T. Cordray

RESEARCH AND PRODUCTIVE SCHOLARSHIP COMMITTEE--No report--  
The Committee has not met since the previous meeting of the Systems Faculty Senate.

SYSTEM COMMITTEE--The System Committee has met twice since the Last Senate Meeting.

On December 14, 1984, topics of discussion included:

1. The national trend toward greater accountability in publicly funded higher education;
2. The search for an alternative to the \$50/semester computer fee;
3. An invitation for representatives of a variety of University programs to visit the University of West Indies;
4. Administrative reorganization in the areas of Research and the Byrnes International Center;
5. Announcement of a women's studies speakers series, sponsored by President Holderman.

On January 30, 1985, topics of discussion included;

1. Continued efforts in support of full-formula funding;
2. Commencement schedule;
3. Installation of new telephone system;
4. The University's posture toward the high school requirements necessary for admission to public S.C. colleges, effective 1988;
5. The success of the Summit Fund;
6. The status of the proposed Performing Arts Center;
7. Congratulations to Dr. Holderman on being named WIS-TV's South Carolinian of the Year.

#### OLD BUSINESS

None

#### NEW BUSINESS

Senator Tandy Willis (Union) asked for a clarification on the matter of membership in faculty organizations. Senator Johns

replied that the wording of the Manual, as presently printed, applied. The Senate, she noted, had passed a motion changing that motion, but that the change had been ruled substantive, and therefore subject to administrative review. "I assume we are in the process of administrative review."

Senator Sproatt asked just who had made the ruling that the change was substantive. "As a body, I thought WE decided what was substantive among our own proceedings."

Vice President Duffy responded that he had made the ruling, because, in his opinion, the addition of the word "teaching" significantly affected the status of enough people to require the approval of the Board of Trustees. He added that he did not make this decision lightly, but discussed it with faculty and with the Provost. The Provost, he added, also felt that this was a substantive matter. The next step, he noted, would be to take his recommendation to the President "and go from there."

There being no further business, the Senate adjourned.

Respectfully submitted,  
Thomas L. Powers, Secretary

#### ATTENDANCE LIST

##### USC-Beaufort

Rick Boulware  
Gordon Haist  
Lila Meeks  
Rod Sproatt, Executive Committee  
Joan Taylor  
Ron Tuttle (Dean)

##### USC-Lancaster

John R. Arnold, Dean  
Wade Chittam  
Jerry Currence  
Jimmie E. Nunnery, Executive Committee  
John Samaras  
Edna Shook  
Wayne Thurman

##### Lifelong Learning

Steve Dalton  
Linda Holderfield  
Sally Johns, Chair, Executive Committee  
Elizabeth Mulligan

##### USC-Salkehatchie

Bill Bowers  
Sherre Dryden, Executive Committee  
Bob Group  
Greg Labyak

*Why?*

USC-Sumter

Don Curlovic

Doug Darran, Alternate

Jack Doyle

John Logue

Sal Macias, Alternate

Tom Powers, Executive Committee

USC-Union

Mary Barton

Harold Sears

Charles Walker

Tandy Willis, Executive Committee

UNIVERSITY CAMPUSES FACULTY SENATE WELFARE  
COMMITTEE REPORT FEBRUARY 15, 1985

Most of the Committee's business focused on the process of monitoring faculty salaries. Dr. Milton Baker appeared before the Committee and provided updated salary information for the University Campuses and peer institutions, which have been made available to all members of the Faculty Senate. Statistical reports for the University Campuses include all full-time faculty teaching at least 6 hours during the academic year. No deans were included, but other administrators who met the criterion were.

Most of the current salary figures are directly comparable to those used by the Welfare Committee in last year's study. Report #1, however, lists present salaries whereas the same report last year showed entry salaries. There are also some changes in the peer institutions which are compared with our University Campuses.

Dr. Baker expressed concern about the accuracy of reports 5, 6, and 8. He will seek updated statistics for those reports and answers to questions asked by members of the Committee. This information, along with 1984-85 University Campus data contained in the University of South Carolina Statistical Profiles will be made available to members of the Welfare Committee soon.

Information pertaining to the manner in which 1984-85 salary increases were determined has been distributed to the Welfare Committee, and it is requested that a copy be included in the minutes of today's meeting. The Committee wishes to express its thanks to the deans of the various campuses for their efforts in providing this information. It is to be considered along with the 1984 salary report (attached to the minutes of the April 13, 1984 Faculty Senate meeting) and current statistics for the University Campuses, peer institutions, and public schools in monitoring faculty salaries.

A subcommittee has once again been formed for the purpose of considering the form and substance of the Welfare Committee's upcoming salary report. The entire Committee is scheduled to meet at the Beaufort Campus at 4:00 p.m. on Thursday, April 18 to finalize the report. In the meantime, all members of the Senate are urged to review the salary information, to share it with fellow faculty members, and to address questions, comments, and recommendations to representatives on the Welfare Committee.

Other questions regarding faculty salaries--the possibility of paying full-time faculty on a bi-weekly basis during the summer and possible flexibility in the manner of taxing stipends for courses not covered under the base pay scale--have been addressed by Professor Gardner in a letter to be included in today's minutes.

The matter of retirement benefits was discussed briefly, including the possibility of a guest speaker at a future meeting of the Faculty Senate.

*Greg D. Abner*

UNIVERSITY CAMPUSES  
 FACULTY SALARY DATA BY YEAR OF EMPLOYMENT AND RANK  
 FULL-TIME / NINE MONTH EQUIVALENT SALARY

REPORT #1      FEBRUARY 11, 1985

YEAR	RANK	LOW	HIGH	AVG
59	ASSISTANT	----	----	----
65	ASSISTANT ASSOCIATE	----	----	----
66	ASSOCIATE PROFESSOR	----	----	----
67	ASSISTANT	----	----	----
68	ASSISTANT ASSOCIATE PROFESSOR	----	----	----
69	ASSISTANT ASSOCIATE	----	27.1	24.3
70	ASSISTANT ASSOCIATE	----	----	22.5
71	ASSISTANT ASSOCIATE	----	27.5	25.9
72	ASSOCIATE	24.8	27.9	26.2
73	ASSOCIATE	22.3	29.9	25.2
74	ASSISTANT ASSOCIATE	20.7 22.0	24.0 27.4	22.2 24.7
75	ASSOCIATE	----	----	22.7
76	ASSISTANT ASSOCIATE	----	----	20.9
77	ASSISTANT ASSOCIATE	----	----	23.2 27.3

78	ASSISTANT	17.8	22.0	20.3
	ASSOCIATE	----	----	----
79	INSTRUCTOR	----	----	----
	ASSOCIATE	22.1	29.4	24.4
80	ASSISTANT	----	----	----
	ASSOCIATE	----	----	----
81	ASSISTANT	21.1	22.3	21.7
82	INSTRUCTOR	----	----	----
	ASSISTANT	18.5	20.5	19.7
83	ASSISTANT	18.9	21.8	20.5
	ASSOCIATE	----	----	----
84	INSTRUCTOR	----	----	19.2
	ASSISTANT	19.0	21.0	19.8

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2/11/85

UNIVERSITY CAMPUSES  
FACULTY SALARY DATA BY ACADEMIC RANK  
FULL-TIME / NINE MONTH EQUIVALENT SALARY

REPORT #2      FEBRUARY 11, 1985

RANK	LOW	HIGH	AVG
INSTRUCTOR	18.0	20.0	19.2
ASSISTANT	17.8	26.9	21.0
ASSOCIATE	21.4	29.9	25.0
PROFESSOR	28.6	29.6	29.0

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UNIVERSITY CAMPUSES  
FACULTY SALARY DATA BY ACADEMIC DEGREE  
FULL-TIME / NINE MONTH EQUIVALENT SALARY

REPORT #3      FEBRUARY 11, 1985

DEGREE	LOW	HIGH	AVG
MA	17.8	29.1	22.3
MA+30	19.4	29.9	22.7
PH.D	18.5	29.6	24.4

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2/11/85

UNIVERSITY CAMPUSES  
 FACULTY SALARY DATA BY YEARS OF SERVICE AT USC  
 FULL-TIME / NINE MONTH EQUIVALENT SALARY

REPORT #4      FEBRUARY 11, 1985

YEARS AT USC	LOW	HIGH	AVG
1	18.0	21.0	19.5
2	18.9	27.2	22.4
3	18.5	26.5	19.7
4	21.1	22.3	21.7
5	----	----	22.8
6	19.3	29.4	23.7
7	17.6	25.8	21.5
8	21.3	29.3	25.2
9	20.8	23.9	21.7
10	----	----	22.7
11	20.7	27.4	24.0
12	22.3	29.9	25.6
13	24.8	29.6	26.9
14	20.4	27.5	24.9
15	----	----	23.2
16	20.4	27.1	23.6
17	----	----	24.8
18	----	----	----
19	----	----	27.5
20	----	----	22.6
25	----	----	----

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UNIVERSITY CAMPUSES  
 FACULTY SALARY DATA BY TEACHING EXPERIENCE IN HIGHER EDUC  
 FULL-TIME / NINE MONTH EQUIVALENT SALARY

REPORT #5      FEBRUARY 11, 1985

YEARS IN H EDUC	LOW	HIGH	AVG
1	18.0	21.0	19.5
2	----	----	----
4	----	----	21.0
5	----	----	23.0
6	----	----	22.9
7	17.8	26.9	21.7
8	----	----	22.4
9	----	----	23.9
10	19.4	25.6	22.1
11	20.0	25.6	22.2
12	20.7	28.8	23.4
13	18.5	26.6	23.9
14	22.0	26.8	23.4
15	20.8	24.2	23.0
16	23.2	27.5	25.4
17	20.4	28.6	25.1
18	23.3	29.9	25.1
19	----	----	25.3
20	20.0	27.8	24.7

#5

21	20.4	29.6	25.0
22	----	----	----
23	----	----	----
25	----	----	----
26	----	----	25.6

PREPARED BY THE SYSTEM OFFICES OF PERSONNEL AND AFFIRMATIVE ACTION  
2/11/85

UNIVERSITY CAMPUSES  
 FACULTY SALARY DATA BY TEACHING EXPERIENCE IN HIGHER EDUC  
 AND ACADEMIC DEGREE  
 FULL-TIME / NINE MONTH EQUIVALENT SALARY

REPORT #6      FEBRUARY 11, 1965

YEARS H EDUC	MA			MA+30			PH.D		
	LOW	HIGH	AVG	LOW	HIGH	AVG	LOW	HIGH	AVG
1						20.2			
3									
4			21.0						
5									
6									22.9
7	17.8	26.9	21.4						22.9
8									
9									
10			22.2						23.2
11			20.6			22.7	21.5	25.6	22.7
12			21.5			22.4	23.2	28.8	25.1
13							18.5	26.6	23.4
14	22.0	26.8	23.8						22.6
15			22.1						
16						24.4			25.5
17						23.5	24.8	28.6	26.6
18			23.4						
19									
20						21.9			26.6

21		----	----	20.9		----	----	----		----	----	29.0
22		----	----			----	----	----		----	----	
23		----	----	21.9		----	----	----		----	----	
25		----	----			----	----	----		----	----	
26		----	----			----	----	----		----	----	

PREPARED BY THE SYSTEM OFFICES OF PERSONNEL AND AFFIRMATIVE ACTION  
2/11/85

UNIVERSITY CAMPUSES  
 FACULTY SALARY DATA BY RANK WITHIN ACADEMIC CATEGORIES  
 FULL-TIME / NINE MONTH EQUIVALENT SALARY

REPORT #7      FEBRUARY 11, 1985

AREA	INSTRUCTOR			ASSISTANT			ASSOCIATE			PROFESSOR		
	LOW	HIGH	AVG	LOW	HIGH	AVG	LOW	HIGH	AVG	LOW	HIGH	AVG
HUMAN- ITIES	---	---	---	17.8	24.0	20.6	21.4	29.9	25.1	---	---	28.5
BUSI- NESS	---	---	---	20.0	26.9	21.9	22.9	27.2	24.6	---	---	---
NATRL SCI	---	---	---	20.4	22.5	21.5	22.1	27.8	24.6	---	---	29.2
MATH	---	---	18.6	19.4	22.5	20.7	23.4	26.8	24.6	---	---	---

PREPARED BY THE SYSTEM OFFICES OF PERSONNEL AND AFFIRMATIVE ACTION  
 2/11/85

UNIVERSITY CAMPUSES  
 FACULTY SALARY DATA GROUPED BY TEACHING EXPERIENCE  
 AND ACADEMIC DEGREE CATEGORIES  
 FULL-TIME / NINE MONTH EQUIVALENT SALARY

REPORT #8      FEBRUARY 11, 1985

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***** MA *****
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YEARS IN H EDUC	LOW	HIGH	AVG
1-5	18.5	22.1	20.2
7	17.8	26.9	21.4
8-10	20.5	24.0	21.5
11-12	20.0	22.3	21.0
13-14	22.0	26.8	24.2
15-17	20.4	27.1	22.9
18-21	20.4	25.9	22.9
22-26	21.2	29.1	21.7

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***** MA+30 *****
```

YEARS IN H EDUC	LOW	HIGH	AVG
1	----	----	----
7-10	19.4	21.5	20.6
11-12	21.4	23.9	22.6
15-17	21.2	25.8	23.8
18-20	19.9	29.9	24.6



***** PH.D *****			
YEARS IN H EDUC	LOW	HIGH	AVG
1-3	19.0	20.0	19.6
4-6	21.3	29.4	23.9
7-10	18.9	29.3	24.4
11	21.5	25.6	22.7
12	23.2	28.8	25.1
13	18.5	26.6	23.4
14-16	22.3	27.5	24.3
17	24.8	28.6	26.6
18-20	23.9	27.8	25.9
21-25	26.4	29.6	27.8

PREPARED BY THE SYSTEM OFFICES OF PERSONNEL AND AFFIRMATIVE ACTION  
2711/85



UNIVERSITY OF SOUTH CAROLINA

COLUMBIA, S. C. 29208

OFFICE OF THE SYSTEM VICE PRESIDENT  
for University Campuses and  
Continuing Education

December 13, 1984

(803) 777-7695

Professor Gregory J. Labyak  
Chairman, University Campuses  
Faculty Senate Welfare  
Committee  
USC-Salkehatchie  
P O Box 617  
Allendale, SC 29810

SUBJECT: LETTER OF DECEMBER 10, 1984

Dear Greg:

I am writing to respond to you and the Committee with respect to the two questions that you addressed to me in your letter of December 10, as follows:

1. "The possibility of paying full-time faculty on a bi-weekly basis during summer sessions."

To the best that I have been able to determine this after our phone call about this matter, it is exactly as I described to you in our conversation. Specifically, the student fees received for Summer Session I are held over until the next fiscal year after July 1. Appropriated salary monies budgeted for faculty salaries for Summer Session I come out of the next year's fiscal budget and hence cannot be paid out in June and instead are disbursed after July 1. Because the Summer Session I ends prior to July 15 but after July 1 it is feasible only to pay this in one payment not on the bi-weekly basis you have requested. With respect to Summer Session II, this is now done in two payments on two turn around documents for the July 31 and August 15 payroll. Obviously, if the fees are received and the appropriated salaries supporting summer instruction in Summer Session II are in the new fiscal year this can be handled on a bi-weekly basis and is already being handled in the manner you have requested.

2. "Possible flexibility in the manner that stipends for courses not covered under the base pay scale--i.e. over-

Page 2

Professor Gregory Labyak

December 13, 1984

loads, continuing education, short courses, etc.--are figured in the salary structure and therefore in the way that they are taxed."

As I explained, all compensation received by University employees must be figured into the employee's annual gross compensation for taxation purposes. Therefore, all compensation is subject to withholding. The kinds of payments you have described are, of course, of a dual employment nature. Once the paperwork initiating request for dual employment compensation has gone through all the appropriate approvals and is entered into the payroll system payments are divided equally between the number of remaining pay periods during the time period of the dual employment. For example, if after all the approvals have been obtained there are nine pay periods remaining during the period of instruction of the dual employment, the total gross compensation amount for the dual employment would be divided by nine. This amount is added into the gross base salary for the faculty member for this same period of time. The payroll office has informed me that if it appears the faculty member would receive one (or several) large lump sum payment(s) for dual employment which would put them into a much higher bracket for federal tax withholding purposes, then the payroll system automatically figures a fixed tax which would be more favorable to the faculty member by reducing the amount of tax withheld. If faculty members feel that they are going to be in the situation where they are going to receive compensation of this nature, i.e. a large payment in which the withholding would be higher than desirable, they are free to write or call the payroll office to request attention to this matter and that a fixed tax be calculated. However, Mr. Huffman the Payroll Director, assures me that this is already being done automatically but that the faculty are free to call to his attention their concerns about individual actions. I do want to stress though that the mechanism for handling this is already built into our payroll system.

If you have additional questions about this please don't hesitate to pursue them with me. I hope this does clarify for the Committee. In the event they have remaining questions I will be glad to meet with them to discuss the matter with them.

Best Wishes to you all and we appreciate your good work on behalf of all of our faculty.

Page 3  
Professor Gregory Labyak  
December 13, 1984

Sincerely,



John N. Gardner  
Associate Vice President

kdc



UNIVERSITY OF SOUTH CAROLINA

COLUMBIA, S. C. 29208

OFFICE OF THE SYSTEM VICE PRESIDENT  
for University Campuses and  
Continuing Education

(803) 777-7695

January 15, 1985

Professor Gregory J. Labyak  
University Campuses Faculty  
Senate Welfare Committee  
USC-Salkehatchie  
P O Box 617  
Allendale, SC 29810

SUBJECT: RESPONSE TO YOUR LETTER OF OCTOBER 12, 1984

Dear Greg:

Please find below our response to the questions you addressed to me in your letter of October 12. You need to understand the approach that I used in collecting the information necessary to provide you a proper response. As you know, I sent to each of our six University Campus Deans a memorandum setting forth your questions. Each Dean responded promptly and provided complete information as requested. It is important for you to note that we have had retirements of two deans and appointments of two new deans which has meant that the information provided to these questions were not made in the case of Lifelong Learning and USC-Union by the Dean which actually was responsible for making salary recommendations for the 1984-85 year. Thus, Deans Davis and May cannot speak completely for their predecessors. However, the results of salary recommendations are quite apparent from those two units, and we in this Office are very well aware of the rationale used for making the salary recommendations as submitted by these two former Deans.

What I have done in this report is to provide for you the information by Campus to each of the eight questions which you addressed to me. I thought that this might be more useful in that it will enable your Committee to compare these responses by Campus and, of course, produce an overall picture of our response.

A few things need to be said about how our Office approached the work of attempting to implement the Faculty Senate recommendations. It is our practice to interfere as little as possible with the process of administrative review and recommendations for faculty salaries on the Campuses. Instead, we prefer to have outstanding

Page 2

Professor Gregory J. Labyak

January 15, 1985

Deans in place and to rely on their judgement and fairness. However, we do sit down at the conclusion of each fiscal year and prior to the beginning of the next one with each Dean and review the salary recommendation of each and every unclassified faculty member. Where we have questions about the Dean's action, we raise them and examine each salary action as thoroughly as is necessary. We did in this past year make a number of recommendations to the Deans for revisions in salary action. These were very small in number compared to the total number of recommendations submitted to us. One of our concerns especially was that faculty be rewarded at the local level for contributions that they may have made to the University Campuses System, and it is obviously most appropriate for us from our vantage point to address that variable.

You are aware already that Vice President Duffy and I had extensive discussions with officers in the Finance Office and, of course, President Holderman about a means of enhancing University Campuses' Faculty Salaries. You are aware that the President gave this matter strong support and that the result was we received authorization to award salary increases that were the highest in the University System in terms of percentages. We encouraged the Deans to utilize their existing resources to provide salary increases that ranged on the average from 10 to 12 percent. The results that you will see outlined below indicate that this was certainly accomplished. However, it was not possible for the Deans on our two smallest Campuses, Salkehatchie and Union, to make this a reality without an infusion of additional funds from our Office in Columbia. Therefore, we contributed in excess of \$40,000 to insure that the faculty at Salkehatchie and Union were not awarded on some lesser scale than their equally meritorious colleagues at Beaufort, Lancaster, and Sumter. We hope the faculty will recall that in the previous year we were looking at average increases approximately one half the amount we were able to provide for this current year.

In effect, what we did was to find all the money we possibly could and to give it to you! However, there was simply not enough money there to meet both the needs for salaries and all the other aspects of operating our Campuses and also to be able to meet all of your recommendations for more ideal salary levels. We were not able to completely close the gap between the University Campuses and the Four-Year Campuses, let alone USC-Columbia. We were not able to provide the promotional raises in the amounts that you requested. We were able to provide the largest total percentage raise increases in the USC-System. For that, at least, we are thankful. In summary, Greg, I say this sincerely and non-

Page 3  
Professor Gregory Labyak  
January 15, 1985

defensively, we did the best we could and we gave you all we had in terms of our resources. Looking towards next year, again, we will do the very best we can.

We will also continue to work with you in monitoring these kinds of salary actions and to provide the kind of data that you request provided these requests and the release of such data does not violate established University procedures particularly with respect to protecting the confidentiality of individual identities.

I appreciate the very professional way that you, your Committee, and the Senate have dealt with us on this matter of grave importance to us all. I send this to you and the Committee with best wishes, and please don't hesitate to contact me if you desire additional information and/or discussion.

Sincerely,



John N. Gardner  
Associate Vice President

emb

cc: Dr. Milton Baker, Special Assistant to the Office of System  
Vice President  
Dr. John J. Duffy  
Dr. Sally Johns, Chairperson, University Campuses Faculty  
Senate  
Deans of the University Campuses

Attachment: 1. Responses to Specific Questions  
2. Sample letters from Deans to faculty

RESPONSES FROM OFFICE OF THE SYSTEM VICE PRESIDENT  
TO SPECIFIC QUESTIONS FROM  
UNIVERSITY CAMPUSES FACULTY SENATE WELFARE COMMITTEE

1. Did you provide promotional raises separate from other raises (bottom end adjustments, state mandated raises, merit increases)? Stated differently, how did you handle promotional raises? All campuses provided promotional raises and all were treated as separate actions from other considerations (bottom end adjustments, state mandated raises, merit increases). That is to say, promotion figures were added after those salary determinations were made. However, the promotional raises recommended by the Faculty Senate in the amounts of \$1,500 for instructor to assistant professor, \$2,000 for assistant professor to associate professor, and \$2,500 for associate professor to professor were not utilized. The amounts of the promotional increases were based on the current University policy which is \$1,000 from instructor to assistant, \$1,200 from assistant to associate, and \$1,600 from associate to professor. The main reason for adherence to established policy in this regard was the fact that additional monies were simply not available to meet this recommendation, that is in addition to all the monies assembled to provide the merit raises. It was also our feeling at the level of the Office of the System Vice President that if we were going to make a significant departure from practice elsewhere in the System it should be in the amount of monies made available for merit not in the promotional amounts. These we believed should be consistent with System-University policy and practice.

2. How did you define and distribute merit increases? What was the range of merit awards made on your Campus? This question is responded to more appropriately by examining each Campus individually, and keeping in mind that all faculty salary increases by definition, are merit based (i.e., there are no automatic cost of living increases for unclassified employees):

--Beaufort--Merit raises were based on recommendations gathered from a variety of sources: students, faculty, the Associate Dean for Academic Affairs, and the Dean's recommendations. Merit and adjustment raises were not separated. These raises ranged from a low of \$1,003 to a high of \$3,055, i.e. In summary, faculty salary increases ranged from 5.3 percent to 18.3 percent.



--Lancaster--Merit increases were distributed based upon the tenure and promotion criteria ennumerated in the University Campuses Faculty Manual. Final determination was made by the Dean after consultation with the Academic Dean and the Associate Dean. In summary, the range of faculty salary increases was from 6 to 14 percent. The 12 percent increase was used as a standard for fully satisfactory performance.

--Salkehatchie--It was generally understood at USC-Salkehatchie that merit is based on:

- A. teaching effectiveness
- B. campus activities
- C. community service
- D. personal and professional growth and experience
- E. research and/or scholarship
- F. institutional support

Evaluations of these factors are undertaken in a formal and prescribed manner. Additionally, this procedure was discussed at length in 1983 by the Academic Coordinators, the Associate Dean, and the Dean, and the procedure was found to be acceptable to the faculty. Results of this procedure annually are heavily relied upon to arrive at individual merit increases. The evaluation process is quite involved and includes self, peer, student, and administrative review. The student part of the evaluation involves computer analysis of each professor's performance in each of the classes he/she teaches. Additional factors considered in determining merit increases are as follows:

- A. length of service
- B. course load
- C. total number of students taught

The results of the above data and procedures are considered in discussions with final decision being made by the Dean of the University and the Associate Dean for Academic Affairs. Merit increases for the faculty this year were also based on efforts to eliminate as much as possible inequities that have developed over the years in faculty salaries. Thus, consideration was given to an individual's rank, years of service, and earned degree in relation to the System average for someone with similar credentials. In cases where an individual faculty member was well below the average and that person's performance was satisfactory or above average, merit increases may have been larger than those whose salary was closer to the System average. In summary, faculty salary increases ranged from 10 percent to 15 percent.

--Sumter--Merit raises were allocated according to a precise scale based on each faculty member's overall rating on the State Personnel Evaluation form. Every faculty member who earned an overall rating of at least "Satisfactory" received a basic merit raise of 6 percent. Further raises were given for merit, based on the classifications on the Personnel Evaluation form. These raises were in \$300.00 increments, as follows:

<u>Overall Evaluation</u>	<u>Raise</u>
Satisfactory	6%
Between Satisfactory and Above Average	6% + \$ 300.00
Above Average	6% + \$ 600.00
Between Above Average and Outstanding	6% + \$ 900.00
Outstanding	6% + \$1200.00

Faculty with less than satisfactory evaluations received 5 percent.

This scale represented an attempt to award merit raises equitably by balancing the state-suggested 6 percent with fixed increments which would not unnecessarily or unfairly reward faculty whose base salary happened to be higher. Everyone who earned an "Above Average" rating received the same exact reward beyond the basic 6 percent. This was true in all the evaluation categories. The range of merit raises, therefore, was from 6 percent to 6 percent plus \$1200.00. To translate that into percentages without reference to the above referenced scale would not accurately reflect the intentions of this campus. In summary, faculty salary increases ranged from 5 to 20 percent.

--Union--The following procedure was utilized at USC-Union to determine faculty merit pay recommendations:

1. The Dean of the University, the Associate Dean for Academic Affairs, and the Assistant Dean for Student Affairs rated each faculty members performance during the past year on a scale of 0 to 10. The highest possible rating was 10 and the lowest was 0.
2. The Deans presented their ratings in an open discussion between the three of them.
3. Divergent ratings were discussed until a rating consensus was reached for each faculty member. This consensus rating became the faculty member's "Performance Rating Score".
4. "Performance Rating Scores" were ranked from the highest to the lowest.

5. The percentage merit pay increase recommendations were determined by these ranked scores. Those with the highest "Performance Rating Scores" were given the highest merit increase and those with the lowest "Performance Rating Scores" were given the lowest increase. Actual increases ranged from a maximum of 18% to a minimum of 5% with an average of 12%.

--Lifelong Learning--Merit pay decisions were made by the Sytem and Associate Vice President upon consultation with the Dean Emeritus, the Director of Library Processing Center, and the Director of USC-Fort Jackson. Faculty salary increases ranged from 9 to 14.5 percent.

3. Were faculty members who performed their duties satisfactorily awarded, at least, the annual salary increase demanded by the South Carolina State Legislature (i.e. 6 percent cost of living)? Again, this question is appropriately responded to by Campus, keeping in mind that USC unclassified employees, unlike classified employees do not automatically receive the state cost of living increase because all USC faculty salary increases are 100 percent merit based:

--Beaufort--All faculty members except 1 received at least 6 percent. One faculty member received less than this, a 5.3 percent total increase.

--Lancaster--All faculty members were awarded at least a 6 percent increase.

--Salkehatchie--All faculty members received a minimum of 6 percent increase plus additional merit pay ranging from 4 to 9 percent.

--Sumter--One faculty member received a 5 percent increase.

--Union--One faculty member received a 5 percent increase.

--Lifelong Learning--All faculty received in excess of 6 percent.

4. What kind of written notification for each faculty member did you provide stating reasons for his or her individual salary increase?

--Beaufort--See attached letter.

--Lancaster--See attached samples of such letters. In addition, the criteria for determining salary increases, namely, the Tenure and Promotion criteria, were discussed by the Dean at USC-Lanaster general faculty

meeting. Also, opportunities were provided for faculty to discuss these matters with USC-Lancaster administrators on an individual basis.

--Salkehatchie--One of three different letters were sent to each individual faculty member notifying them of their salary increase. See attached samples.

--Sumter--Each faculty member received a letter explaining his or her salary increase according to the guidelines previously explained. There were two basic form letters. Faculty who received six percent or less received the one-page version. Others received the two-page version with the lines for "other merit", "low-end adjustment", and "promotion" deleted where they did not apply.

--Union--Written notification was not provided.

--Lifelong Learning--Each faculty member received an individual letter, the confidential contents of which cannot be released in this report.

5. What steps did you take to provide the necessary funding for the 1984-85 faculty salary supplements over and above the state mandated raises? Monies for salary increases on the Campuses of Beaufort, Lancaster, and Sumter were provided for in their own budgets from appropriated funding sources. This included the necessity of reallocating a portion of operating budgets that were distinct from and above any state mandated allowance for cost of living and merit adjustments. That is to say that monies normally used for operations had to be shifted to provide additional salary increases. This is symbolic of the commitment the Deans made supporting our enhancement package and necessitated reduction of expenditures in other areas to make these raises possible. On the two Campuses of Salkehatchie and Union, sufficient funds were not available in their appropriated budgets (due to enrollment declines) to provide the same level of salary enhancement that would have been received by the faculty at Beaufort, Lancaster and Sumter. Therefore, budgets at Salkehatchie and Union Campuses were supplemented by monies from the Office of the System Vice President in the amount of \$22,000 for USC-Salkehatchie and \$20,000 for USC-Union. Lifelong Learning units' budgets also had to be supplemented to support their faculty.

6. Were steps taken to insure that returning faculty members would receive salaries comparable to new faculty with similar credentials.

--Beaufort--Beaufort did not hire any new faculty.

--Lancaster--Care was taken to insure the returning faculty members received salary increases comparable to

that of new faculty with similar credentials. The salaries of returning faculty were reviewed and compared to those of new faculty in the same discipline to insure parity.

--Salkehatchie--Most returning faculty received at least the same salary increase as new faculty with comparable credentials. In several cases, both recently appointed and returning faculty received a higher percentage increase to correct inequities. In order to determine what steps were necessary to insure that returning faculty members' salaries were awarded equitably, analysis of faculty salaries was undertaken which included the following items for System and Salkehatchie faculty:

- A. salary by rank
- B. salary by degree
- C. salary by years at USC-Salkehatchie
- D. salary by years in higher education
- E. teaching experience in higher education
- F. rank by category

After analyzing the above data, a more detailed review was made of Salkehatchie faculty individual salaries in terms of current rank, degree, and years at Salkehatchie. Then salary decisions concerning Campus inequities were addressed.

--Sumter--Returning faculty salaries are comparable, and in most cases, superior to, those of new faculty with similar credentials. Salaries of new faculty hired this year are in fact somewhat lower than we might have wished since our salary offers were made to these people before the 1984-85 state appropriations were available. In any case, the new faculty salaries are neither disproportionately lower nor higher than those of returning faculty.

--Union--Appropriate measures were taken to insure that returning faculty members received salaries comparable to new faculty with similar credentials.

--Lifelong Learning--No new faculty members were appointed.

7. What steps did you take to remove existing inequalities based on sex or home Campus?

--Beaufort--Neither sex nor home Campus were considered as variables.

--Lancaster--As has been the case in past years, careful attention was given to salary distributions. As a result of such evaluations six faculty members received increases greater than 12 percent. Of six, three were female. As a point of fact, females constitute 22 percent of the USC-L faculty but received 50 percent of the raises over 12 percent.

--Salkehatchie--Salary inequities were not addressed on the basis of sex because none exist. Concerning home Campus, salary was adjusted by considering rank and years at USC-Salkehatchie.

--Sumter--Campus administration looked at this matter carefully and found no inequalities based on sex. As far as home Campus discriminations are concerned, it is the belief of the Sumter administration that USC-Sumter's salaries are already among the highest of the University Campuses. When it was determined that the salary for a given faculty member was obviously lower than those of others in the same rank and with similar experience, low end adjustments were made. These adjustments were not tied to performance or reflective of merit. Determination of need for these adjustments was made by looking at the average salaries by rank at USC-Sumter.

--Union--Campus administration was not and is not aware of such inequalities.

--Lifelong Learning--The Office of System Vice President in administration of the faculty salary increases for this unit was cognizent of what it philosophically perceived to be salary inequities based on sex and attempted to redeem this situation to the extent possible by this year's salary action.

8. Did you use any specific salary levels as a model to which your Campus should conform? Beaufort and Union did not report the use of any specific salary levels as a model. Sumter reported its awareness that University Campuses salaries are low when compared with those in similar university systems, and then again, their own salaries tended to be higher than those at the other University Campuses. In light of this awareness and the availability of resources, this Campus attempted to reward people as generously and as thoroughly as possible. Lancaster did make an effort to compare its salaries favorably with the AAUP standards to reach faculty rank category as indicated in the AAUP report cited by the Faculty Senate. Lancaster believes that its faculty salaries now compare favorably with this AAUP standard. At Salkehatchie, as explained previously, the System averages and Campus averages were given careful consideration in terms of providing the model.



UNIVERSITY OF SOUTH CAROLINA  
AT BEAUFORT  
800 CARTERET STREET  
P.O. BOX 1007  
BEAUFORT, SOUTH CAROLINA 29902

(S03) 524-7112

In recommending faculty salary increases for the 1984-85 academic year, I considered the factors of merit, academic rank, highest degree held, and length of service. In most cases raises were based on merit, but in some cases I made salary adjustments based on rank, degree, and seniority.

Raises were not allocated on a percentage basis; determining raises by percentage penalizes those persons with lower salaries. The recommendations were based on dollar amounts and not percentage increases.

Your raise for 1984-85 is \$ \_\_\_\_\_ and your total salary will be \$ \_\_\_\_\_.

The mean salary increase was \$2,563.

If you have questions about your raise or salary, please come to see me.

Sincerely,

Ron Tuttle, Dean



UNIVERSITY OF SOUTH CAROLINA  
AT BEAUFORT  
800 CARTERET STREET  
P.O. BOX 1007  
BEAUFORT, SOUTH CAROLINA 29901-1007

(803) 524-7112

In recommending faculty salary increases for the 1984-85 academic year, I considered the factors of merit, academic rank, highest degree held, and length of service. In most cases raises were based on merit, but in some cases I made salary adjustments based on rank, degree, and seniority.

Raises were not allocated on a percentage basis; determining raises by percentage penalizes those persons with lower salaries. The recommendations were based on dollar amounts and not percentage increases.

The State Budget and Control Board requires that raises above 12% be approved by that body. I recommended a raise of \_\_\_\_\_ for you but \_\_\_\_\_ of this amount must be approved by the SBCB. Your raise will be \_\_\_\_\_ until the board makes a decision.

The mean salary increase was \$2,563.

If you have questions about your raise or salary, please come to see me.

Sincerely,

Ron Tuttle, Dean





UNIVERSITY OF SOUTH CAROLINA  
at LANCASTER  
LANCASTER, S.C. 29720

July 23, 1984

DEAN

(803) 285-7471

It is my pleasure to advise that your salary for 1984-85 will be \$20,733. This is a 13.5 per cent increase over your 1983-84 salary, and is a very clear indication of our recognition of your positive contribution to USC-L. We appreciate your steady and effective teaching, as well as your efforts and leadership within your division. I enjoy working with you.

This significant increase is the result of a great deal of effort and leadership from many quarters: our legislators, trustees and USC officials - especially Dr. Holderman, Dr. Duffy and Mr. Gardner. One caveat: all raises in excess of 12 per cent must be approved by the Budget and Control Board. This means that it may take some time before the additional 1.5 per cent is included in your check, but we hope that we will not encounter any serious problems in this regard.

Congratulations on another outstanding year.

Sincerely,

John R. Arnold  
Dean

eh



UNIVERSITY OF SOUTH CAROLINA  
at LANCASTER

LANCASTER, S.C. 29720

July 23, 1984

DEAN

(803) 285-7471

It is my pleasure to advise that your salary for 1984-85 will be 27,845. This is a 12% increase over your 1983-84 salary, and a clear expression of our appreciation for your efforts.

This significant increase is the result of a great deal of concern, effort and leadership from many quarters: our legislators, trustees and USC officials - especially Dr. Holderman, Dr. Duffy and Mr. Gardner. I am certain that you share my gratitude to them and all of the other people who made this increase possible.

I look forward to another good year at USC-L in 1984-85, and will see you soon.

Sincerely,

John R. Arnold  
Dean

eh



UNIVERSITY OF SOUTH CAROLINA  
SALKEHATCHIE CAMPUS

*Dr. Clayton*  
*Attachment # 3*  
*1 of 3*

July 24, 1984

OFFICE OF THE DEAN

Box 817  
Columbia, S. C. 29810  
(803) 584-3440

This is to advise you that your salary will be \$ \_\_\_\_\_ for the academic year 1984-85. The effective date will be August 16, 1984. The above salary represents a \_\_\_\_\_ % increase over the 1983-84 salary, and includes a \$1,000 increase for your promotion to the rank of Assistant Professor.

If you have questions concerning your salary please contact me. Best wishes for a successful and rewarding academic year.

With kindest personal regards

Sincerely,

Carl N. Clayton  
Dean of the University

CAC:pt

CC: Personnel File

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1  
1



UNIVERSITY OF SOUTH CAROLINA  
SALKEHATCHIE CAMPUS

Dr. Clayton

Attachment #3  
2 of 3

OFFICE OF THE DEAN

July 24, 1984

P. O. Box 617  
Allendale, S. C. 29810  
(803) 584-3148

This is to advise you that your salary will be \$ \_\_\_\_\_ for the academic year 1984-85. The effective date will be August 16, 1984. The above salary represents a 12% increase over your 1983-84 salary. Salary increases over 12% require Budget and Control Board approval. We anticipate their acting on our requests August 8. Your salary increase over 12% cannot be paid until we receive Budget and Control Board approval, but if approved the difference between 12% and 14% will be retroactive.

If you have questions concerning your salary please contact me. Best wishes for a successful and rewarding academic year.

With kindest personal regards

Sincerely,

Carl A. Clayton  
Dean of the University

CAC:pt

CC: Personnel File



UNIVERSITY OF SOUTH CAROLINA  
SALKEHATCHIE CAMPUS

Dr. Clayton

Attachment #3  
3 of 3

OFFICE OF THE DEAN

July 24, 1984

P. O. Box 617  
Allendale, S. C. 29810  
(803) 584-3446

This is to advise you that your salary will be \$ \_\_\_\_\_ for the academic year 1984-85. The effective date will be August 16, 1984. The above salary represents a 3% increase over your 1983-84 salary.

If you have questions concerning your salary please contact me. Best wishes for a successful and rewarding academic year.

With kindest personal regards

Sincerely,

Carl A. Clayton  
Dean of the University

CAC:pt

CC: Personnel File



UNIVERSITY OF SOUTH CAROLINA  
at SUMTER  
SUMTER, S.C. 29150

OFFICE OF THE DEAN

July 24, 1984

Dear :

Enclosed is your Salary Information Sheet for fiscal year 1984-85 as recommended to the University Administration.

The salary increment was closely tied to the 1983-84 Faculty Personnel Evaluation that you and your Chairperson have already discussed. Faculty given an overall appraisal of "Satisfactory" were given a 6% merit raise. In addition, that merit raise was modified in some cases to take into consideration any additional merit increments, promotion in rank, and low-end adjustments. Additional merit raises were based on increments of \$300 per step of indicated merit on a four step scale.

Concerning your own salary:

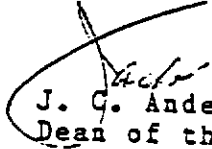
Current salary  
6% Merit raise

1984-85 Salary Recommended

If you have any questions or concerns, please feel free to contact your Division Chairperson.

Best wishes for a great year, 1984-85.

Sincerely,

  
J. G. Anderson, Jr.  
Dean of the University

cc: Associate Dean Tom Lisk  
Dr. John E. McDavid



UNIVERSITY OF SOUTH CAROLINA  
at SUMTER  
SUMTER, S.C. 29150

OFFICE OF THE DEAN

July 27, 1984

Dear \_\_\_\_\_:

Enclosed is your Salary Information Sheet for fiscal year 1984-85 as recommended to the University Administration. I am pleased that the State Budget allowed us to offer this increase in appreciation for the fine services you provide to USC-Sumter. I only wish it could be more.

The salary increment was closely tied to the 1983-84 Faculty Personnel Evaluation that you and your Chairperson have already discussed. Faculty given an overall appraisal of "Satisfactory" were given a 6% merit raise. In addition, that merit raise was modified in some cases to take into consideration any additional merit increments, promotion in rank, and low-end adjustments. Additional merit raises were based on increments of \$300 per step of indicated merit on a four step scale.

It was the concern of the University Campus System that we make low-end adjustments, to the extent funds would allow, in those cases where inequities were found. We sought and obtained University Administration approval to rectify these inequities this year.

Concerning your own salary:

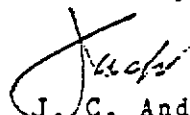
Current salary  
6% Merit raise  
Other Merit.  
Promotion  
Low end adjustment

1984-85 Salary Recommended

Your dedication and loyalty to USC at Sumter are greatly appreciated. If you have any questions or concerns, please feel free to contact your Division Chairperson.

Best wishes for a great year, 1984-85.

Sincerely,



J. C. Anderson, Jr.  
Dean of the University

cc: Associate Dean Tom Lisk  
Dr. Robert B. Castleberry



## The Freshman Year

New fields of knowledge, ever narrower and more specialized disciplines, and enrollment-based funding, as well as the strong vocational emphasis of the last decade have combined to fragment professionalize, and dilute the undergraduate curriculum. A bachelor's degree from the University of South Carolina can now mean just about anything.

Some of our graduates have pursued extremely specialized programs of study and are professionally trained but not broadly educated; some of our graduates have pursued highly fragmented programs of study and have sampled many fields but have mastered the basics of none. Those upon whom we confer the baccalaureate degree, we must sadly admit, are all too frequently lacking the knowledge, the understanding, the reasoning powers, and the skills that the degree should imply.

Though our students may be prepared to "get jobs," are they prepared to have careers or to create jobs? Have they learned how to learn? Are they ready to be effective citizens, able to make the social fabric cohere by virtue of their common knowledge of a common heritage? Or have they merely not failed one hundred and twenty credit hours?

The Academic Planning Committee, believing that our undergraduate curriculum would be both strengthened and enlivened by some consistent emphasis on the liberal arts, proposes that all baccalaureate degree candidates throughout the University system pursue a common course of study during their freshman year. The Freshman Year Program would require that each student successfully complete two semesters of mathematics, two semesters of laboratory science, two semesters of history, and two semesters of English before completing sixty credit hours.

We do not consider the Freshman Year proposal a total solution, but we do believe that it would be a start, an initial recognition that certain basic approaches to experience, certain inescapable conceptual frameworks must be examined and experienced if a student is to earn a baccalaureate degree and merit being called educated. We do not assert that these requirements are specifically relevant to any particular profession or that they will provide in any way a complete education. We do believe that mathematics, science, history, and English provide essential starting places for learning to learn.

We ask that members of the University community, all professionals working in an institution whose central purpose is higher education, rise above territoriality, departmental and collegiate autonomy, and professional or accreditation standards and admit to the essentials of education which our students are not receiving. We ask that they join together to reexamine and redesign the undergraduate curriculum so that an undergraduate degree from the University of South Carolina may truly stand for excellence.

A common Freshman Year curriculum will not solve all of the problems of a large institution attempting to meet the needs of a diverse student body--it may even cause some problems--but it will indicate that we do take ourselves, our institution, our common cultural tradition, and our students' futures seriously.

The Freshman Year

Each student admitted into the university and working toward a baccalaurate degree in one of our twelve undergraduate colleges will first enter the Freshman Year. All students will be advised by the freshman dean and will successfully complete the Freshman Year before being allowed to enroll in a college of the university. This basic curriculum will apply to all students within the university system and will be offered on all system campuses. The curriculum for the Freshman Year is as follows:

<u>Fall Semester</u>		<u>Spring Semester</u>	
English 101 .....	3 hrs	English 102 .....	3 hrs
History 101 .....	3 hrs	History 102 .....	3 hrs
Math 121 or 125 .....	3(4) hrs	Math 122 or 141 .....	3(4) hrs
Science (lab) .....	4 hrs	Science (lab) .....	4 hrs
(college requirement) .	3 hrs	(college requirement) .	3 hrs
	<hr/>		<hr/>
	13-17 hrs		13-17 hrs

The courses in the Freshman Year are courses as they are now offered. The history will be World History (Western Civilization) and the math will be offered as it is now in two different tracts; college algebra and calculus (MATH 121, 122) and indroduction to calculus and calculus I (MATH 125, 141). The science may be selected from any department in the College

of Science and Mathematics, however, the science selected will be taken both semesters. Therefore, each student will enroll for a minimum of four courses each semester. Those students interested in future enrollment in a professional college may choose to take a course in that college curriculum each semester during the Freshman Year. This program of courses in the Freshman Year should be successfully completed within one year (12 months). Students requiring an additional semester (third regular semester) to complete the courses in the Freshman Year will serve that semester on probation at the discretion of the freshman dean.

Students will continue to be advised by the freshman dean until they have completed the freshman curriculum and admitted into a college. Those students not admitted into a college after having accumulated 45 hours will be suspended from the university.

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Additional comments:

1. Exemption and placement would remain as it is.
2. Departments would place the "best" instructors in the Freshman Year courses. This would be our opportunity to send out the message that we are committed to superior instruction.
3. Departments would be encouraged to review their curricula with special reference to "non-major" courses. It may be that we should consider deleting these.
4. Those students requiring remedial work in math and/or English would be encouraged to register for this work in the summer before their academic semester in the fall.

*2000*

~~MINOR~~  
**Proposed Degree Requirements  
USC-B Associate Degrees**

<u>Requirements</u>	<u>Assoc/Arts</u>	<u>Assoc/Science</u>
English 101-102	6	6
Mathematics; Computer Science; Philosophy 110 (Logic)	6	-
Mathematics 121-122 or higher sequence (excluding 501-502); other higher level Mathematics; Computer Science; Business Ad- ministration 225-226; 291-292; Philosophy 110 (Logic)	-	9-12
Anthropology; Economics; Govern- ment & International Studies; Psychology; Sociology	6	6
Astronomy; Biology; Chemistry; Marine Science; Physics	6-8	7-12
Art History; English (200 level & above); Foreign Language; History (100 & 200 level); Philosophy; Music; Religion*	21-22	15-16
Electives	12-15	8-17
<b>TOTAL</b>	<b>60</b>	<b>60</b>

\* At least two courses must be taken on 200 level or above

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University of South Carolina -- Lancaster  
 Associate Degree in Commercial Science  
 Advisement Form

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

SS NUMBER \_\_\_\_\_

TELEPHONE NUMBER \_\_\_\_\_

<u>COURSES</u>	<u>CREDIT</u>	<u>SEMESTER ENROLLED</u>
<u>SECTION A - REQUIRED COURSES:</u>		
ENGL 101 Composition -----	3	_____
ENGL 102 Composition & Literature-----	3	_____
HIST 110 American History-----	3	_____
PRSC 117 Introductory Psychology-----	3	_____
PRSC 143 Introduction to Computer Keyboarding-----	3	_____
PRSC 149 Basic Economics-----	3	_____
PRSC 161 Fundamental Accounting I-----	3	_____
PRSC 162 Fundamental Accounting II-----	3	_____
PRSC 251 Small Business Organization & Operation -----	3	_____
PRSC 264 Computer Applications in Business-----	3	_____
PRSC 342 Business Communications-----	3	_____
BADM 371 Principles of Management-----	3	_____
	<u>36 HOURS</u>	

SUGGESTED ELECTIVES: PRSC 120 Effective Reading, PRSC 148 Fundamentals of Business, PRSC 150 Principles of Marketing, PRSC 217 Psychology of Interpersonal Relations, PRSC 250 Salesmanship, OTHERS APPROVED BY ADVISOR.

COURSES

CREDIT

SEMESTER ENROLLED

SECTION B - COURSES FOR  
DATA PROCESSION OPTION:

MATH 100	An Introduction to Elementary Mathematics-----	3	_____
CSCI 101	Introduction to Computer Concepts-----	3	_____
CSCI 205	Business Applications Programming-----	3	_____
BADM 190	Introduction to Data Processing or		
CSCI 140	(with permission of instructor)-----	3	_____
		<u>12</u> hours	

OR

SECTION C - COURSES FOR  
ACCOUNTING OPTION:

PRSC 144	Business Mathematics-----	3	_____
PRSC 260	Income Tax Procedures or		
BADM 335	Survey of Federal Taxation-----	3	_____
PHIL 318	Business Ethics-----	3	_____
BADM 226	Fundamentals of Accounting II--	3	_____
		<u>12</u> hours	

SECTION D - ELECTIVES:

_____		3	_____
_____		3	_____
_____		3	_____
_____		3	_____
		<u>12</u> hours	

TOTAL HOURS IN A, B or C, AND D = 60 HOURS

COLLEGE OF APPLIED PROFESSIONAL SCIENCES  
 University of South Carolina -Lancaster  
 Associate in Science in Secretarial  
 Science

NAME \_\_\_\_\_  
 ADDRESS \_\_\_\_\_  
 SS NUMBER \_\_\_\_\_  
 TELEPHONE NUMBER \_\_\_\_\_

AREA AND COURSES	CREDIT	TERM	GRADE	COMMENTS
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Area A--General Education

ENGL 101 Composition	3			
ENGL 102 Composition & Literature	3			
PRSC 117 Intro. Psychology	3			
HIST 110 Intro. to U. S. History	3			
PRSC 149 Basic Economics	3			

Area B--Commercial Education

PRSC 141 Typewriting I	3			
PRSC 142 Typewriting II	3			
PRSC 160 Records Control	3			
PRSC 264 Computer Applications in Business	3			
PRSC 161 Functional Accounting I	3			
PRSC 144 Business Math	3			
PRSC 247 Secretarial Procedures	3			
PRSC 342 Business Communications	3			

(39 Hours)

Area C--Word Processing Option

PRSC 243 Word Processing Concepts and Technology	3			
PRSC 343 Word Processing in a Simulated Office	3			
PRSC 147 Machine Transcription and Dictation	3			

OR

Area D--Shorthand Option

PRSC 145 Shorthand I	3			
PRSC 146 Shorthand II	3			

Area E--Electives

	3			
	3			
	3			
	3			
	3			

Total Hours in A; B; C or D; E (60 Hours)

SUGGESTED ELECTIVES FOR TWO-YEAR PROGRAM:

PRSC 148 Fundamentals of Business	PRSC 120 Effective Reading
PRSC 162 Functional Accounting II	PRSC 251 Small Business Org. & Op.
PRSC 250 Salesmanship	UNIV 101-Student & University



UNIVERSITY OF SOUTH CAROLINA  
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February 14, 1985

MEMORANDUM

TO: UNIVERSITY SYSTEMS FACULTY SENATE  
FROM: CAROLYN A. WEST  
RE: CURRICULA AND COURSES COMMITTEE

The Curricula and Courses Committee met on December 13, January 16 and 23, and February 13. The following actions were taken:

- 1) History 107 and 108 were deleted from the curriculum due to the fact that they overlapped in content with History 102.
- 2) Philosophy 213 was changed to PHIL 317 - Ethics of Science and Technology because the course content was more appropriate to a 300 level course.

For any additional actions taken by this committee, please consult your faculty senate minutes.

John Gardner recently sent the academic deans of each campus a letter concerning changes in BADM 190 and the prerequisites for BADM 390. If you have comments concerning these changes, please contact Carolyn West at Sumter. These changes will be reviewed at the next Curricula and Courses Committee meeting on February 20, 1985.





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AT LANCASTER

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(803) 777-6877

February 15, 1985

University Campuses Faculty Senate  
University of South Carolina

The University Faculty Welfare Committee met on Thursday, January 31, 1985 in Columbia. There were six members present. Mr. David Rinker, System Vice-President for Facilities Planning, addressed the committee concerning the problem of asbestos and its removal from the various buildings on the Columbia, Aiken, and Spartanburg campuses. He indicated that USC would seek appropriate action against the company responsible and funds (\$14.5 million) from the legislature for the asbestos removal. Mr. Rinker stated there would be a press release concerning these developments and he and his staff would meet with concerned students and employees. After a brief period of discussion, meeting was ajourned.

Jerry Currence



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P.O. BOX 1007  
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(803) 524-7112

REPORT FROM THE ACADEMIC PLANNING COMMITTEE

by Dr. John R. Simpson

February 14, 1985

The Academic Planning Committee continues to discuss the pros and cons of a structured freshman curriculum for all students in baccalaureate programs in the colleges of the University.

The committee invited Dr. Chester W. Bain, Dean of the College of Humanities and Social Sciences and Chairman of the Subcommittee for Curriculum (Presidential Commission) to meet with committee members at its January 26th meeting to consider various aspects of the Freshman Year Proposal. The committee also invited Dean Harry Lightsey (Law School), Chairman of the Presidential Commission.

Professor Henry Price, Associate Dean, College of Journalism has been invited to the Academic Planning Committee meeting scheduled for Friday, February 15, 1985 for discussion on the Freshman Year Proposal. An invitation will be extended to the Academic Planning Committee on Friday, February 15, 1985 to meet with members of the University Campus Faculty Senate on April 19, 1985 at the Beaufort Campus for discussion on the Freshman Year Proposal.