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UNIVERSITY CAMPUSES FACULTY SENATE MINUTES

NOVEMBER 7, 1986

USC-SALKEHATCHIE

Office of the System V. President
University Campuses & Continuing Education

INFORMAL SESSION

Chairman Powers called the meeting to order and recognized Dean Clayton (Salkehatchie).

Dean Clayton welcomed the assembled group to the meeting, to USC-Salkehatchie, and to Allendale, and promised to make his remarks "a little more brief" than at the September meeting of the Senate. He commented on the party held for visiting senators the previous evening at the home of Marion Preacher. After congratulating the committee that planned events surrounding the Senate meeting, Dean Clayton told the assembly that a buffet lunch and reception were planned for later in the day, and he said coffee and other drinks would be available throughout the day. The Dean then mentioned the play presented at the Civic Arts Center the night before and the "standing room only" audience in attendance. He reminded everyone about recent changes and improvements in facilities at Salkehatchie, and he invited them to take a look and express their thoughts on the renovative work. He stated that about 75 school teachers, principals, and superintendents were also on Campus for a consortium meeting, and he mentioned that representatives from IBM would be in the Atrium for the remainder of the morning, exhibiting and demonstrating educational software and hardware. He encouraged senators to view the IBM display and speak with the Company's representatives. He reiterated that he was pleased to have the Faculty Senate at Salkehatchie, and he asked the visitors to inform him of any additional needs.

The Chair recognized Secretary Greg Labyak, who announced that anyone needing to make a call could do so in the Business Office, where incoming calls and messages would be received.

Chairman Powers asked if there was anyone who did not receive a copy of the written reports of Vice President Duffy or Associate Vice President Gardner. Additional copies were distributed (Attachments 1 and 2).

Dean Tuttle (Beaufort) reported that his Campus was "continuing its march onward and upward". The major project, at present, is the Beaufort Elementary School. USC Beaufort is preparing to raise funds for an auditorium, with construction to begin this summer. Dean Tuttle also mentioned that Gordon Haist, a member of the Beaufort faculty, is spending the year in Scotland.

Dean Arnold (Lancaster) thanked Dean Clayton for the nice welcome and congratulated him on improvements to the facilities at Salkehatchie. He commented

on stresses to which he has recently been subjected, but concluded that "we continue to have a full and challenging year, and the outlook is very hopeful".

Dean Anderson (Sumter) added his thanks to Dean Clayton and the faculty and staff of USC Salkehatchie, and said he looked forward to having the Senate on the Sumter Campus for the February meeting. He stated that the faculty at Sumter recently instituted an exit exam, copies of which could be distributed a little later. He expressed the pride of the Sumter faculty in the exam, saying "we think it's going to really be a big help to us". Dean Anderson said that much has been happening at USC Sumter, and that the old saying about "trying to catch yourself coming or going" applies. Recent and current activities on the Campus include the Carolina Heritage Lecture Series, a Visitors Forum, and other speaking engagements, as well as roofing and other renovative and construction work.

Dean Davis (Union) commented favorably on changes to the Salkehatchie Campus since his last visit to Allendale. He reported that, at Union, some of the improvements alluded to at previous meetings are being realized. As examples, he cited renovation projects and the improved quality of the student activities program. More money will be available for productive scholarship and faculty development, and Dean Davis mentioned that two of Union's senators were attending a faculty development workshop at Coastal Carolina. He said that USC Union will soon have a new telephone system in place which will, hopefully, meet the communication needs of the Campus. Community support for the Union Campus has recently increased, and the Dean expressed optimism about continued increases in the future. The enrollment has stabilized, but the current freshman class is the largest ever, and an individual has been hired to handle student admissions and retention. Dean Davis is hopeful that retention efforts will effect continued increases in enrollment during the coming years.

Dean May (Lifelong Learning) reported that he was making preparations for the spring semester. He mentioned that Lifelong Learning will attempt to expand into northeast Columbia. Off-campus credit courses will hopefully be offered in Columbia Mall on an eight-week evening basis.

The Chair asked a member of each delegation to tell him which senators were absent and who their replacements were (see page 24). He then inquired whether anyone wished to voice concerns not scheduled to be addressed by a committee. He recognized Dean Anderson, who expressed concern about the 2.5% budget cut facing the University Campuses, and the prospect of an additional reduction of 2.2% next year. Chairman Powers said that issue could be further addressed during the administrative reports later in the day.

The Secretary told members of the assembly how to proceed to committee meeting rooms and to the local restaurant where lunch would be served. He said that transportation could be provided for those who needed it, and announced that the minutes of the last meeting would be arriving shortly.

The exit exam referred to earlier by Dean Anderson was distributed to all members of the group for their consideration and enjoyment. There being no further business, the session was adjourned.

GENERAL SESSION

I. Call to Order

Chairman Powers began the afternoon session with a few announcements. First, he reminded everyone to speak up and identify himself or herself when addressing the group. Secondly, he asked that one representative from each campus present the Secretary with a list of senators present and absent and those who are alternates. Finally, he asked all in attendance to refrain from smoking during the session, stating that breaks would provide opportunities for smoking.

II. Correction/Approval of Minutes

The Chair recognized the Secretary, who explained that the minutes of the September 19 meeting were not distributed earlier because of an unavoidable delay in the preparation of the transcript. He moved that the correction and approval of those minutes be postponed until the next meeting of the Senate. The motion was seconded and approved.

III. Reports from University Officers

A. Dr. John J. Duffy, System Vice President for University Campuses and Continuing Education

Dr. Duffy addressed topics covered in his written report. He alluded to the \$4,000,000 budget cut faced by USC this year. In response to adverse publicity the University has recently received, he said the campuses will be receiving a fact sheet explaining how grants to USC have increased sixfold because of the School's "high profile" approach. The Vice President's written remarks also dealt with the work of units in the Division which, although not relating specifically to the University Campuses, are nonetheless important to us. One such unit, Telecommunications Instruction, was recently visited by Jim Rogers, the Executive Secretary of the Southern Association of Colleges and Schools. Dr. Duffy expressed his pride in that operation, agreeing that no one was in their league in terms of television. He also cited the work of Dean May and Lifelong Learning, which has sponsored various activities, including conferences on the adult learner and the interdisciplinary bachelor of arts program. Referring to next year's budget, the Vice President said it looks like we are starting out 2.2% behind the current budget. While recognizing that it is probably "a bad place to start", he reminded the group that "we've been there many times before".

There were no further questions regarding Dr. Duffy's report, but the

Chair inquired about the present status of the "2001 Plan", referring to President Holderman's remarks about the Plan at the September meeting of the Senate. Dr. Duffy replied that the Plan was expected to go to the Board of Trustees in December with no surprises, to his knowledge. He and Professor Gardner reviewed it with Ken Schwab. He stated further that short documents like the "2001 Plan" are often too general, and an effort is being made to produce something more specific. Chairman Powers also made reference to the President's statement that Dr. Duffy would draft a letter to Rob Roberson and Luke Gunter addressing the problem we face in offering courses not taught on the Columbia Campus - a problem arising from our computer ties to the Columbia schedule. The Vice President responded that he had just received an anticipated letter from Professor Castleberry outlining the problem, and that he will probably see Mr. Gunter about what can be done.

B. Professor John N. Gardner, Associate Vice President for University Campuses and Continuing Education

The Associate Vice President invited questions concerning his written report. Chairman Powers asked whom should be contacted about attending the National Conference on the Freshman Year Experience. Professor Gardner replied that interested individuals should complete the registration form and mail it to him. Deborah Cureton (Lancaster) inquired whether faculty workshops should be requested from his office, and he responded that he and David Hunter are working with persons on the University Campuses to arrange for convenient times and locations for presenting the workshops. The Academic Deans are to see if there is sufficient interest in such activities, and he noted that they were not viewed as a "command performance".

Professor Gardner proceeded to discuss the work of task forces, which have been considering the report of a consulting firm that studied post-secondary education in South Carolina at the request of the State's Commission on Higher Education. USC was represented on four of the task forces. Dr. Duffy was a member of the group investigating inter-institutional cooperation; Professor Gardner served on the task force dealing with standards (including admissions, developmental education, and assessment); Provost Borkowski represented the University on the task force considering the power of the CHE; and another group, looking at long-range planning, also included someone from the USC System. The reports of the task forces were presented at the November 6 meeting of the Commission, and that body will be deliberating on them. The CHE will seek position papers from its own staff, in order to see how they agree or disagree with the task forces. At its meeting on December 4, the Commission plans to announce what it will do with the reports. The Associate Vice President voiced concern that the University, which accounts for approximately half the students in the State, has only one representative on the long-range planning task force. Of greater concern is the CHE request that the General Assembly remove the process by which educational institutions may appeal the recommended elimination

of an academic program by the Commission. (The CHE annually reviews all such programs in South Carolina.) The Commission also plans changes in the process by which its members are appointed.

Professor Gardner reported on the progress of the task force on which he has been serving. That group rejected the idea that technical institutions should be the sole providers of developmental education in South Carolina, and it took the position that faculties, and not colleges, should decide whether to grant degree credit for developmental courses. On the assessment issue, members of the task force strongly objected to the mandatory testing of all matriculating freshmen and rising juniors in the State recommended by staff officers of the Commission. They were unable to reach a consensus on an alternative plan, and therefore concluded that the matter needed further study. Several Commissioners and a CHE staff member have expressed reservations about the report of this task force. The Commission wishes to set admissions standards for all colleges in South Carolina, and Professor Gardner and others have argued that faculty should set the standards. He indicated that the feelings of the Commissioners on that issue would be communicated to him prior to their December meeting.

An update on the task force considering inter-institutional cooperation was also given by the Associate Vice President. That body examined the possibility of a common calendar for the State's institutions of higher education, a matter which is to receive further study. A report on the subject is to be prepared by the State Technical Board during the next few years. The task force specified a number of ways in which institutions could cooperate more with each other, and the Associate Vice President does not view any of them as "particularly threatening to us". He said that interested faculty could obtain a copy of the complete report through the Office of the System Vice President. Copies of a portion of the report were distributed to members of the Senate.

Another area considered by the task force on inter-institutional cooperation was the question of transferability of courses offered by technical college campuses that are not currently approved for college parallel offerings. Of the sixteen technical education campuses in the State, seven offer general education courses that, if taken in a college parallel program, are transferable to all public four-year and senior institutions in South Carolina. The people at Tec would like to see more transferable courses taught on the other nine campuses. Professor Gardner stated that other institutions represented on the task forces are very reluctant to challenge the CHE, but he and Dr. Duffy were not so reticent. They felt that certain changes were inevitable, and that they should "try and contain, manage, challenge, and get as much out of this process as we possibly could salvage for our own interests and for those of the University". The sentiment of the task force dealing with transferability was that colleges and universities should not charge students twice for what was regarded as the same instruction. The two representatives of the Tec System (USC had

only one representative on the task force) argued that such double charging was occurring, and that they were similar to campuses of the University in terms of accreditation and the credentialing of faculty. They want to offer about forty courses on all sixteen Tec campuses that would transfer to public institutions statewide. The task force agreed upon a mini-core of basic courses that would be transferable. Institutions are to pursue the "development, in concert with representatives of the universities and their system campuses, senior colleges, and technical colleges, of a limited mini-core of college parallel general education courses in the areas of English, history, mathematics, and social and behavioral sciences, approved to be offered in other than AA/AS degree programs in all technical colleges, and whose transferability would be recognized". The task force agreed to the allowance of four or five courses at each of the sixteen technical campuses (the specific courses would vary from one campus to another) which would be transferable. In exchange, Tec promised to discontinue the practice of offering all forty courses at each of its sixteen campuses. In addition, the task force adopted a mechanism for requests to offer additional courses through the State Technical Board Commission, and it encouraged cooperative agreements between units of the Tec System and nearby senior institutions.

Dr. Duffy commented on the matter of students paying twice for the same course, saying that students entering USC who do not perform satisfactorily on English proficiency tests will be required to take English even if they have already taken it elsewhere.

Rod Sproatt (Beaufort) asked about the position of the USC administration on the task force reports. Professor Gardner responded that he and Vice President Duffy met with the President, Vice Presidents Vlahoplus and Borkowski, and Mr. Schwab regarding the University's position on the reports, and those individuals felt this was "the best we could get out of this process at this time". He felt it safe to say that this was the central administration's position. He said they were aware of the sensitivity of the issue to people on the Beaufort and Sumter Campuses. He and Dr. Duffy have spoken with the Deans and some members of the faculty, and they plan to meet with President Holderman to tell him again of concerns on the University Campuses.

Representative Sproatt stated that at USC Beaufort, there was "real concern about the administration's commitment" in light of its approval of the mini-core proposal. If technical schools and USC campuses are offering the same courses, taxpayers might reason that it is undesirable to maintain both institutions. Professor Sproatt expressed the feeling that if the University gives in on issues like this, we cannot defend our position that the two systems are different. He and others at Beaufort fear that in time their Campus will become a community college or part of the Tec System. While

Dr. Holderman has said no campuses will be closed, there is concern that they could be merged. Representative Sproatt pointed out that Beaufort Tec had support at the state level, including members of the CHE, and he likened those who sided with USC Beaufort to a lone voice "crying in the wind". He asked if there was anything he could take back to the Beaufort faculty to reassure them that the University Campus there would not eventually be taken over by the Tec System. He expressed special concern about further curricular encroachment on the part of Tec campuses, which would make it difficult for University Campuses to attract and retain students.

Professor Gardner remarked that he and Dr. Duffy were optimistic regarding the situation, and that they do not wish to assign technical schools the credibility given them by Representative Sproatt. They believe "overwhelmingly" in the quality of University Campuses. The Associate Vice President mentioned that Mr. Sheheen had brought up the concept of community colleges "time and time again", but that the idea was never approved by the people or leaders of South Carolina, and he does not foresee any changes in that situation. Professor Gardner thinks the technical centers are nervous about the University, citing the strong reaction of Tec to the presence of two USC Lancaster instructors in Chesterfield and Marlboro Counties as an example. He said that sort of thing reaffirms his belief in the quality of education provided by University Campuses and, therefore, the view that "people are going to come to you no matter what the differential in tuition". USC has been operating since 1805, and he does not feel that it will be put out of business by an institution that began in 1960. At the same time, he and Dr. Duffy understand the concerns being expressed, and they will do their utmost to communicate those feelings to the President. Professor Gardner added that he has heard the faculty on this issue, and he will "translate those sentiments in a polite and professional way".

The Associate Vice President asked Dr. Duffy if he wished to add anything. The Vice President said that Dr. Holderman's commitment not to close campuses includes a commitment not to merge them.

Professor Sproatt observed that The University Campuses Faculty Manual states that faculty have policy-making authority over curricula and other things. He inquired whether it could be argued that, as faculty, we can determine course transferability. Professor Gardner responded that faculty do have that power, but that he and Dr. Duffy, as well as people at the local campuses, are ultimately answerable to the President and the Board of Trustees. He reiterated that there were people on the task forces who wanted to bring about changes that were not totally in our interests, and an attempt was made to "get as much out of this, in this arena, as we could". He feels the alternative to the mini-core would have been to accept all thirty-nine or forty courses taught at all sixteen Tec campuses, and he views the mini-core as a "creative compromise".

Representative Sproatt voiced the additional concern of the faculty at USC Beaufort that the Tec administration has been aggressive, and has made much progress. He compared the situation to an eroding beach, and stated that there had not been much public posturing on our behalf until Dr. Holderman's statement (in June, 1986) regarding the difference between technical schools and the USC System. Professor Sproatt also asked if Tec receives more money per FTE due to the technical nature of its courses. Dr. Duffy replied that, while the Tec System receives some county and federal funds, their FTE funding is only 90% of that given to the University. Representative Sproatt remarked that tuition costs were lower at technical schools, and that, coupled with the addition of more transferable courses, would result in a loss of students on University Campuses regardless of quality. He feels many parents will be swayed by the cost factor, and he added that he did not think Tec campuses should teach academic courses at all.

The Associate Vice President commented on the difference between the publicly assertive style of Tec leaders and the approach of the USC administration. He said the current strategy is to stay out of the press, which is not a very effective forum for the University, and he mentioned that "often things are done in other ways in South Carolina that ultimately are far more persuasive". He recalled that the people of Beaufort took steps against the other institution there without necessitating the involvement of the press. Again he stated that he does not wish to give the Tec leadership the idea that they are being taken too seriously, because that might encourage them. Professor Gardner did not deny that some students might take transferable courses at Tec because of its lower tuition, but he said that USC Beaufort was doing things - like offering upper division courses - which Tec "would never duplicate or replicate". He feels that in the long term, gains in upper level offerings with the implementation of the learning center concept, will offset losses. He also observed that, with the Education Improvement Act, more students will be graduating from high school in a college preparatory track and desiring to attend a University. He believes in the long-range competitiveness of the University Campuses, and he thinks the competition does also.

Professor Gardner recognized Dean Anderson to comment on the stand that USC administrators have taken. The Dean said he had been hearing the faculty express "a lot of fears and anxieties", and that such feelings were justified. This matter was discussed at length at the Dean's meeting earlier in the day, and the Deans and Dr. Duffy agreed they would seek the President's support in fighting duplication. The Associate Vice President added that, at the same time, in a separate room, he was telling faculty that their sentiments would be transmitted "almost verbatim" to Dr. Holderman.

Don Curlovic (Sumter) thanked Professor Sproatt for communicating the feelings of the faculty, saying that they appreciate having an articulate spokesman. Professor Gardner noted Representative Sproatt's

consistency.

Allan Charles (Union) submitted that duplication was not an issue, because someone else is attempting to duplicate what the University Campuses are doing, "as if the robber were trying to help himself to your money and it is an issue to whom the money belonged". He also argued that the upper division enrollment on most University Campuses would be insufficient to compensate for the loss of significant numbers of freshmen. The freshman enrollment, he said, is larger than the number of sophomores, which is much larger than enrollment above the sophomore level. Therefore, we had better think about our freshmen. Representative Charles spoke to the requirement that faculty on University Campuses must have eighteen hours of graduate credit in their respective disciplines, as has been the case at technical institutions. He stated that faculty hired by the Tec System with eighteen graduate hours would not be comparable to University Campus faculty, most of whom have much more graduate work than that. Professor Charles pointed out that technical centers do not pay a lot for part-time faculty, their faculties consist primarily of administrators and part-timers, and they do not recognize tenure or promotion and therefore do not have a "faculty" in the sense that we understand that term. Comparing those who teach at Tec and at University Campuses, he said, was like comparing apples and oranges. He voiced his agreement with the idea of a unified calendar for state institutions of higher education, and stated that he felt a semester system was preferable to a quarter system.

Referring to the "Task Force Position Statement and Recommendation Concerning Transfer and Articulation" (Attachment 3), Representative Charles observed that the task force has declared that general education courses beyond those contained in the mini-core, which are designed for college transfer, can be justified to and approved by the State Technical Board and the CHE. He expressed the opinion that this was like "putting the fox in charge of the chicken coop", because neither the Technical Commissioner of Higher Education nor the CHE has been friendly to the interests of USC. He concluded that the mini-core is meaningless, because the Tec System "can inaugurate the use of anything" without checking with University officials, as long as they have the approval of the Commission on Higher Education.

Dr. Duffy responded that the eighteen-hour rule for University Campuses had nothing to do with Tec - it is a requirement of the Southern Association of Colleges and Schools. He said when this deal was made, he felt it was the best we could do, and that he has nothing to apologize for. He also stated that "we only gave them (Tec) what they already had", and he again voiced his willingness to convey to the President the attitudes, opinions, and impressions of the faculty. The Vice President said he agreed with the faculty, but he was concerned about the "disastrous" tone he observed. He took issue with the idea that "if we don't win this one....we're all dead", calling it a self-fulfilling prophecy.

He has been "fighting this battle" for more than twenty years, and he promised to continue the struggle and he expects others to do so after him. Dr. Duffy cautioned against conceding the issue of quality; such a concession would lead to the conclusion that University Campuses may as well merge with units of the Tec System. Once that conclusion is reached, "the ball game's over for you". As an example of the self-fulfilling prophecy, he mentioned that the Salkehatchie Campus almost closed because of an administrator who told everyone that it would. He told the group to be careful about this sort of thing.

Professor Gardner said he thought everyone should also be careful not to assume that the administration is not taking a strong enough position on this matter. There are various ways to fight one's battles in the State, and he feels that, in the long run, the University leadership has been much more effective than leaders of the Tec System. Just because the USC stand is not publicized in the press, that does not mean University leaders have not been fighting for the interests of University Campuses. Representative Charles said he wished the record to show that he never advocated going to the press. He does feel, however, that the battle should be fought in committee and in the CHE. The Vice President remarked that he could make speeches around the State, but that is not the way he thinks we should approach the issue. He sometimes gets the same strong reaction from the Deans to the publicity received by the Tec System, but he does not feel it poses a serious threat.

Jerry Dockery (Lifelong Learning) commented that the battle is fought "in the trenches". He added that some effective support was lost recently due to the death of a legislator, and more leadership is needed.

Dr. Duffy said Tec has also been "taking its licks" from government representatives and the Commission on Higher Education. For instance, there has been concern about the prospect of teaching agriculture or textile economics in units of the Tec System. For the last twenty-five years, Tec has argued that people have to be trained "broadly and liberally" for today's workforce. He stated his feeling that the University was fortunate to have received what it did out of the task force. He could have filibustered about the issue, but past experience has taught that such an approach can be damaging to USC.

Representative Sproatt asked whether the transferable courses would stop with the mini-core. The Vice President responded that he feels we should continue the fight on that matter. He said while he and Professor Gardner are conveying opinions to President Holderman, the Deans should be talking with leaders at local technical centers and on local commissions, and offering to teach courses to Tec students who need them and qualify for them. He noted that such a stance would be politically popular, and said "if you want to go public with something, go public with that."

Senator Curlovic commented again on the questions raised by Professor

Sproatt, saying that they helped everyone to understand the situation, and he felt that was their intended purpose.

The Associate Vice President remarked that neither he nor Dr. Duffy wanted to be in the position of defending Tec. He told the group that neither of them relished conflict, but "we're not reluctant to engage in it in the appropriate forums, and we will continue to do so". If a filibuster is needed, "that's what we'll do". He added that the University Campus Deans and faculty are able to speak on the issues.

The Chair brought to the attention of the Senate the persistent use of the term "two-year colleges" in the task force reports. He was unable to find a distinction between University Campuses and technical education centers, and he wondered how the former were classified. Vice President Duffy answered that University Campuses are part of USC, so the designation "two-year colleges" refers only to Tec campuses. The problem with that is the understanding that one person can speak for the entire University, which means that some campuses do not get input. The Associate Vice President said the Commission sometimes treats the University Campuses as part of the USC System, and at other times it does not. When it comes to budgetary matters and desegregation program eligibility, we have been treated as two-year institutions. University Campuses are referred to as two-year centers in the master plan, and the CHE has never acknowledged our right to offer more than the first two years of college coursework. He added that there has been a polite conflict between USC officials and the Commissioner on this point.

Chairman Powers pointed out that there is a need to remind others within the USC System about the status of University Campuses. He announced the receipt of another letter from the President's Office addressed to the Chair of the Two-Year Campus Faculty Senate.

The Chair also inquired about the meaning of the term "learning center". He wondered whether it would necessitate a name change for University Campuses. Dr. Duffy replied "you already are one if you stop to think about it". He said at least four of the five University Campuses offer graduate courses, usually according to demand and faculty availability. Adjunct faculty are hired for graduate courses, and an attempt has been made to get some University Campus faculty to teach them. A recent breakthrough in this area occurred when the English Department approved a Salkehatchie faculty member to teach a graduate class. The approval was granted despite an initial objection concerning library resources. Chairman Powers asked the Vice President to speak to the public relations aspect of the learning center concept. In response, Dr. Duffy said he thinks it is "designed to connote the concept of flexibility, accessibility, ...the potential of working with other campuses in the System". He feels that it could render University Campuses more competitive in some communities. Some Tec centers do not have cooperative relationships with other campuses in South Carolina that offer degrees. The Vice President mentioned that the learning center idea is in the 2001 Plan, which has not yet been adopted by the Board of Trustees. He

said that "we can't do anything...formally in terms of fleshing this out until we get the blessing at that level", and added that this is not an attempt to create something using essentially part-timers or people out of Columbia. The Chair stated that he thinks part of the problem is the perception that the designation of University Campuses as learning centers would increasingly blur the distinction between us and Tec campuses, thereby facilitating the problem to which the mini-core also contributes. There is concern that this might be viewed as "part of some larger plan". Dr. Duffy assured the group that if there is a larger plan, it is our plan. Dean Davis commented that when President Holderman first spoke about learning centers, at the Union Campus about a year ago, he defined them as "using System resources to meet System demand more or less on an ad hoc basis". Representative Charles wondered whether the term "learning center" is being used as a generic one or as a formal designation, with capital letters. The Vice President responded that the latter use was never considered. Billy Cordray (Beaufort) remarked that Beaufort Tec is constructing a new building called the Learning Resource Center. He feels that move, along with the designation of University Campuses as learning centers, could cause confusion.

The Chair asked the Senators if there were any additional questions or comments for Professor Gardner. There being none, he called for a ten-minute recess.

IV. Reports from Standing Committees

A. Rights and Responsibilities - Professor John Logue (Sumter)

The Chair granted Senator Logue's request that the Rights and Responsibilities report be postponed, pending the completion of minutes of the Committee's meeting earlier in the day.

B. Welfare - Professor Don Curlovic (Sumter)

Senator Curlovic reported for the Welfare Committee as follows:

The Committee received the report from Associate Vice President John Gardner (Attachment 4) on the Deans' response to the Committee's questions concerning the 1986-87 faculty salaries. The following items were discussed:

- 1) Disclosure of salaries - the members of the Committee feel that a more detailed list of faculty salaries and salary increases is needed in order for an individual to determine whether or not she/he is being treated fairly. It was agreed that the Chair of the Committee would get a legal opinion on how much can be disclosed about a faculty member's salary.
- 2) Redress for an unjust salary - the members of the Committee feel that there needs to be a simple process (i.e., something

like arbitration) whereby a faculty member who thinks that her/his salary or salary increase is unjust, can seek to have the wrong corrected.

- 3) Merit pay and low-end adjustment - the members of the Committee feel that the concepts of merit pay and low-end adjustment need to be clarified to the faculty. These concepts are the basis for salary increases, and yet faculty do not know what specific things they must do in order to receive merit pay, and when merit pay is awarded it is not clear what specific things a faculty member has done to earn the merit pay.

Professor Curlovic also announced that he had two motions to present to the body. The first reads as follows:

WHEREAS the University has a vested interest in the continuing education of its faculty, and

WHEREAS the University has the capacity to provide such education within the University;

THE FACULTY SENATE HEREBY REQUESTS THAT the Vice President for University Campuses and Continuing Education obtain a mechanism for providing tuition at no cost for faculty enrolled in credit coursework within the University System.

The Chairman reminded the senators that motions coming from committee require no second, and he opened the floor for discussion of the motion. It was mentioned that, at one time, faculty could take credit courses for about \$10. Dr. Duffy "enthusiastically" accepted the motion, adding that Vice President Vlahoplus has already been approached about this problem as it relates to staff. Professor Gardner asked how he and Dr. Duffy could deal with the argument that faculty have graduate degrees, and there are four times as many other University employees without graduate or even undergraduate degrees who are not included. Senator Curlovic replied with the suggestion that other USC employees could be included. Representative Charles stated that this body is not a forum for everyone in the University family. We speak for ourselves, and if others want what we do, they can make their request by other mechanisms. Professor Sproatt suggested the matter be viewed in the context of faculty development programs. Wayne Thurman (Lancaster) agreed with the faculty development approach, and he noted that additional faculty coursework would help attain the goals of the 2001 Plan. Professor Charles expressed the opinion that the elimination of tuition fees would be of value to persons who have obtained a terminal degree. He has taken courses since receiving his Ph.D., and he said he would be encouraged to take more courses if he were not required to pay the normal tuition fee.

Chairman Powers asked for further discussion and then called the question. The motion carried by voice vote.

Professor Curlovic was again recognized, and he presented the second motion from the Welfare Committee, which reads:

WHEREAS the USC Campuses are currently experiencing an attack on their undergraduate courses by the Tec System, and

WHEREAS such encroachment is certain to diminish FTE, and

WHEREAS we live and die by FTE count;

BE IT RESOLVED THAT the Faculty Senate of the University Campuses encourages the Deans of the University Campuses to immediately curtail hiring any adjunct or part-time faculty who also teach or serve in the Tec System, and prohibit USC employees from teaching for the Tec System.

The Chair called for discussion, and Rick Boulware (Beaufort) questioned the rationale for the motion. Jerry Dockery made reference to Dr. Duffy's earlier remark that if we ever concede the issue of quality to the Tec System, we have lost the fight. He feels that this motion is necessary if we want to argue that University Campuses are qualitatively superior to technical schools.

Professor Sproatt offered a friendly ammendment which would change the word "prohibit" to "discourage". The motion was seconded, and the Chair asked for discussion on the ammendment. Senator Curlovic said he did not think it was necessary, since the original motion already states that the Senate "encourages" the Campus Deans to take certain action. Representative Charles said that he felt the word "prohibit" was a little more stringent than we want. He feels the word "discourage" is preferable if we do not want to press our case too strongly and increase conflict.

There being no further discussion, the question on the ammendment was called, and the group accepted it by voice vote.

Chairman Powers then reopened the floor for discussion on the original motion from the Welfare Committee. He recognized Wade Chittam (Lancaster), who expressed concern that the motion would prohibit the employment of two faculty members at USC Lancaster who currently teach nursing. Dean Arnold said the Lancaster Campus has a cooperative nursing program with York Tec, and that some of his faculty members hold joint teaching positions. They are on the Tec payroll, but they have tenure and faculty rank at USC Lancaster. The Lancaster Campus also hires adjunct faculty to teach in clinical aspects of the program. The Dean's perception is that the presence of those

individuals might be viewed negatively. Senator Dockery responded that the Committee felt the motion would not impinge on such cooperative efforts. Charles Walker (Union) thought he understood Dr. Duffy to say he would be happy for USC instructors to teach college parallel English at Tec. The Vice President agreed that he said we would teach courses for Tec, and that could imply that we would teach on their campuses. Dean Anderson stated that in that case USC would be offering courses, but they would not necessarily be Tec courses. Dr. Duffy confirmed that statement. Dean Anderson also commented on USC Sumter's joint program in nursing with Sumter Tec. He sees no problem with the motion because courses offered by USC Sumter in that program are taught at the University Campus by its faculty. Dean May expressed concern that denying a teaching position to someone with the proper credentials could be illegal. Representative Charles reminded the group that the motion is not binding on the Deans, but is rather a "sense of the Senate type of motion".

There was no further discussion. The question was called and the motion carried.

Professor Gardner was recognized for a point of information. He expressed his desire for a legal opinion from USC lawyers on the motion just passed, "to make sure that we don't potentially get in a spot where we don't want to be" with regard to anti-discrimination laws.

Chairman Powers recognized Professor Logue for the Rights and Responsibilities Committee report. Senator Logue noted that the tardiness of the report was due to the "dedication and efficiency" of the Committee's Secretary, who typed it during the lunch break. He reported as follows:

The Rights and Responsibilities Committee met at 5:00 P.M., Thursday, November 6, 1986, in the Science/Administration Building to review minutes from Senate meetings since April 1983 and to note actions that would require changes to The University Campuses Faculty Manual. These changes will be forwarded to Professor Greg Labyak (Secretary).

The grievance procedure was discussed at length, in view of a pending grievance. The Chair will request a legal recording from USC Legal Services for a grievance hearing tentatively scheduled for Wednesday, November 19 at 10:00 A.M. in Columbia.

Professor Logue also presented the following motion from his Committee:

The Committee moves that the University Campuses Faculty Senate recommend that Dr. Duffy's Office seek a change from

the current listing of the SAT reporting code for University Campuses (#5818: Columbia & Two-Year Campuses) to a separate listing for each University Campus in the SAT Registration Bulletin. The rationale for this motion is that there are no "two-year" campuses, each technical college has its own individual code, and there may be delays caused by SAT scores being reported to Columbia first.

The Chair opened the floor for discussion on the motion, and he invited Senator Boulware to elaborate on the problem giving rise to it. Representative Boulware explained that when applying for the Scholastic Aptitude Test, prospective college students select schools to which they want their SAT scores reported, and the selection is by code number. University Campuses are included in the code for "Columbia and Two-Year Campuses". Since we are no longer "two-year" campuses and each technical center has its own code number, every University Campus should possess a separate number as well. Dr. Duffy conveyed the rationale for listing Columbia and other USC campuses together. It was thought that separate listings would be disadvantageous for the student, who could pay a single fee and have his/her scores sent to six different locations. Sal Macias (Sumter) asked if every University Campus could be listed separately using the same code number for each. The Vice President replied that he would investigate that possibility if the group wished. He just wanted the Senate to know that the current method of listing University Campuses was deliberately pursued. It would save students money, and it was thought to be more convenient to have scores recorded and then sent to the University Campuses. Representative Sproatt inquired whether the scores, when reported to Columbia, are sent out to individual campuses. Senator Boulware said he thought it would not make sense for students who planned to attend one of the University Campuses to send their transcript to Columbia.

Chairman Powers asked for further discussion, and Representative Macias wondered whether the body was voting to have separate listings and different codes or separate listings with the same code. The Chair responded that he was not aware of any proposed amendment, and the Senate was voting on the motion as presented.

The Chair called for a vote on the motion, which carried.

C. Intra-University Services and Communication - Professor Shari Lohela (Lancaster)

Senator Lohela made the following report to the Senate:

The University Services and Communications Committee continued its examination of the issue of course transferability among the USC campuses and the system concept, and

heard comments by Associate Vice President Gardner on this issue. The Committee concluded that this topic would need considerable study and consideration. In a related matter, the Committee discussed the proposed mini-core curriculum, again hearing comments by Professor Gardner.

Professor Lohela informed the Senate that she had two resolutions from her Committee. She read the first resolution as follows:

The University Campuses Faculty Senate asserts that nowhere in South Carolina can one find a greater commitment to the University of South Carolina than among the University Campuses and within the areas they serve. As determined advocates of the system concept, we urge the University Administration, especially the Office of Vice President Duffy, to reaffirm its dedication to the System by working with us to eliminate the two major current threats to system integrity. We perceive these threats to be:

- 1) internal fragmentation due to lack of a workable mechanism to achieve and maintain curricular articulation among the nine campuses; and
- 2) proposed encroachment by Tec schools into the legitimate curricular domains of campuses of the University of South Carolina.

The Chairman asked for discussion. Hearing none, the question was called and the motion carried by voice vote.

Chairman Powers again recognized Senator Lohela, who yielded the floor to Representative Macias for the presentation of the second resolution from the IUSC Committee. He read the following:

In that we do not accept the contention that a proposed mini-core curriculum offered by the Tec campuses is of equivalent quality to that available from the University Campuses of the University of South Carolina, and that efforts to achieve course equivalency by the Tec campuses constitutes unnecessary course duplication, the University Campuses Faculty Senate urges Vice President Duffy to mobilize the full resources of the Administration of the University of South Carolina to lobby all appropriate agencies of State Government to oppose any proposed mini-core of transferable courses. We support recommendation number six of the AVA report to the Commission of Higher Education in South Carolina entitled Higher Education in South Carolina: An Agenda for the Future, which states "in the case of technical and academic colleges located near one

another, the technical college should only provide those academic courses required of all technical college students or those courses designed as non-transfer courses to support a specific technological emphasis".

There was no discussion of the resolution. The question was called and the body approved it as read.

V. Executive Committee - Professor Greg Labyak (Salkehatchie)

The Secretary reported that the Executive Committee had met twice since the last meeting of the Senate. One topic of discussion was the CHE task forces. He said that one issue of concern to the Committee is the part-time faculty situation. Professor Gardner assured the group that the Deans are sensitized to that matter; they have addressed the use of high school teachers at University Campuses, and they have been informed of concerns regarding the input of full-time faculty into the hiring of part-timers. The Associate Vice President also told the Committee that at present, only one part-time faculty member on the University Campuses is teaching a full-time load. In response to an earlier question on summer school pay, Professor Gardner said an individual may earn a maximum of 30% of his/her salary during the summer, and the maximum for a single summer session is 15%. He also informed the Committee that the grievance procedure included in The University Campuses Faculty Manual permits certain types of grievances not allowed by State law. The Senate will need to deal with this issue in the future. The Secretary reported that Lyn Hensel, of the USC legal staff, had responded to a request from the Committee for information on the impact of the Tort Claims Act on our grievance procedure. She did not have much to report, and she hopes to have more information soon. The Committee discussed the agenda for Senate meetings. Chairman Powers wants members of the Committee to consider how it is working, and to suggest changes when appropriate. There was concern about whether the Senate should have input into the nomination of a faculty member to serve on the Research Advisory Committee. Apparently, Senate input is not needed, and an inquiry is being made concerning the possibility of including a report from that Committee in the Faculty Senate proceedings. At today's meeting of the Executive Committee, there was a very lengthy discussion of the mini-core issue and the relationship between University Campuses and technical schools.

VI. Reports of Special Committees

A. University Library Committee - Professor Sherre Dryden (Salkehatchie)

Professor Dryden had no report, as the Library Committee had not met since the last meeting of the Senate.

B. University Committee on Curricula and Courses - Professor Robert Castleberry (Sumter)

Professor Castleberry submitted the following report:

There are no special issues I feel necessary to bring to your attention at this time. I remind you that the Columbia Senate Minutes detail all curricula and course changes when they are made official.

The Committee on which I serve as your representative considers changes to the Columbia catalog, to which we are intimately tied. It does not consider changes to the catalogs of other System campuses.

My presence on that Committee is to insure that the University Campuses have a voice in any changes that would impact on our course offerings. In an attempt to find out exactly what we are doing, I wrote a letter to each of the University Campuses asking for information on our course offerings since 1980. In spite of the fact that the letters were ambiguously worded (or inappropriately worded, to some extent) and on occasion mailed incorrectly, I am getting some response. Thank you.

I am now working on a list of courses offered at each campus in a fall or spring term since 1980. I see this list as 1) providing me with information on the courses I especially need to "protect" from inappropriate change; and 2) providing interested faculty with information about what is being done on other campuses (this should allow faculty to compare notes on courses, course content, etc.)

I hope to have the list available for the next meeting of the body. I have a tentative list with me now, but it needs editing. It is amazing how many changes have been institutionalized over the last several years. I am trying to eliminate from this list those courses which no longer exist or were "typos" on the original course schedule, and edit the list to use current department and number identifiers.

Professor Castleberry added that he is concerned about the lack of an effective mechanism for dealing with problems he foresees. When he receives the Committee's agenda for an upcoming meeting, he looks for potential problems. The list he described will facilitate that process. He has contacted deans or academic officers on the various University Campuses to ask for their input. Unfortunately, he often gets some materials only after arriving at the meeting.

C. University Faculty Welfare Committee - Professor Jerry Currence (Lancaster)

Professor Currence reported as follows:

The Faculty Welfare Committee has met twice since the last Senate meeting. The first of these meetings was devoted to establishing the criteria for the teleconference with Clemson University. Discussions centered around the following:

- 1) main points arising from the teleconference
- 2) faculty benefits survey
- 3) State employee benefits
- 4) faculty-related benefits
- 5) separation from State personnel system

The second meeting was held during the teleconference. Several items concerning faculty benefits were discussed, such as child care service, salary, and retirement.

D. Academic Planning Committee - Professor Bob Group (Salkehatchie)

Professor Group filed the following report:

The University's Academic Planning Committee met on October 21, 1986, to discuss the year's agenda. Upcoming items of consideration will be 1) the coordination of curricula and admission requirements, and 2) a review of portions of the 2001 Plan. The next meeting is scheduled for November 18.

E. Faculty/Board of Trustees Liaison Committee - Professor Billy Cordray (Beaufort)

Professor Cordray reported that the Committee has not met since the last Senate meeting. The full Board, however, did meet on October 3 and approved the following baccalaureate degree programs as requested by the Committee at its September meeting: a Bachelor in Sport Administration in Columbia, a Bachelor of Arts in Sociology at Aiken, a Bachelor of Science in Chemistry at Aiken, and a Bachelor of Science in Computer Science in Columbia. In other actions, the Board of Trustees unanimously approved the consortium with Greenville Tec, it granted an extension of service to Professor Sam Greenly at Beaufort, and it re-elected Othniel A. Wienges as Chair, Michael J. Mungo as Vice Chair, and Vice President Chris Vlahoplus as Secretary. Professor Cordray said he would provide copies of the consortium agreement to members of the Intra-University Services and Communication Committee at the February meeting of the Senate.

F. Research and Productive Scholarship Committee - Professor
B. H. Carraway (Lancaster)

Professor Carraway had no report.

G. System Committee - Professor Tom Powers (Sumter)

Chairman Powers provided the Senate with the following report:

The System Committee met on September 24, 1986, on the
Campus of USC Columbia.

President Holderman reminded Deans and Chancellors to
submit suggested commencement dates. He also requested
that selections for speakers be made with an eye to the
University's ecumenical theme for the year, noting as
examples that the Archbishop of the Greek Orthodox Church
in America, Rev. Billy Graham, and the Archbishop of Can-
terbury were scheduled to speak at the Columbia Campus
this year.

The Committee received reports on the activities of the
CHE task forces.

President Holderman announced that Dr. Jacob Jennings would
be visiting each campus to review community relations ac-
tivities and to offer any needed assistance.

The President announced that USC would host the Caribbean
Conference on March 2-6 on the Columbia Campus. Heads of
state of many Caribbean nations will be involved, and the
Prime Minister of Jamaica is expected to play a major role.
All campuses should be involved in this.

The System Committee met again on Friday, October 24, 1986
at USC Columbia.

President Holderman distributed a list of commencement dates,
and noted that these dates were now firm. Commencement dates
for the University Campuses are as follows:

USC Beaufort	7:30 P.M., Tuesday, May 12
USC Lancaster	8:00 P.M., Thursday, May 14
USC Salkehatchie	7:30 P.M., Monday, May 18
USC Sumter	7:00 P.M., Thursday, May 21
USC Union	7:30 P.M., Wednesday, May 13

The President briefed the Committee on the Freedom of Infor-
mation Act and the controversy surrounding the employment of

Jehan Sadat. Paul Ward noted that the Freedom of Information Act did not provide that all salaries of all public employees be made public, that there were many exemptions in the Act, and that the Act, as written, did not require that Ms. Sadat's salary be published. The President noted further that there were solid reasons to have serious concern about Mr. Sadat's security, and releasing details might compromise that. Mr. Ward noted that the suit demanding the information asked not that the total sum paid be revealed, but insisted on specific, itemized information about precise details.

The Committee discussed the wisdom of continuing to bring to USC prominent persons at high cost. The consensus was that the enhancement of visibility and prestige resulting from association with such persons far outweighed the cost, and that such practices should be continued. The President was encouraged not to abandon this method of raising the position of USC in the eyes of the nation and the world.

In connection with this matter, President Holderman noted informally that the University had, during his nine-year term as president, spent between one and two million dollars bringing major public figures to USC. During that same time, USC had enjoyed a 47% increase in grant money received, had seen its level of private support rise from one to two million dollars to \$16.5 million, had seen its endowment grow from \$4 million to \$25 million, and had, for the first time ever, received money (in this case, \$16.3 million) through a Federal appropriation. At least some of this, he argued, is attributable to the enhancement of the University's visibility and prestige during the same period. He noted further how important all this has been, given that the State's funding of the University has declined from 19% of the annual budget to 13%, and that the State now provides only 48% of USC's funding.

John Gregory briefed the Committee on developments in the Legislature.

John Gardner, John Duffy, and Ken Schwab informed the Committee of the results of the CHE task forces' review of the AVA recommendations.

The President spoke briefly to the Committee about the growing role of the University in research, and distributed a booklet publicizing research opportunities and developments at USC.

VII. Unfinished Business

The Chair placed on the floor a substantive motion from the Rights and Responsibilities Committee which had been introduced at the last meeting of the Senate. The motion reads:

That the fourth sentence of Article III, Section 2, Page 58 of The University Campuses Faculty Manual be changed to conform to the intent and practice of the organization. It should read, "Only voting members of the Senate and members of the Executive Committee shall be eligible for these offices."

There was no further discussion, and the question was called. The motion carried.

VIII. New Business

Professor Cordray reported that he had been asked to serve on a committee of the College of Business in Columbia, to study the MBA-ETV program. He has been told that enrollment on campuses other than Columbia has diminished to a critical level, and there is uncertainty about the financial feasibility of continuing to operate the program. He asked for input from business professors. Professor Cordray thought the MBA program could perhaps be brought to us a little more cheaply or taken to new locations with the ITFS facilities. He believes the MBA program gives the University Campuses "an additional identity" that will help separate them from technical schools. He said it was honestly admitted that the broadcasts are expensive and enrollments are down. Dean Anderson wondered whether the Graduate Regional Studies coordinators on the University Campuses had been notified, and Professor Cordray replied that he was not sure. He stated that the group was scheduled to meet the following Tuesday at 10:00 A.M. in Columbia.

Chairman Powers inquired about further new business. Dr. Duffy mentioned an article from the Charlotte Observer, written by Vice President Ardis Savory, which he wished to distribute (Attachment 6).

IX. Announcements

The Secretary provided directions to the site of the reception which was to follow the meeting. The Chair reminded the assembly that the next meeting would be February 13 at USC Sumter.

X. Adjournment

The Chair invited a motion to adjourn. The motion was made and the meeting was adjourned.

ATTENDANCE, NOVEMBER 7, 1986

BEAUFORT

present
 Rick Boulware R&R
 Somers Miller Welfare
 Rod Sproatt Executive
 absent
 David McCollum IUSC

LANCASTER

present
 Wade Chittam Executive
 Deborah Cureton IUSC
 Jerry Currence R&R
 Shari Lohela IUSC (Chair)
 Mark McLean Welfare
 Jimmie Nunnery R&R
 absent
 Darlene McManus Welfare
 Wayne Thurman substituted for Senator McManus

LIFELONG LEARNING

present
 Linda Allman R&R
 Steve Dalton IUSC
 absent
 Linda Holderfield Executive
 John Stine Welfare
 Jerry Dockery substituted for Senator Stine

SALKEHATCHIE

present
 Bill Bowers Welfare
 Greg Labyak Executive
 Marion Preacher R&R
 Ali Pyarali IUSC

SUMTER

present
 Don Curlovic Welfare (Chair)
 Bob Costello IUSC
 Jean Hatcher R&R
 John Logue R&R (Chair)
 Sal Macias IUSC
 Tom Powers Executive (Chair)
 John Varner Welfare
 Carolyn West IUSC
 Laura Zaidman R&R

UNION

present
 Charles Walker R&R
 absent
 Mary Barton Welfare
 Julie Fielder IUSC
 Tandy Willis Executive
 Allan Charles substituted for Representative Willis

ATTACHMENT 1

REPORTS OF UNIVERSITY OFFICERS

System Vice President John Duffy
to University Campuses Faculty Senate
November 7, 1986

As you have probably read in the paper the State Budget and Control Board has asked state agencies to reduce their budgets by 2.6%. This results because of an approximate \$100,000,000 short-fall in state revenues. \$62,000,000 of this has to come from agencies. I'm enclosing a list which shows what these reductions mean. As you can see the list figures our reductions from 1.5% to 4.5%. The actual reduction will be 2.6% which will be a few thousand dollars more than the column headed 2.5%. As you can see the total budget reduction will cost the University over \$4,000,000.

Recently there has been a great deal of publicity about salaries paid by the University to distinguished visiting professors, particularly in the area of international programming. I think that there is another side of this story which should be brought to the attention of the faculty. The attraction of people of this quality to the University has greatly enhanced the reputation of the University. It had had a definite impact on our ability to raise grant money. In fact in some instances, individuals who have received funds have returned the money to the University by way of scholarships and/or donations. I realize that some faculty are concerned about these expenditures but I think that one should bear in mind that if the University is to become a first rate institution as President Holderman and the faculty of USC have projected it to be then one must expect that there would be some extraordinary expense involved. I don't think that anyone will deny that USC's national and international standing has been greatly enhanced since Dr. Holderman became President almost a decade ago. I would point to the fact that the visit of the Pope next fall will be unprecedented in the history of the University or the state of South Carolina and, in fact, in the entire south-eastern region of the United States.

I would like to call to your attention to the work of several units within the Division that are not directly related to the University Campuses. First I would like to congratulate the Division of Telecommunications Instruction on the development of the American South Comes of Age course which is now available throughout the state and nation. I certainly expect great things of the new course which we have been working on with the College of Education called Effective Teaching which is being developed by Professor Lorin Anderson. It will replace the Teacher As Manager, a very successful program.

Report to Senate
by John Duffy
Page 2

The Division of Lifelong Learning has greatly expanded its conferences and many of you have been invited to attend them. I give special mention to the Adult Learning Conference which was held here last May for the first time and which drew 176 people from the United States and from England. We also recently sponsored the National Interdisciplinary Baccalaureate Education Conference which drew some 66 educators from throughout the United States. The Division continues to work with vocational and professional groups such as the cosmetologists, who held a conference in July for 125 people, the State Department of Vocational Education Conference which drew some 1,100 people in July, and the kindergarten workshop which drew some 500 people in September. In addition to working with the State Department of Education, we also have worked with the Department of Health and Environmental Control and had a very successful conference on improving water quality which 225 people attended in October.

The budget outlook for next year is still unclear. Because of the elections and the resulting reorganization of the state legislature, there has been little evident activity in this area. However, I am sure that much has gone on behind the scenes and that the staff has put together all the information which the legislature will need when it reconvenes in January.

USC SYSTEM
WHAT IF REDUCTIONS OF 1.5% TO 4.5%

CAMPUS	BASE APPROPRIATION FY87	IF 1.5% REDUCTION	IF 2.0% REDUCTION	IF 2.5% REDUCTION	IF 3.0% REDUCTION	IF 3.5% REDUCTION	IF 4.0% REDUCTION	IF 4.5% REDUCTION
COLUMBIA	105,095,207 *	1,576,428	2,101,904	2,627,380	3,152,856	3,678,332	4,203,808	4,729,284
MED SCHOOL	13,051,275	195,769	261,026	326,282	391,538	456,795	522,051	587,307
AIKEN	5,497,389	82,461	109,948	137,435	164,922	192,409	219,896	247,383
COASTAL	7,052,505	105,788	141,050	176,313	211,575	246,838	282,100	317,363
SPARTANBURG	7,011,904 *	105,179	140,238	175,298	210,357	245,417	280,476	315,536
BEAUFORT	976,543	14,648	19,531	24,414	29,296	34,179	39,062	43,944
LANCASTER	1,758,551	26,378	35,171	43,964	52,757	61,549	70,342	79,135
SALKEHATCHIE	1,173,603	17,604	23,472	29,340	35,208	41,076	46,944	52,812
SUMTER	2,512,017	37,680	50,240	62,800	75,361	87,921	100,481	113,041
UNION	702,357	10,535	14,047	17,559	21,071	24,582	28,094	31,606
TOTALS	144,831,351	2,172,470	2,896,627	3,620,784	4,344,941	5,069,097	5,793,254	6,517,411

* Includes Supplemental

ATTACHMENT 2

REPORTS OF UNIVERSITY OFFICERS

Associate Vice President John Gardner
to University Campuses Faculty Senate
November 7, 1986

By the standards of my previous report at our last Senate meeting, this one will be brief. It had been five months between the April Senate meeting and our September meeting. That coupled with Vice President Duffy's planned absence had necessitated a long report on my part.

1. Status of CHE Task Forces. I prefer to address this verbally. I will be glad to share with any interested members of the faculty a complete copy of the final report of the CHE Task Force on Standards for which I was the University representative.
2. Faculty Exchange Program. Although the application deadline was October 31, it is still not too late to get your applications in. As of this writing, this Office has received not a single application from a University Campuses faculty member. However, Coastal Carolina College has already submitted 12 applications.
3. Salary Study. This Office will release on November 7 the results of the part of the annual study in which we survey the Deans for their responses to questions prepared by the University Campuses Faculty Senate Welfare Committee. The balance of the study, those statistical compilations under the supervision of Dr. Milton Baker, Special Assistant to the Office of the System Vice President, is currently underway. We are doing our very best to have a complete report ready for the Senate by its February meeting.
4. Family Fund. The 1986-87 campaign is drawing to a conclusion. I still do not have definitive figures with the exception of USC-Lancaster and USC-Union which have surpassed their goals. We congratulate them.
5. National Conference On The Freshman Year Experience. I am directing a personal letter to every member of the University Campuses Faculty inviting them to attend the February 1987 National Conference on the Freshman Year Experience. We'll have a total of over 150 sessions by educators from all over the United States and a number of foreign countries as well. Last year, there were more faculty attending from the Four-Year Campuses of the University System than our own Campuses. I sincerely hope that will not be the case this year.

6. Faculty Development Workshops. David Hunter and I are working with both your Academic Deans and your Student Affairs Deans to make available several faculty development workshops on the Campuses during this coming year. One of them will be presented by Dr. Harriet McCombs who is a psychologist with previous teaching and research experience at the University of Nebraska and Yale University. Her research has focused on the particular challenges of assimilating the black student culture to the white culture of a predominantly white university and the challenges and problems related thereto. She is a most dynamic speaker and her workshop can yield valuable insights for our faculty who are trying to help significant numbers of minority students adjust to our predominantly white campuses. The second workshop will feature Professors Carolyn Matalene and Lee Jane Hevener of the USC-Columbia Departments of English and Government respectively who will talk on a theory of teaching they have developed to make students more responsible for their own learning. These two educators are highly enthusiastic, dynamic, and entertaining, and should prove to be another stimulating experience. I hope that you will take advantage of these two opportunities.

7. Southern Association Of Colleges And Schools Annual Meeting. Recently, our campuses have received communications from the Southern Association's office in Atlanta that they have questions they wish to address to our administration about a number of developments on our Campuses since the last self-study, particularly the offering of upper-division course work. The Deans of the University and the Office of the System Vice President will meet with SACS officials on December 7 in Atlanta to address their questions. We will have a more complete report for you on this subject thereafter.

mkh

ATTACHMENT 3

BACKGROUND AND STUDY PROCESS

In their report to the Commission on Higher Education entitled Higher Education in South Carolina: An Agenda for the Future, the consulting firm of Augenblick, Van de Water, and Associates identified as one of their major themes the improvement of quality in the State's higher education system. Two specific recommendations within this theme concerned the transfer of credit between institutions and interinstitutional cooperation. As they appeared in the study the recommendations read as follows:

Recommendation 3 (Transfer of Credit) - p.87. The Commission on Higher Education should develop and implement criteria for assessing students' readiness for upper division study. Students should meet such criteria in order to:... (2) transfer lower division course credits between institutions;....

Recommendation 6 (Institutional Cooperation) - p.92. The Commission on Higher Education should work toward improving interinstitutional cooperation through the encouragement of such efforts as a common post-secondary academic calendar and establishment of interinstitutional advisory groups to promote research, faculty and student exchanges, complementary graduate program offerings, and international study opportunities. In the case of technical and academic colleges located near one another, the technical college should only provide those academic courses required of all technical college students or those courses designed as non-transfer courses to support a specific technological emphasis.

The charge to this Task Force was to study the consultants' recommendations, and recommend whether they should be implemented and, if appropriate, how such implementation might best be accomplished.

In conducting its study of the recommendations the Task Force focused on three separate but interrelated issues: transfer policies, a common academic calendar, and interinstitutional cooperation. The Task Force worked as a committee-of-the-whole throughout its study, seeking consensus in its positions and unanimity in its recommendations. Between July and September the Task Force met seven times. The approved minutes of these meetings are available in the Commission's offices.

For information purposes, background papers were prepared by Commission staff on the issues of transfer and articulation, academic calendars, and interinstitutional cooperation. Each paper followed a similar format which included the AVA recommendation to be studied, reference to the Master Plan, research and identification of problems and issues, review of other states' activity, the South Carolina prospective, and state-wide policy considerations. These papers are available in the Commission's offices.

TASK FORCE POSITION STATEMENT AND RECOMMENDATION
CONCERNING
TRANSFER AND ARTICULATION

Discussion

Many of the issues involved in student transfer and course articulation have both historical precedents and contemporary concerns. Some are long-standing, recurring problems of conflict and contention between and among institutions, systems, and state agencies.

On the one hand the Task Force reviewed the development of past initiatives and problems which have influenced transfer. These included:

1. Recommendations and actions stemming from the 1979 Master Plan for Higher Education in South Carolina.
2. Efforts by the Commission and the institutions to forge a "Statewide Articulation Agreement" and list of universally accepted courses for transfer between specific technical colleges and public senior colleges.
3. Geographic, political, and academic decisions which have guided the development of two separate two-year college systems, and the approval of certain technical colleges to offer college parallel programs.
4. Agreements between individual institutions for transfer of specific courses.

On the other hand the Task Force discussed present day issues which have changed the very environment and underlying principles which influence transfer. These include:

1. Employer demands for technicians trained with sophisticated technology and educated in more theory-based college level math and science.
2. Employment and course demands which require critical thinking, interpersonal, and basic communication skills as necessary preparation for work.
3. New accreditation criteria adopted by the Southern Association of Colleges and Schools in 1984 which require general education courses in all degree programs and specify the professional credentials of faculty to teach these courses.
4. Demands for accountability, student assessment, and quality improvement emanating from the AVA report and the general public.

Additionally, the Task Force grappled with trends across time, across institutions, and across issues which have and do influence transfer. These include:

1. The inherent conflicts of economy and marketing of general education courses between colleges, particularly technical colleges and USC two-year campuses in close proximity.
2. The past efforts of the Commission to study the establishment of community colleges within the State and, to merge or encourage cooperation between institutions.
3. The seemingly unnecessary duplication of courses, and the inability and seeming unwillingness of colleges to encourage cross-registration or to contract for courses with neighboring institutions.

Finally, the Task Force recognized a wide variety of specific problems at the institutional and student level which influence transfer. These are documented in the Minutes of the Committee Meetings and in the "Background Paper."

Task Force Position and Recommendation

South Carolina's commitment to equal opportunity for all its citizens is one of the fundamental goals for post secondary education in the State. For many students, the very meaning of access to higher education and equal opportunity depends upon their ability to enroll initially in one institution and then transfer the credits earned there to another college or university. Consequently, it is imperative that statewide and institutional policies remove any artificial barriers which would deny or impede transfer students equal opportunity and access to other institutions; whether that access is to two-year, four-year, public, or private colleges.

The acceptance of transfer credits has historically been a prerogative of the receiving institution. The Task Force on Transfer and Interinstitutional Cooperation recognizes and accepts this tradition. However, taxpayers and students should not be required to support the cost of courses being unnecessarily repeated, and students should not be required to take courses that duplicate the content of those satisfactorily completed at the sending institutions. Additionally, taxpayers should not be required to support unwarranted duplication of courses; especially if those courses are outside the role and mission of one college, or offered in competition for students or State dollars. The Task Force recognizes that course duplication is a point of accountability and needs to be better coordinated by the institutions. At the same time, the Task Force realizes that the elimination of total duplication is not likely as long as the current situation of public institutions, and more especially of two-year colleges, in close proximity exists.

In concluding its work on the issues of transfer and articulation, it is the position of this Task Force that:

1. The South Carolina Commission on Higher Education continue to implement and, to the degree possible, expand its current articulation agreement between the technical colleges with AA/AS programs and the public senior colleges. There should be regular meetings of institutional transfer representatives and of representatives of specific academic disciplines to accomplish this purpose.
2. All institutions be encouraged to negotiate additional interinstitutional agreements that expand opportunities for transfer of credits beyond the agreement referred to above.
3. An informal or formal process be encouraged to maintain communications and negotiate transfer issues at the State level when they involve the system of technical colleges and university campuses. Local problems may be alleviated if state policy makers recognize natural tensions resulting from competition for students and unavoidable course duplications.
4. All institutions be encouraged to explore reciprocal contracts and joint faculty appointments with neighboring institutions to enhance student access to various courses. Such opportunities could include, among others, cooperation in the delivery of special needs courses between public and private sector colleges, or shared responsibility in the delivery of general education and developmental education between technical colleges and other colleges.

In conducting its study on transfer, particularly in reference to the technical colleges, the Task Force consistently returned to the 1984 Commission on Colleges Criteria for Accreditation. Specifically, these Criteria state that all undergraduate degree programs must contain a basic core of general education courses and that the faculty teaching these courses must have completed at least 18 graduate semester hours in their teaching field and hold a master's degree. These standards now apply to all associate degrees, and are identical to those applied to baccalaureate degree programs.

In light of these Criteria, the Task Force examined the existing "Statewide Articulation Policy." At present this "Policy" addresses only the transfer of specific general education courses from technical colleges with approved AA/AS degrees to all public senior colleges. The Task Force feels that limiting the transfer of general education courses designed for college transfer only to those colleges with approved AA/AS degrees, seems arbitrary, given the fact that the program requirements and faculty credentials for those courses must now be the same for all undergraduate degree programs. That is, to deny the transfer of credit for a general education course designed for college transfer only on the bases of whether the student is or is not enrolled in an AA/AS degree implies a distinction in the quality of identical courses which no longer exists.

To address these concerns the Task Force recommends the development of a "mini-core" of general education courses designed and approved for college transfer, which could be used by all technical college, whether or not they offer the full "college parallel program. These courses would be selected from the list of courses presently approved for transfer from AA/AS degree programs to all public senior colleges. These courses would respond to the general education component of associate degrees as required by the Commission on Colleges and provided for in technical colleges' associate degree program models. The development of the "mini-core" would effectively limit the number of general education courses designed for college transfer offered at those technical colleges without AA/AS degrees. The "mini-core" would recognize that all associate degree programs are required to contain college parallel general education courses but that not all technical colleges have approved college parallel associate degree programs, and it would acknowledge that students in technical associate degrees do transfer to four year programs and that their general education courses should not be arbitrarily denied transfer credit.

The Task Force recommendation further specifies that any general education courses designed for college transfer which need to be offered in a non AA/AS degree beyond those contained in the "mini-core" should be justified to and approved by the SBTCE and CHE. The requirement will insure that such courses do not proliferate and will provide for quality assurance in terms of program need, faculty credentials, student demand, and resource support.

In concluding its work on the issues of transfer and articulation, it is the recommendation of this Task Force that:

1. The State Board for Technical and Comprehensive Education modify its current policy that allows any technical college to offer any course in its "Catalog of Approved Courses." The offering of "college parallel" general education courses in the nine institutions not authorized to award the AA/AS degrees should be limited to those necessary to support approved non-transfer associate degree programs in the following manner:
 - a. Development in consort with representatives of the universities and their system campuses, senior colleges, and technical colleges of a limited "mini-core" of college parallel general education courses in the areas of English, mathematics and social and behavioral sciences approved to be offered in other than AA/AS degree programs in all technical colleges, and whose transferability would be recognized.
 - b. Individual justification to and approval by the SBTCE and CHE for offerings of other general education courses designed for college transfer (beyond those comprising the "mini-core") in the technical colleges without the AA/AS degrees.

- c. Development of course contracts, cross registration procedures or other cooperative delivery methods with nearby senior institutions or USC two-year campuses for high cost, low enrollment, or occasionally offered general education courses designed for college transfer in technical colleges without the AA/AS degree.
2. The senior colleges and universities, upon implementation of the Task Force recommendation above, review and amend their current policies on acceptance of credit from technical colleges without the AA/AS degree to accept credit for courses included in the "mini-core" of transfer designed courses and other approved courses referred to in paragraphs "1a" and "1b" of the recommendation.

TASK FORCE POSITION STATEMENT AND RECOMMENDATION
CONCERNING
A COMMON ACADEMIC CALENDAR

Discussion

Consideration of a policy to implement a common academic calendar should address the need for closer cooperation and coordination among the State's institutions of higher education in resolving long-standing concerns and removing any barriers to the achievement of the following objectives:

- improved quality of education
- enhanced student access to academic programs and instruction through cross registration or transfer
- effective and efficient uses of resources
- increased responsiveness to the needs of citizens, business, and industry

These broad considerations should not, however, overshadow the more specific concerns of the costs in time and resources and the impact on faculty productivity and educational programs when any institution changes its calendar. The essential considerations are whether the problems warrant the change and whether the perceived benefits warrant the potential costs.

The Task Force discussed a variety of arguments (pros and con) at the institutional and systems levels concerning the costs, benefits, and results associated with specific calendar systems. These are documented in the Minutes of the Task Force and in the "Background Paper." The Task Force further recognizes that additional information needs to be gathered and analysis performed before a decision can be made concerning a policy to establish a common academic calendar.

Task Force Position and Recommendation

In concluding its work on the issue of a common postsecondary calendar it is the position of this Task Force that:

1. The available data to support or reject the establishment of a common academic calendar for all public colleges and universities are inconclusive.
2. The AVA Recommendation has potential merit for encouraging cooperation between institutions and eliminating barriers to student cross registration and transfer. It also has real costs associated with it which potentially could be substantial. The costs versus the benefits and the problems of two calendar systems versus the results of converting to a common academic calendar have not yet been fully analyzed.
3. The resolution of the common academic calendar issue is not critical to the Commission's efforts to develop a legislative agenda for higher education in response to the AVA study for the 1987 General Assembly. However, this issue should not be put aside and forgotten given the potential positive benefits offered by implementation of a common academic calendar.

4. Whether the technical colleges should change from the quarter system to the semester system needs further detailed study by the State Board for Technical and Comprehensive Education as to conversion costs, the impact on instructional programs, and allocation of resources.

In concluding its work on the issue of a common postsecondary calendar it is the recommendation of this Task Force that:

1. The Commission on Higher Education refer the AVA suggestion that a common academic calendar be encouraged to the State Board for Technical and Comprehensive Education for a detailed study and analysis to include projected conversion costs; implications for instructional, personnel, administrative and student service programs; the costs, benefits, and results of similar conversions in other states; and other matters relevant to this charge. The State Board should report back to the Commission by January 1990 the results of its study and analysis with appropriate recommendations. Interim progress reports will be submitted by the SBTCE to the Commission's Academic Affairs staff in January 1988 and January 1989.

TASK FORCE POSITION STATEMENT AND RECOMMENDATION
CONCERNING
INTERINSTITUTIONAL COOPERATION

Discussion

The Task Force unanimously agreed with the AVA recommendation and the South Carolina Master Plan for Higher Education that interinstitutional cooperation should be encouraged to provide more effective and efficient programs and services than any one institution or agency may be able to offer alone. The Task Force also felt that the welfare of the State's higher education system required the cooperative association of diverse institutions, and that the Commission should take a leadership role in fostering, supporting and securing that cooperation.

The primary issues identified and discussed by the Task Force were as follows:

- the purpose and use of current Commission advisory committees,
- areas of state and institutional needs which might be better addressed through cooperation,
- limited public policy that advocates cooperation,
- the availability of public funds to support cooperation,
- institutional concerns about autonomy and increased bureaucratic demands which might be imposed,
- public and private sector tension and intersector tension between public institutions,
- the reasons, needs, benefits and outcomes of voluntary cooperation, and
- historical and current efforts by institutions to cooperate and the extent of their achievements.

Other issues and concerns are provided in the "Minutes" of the Task Force meetings and the "Background Paper" prepared for the Task Force.

Task Force Position and Recommendation

State coordinating agencies for higher education typically maintain non-policy advisory committees to assist the agency in identifying state needs and to encourage institutions through their participation in the committees to cooperate in the sharing of resources and the development of services to address those needs. State coordinating agencies for higher education also typically sponsor, initiate, recommend and sometimes administer consortiums outside the normal operations of the agency to promote the cooperation of institutions in geographic proximity or on general issues. The Task Force believes that both types of cooperation - advisory committees and consortiums - can be beneficial and should be more actively planned for and used by the Commission on Higher Education.

In concluding its study on interinstitutional cooperation it is the Task Force's position that:

1. The spirit of cooperation, of sharing resources and expertise, is weak in South Carolina. Institutions seldom voluntarily cooperate unless it is to their immediate benefit, unless they are required to do so, or unless there are financial resources tied to the cooperation.
2. Although the Commission has taken a leadership role in encouraging cooperation, it has not effectively monitored what cooperation it has recommended.
3. Effective and sustained cooperation cannot be mandated by any external agency. However, as a state coordinating agency the Commission should encourage, initiate and require cooperation when it is appropriate for the State's system of higher education.
4. If interinstitutional cooperation is to occur, it probably will be best nurtured at the department or discipline level.

In concluding its study on interinstitutional cooperation it is the Task Force's recommendation that:

1. The Commission endorse the AVA recommendation that the Commission work toward improving interinstitutional cooperation.
2. The Commission should more actively encourage interinstitutional cooperation among the State's colleges and universities as well as require when appropriate interinstitutional planning in such areas as review, development, and study of academic programs. Additional areas of interinstitutional cooperation include:
 - a) institutional follow-up studies of the academic, intellectual, and social development of transfer students;
 - b) counseling, student advisement, and student activities;
 - c) faculty development and exchange programs;
 - d) research centers, and sponsored research and grant programs; and
 - e) joint continuing education programs and centers to meet the needs and demands for community programs.
3. The Commission seek to foster cooperation through its own planning and operations and by its own involvement in and sponsoring of cooperative activities through such mechanisms as
 - a) joint planning and development of academic programs and research initiatives;

- b) statewide policy studies of issues, problems and trends of importance to the State's higher education system such as population and demographics, student retention and transfer, instructional technology, or research;
- c) participation in and co-sponsoring of professional association conferences and seminars;
- d) discipline based meetings, possibly in conjunction with the Commission's program review process or when the discipline supports progressive degree levels suggesting an intergraded career ladder; and
- e) additional "ad hoc" advisory committees to assist the Commission in its planning and operations, as deemed appropriate by the Commission.



UNIVERSITY OF SOUTH CAROLINA

COLUMBIA, S. C. 29208

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

November 6, 1986

(803) 777-7695

Professor Don Curlovic, Chairman
University Campuses Faculty Senate
Welfare Committee
USC-Sumter
Miller Road
Sumter, SC 29150

Dear Don:

Please consider this a response to your letter to me of September 12, 1986 in which you requested a written response to the attached list of questions regarding the 1986-87 faculty salary increases.

What I have done, as you know, is to transmit your questions directly to the six Deans. I report below their responses.

As for your recommendation that these questions be considered during the 1986-87 year as salary determinations are being made, I will see to it that a copy of these questions is again forwarded to each Dean during the period, usually in June, when we begin taking concrete steps to construct the salaries for the following fiscal year.

Regarding your request that median and mean increase and frequency data be forwarded to you shortly after salary decisions are made, this is quite impossible. I regret this but as you know it is due to circumstances completely out of our control. It takes a number of months for this information to be loaded in the University database and for the various offices involved in the compilation of this information for you to complete these tasks on our behalf. Dr. Baker is currently working with both Personnel and Institutional Research and other offices as necessary to compile the information you have requested.

Please advise me if there is anything else that you need or desire. We'll do the best we can to provide assistance. We are ever mindful in this Office of your needs and the entire faculty's interests in the overall matter of salary enhancement and we will continue to do everything possible in this regard to bring about the kinds of changes we all want and believe you deserve.

Now, for the responses, by campus to each of your specific questions.

A. Were pay increases allocated as follows:

Lancaster: (USC-L provided a generic summary response to all four parts of question A.) In keeping with long-standing instructions from Dr. Holderman, salary increases for non-classified employees, i.e. faculty, are based on merit. In short, in contrast with the procedure generally followed for classified employees, University Campus administrators do not recommend increases on the basis of a blanket or base salary. Salary Increases were based on criteria listed in the University Campuses Faculty Manual. The average percentage increase at USC-Lancaster was approximately 6.5%, including two bottom-end adjustments. Promotional increases were awarded independently of merit and bottom-end increases.

1. Did you use a certain figure as a base salary increase? If so, what was that base and how was it determined?

Beaufort: No.

Lancaster: (see above)

Lifelong Learning: Yes. 4%, informed by the Vice President's Office of the average salary increase

Salkehatchie: Yes--Although all unclassified salary increases were merit, a base of 3% was considered satisfactory for all faculty. The 3% merit level was selected as a base because the State raise was 3% for classified employees.

Sumter: Twelve hundred dollars (\$1200) was used as a base salary increase. That figure represents slightly over 4.8% of the average nine month faculty salary of \$24,911. In other words \$1200 was a round number representing between 4 and 5% of an average faculty salary.

Union: No.

2. How did you allocate additional merit pay over and above the base increase?

Beaufort: N/A

Lancaster: (see above)

Lifelong Learning: Based on a combination of faculty evaluations and student evaluations.

Salkehatchie: The base increase and amounts above the base were considered merit. Merit increases for 1986-87 were basically determined in the same manner as for 1985-86 and for 1984-85. The following procedure was reported in my November 14, 1984 memorandum Vice President Gardner for the University Campuses Faculty Senate as response 2. (See the following quote from Dean Clayton's November 14, 1984 memorandum to Professor Gardner.)

Response 2: It is generally understood that merit is based on:

1. Teaching effectiveness
2. Campus activities
3. Community Service
4. Personal and Professional Growth
5. Research and/or Scholarships
6. Institutional Support

The above performance factors have historically represented the basis for the awarding of merit increases at USC-Salkehatchie. Evaluations of these factors are undertaken in a formal and prescribed manner. Additionally, the 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. Attached attachment 1, are copies of correspondence dating back to January, 1983 which outline the procedure, provides definitions of terms, outlines time-tables, etc. Also attached are copies of more recent correspondence which notes modifications to the procedure.

The results of the above procedure annually are heavily relied upon to arrive at individual merit increases. As you will note from reviewing Attachment 1, the faculty evaluation process is quite involved including, self, peer, student and administrative review. The student part of the evaluation involves a computer analysis of each professor's performance in each the classes he/she teaches. Attached is an example, attachment 2.

Again, the results of the faculty evaluation process are weighed heavily in determining merit salary increases.

Additional factors considered in determining merit increases are as follows:

1. Length of Service
2. Course Load
3. Total number of students taught

Professor Don Curlovic
November 6, 1986
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The results of the above data is applied through discussion with the ultimate decision being made by the Dean and Associate Dean for Academic Affairs.

Finally, merit increases for faculty for the current year were also based on efforts to eliminate as much as possible, inequities that had 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 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.

Sumter: Additional merit pay was allocated in \$300 increments according to a scale based on each faculty member's overall rating on the Personnel Evaluation form as follows:

<u>Overall Evaluation</u>	<u>Raise</u>
Satisfactory	\$1200
Between Satisfactory and Above Average	1200 + 300
Above Average	1200 + 600
Between Above Average and Outstanding	1200 + 900
Outstanding	1200 + 1200

Union: Not applicable

3. How were bottom-end adjustments made?

Beaufort: None made.

Lancaster: (see above)

Lifelong Learning: Not applicable.

Salkehatchie: As in past years an analysis of faculty salaries was completed. Included in the analysis for 1986-87 were the following:

1. Salary by rank
2. Salary by degree
3. Salary by years at USC-Salkehatchie

Bottom-end adjustments were made. Both recently appointed and returning individuals received higher increases to correct inequities.

Professor Don Curlovic
November 6, 1986
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Sumter: Bottom-end adjustments were made by comparing salaries with others having similar experiences and credentials.

Union: Equity adjustments were made in situations when individuals with comparable credentials, experience, and responsibilities were making significantly dissimilar salaries.

4. Were promotional increases awarded independently of 1-3 above?

Beaufort: yes.

Lancaster: (see above)

Lifelong Learning: Not applicable.

Salkehatchie: No faculty member was promoted this year. Promotional increases would have been awarded independently of merit increases had a faculty member received a promotion.

Sumter: Promotional increases were awarded independently of 1-3 above.

Union: There were no 1986-87 Union Campus promotions.

B. Did you allocate an amount equal to or greater than the state mandated raise (i.e., for classified employees) for each faculty member receiving at least a "satisfactory" evaluation? (It is understood that the state does not actually mandate that individual members receive a specified amount.) If not, why not?

Beaufort: Yes.

Lancaster: No rating system apart from the criteria listed in the Manual, was used for salary considerations at USC-Lancaster.

Lifelong Learning: Yes.

Salkehatchie: Yes, for all faculty expected to return for the 1987-88 academic year. One person's salary remained the same for 1986-87 due to University policy which states: "Personnel on terminal appointments shall receive no salary increase for 1986-87," per Dr. Holderman's July 17, 1986 memorandum.

Sumter: Yes, an amount greater than the state mandated raise was allocated (i.e. for classified employees) to each faculty member receiving at least a "satisfactory" evaluation.

Union: Yes.

C. Were individual faculty members informed in writing of the reasons for their salary increase?

Beaufort: No.

Lancaster: Yes.

Lifelong Learning: No.

Salkehatchie: Yes. Attachment A includes copies of letters sent. You will note, Dean's November 14, 1984 memorandum was referenced as the basis for determining merit increases.

Sumter: Individual faculty members were informed by means of a letter, a copy of which is attached. Union: Yes.

D. Have all faculty been informed of the criteria upon which merit raises are based?

Beaufort: Yes.

Lancaster: Yes.

Lifelong Learning: All faculty members are aware of the raise criteria as stated in A-2.

Salkehatchie: Yes. See response to C above. The November 14, 1984 correspondence addresses this criteria as well as Attachment A.

Sumter: All faculty at USC-Sumter have been informed that all raises are based on the overall evaluation indicated on the Personnel Evaluation Form.

Union: Yes.

E. If new faculty are being paid a starting salary greater than returning faculty with the same credentials, why?

Beaufort: N/A

Lancaster: Care was taken to review salaries of returning faculty; those figures were compared to salaries of new

faculty in the same discipline with the aim of preventing discrepancies.

Lifelong Learning: Not applicable.

Salkehatchie: No new full-time faculty were added for 1986-87.

Sumter: USC-Sumter has no two faculty with exactly the same credentials.

Union: Not applicable.

F. Are salaries being examined for discrepancies based on home campus and/or gender, and is an effort being made to alleviate such discrepancies where they exist?

Beaufort: Yes.

Lancaster: Yes.

Lifelong Learning: These issues were satisfactorily addressed during the 84-85 academic year.

Salkehatchie: Yes, salaries were examined for "discrepancies based on home campus and/or gender." No gender discrepancies were identified. By "home campus" the Dean assumed reference is made to USC-Columbia. A comparison of USC-Salkehatchie vs. USC-Columbia salaries was not made (other than the University Campuses Faculty Senate's studies).

Sumter: A continuing effort is being made to avoid discrepancies based on gender. As to discrepancies based on home campus, if the Dean understands that opposing such discrepancies means all campuses should allocate raises according to the lowest common denominator among the campuses, that has not been our goal. Rather, the goal has been to provide the highest possible increases for our own faculty, based on the fairest possible allocation of available money.

Union: Yes.

G. In determining salary increases, did you use faculty salaries of other institutions (e.g., other University Campuses, 4-year System Campuses, etc.) as a model? If so, what institutions served as a model?

Beaufort: No.

Professor Don Curlovic
November 6, 1986
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Lancaster: System salary figures, especially those at Four-Year Campuses and other University Campuses were considered. Average faculty salaries for selected peer institutions were also compared.

Lifelong Learning: No.

Salkehatchie: Yes. Past salary studies completed by the University Campuses Faculty Senate were considered. This was one reason for adding 3% from our operating budget to enable a 6% package.

Sumter: We are conscious of the fact that faculty salaries on the University Campuses are lower than those on the Four-Year campuses. We have not followed a specific model in determining salary increases.

Union: No.

Other Comments:

Beaufort: Faculty were evaluated on teaching, productive scholarship and university service by the Academic Dean and the University Dean. Faculty raises were a composite of these two ratings.

Lancaster: none.

Lifelong Learning: The Lifelong Learning faculty average raise was 4.44%.

Salkehatchie: (USC-Salkehatchie did provide median, mean and frequency data and the Office of the System Vice President will release this data at such time as comparable data is available for all six campuses so that the Salkehatchie figures can be viewed in that larger context).

Sumter: none.

Union: The 1986-87 Union Campus salary package included an average 4% merit increase and a 2% "equity adjustment component" (used to increase significantly out of line low end salaries).

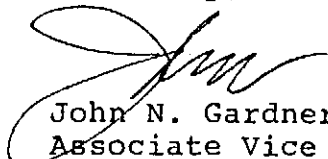
Faculty performance was evaluated in the following areas:
(1) TEACHING EFFECTIVENESS, (2) CAMPUS/UNIVERSITY SERVICE,
(3) PRODUCTIVE SCHOLARSHIP. Individual Union Campus

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faculty salary recommendations resulted from the Campus Deans' review of the faculty Annual Professional Activities reports, Teaching Evaluations, Peer Review reports, and Tenure and Promotion files.

This concludes our response to your questions of September 12. I sincerely hope this information is helpful to you and the Committee and that it is accepted in the collegial spirit in which it is hereby transmitted.

Sincerely,



John N. Gardner
Associate Vice President

mkh

cc: Jack Anderson
Pete Arnold
Milt Baker
Carl Clayton
Ken Davis
John Duffy
John May
Tom Powers
Ron Tuttle

Attachments

September 8, 1986

Dear

I have recommended a salary of \$ for you for the 1986-87 academic year. This salary change will be effective October 1, 1986.

Your salary increase was based upon the 1985-86 Faculty Personnel Evaluation that you and your Division Chairman reviewed together and low-end adjustments. Faculty given an overall appraisal of "Satisfactory" were given a \$1,200 raise. Additional merit raises in \$300 increments were awarded on a four-step scale.

Current Salary	\$
Base Increase	1,200
Additional Merit	
Low-End Adjustment	<hr/>
1986-87 Salary Recommended	\$

I'm pleased that we are able to provide a better than average salary increase for our faculty this year. Best wishes for a great year in 1986-87!

Sincerely,

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

lal

pc: Dean Tom Lisk
Dr.



ATTACHMENT A

UNIVERSITY OF SOUTH CAROLINA
SALUDA CAMPUS

OFFICE OF THE DEAN

P. O. Box 617
Alandale, S. C. 29810
(803) 524-3443

P.O. Box 1337
Walterboro, S.C. 29188
(803) 543-6314

September 11, 1986

Formal letters of employment are not yet available, from the USC-Columbia Personnel Office, but I wanted to notify you of your salary for 1986-87. Your Salary will be \$29,235 for the academic year 1986-87. The effective date will be October 1, 1986. The above salary represents a 5% increase over your 1985-86 salary of \$27,843. If you have any questions concerning your salary, please contact me.

In determining 1986-87 faculty/non-classified salaries, a base of 3% was considered satisfactory for all faculty. The balance of our faculty salary money available for distribution was distributed on the basis of individual merit, taking into consideration individual responsibilities and performance of these responsibilities.

Merit increases were determined as outlined in my November 14, 1984 memorandum to Professor John Gardner. This information was distributed in its entirety to the University Campus Faculty Tenure Review Committee. To summarize this material, merit increases are based on the six criteria for faculty promotion, i.e., teaching effectiveness, campus activities, community service, personal and professional growth and experience, research, and institutional support. Evaluation of the above criteria includes self-evaluation, peer evaluation, student evaluation and administrative review.

Additional considerations include length of service, rank, degrees earned, and other factors. Promotion increases are considered separate from the above.



file

UNIVERSITY OF SOUTH CAROLINA
SALARY SCHEDULE

OFFICE OF THE DEAN

P. O. Box 617

P.O. Box 1337
Columbia, S.C. 29243
(803) 539 5314

September 11, 1986

Formal letters of employment are not yet available, from the USC-Columbia Personnel Office, but I wanted to notify you of your salary for 1986-87. Your Salary will be \$22,000 for the academic year 1986-87. The effective date will be October 1, 1986. The above salary represents a 10% increase over your 1985-86 salary of \$20,000. For increases recommended over 8%, recommendations are pending approval by the Budget and Control Board. If you have any questions concerning your salary, please contact me.

In determining 1986-87 faculty/reclassified salaries, a base of 3% was considered satisfactory for all faculty. The balance of our faculty salary money available for distribution was distributed on the basis of individual merit, taking into consideration individual responsibilities and performance of these responsibilities.

Promotional increases were determined as outlined in my November 14, 1984 memorandum to Professor John Gordon. This information was distributed in the majority to the University-Columbia Faculty Senate Welfare Committee. To summarize this material, merit increases are based on the air criteria for faculty promotion, i.e., teaching effectiveness, campus activities, community service, personal and professional growth and development, research, and instructional support. Evaluation of the above criteria includes self-evaluation, peer evaluation, student evaluation and administrative review.

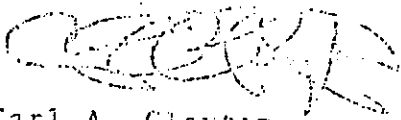
Additional considerations include length of service, rank, degrees earned, and other factors. Promotional increases are considered separate from the above.

Page 2

In summary, the above discussed information is ultimately evaluated by Dr. Brown and me and a final salary merit increase determined.

Again, if you have any questions concerning the above, please contact me. Thank you for your ongoing service and support of USC-Salkhatchie and my best wishes to you for a successful coming year.

Sincerely,



Carl A. Clayton
Dean of the University

CAC:tlm

CC:Personnel File



UNIVERSITY OF SOUTH CAROLINA

COLUMBIA, S. C. 29208

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

(803) 777-7695

Memo

To: Ms. Caroline Denham, Director of I.R.

From: Milton Baker, Special Assistant *MSB*
to Vice President

Subj: Faculty Salaries for Selected Institutions

Date: October 31, 1986

Thank you for the average salaries by rank for institutions within systems similar to the University Campuses.

The data that you provide annually are greatly appreciated by the Welfare Committee of the University Campus Faculty Senate.

cc: Dr. John Duffy, System Vice President
Prof. John Gardner, Associate Vice President
Mr. Ken Schwab, Executive Assistant to the President

MSB:ed



AVERAGE FACULTY SALARIES (IN THOUSANDS) FOR
SELECTED INSTITUTIONS

1985-86

SYSTEM	CAMPUS	PROF.	ASSOC. PROF.	ASST. PROF.	INSTR.
U.S.C.	Beaufort	(-)	25.0	21.9	(-)
	Lancaster	(-)	26.8	23.0	(-)
	Saltenatchie	(-)	26.9	21.5	(-)
	Sumter	(-)	26.8	23.4	(-)
	Union	(-)	25.2	(-)	19.9
	‡Average	31.0	26.3	22.7	21.1
Ohio Univ.	Belmont	-	33.8	28.9	-
	Chillicothe	-	28.5	25.0	(-)
	Lancaster	-	30.6	23.9	(-)
	Zanesville	(-)	29.8	24.1	(-)
	‡Average	(-)	30.2	25.4	(-)
La. State U.	Alexandria	28.9	24.6	21.0	18.5
	Eunice	30.0	25.2	22.8	20.8
	‡Average	29.1	24.8	21.9	19.7
Penn State	‡Average	38.1	30.6	24.6	20.6
New York	Jamestown CC	33.5	28.2	22.5	18.5
	Fulton-Montgomery CC	N/A	N/A	N/A	N/A
	North Country CC	32.6	23.9	21.2	17.1
	Sullivan Co. CC	33.3	29.4	22.7	(-)
	‡Average	33.3	27.8	22.2	18.0
Wisconsin	Centers (13)	33.1	27.4	23.0	19.7

(-) Dollars not shown for cells of N=3 or less.

‡Weighted

Source: "Annual Report on the Economic Status of the Profession,"
AAUP Academe, March-April 1986.

International Focus Doesn't Blind USC To S.C. Needs

By ARDIS M. SAVORY
Special To The Observer

COLUMBIA — The Observer recently published a column by James Olsen headlined, "USC Should Help At Home Before Taking On The World." It was written from an extremely narrow perspective and filled with innuendo and misstatements.

Olsen, for example, leaves the impression that the university is ignoring South Carolina's most pressing problems. Nothing could be further from the truth. While we make no apologies for being very much concerned about the problems facing the nation and the world, USC is mindful of its primary mission to address the needs of South Carolinians. Indeed, most of what is happening on our nine campuses under President James B. Holderman's leadership in the areas of instruction, research and public service is directly related to improving the quality of life for S.C. residents. For example:



Savory

• The College of Education has the most extensive graduate education outreach program in the Southeast, providing

graduate courses statewide at all nine campuses and through contractual arrangements with public school districts. The college's other programs include several cooperative projects with school districts to upgrade the quality of math and science teaching, as well as a rural education program that focuses on the special concerns of small, rural school districts.

• The College of Medicine has research and clinical projects that address four of the leading causes of death in South Carolina: cardiovascular disease, maternal-infant illness, substance abuse and cancer.

• The College of Business Administration assists the state's business and industrial community in numerous ways. These include helping small businesses through the Small Business Development Center, headquartered at the Columbia campus with eight other locations throughout the state, and aiding the state's economic development through several research institutes that focus much of their effort on vital areas such as information management and technology, employee motivation and satisfaction, improving the international competitiveness of S.C.-based industries, and management skills.

A similar list of projects and research benefiting South Carolinians could be drawn from almost every academic unit

of the university.

Olsen also attacks the university leadership for "chasing foreign rainbows," a peculiar stance for someone who professes to be an international development consultant. Indeed, we are quite proud of the distinction the university has achieved in the international community with outstanding programs in international studies, international business (our Master of International Business Studies Program is ranked second nationally) and foreign languages, just to name three. USC's foreign language department, which emphasizes oral proficiency training, is the largest centrally administered foreign language department among state universities in the nation, teaching some 3,000 students in 13 languages each semester.

This international thrust, which offers virtually unlimited foreign exchange opportunities for USC students and faculty members, directly complements the state's recruitment of foreign investment and the efforts of our home-based industries to expand their markets abroad. A significant segment of the S.C. economy is tied to foreign investment and foreign markets. The university is an active partner with other state agencies and the private sector in broadening the state's international economic base.

Olsen also alleges that federal funding

agencies, particularly the Agency for International Development (AID), feel that USC is not ready to tackle major projects. He is seriously misinformed.

AID has funded, and continues to fund, USC projects. Last year the agency provided \$880,000 as part of a multi-year, multi-million dollar project by USC's College of Business Administration to help the leading university in the Dominican Republic develop a quality graduate management program. AID also is funding a \$2 million project under which USC will provide research and technical support to the Dominican Republic for the control of malaria and other vector-borne diseases.

Overall, funded research and sponsored programs at USC during 1985-86 totaled a record \$30.8 million, up 47% in the past two years. The number of projects in progress grew from 375 in 1977 to more than 740 in 1985. Over the previous nine years, the university has received \$181.6 million in sponsored programs and research, more than triple the \$60.4 million for 1969-77. Just recently, Congress allocated \$16.3 million toward USC's new engineering complex, while confirming Dr. Holderman's appointment to the National Science Board, the first head of a Southeastern university to be so designated in many years.

This growth in research funding, which parallels tremendous growth in private

support for academic scholarships and endowed faculty chairs at USC, indicates how successfully the faculty, the administration and various constituent groups have worked together to undergird USC's academic offerings. Several of the university's undergraduate and graduate programs have achieved high national rankings, the academic caliber of the students has improved and USC counts an increasing number of nationally and internationally known scholars among its faculty.

USC recently joined Clemson University and the Medical University of South Carolina in calling for higher levels of research funding from the state and private sectors through the proposed Research Investment Act. The most important result of this effort would be a high level of sustained economic growth that would make South Carolina competitive in the national and international marketplaces and improve the quality of life for South Carolinians.

Olsen's opinion notwithstanding, USC is serving South Carolinians effectively in innumerable ways and is constantly seeking the means to serve its main constituency even better.

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