

THE UNIVERSITY OF SOUTH CAROLINA
Regional Campuses Faculty Senate
USC COLUMBIA
BA Building
Daniel Management Center

Friday, September 19, 1997

Coffee 9:30 - 10:00 AM
Daniel Management Center

Morning Session 10:00 - 11:00 AM
Lumpkin Auditorium

Welcome

President Palms 10:00 - 11:00 AM

Provost Odom 10:00 - 11:00 AM

Standing Committees 11:00 - 12:30 PM

I. Rights and Responsibilities
Room 855

II. Welfare
Room 856

III. System Affairs
Room 801-H

Executive Committee 11:00 - 12:30 PM
Lumpkin Auditorium

Deans Meeting 11:00 - 12:30 PM
Board Room I

Luncheon 12:30 - 1:30 PM
Top of Carolina

Afternoon Session 1:30 - 4:00 PM
Lumpkin Auditorium

THE UNIVERSITY OF SOUTH CAROLINA
REGIONAL CAMPUSES FACULTY SENATE MINUTES
USC—DANIEL MANAGEMENT CENTER
SEPTEMBER 19, 1997

MORNING SESSION

CALL TO ORDER: Ellen Chamberlain, Chair

- I. Professor Chamberlain welcomed the senators and guests. She then addressed the Senate. (Attachment 1)
- II. President John Palms addressed the Senate and answered questions. (Attachment 2)
- III. Provost Jerome Odom addressed the Senate and answered questions. (Attachment 3)

Professor Chamberlain then modified the usual order of business to allow the Campus Deans to report during the morning session.

IV. DEANS' REPORTS (Attachment 4)

Beaufort - Dean Plyler reported on the facilities, enrollment, the community symposium, Lowcountry Traditions and Transitions: Perspectives on Cultural Change. He also discussed personnel changes. (Attachment 4A). He then introduced the representatives from the Beaufort Campus.

Lancaster - Dean Pappin reported on the events on their campus, the Lancaster Faculty Retreat, their enrollment, the staff development project, and the 'freshman reading experience' which featured the book Dairy Queen Days by Bob Inman. (Attachment 4B) He then introduced the representatives from the Lancaster Campus.

Salkehatchie - Dean Clayton introduced the Senate members from the Salkehatchie Campus. (List of Senators---Attachment 4C)

III. REPORTS OF UNIVERSITY OFFICERS:

A. Vice Provost Duffy-

- noted that, through the assistance of Paul Beasley from the Columbia campus, the TRIO Grants will provide each campus \$180,000 to each campus for the next four years. The programs are now being set up.
- Advised us that the Budget Control Board has approved the capital bonds for all campuses.
- Specific requests regarding the Performance Indicators that have been made to Vice-President Finan were the following:
 - 1) Comparisons should be made with Ohio State and Kent State, although we have a great deal of difficulty gathering data.
 - 2) The target revenue figure is of concern. It was 20% and is not 15%.
- Noted that the BAIS campaign has been run. Some feedback indicated that there is confusion regarding the name of this program.
- Discussed the seed-money provided for each campus for summer camps. In most areas these camps were successful.
- The individuals interested and qualified to teach in the Ecuador program should contact Tom Davis for information.
- Noted that the campuses are now tied to the computer "backbone" of the university, except for Walterboro and Hilton Head.
- Reminded the faculty that Faculty Exchange Applications are now available. Regional campus faculty have used this program to allow them to conduct research on other campuses.
- Noted that the Columbia Faculty Senate Meetings were not being televised on each of the campuses. Interested individuals should contact their local coordinators for the viewing site on their campus.
- Remarked that he has not been able to fill the position of Vice Provost. Money for that position has been identified, and he will discuss the matter with the Provost.
- Considers the discussions between the faculty and the Provost regarding scholarship and some of the limitations placed on faculty at their campuses is very healthy. A great deal of good should develop from this interaction.

Professor Castleberry (Sumter) inquired about a source for the definitions and calculations of the values of the parameters for the Performance Indicators. David Hunter reviewed the history of the indicators. The definitions are still being refined by the staff of the CHE. Professor Castleberry reiterated that he wanted to identify a source for the parameters associated with each indicator. David Hunter said that some of these issues would be decided on September 30. The conclusion was that this information should be available through the Dean of each campus.

Tye Johnson suggested that this information might be available on the CHE home page. David Hunter indicated that information on the home page was not maintained in a timely fashion. available in a timely fashion.

In addition to make this consistent, a change would be required in the section related to the composition of the Grievance Committee.

The committee moved that:

That the second sentence in the section on membership in Appendix 3, Grievance Procedures for the Regional Campuses' System be amended to read:

"members cannot be persons who are serving on the local or regional campuses' tenure or promotion committees or on the Board of Trustees Faculty Liaison Committee."

(The underlined words are the words being moved to be added to the current manual).

Chamberlain:

Coming from committee these motions do not require a second.
The motions will be considered under New Business.

B. Welfare Committee— Tye Johnson, Chair

The Committee discussed the charges given to the committee during the Executive Committee Retreat. The charges were as follows:

1. Continue to monitor faculty salaries for the regional campuses, paying particular attention to current salaries in relation to the southeast average and to discrepancies among the regional campuses themselves as reported in the Performance Indicators Report Card.
2. Collect examples from regional campuses of exemplary instructional indicators characteristic of a regional campus setting, e.g., opportunities for mentoring individual students and small student groups and organizations, student counseling and advisement by full-time faculty, classes and laboratories taught and run by experienced faculty with advanced degrees, etc.
3. Collect and collate information on regional campus deficiencies in areas of computer hardware, Internet accessibility, travel funds, etc., that have a negative impact on faculty development and scholarly activities. Document and disseminate regional campus policies and procedures that have been shown to have a positive effect on faculty development and morale by encouraging and supporting scholarly activities, e.g., Lancaster's \$1,000 award in travel money to their Teacher of the Year or increased travel awards to faculty who make presentations at conferences.

The third charge will be dealt with by distribution of a survey which will be distributed to all full-time faculty members on the regional campuses. This survey will access the resources available to do scholarly activities.

In addition the Performance Indicators were discussed. All of the Performance Indicator Report Cards were distributed to the committee members for consideration in a comparative sense.

The Regional Campuses' Faculty Senate Meetings were scheduled as follows:

November 21 - Sumter
February 20 - Salkehatchie
April 10 - Beaufort

The Executive Committee then issued the charges to the standing committees.

There was a brief meeting on September 20, 1997. This involved among other topics, the need for improvement in the communication between the Regional Campuses Faculty Senate and the USC Senate in Columbia. In this context there also developed a discussion about the communication between the members of the Regional Campuses Faculty Senate, the Executive Committee, and their individual campuses. Therefore the Executive Committee would like to make the following recommendation: As some faculty organizations hold their meetings on Friday, it is recommended that they avoid meeting on the first and third Fridays so that the members of the Regional Campuses Faculty Senate and the Executive Committee of that body can be present to report on the activities of the Regional Campuses Faculty Senate to their individual faculty organizations.

REPORTS OF SPECIAL COMMITTEES

A. University Library Committee—Professor John Catalano The committee has not met

B. University Committee on Curricula and Courses—Professor Robert Castleberry He was not informed of the time of the September meeting. He plans to attend the meeting scheduled in October. (Attachment 6)

C. University Faculty Welfare—Professor Bruce Nims He has not been notified of any meetings and therefore has no report.

D. Board of Trustees: Academic Affairs and Faculty Liason Committee— Carolyn West This committee met on June 12. During the executive session a number of matters including tenure and promotion issues were discussed. During the open session, there were minor changes made to the USC Columbia Faculty Manual. (Attachment 7).

Professor Dockery (Continued Education) inquired as to number of appeals heard and the number of findings that sided with the faculty member. Professor West replied that Tommy Stepp may have that information.

The next meeting will be September 24.

The motion passed.

Tye Johnson (Salkehatchie) inquired about the status of the policy forbidding the use of personal software on university computers. Dr. Duffy reported that he and other Deans expressed their concern about this policy. This concern was shared by the Columbia Senate.

XI. THE SENATE ADJOURNED

Respectfully

Mary Thomas Barton

Mary Thomas Barton
Secretary

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XI. THE SENATE ADJOURNED

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page*

Furthermore, we deliver a quality product. Although we may initially accept students who are less prepared than many who start out on the Columbia and four-year campuses, the important thing to remember is that when our students transfer within the University or finish their baccalaureate degrees in one of the four year programs available on our campuses, they are as well educated as their peers who started on the main campus, able to perform and compete with the best.

We have our regional campus faculty to thank for that. They are fully credentialed and approved by their departmental peers on the four-year campuses. They are dedicated to excellence in teaching, and they demonstrate year after year their competence in the classroom by turning out graduates who excel.

As part of the University community, we look forward, along with our four-year colleagues, to the day when USC will become a member of the prestigious AAU. We are proud of the fact that we, too, are working to raise the educational bar for students, programs, and faculty. Together, in the months ahead, I believe we will all see our common goals and shared vision for the University of South Carolina become a reality; one in which the regional campuses, through their Regional Campuses Faculty Senate, will have played a pivotal role.

Our emphasis here is, how do we differentiate the education you get at the University of South Carolina from other institutions. What is it, you know, that makes us stand out, and that takes advantage of our heritage - that takes advantage of our culture that we have promoted for over two hundred years - that sense of a liberal arts education along with skills that will help you live in a very modern, information-technology world. Increasingly, I think that we are showing this state and the nation that we are differentiated, that we are doing very, very special things here, and that we are committed to excellence. We are committed to the dynamics of change. We are trying to understand that change, and we are preparing our students to live in that change. As you know, it is more challenging than ever to take a student in, especially younger students, to understand the environment that they were raised in and the forces that are influencing them, and to educate them in a traditional sense. The issue that we have to deal with is that it is almost beyond our capabilities to do that, but I think that we are doing an excellent job relative to what is available for them in society.

We have challenges for us this year. I think that we have convinced the legislature over the last two and a half years that the people of South Carolina do want them to emphasize education. Do you know that the first year that we had the new legislators and the governor, we had lots of anti-education, anti-higher education sentiment? I do not think that you will hear that this year. I do not think you will hear it nationally. So I think that we will be supported both by a national agenda and by agenda of the states. I hope that that will result in additional funding. With the kind of economics that we have, it should result in additional funding. We are trying to do that.

I think that you are seeing a different kind of CHE, with a different kind of leadership, that is listening, that wants to be an advocate for higher education, that understands the competitiveness among all of us, but also that understands that the solution to a lot of problems is to provide greater resources for higher education.

I think that you are going to see a new cooperative spirit between the Governor, the House of Representatives, and the Senate in budget formulation. I think that is very important for us.

Regardless of how you feel about the Performance Indicators, people are already touting these numbers, and they are beating out everybody else. If you look good, you really want to use those numbers. It is a little bit like the U.S. World and News Report numbers: if you look good, you are all for it, and if you don't look good, they do not know what they are doing. I know that there will be a lot of leveraging as we look at how they will affect funding eventually. I hope the main purpose will still be to show that higher education in this state is doing a fantastic job with the resources that they have, that higher education deserves to have additional funding, that higher education compared to comparable institutions in the southeast is grossly under-funded on a per student support basis, and that these performance indicators are proving what we said all along: that we are competent and that we are performing and meeting expectations. As you have heard, we are one of the lowest baccalaureate producing states in the nation. I think that the latest numbers in the Annual Chronicle Review Book have us with 11% of South Carolinians holding a baccalaureate degree. When people talk

what they believe the contents of courses should be, so that the students can continue and transfer on to the various campuses. If that can be addressed in a catalogue fashion, I would certainly be willing to have it over for discussion.

West (Sumter):

On the heels of autonomy and decentralization, I have heard a great deal about why you made the decision that Sumter campus could not honor Martin Luther King's birthday by having a day off for the students on the class schedule, and even though I've heard a great deal from our administrative leaders about what you think, I would like to hear your view about why you made that decision.

Palms:

We have had a study done on this campus, and the students were very much in favor. They are having a petition drive now to again ask for Martin Luther King's birthday to be honored by a holiday. We are unable to add a holiday on a campus. That is set by state law. So we would have to give up another holiday. Just canceling classes gives the faculty time off, but it does not address the staff's needs. The staff was unwilling to change a holiday. They would have to give up one holiday for that one, and it was either a holiday at Christmas time—in between Christmas and New Years—or the holiday after Easter, and there wasn't any sentiment to do that, so that was one of the difficulties. We have had a very successful celebration of Martin Luther King's birthday on this campus, even though classes were in session. When I visited South Carolina State last year and asked the President when did they celebrate Martin Luther King's birthday, he said they certainly didn't do it on his birthday, because that is a holiday, and nobody is on the campus. They tried that, but once you give the students Monday off, they don't come back to the campus. So even at South Carolina State they celebrate on the Thursday before the Monday. The students, the leadership of our student body here at Columbia, indicate that they would be here, but our other students said that they would not. I want to have a meaningful celebration. I want people to be on the campus when they do that, but I can't just cancel classes which would be unfair to the staff to do that, also. You still have the staff who have to work. I think we have to have a real holiday on this campus with as many employees as we have. Now I know that Aiken and Sumter have . . . I am more for canceling classes maybe between 12 and 2 and having a big celebration. That is one option we have been talking about on this campus. Now if the state has the holiday, fine. If they give us another holiday, and they have been talking about it—no problem.

West (Sumter):

I think that what we found with the history on our campus was that when we had something when classes were in session, nobody came. There was a major decision that went through a faculty committee, and people discussed it at length for years, and it was decided that in a community like Sumter where the university indeed has to take leadership and demonstrate the values that it lives by, that having a celebration on

Castleberry (Sumter):
Right.

Palms:

We are all state employees. You can't do that legally. That is what I am saying.

Castleberry (Sumter):

The staff are working for their twelve month contracts. The faculty are working according to their schedule. We are on different schedules.

Palms:

We enjoy a lot of flexibility with faculty scheduling still, but there are people watching that every day. You know the kind of questions we have gotten from the legislature about office hours kept, times on campus, and how many classes you have. We are trying to avoid any kind of monitoring like that . . . so anything that would raise concerns about us. A lot of things you do, you do not even have to ask. This is a major public thing. When I am asked officially, are you going to have a holiday for the whole university, I have to treat it as a legal matter in dealing with the state regulations on it. "

West (Sumter):

We understand your point of view better, thank you.

Palms:

I will tell you that the best thing that you can do, and I will tell you again, is to take care of those students. We hear wonderful, anecdotal testimonials to how well you treat your students. There is nothing that helps us more with the public, with the legislature, and with your communities than, "I was treated so well here. I never thought I could go to college. I was nurtured. I was supported here. I got those degrees." At graduation time when we announce how many degrees we have awarded, for the resources that we get over 5000 baccalaureate degrees, 2200 masters degrees last year, 250 pHD. degrees. With the kind of dollars per student we get, it is a miraculous undertaking, what this institution accomplishes. If you read the Annual Chronicle Book about what is going on in other states and how much money they get to operate their institutions, we should really stand proud about what we have done with the resources that we have, and I want to thank you for it.

ATTACHEMENT 3

PROVOST JERRY ODOM'S COMMENTS TO
THE REGIONAL CAMPUSES FACULTY SENATE

September 19, 1997

Chamberlain:

Now I would like to introduce our Provost, the man with the irrepressible, irresistible smile, and the personality to match, Dr. Jerome 'Jerry' Odom.

Odom:

Thank you very much Ellen. I appreciate the introduction. First I have to tell you that I am still very much in an educational mode. First of all I didn't know that it was casual Friday. In fact, I didn't know it was Friday. I am still trying to learn my days.

One of the ways that I am trying to learn and become educated is to visit your campuses, and I want to tell you that I have had two just extremely delightful visits. What I have tried to do is set aside a day to visit the campus, to talk to faculty, to talk to staff, to talk to students, to see facilities . . . Joe Pappin arranged my visit at Lancaster and I had a great day. He definitely likes to start very early in the morning (I found out). But we had a real day, and I enjoyed talking to all of the constituents and even meeting some of the people in the community. Yesterday I was honored to be involved in the Convocation at USC Salkehatchie, and had the opportunity to have a nice picnic lunch. In fact I brought back two pounds of gnats to Columbia to spread the joy (laughter). These visits have been extremely helpful, particularly talking to the faculty. It has given me a good feeling for the concerns that you have that are specific to your campus, as well as the concerns that you have that are university-wide. I heard some of those in Lancaster. I heard some in Allendale, yesterday. In all, I have scheduled the other three campuses as well. I think that all of those are on my calendar, and I look forward to talking to the other individuals.

One of the things that I have been really struck by in my two visits, and really I saw this last May in my visits to graduations, is how integrated your campuses are into the community. I think that we can take a lesson from that here in Columbia. It is a lot more difficult for us, I think, but really it is gratifying to see how much community and civic involvement you have--your campuses have in your communities and I really congratulate you for that. The other organization besides the Regional Campuses' Faculty Senate that, of course, I am involved in is the Regional Campuses' Advisory Committee, and that is when I first had the privilege of meeting Ellen and meeting many of you who are here today, as well as some other individuals. I had that meeting probably two weeks after I became Provost, and that began my education in terms of

a rut, and basically burn out. You must use your mind in creative scholarship, and I think that there is not a person in this room that can not do that and integrate that with their duties of teaching. We understand that your primary mission is teaching. We understand you have heavy teaching loads, but scholarship is possible, and scholarship should be on your agenda when you are performing your professional duties.

The teaching evaluation is another thing that Ellen asked me to address to some degree. I have read the report. Roy Darby was kind enough to send me the ad hoc committee report with its recommendations. I understand that that was endorsed by this group last year, Roy.

Darby (Beaufort):

The year before.

Odom:

I certainly agree with the recommendations. I am interested to know if it is the feeling of the five campuses that they have one evaluation tool. We understand that very well. I was disappointed to learn that I had asked for a particular evaluation instrument to be sent to Roy, and apparently he didn't receive that. Again, I would like to tell you that I am very interested in having dialogue with you on anything that is of concern to you. I am more than happy to work with you on a teaching evaluation for the regional campuses that everybody feels comfortable with and that does the kind of job that we want it to do.

Post-tenure review is something else that I just wanted to touch on with you, because we have had discussions at both of the campuses about that. Post-tenure review is something, that I think, if we don't initiate our own system of post-tenure review, it will be mandated and will be done for us. I think it is incumbent upon us to examine that issue, and again come up with a process and a mechanism that we feel comfortable with, within the university. What has happened with post-tenure review thus far has happened on this campus with the Council of Academic Deans developing a very skeletal post-tenure review system. This hinges on strong annual evaluations. I am doing a little bit of fine tuning right now, and what I will then do is send this to the deans of the regional campuses and invite your comment on this as well. I think it is very important that we try to do or be as effective as we can, but that the units be very involved in this. That is why at this point, this is a very skeletal system. It wants a lot of local and unit input into a post-tenure review system, but I think that it is very important that we move forward this year on this particular issue. So, you will be hearing more from my office about that.

Again I wanted to tell you how much I enjoyed visiting all of your campuses last, I think, May, and two of your campuses this fall. I will visit the rest by the end of October. It has been a very educational experience, a good learning experience. I recognize a lot of faces. We have a nice contingent from USC Salkehatchie here today, I see. Those are the basic issues that I wanted to address. At this point I would be happy to answer any questions that you have.

Willis (Union):

Dr. Odom, have you visited the Spartanburg or Aiken campuses? If so maybe you would like to share with us their concerns are.

Odom:

I have not. That is still on my calendar as well. What I am interested in doing first, is going to the Regional campuses. That was number one on my agenda. I will say that I learned a little bit about this business problem with Aiken and that is again something that I put in my book that I would like to look at.

Willis:

The reason that I ask is that on the Union campus we are having some similar type problems at Spartanburg with the articulations.

Odom:

It looks like a problem that we need to look critically at, I would say system—university wide. (laughter)

Willis (Union):

You need to sell them on that idea.

Odom:

Are there any other questions? Thank you very much for coming today. I look forward to working with you. (applause)



JOSEPH PAPPIN III
DEAN

TO: Regional Campuses Faculty Senate

FROM: Dean Pappin, USC Lancaster

SUBJECT: Fall 1997 Update

Last spring was an exciting semester for our campus as we continued plans for new facilities and hosted a variety of events:

- The architectural committee finalized the design details for our new Arts & Sciences building
- Mary Doria Russell, author of the best selling novel *The Sparrow* was with us for two days. Her novel is being made into a feature film and Dr. Russell has just received the order of the Palmetto from the state of South Carolina
- Dr. Jerry Odom, USC's new provost, joined us for a special reception in recognition of our Honors students
- Our spring Faculty Scholarship Appreciation dinner was a success, with plaques and other awards given to faculty and staff who were active in grant writing and scholarship

This fall is equally busy, and we are excited about a number of successes and coming events :

- Our campus received the highest rating in the state from the CHE on the first fourteen benchmarks
- At our fall Faculty Retreat, held this year in Columbia, Dr. Palms joined our faculty in a panel discussion, moderated by Dr. Duffy, on *The Idea of a University*

USC LANCASTER REGIONAL CAMPUSES FACULTY SENATORS

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UNIVERSITY OF SOUTH CAROLINA-SALKEHATCHIE

FACULTY SENATORS, 1997-98

<u>EXTENTION</u>	<u>NAME</u>	<u>COMMITTEE</u>	<u>E-MAIL</u>	<u>TERM EXPIRES</u>
150	Wayne Chilcote	R & R	none	2000
191	Tom Harlow	Welfare	tharlow@barnwellsc.com	1998
167	Tye Johnson	Welfare, Chair	tyej@aol.com	2000
122	Bette Levine	Sys. Affairs	none	1998
135	Melanie Pulaski	Sys. Affairs	none	1999
105	Larry West	Executive	larrysw@vm.sc.edu	—

Additionally, Prof. Wayne Chilcote and Prof. Larry West are serving on the Academic Advisory Committee to Provost Odum. Their terms expire in 1999 and 1998 respectively.

6	Susan Moskow	Grievance	Smoskow@sc.edu
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Each of the above can be reached at:

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Report of the USC Sumter Dean
September 19, 1997
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As of September 13, the preliminary enrollment figures for the Fall Semester show that USC Sumter is ahead of last year's pace by about 7% in both headcount and FTE. When the final official figures are in, we expect for our enrollment to be up from 2 to 5%, which would be a welcome change for the first time in four years.

Finally, we at Sumter are honored to be your hosts for the next meeting of the Senate on November 21, 1997. We look forward to seeing you then.

Thank you for your attention. I would be happy to respond to any questions.

Respectfully submitted,



C. Leslie Carpenter

Dean Edwards played a key role in bringing the Disney Distribution Center to the Union area. He continues to work closely with managers and supervisors who are visiting USC Union.

The Cultural Arts Series this year begins with a performance by Carolina Alive on October 23, 1997. Their performance precedes the Uniquely Union Festival which includes a juried art show on the USC Union Campus.

Other performers included in the Cultural Arts Series are Bill Oberst as John Kennedy (November 3, 1997); Manfred Brown, a pianist (January 29, 1998) and The Mighty Kicks (February 26, 1998). You are invited to join us for any of these performances.



CONTINUING EDUCATION

CONTINUING EDUCATION

John P. May, Associate Vice Provost for Continuing Education
September 19, 1997

The Fall, 1997, enrollments are up from Fall, 1996. This is due to more classes offered this fall and more enrollments across the board. This fiscal year Continuing Education was given \$103,000 to increase parttime instructor and graduate assistant stipends. This new money formed the major basis for our increasing parttime and graduate assistant pay to a minimum \$1700.00 for a 3-hour course up from \$1400.00 last year.

**System Affairs Committee of the Regional Campuses
Faculty Senate
Courses and Curricula Guidelines and Instructions
(for consideration first Fall, 1997 meeting)**

Overview of Procedures

The responsibility for creating new, or deleting or changing existing, courses or programs resides in the local Campus' Faculty Organization. The actions of the local Campus must then be submitted to the System Affairs Committee of the Regional Campuses Faculty Senate (RCFS). This Committee is charged to consider "...matters dealing with courses and curricula on those campuses...[Regional Campuses Faculty Manual, p. B-4]". The Committee will recommend to the Regional Campuses Faculty Senate (RCFS) an appropriate action. Changes approved by the RCFS will be sent to the Office of the Registrar. New courses will be sent to the Office of the Registrar and may then be scheduled. Copies of the appropriate forms and syllabi will be sent to the Vice Provost and Executive Dean for Regional Campuses and Continuing Education who will forward them to the appropriate colleges and schools at the University of South Carolina for consideration for course equivalency. Changes to degree programs will be sent to the Vice Provost and Executive Dean for Regional Campuses and Continuing Education for administrative approval.

A set of forms have been approved by the RCFS for submissions to the Senate. These forms are described below and are included in Appendix A to this document. The forms are:

RCC-1. Course/Curriculum Action Request. This form is used with all proposals involving curricula and courses. It is the only form needed for a curriculum proposal.

RCC-2. New Course Proposal. This form is used for a proposal for a new course.

RCC-3. Course Change Proposal. This form is used for any change to an existing course, including the deletion of the course from the Bulletin.

RCC-4. Telecommunication Delivery Proposal. This form is used for a new course to be offered via telecommunications.

The original and six (6) copies of the package, including all forms and supporting materials, must be submitted to the Chairperson of the System Affairs Committee (SAC) of the RCFS. Multiple forms that relate to a common theme or a series of interrelated changes should be accompanied by a letter or short description presenting an overview and rationale and listing the specific course changes included.

New Courses

All new course proposals must be submitted using Forms **RCC-1** and **RCC-2**. If more than one new

of class meetings. In general, one credit hour corresponds to one lecture hour, two recitation or studio hours, or three laboratory hours. Any deviation from this guideline should be justified in the course proposal.

Designators

Requests for new or changed designators to be used for undergraduate courses should be made to the SAC. They should be coordinated with the Office of the Registrar to avoid duplication and potential confusion and/or misinterpretation. Form **RCC-1** should be used, accompanied by an explanatory letter and a list of affected courses. It is not necessary to submit a course change form (**RCC-3**) for each affected course.

Telecommunications Courses

As indicated above, new courses to be offered via telecommunications, in addition to Forms **CC-1** and **CC-2**, should also be indicated with the **CC-4** form. An existing course may be offered via telecommunications without submission to the SAC.

Major Programs

Proposals for new degree programs or changes in degree programs must be reviewed by the Committee and approved by the RCFS up through the Board of Trustees before being approved by the Commission on Higher Education. Such proposals should be submitted using form **CC-1** as a cover sheet. The actual changes must be submitted in dual columns so that the current wording is in the left-hand column and the new wording is in the right-hand column; they should be coordinated to facilitate easy comparison. Changes in wording should be italicized. Additions or deletions should be clearly marked. The rationale for the proposal must be clearly stated.

After the RCFS have approved any program proposal, the package will be sent to the Office of the Vice Provost and Executive Dean for Regional Campuses for administrative review and forwarding to the Commission on Higher Education. Changes to programs and the procedures for submission to the CHE should be closely coordinated with the Office of the Vice Provost and Executive Dean for Regional Campuses.

Schedules and Deadlines

The RCFS meets only four times per academic year (generally in September, November, February, and April). Thus, the submission of material to the SAC of the RCFS should be done in a timely manner. Proposals must be approved no later than the semester prior to the implementation date. Material should be submitted as long as possible before the meeting of the SAC so that members may consider this material and consult with unit members. It would be prudent for persons responsible for the submission of these proposals to consult with the Chair of the SAC about relevant procedures and timelines.

Special Courses

Experimental Courses: Experimental courses carry the suffix "X" in the course schedule and can be offered only once, normally within the semester after approval. Such courses are proposed using the

Appendix A

Forms for Proposals to the System Affairs Committee
Regional Campuses Faculty Senate

RCC-1. Course/Curriculum Action Request. This form is used with all proposals involving curricula and courses. It is the only form needed for a curriculum proposal.

RCC-2. New Course Proposal. This form is used for a proposal for a new course.

RCC-3. Course Change Proposal. This form is used for any change to an existing course, including the deletion of the course from the Bulletin.

RCC-4. Telecommunication Delivery Proposal. This form is used for a new course to be offered via telecommunications.

NEW COURSE PROPOSAL

1. Proposed Course Designation: _____
Designator Number Suffix Credits

2. Title: _____

3. Prerequisite(s): _____

4. Bulletin Description (limit 30 words):

5. Does this change affect the students of, or overlap with, the academic interests of any other unit?
 Yes No
If Yes, identify unit(s) and attach letter(s) of concurrence.

6. Proposed instructor(s): _____

7. Would proposed course require additional faculty, facilities, library resources, or funding?
 Yes No
If Yes, attach letter(s) of commitment from appropriate official(s).

8. Required attachments:
- A. **Justification.** Explain need for proposed course and its relation to present or proposed curricula.
 - B. **Course syllabus.** Describe content and list major topics or provide a course schedule.
 - C. **Basic bibliography.** List principal texts/journals/other materials required.

9. Registration Information:
Grading Standard or Pass/Fail only (justify) Not auditable

Restricted to: _____

Excluded: _____

Special permission required: Department Professor

10. Is offering via **telecommunications** being requested? Yes No
If Yes, attach a completed Telecommunication Delivery Proposal (CC-4)

11. Requested **effective term** for addition to data base: _____

12. Contact person: _____

phone: _____ e-mail: _____

Approval:
Chair, FO/Campus: _____ Date _____

Chair, RCFS: _____ Date _____

TELECOMMUNICATION DELIVERY PROPOSAL

1. Proposed Course Designation: _____
Designator Number Suffix Credit

2. Title: _____

3. Check the appropriate proposed delivery system:

- Live Interactive Classroom
- Videocassette
- Other

Specify: _____

credit course?

4. Will the course be scheduled in a format requiring 42 contact hours in no less than three weeks for a three-credit course?
 Yes No

If less than a three-credit course, is the course scheduled to meet at least 14 contact hours per credit while awarding no more than one credit hour per week?

- Yes No

If either answer in NO, explain and justify the differences in contact hours and/or schedule.

5. Identify provisions for student/professor interaction and/or student/student interaction.

6. Contact person: _____

phone: _____ e-mail: _____

Approval: _____ Date _____
Chair, FO/Campus:

Chair, RCFS: _____ Date _____

By Designator

Designator	Number	Title	Hours	Prerequisite
RCAM	141	Intro computer keyboard	3	
RCAM	142	Business Document Preparation	3	RCAM 141
RCAM	201	Intro Internet for Research	3	
RCAM	210	Eco-Business I	3	
RCAM	220	Eco-Business II	3	RCAM 210
RCAM	230	Eco-Business III	3	RCAM 220
RCAM	240	Eco-Business IV	3	RCAM 230
UCAM	110	Careers in Education	3	
UCAM	120	Effective Reading	3	
UCAM	204	Computers in Education	3	UCAM 110
UCAM	223	Mathematics ECE/EE III	3	?
UCAM	226	Dev Motor Behavior Child	3	UCAM 110
UCAM	248	Secretarial Internship	3	?
UCAM	275	Dynamics Amer Pub Educ 3	3	UCAM 110
UCAM	280	Intro Special Educ	3	UCAM 110

By Number

UCAM	110	Careers in Education	3	
UCAM	120	Effective Reading	3	
RCAM	141	Intro computer keyboard	3	
RCAM	142	Business Document Preparation	3	RCAM 141
RCAM	201	Intro Internet for Research	3	
UCAM	204	Computers in Education	3	UCAM 110
RCAM	210	Eco-Business I	3	
RCAM	220	Eco-Business II	3	RCAM 210
UCAM	223	Mathematics ECE/EE III	3	?
UCAM	226	Dev Motor Behavior Child	3	UCAM 110
RCAM	230	Eco-Business III	3	RCAM 220
RCAM	240	Eco-Business IV	3	RCAM 230
UCAM	248	Secretarial Internship	3	?
UCAM	275	Dynamics Amer Pub Educ 3	3	UCAM 110
UCAM	280	Intro Special Educ	3	UCAM 110

ATTACHMENT 7

University of South Carolina
BOARD OF TRUSTEES
Academic Affairs and Faculty Liaison Committee
Thursday, June 12, 1997, 10:30 a.m.
Room 107-C, Osborne Administration Building

Call to Order

Executive Session

PERSONNEL MATTERS

- I. Candidates for Honorary Degrees
- II. Honorary Faculty Titles
- III. Appointments with Tenure
- IV. Tenure and Promotion Recommendations

Open Session

- I. Changes to USC Columbia Faculty Manual
- II. Report from the Scholarship Task Force
- III. Other Matters
- IV. Adjournment

Proposed Revision to the Columbia Campus Faculty Manual (additions are in bold type, deletions are in ~~strikeout~~):

1. Page 5, under the heading Officers of the University, third paragraph, subheading title:

Executive Vice President for Academic Affairs and Provost

The **Executive Vice President for Academic Affairs and Provost** is the second ranking officer of the University Serving under the **Executive Vice President for Academic Affairs and Provost** are the Vice Provost and Executive Dean for Regional Campuses and Continuing Education,

2. Page 6, under the heading Vice Presidents, third paragraph:

The Vice President for Student **and Alumni** Affairs and Dean of Students provides leadership and supervision for the staff and programs of the Division of Student Affairs **and the Office of Alumni Services**, and serves as a liaison between students, **alumni**, and the University administration.

3. Page 6, under the heading Vice Presidents, fourth paragraph:

The Vice President for ~~University Advancement~~ **Development** is responsible for ~~University development and alumni relations~~ **fund raising activities**.