MINUTES OF USC LANCASTER FACULTY MEETING ON MARCH 4, 2011

Special Orders

Dr. Irma Van Scoy, Associate Professor of Education and Associate Dean for Academic and Student Affairs, gave a presentation on USC's Quality Enhancement Plan in preparation for the SACS Reaccreditation Visit on March 28th. The *USC Connect: Integrative Learning Within and Beyond the Classroom*, focuses on students intentionally selecting and engaging in a broad array of within and beyond the classroom experiences and making productive connections between theory and practice to ultimately synthesize and apply learning to new, complex situations. The development of the USC QEP has taken place over time and with the involvement of a broad range of constituencies including faculty, staff, and students at USC Columbia, Lancaster, Salkehatchie, Sumter, and Union. This work is viewed as significant both in consideration of the future of higher education and in equipping our students for the 21st century as life-long learners who are prepared to meet the challenges of the world's ever changing landscape.

Dr. Van Scoy's presentation and handout (Appendix **I**) on USC Connect are available on the on the disconnected s: drive in the Faculty Organization folder. The entire proposal (pdf format) is available at http://www.sc.edu/provost/forms/QEP_FinalProposal_013111.pdf.

Approval of Minutes

The minutes of the February 4, 2011 faculty meeting were approved with minor corrections submitted by email prior to the meeting.

Reports of Officers

Dean Catalano: Dean Catalano had no written report, but he reported that the land was purchased for the new campus entrance off of Highway 521. The loan and purchase have been approved, and an architectural selection committee has been assembled for the new classroom building. Stephen Campbell is the faculty representative on this committee, and all are encouraged to contact their respective chairs with suggestions for the use of the space in the new building. The building should open by fall 2013. Dean Catalano also reported that the House Ways & Means Budget cut $350,000 from next year's budget, which was not as bad as expected. A 5% increase in enrollment or tuition would make up the difference.

Dean Cox: Report was submitted (See Appendix **II**).

Student Affairs (Collins): Report was submitted (See Appendix **III**).

TRIO (Bailey): Mrs. Thelathia Bailey asked Dr. Hammond to report that the Soul Food Cook-Off raised $716 for the Emergency Textbook Fund. Mrs. Bailey asked for volunteers from the faculty interested in serving on a committee to establish guidelines for how such funds will be employed. She anticipates the committee will be meeting in June, so if you are planning to be around campus this summer and would like to help set up procedures for the textbook fund, please contact Mrs. Bailey directly at TBAILEY@mailbox.sc.edu.

System Committee Reports

Rights & Responsibilities (Prof. Hammond): The committee met on Friday, February 18, where several motions put forward for changes to the faculty manual. However, none of them were substantive and the minutes will be available shortly on the Regional Campus Faculty Senate website.

Systems Affairs (Prof. Penuel): Dr. Suzanne Penuel presented a written report for the February meeting (Appendix **IV**). The main topics discussed at the mean included:
- The reinstatement of developmental courses (i.e. RCAM 105—development math course)
- Policy changes regarding the annual evaluation of scholarly activities for non-tenure track instructors.
- Committee voted on and approved the Summary of Teaching Evaluations procedure for tenure files (Section 7b). This affects those applying for tenure in 2011 or later.

Welfare Committee (Prof. Golonka): Dr. Annette Golonka reported that an announcement will be made during the April 22nd meeting about the John J. Duffy Distinguished Professor Award. The committee is working on a faculty salary survey (to compare our salary to 5 other campuses) and a welfare & workload survey (Summer Metze will be sending them out after Spring Break). Response to these surveys is very important and the information gathered will be added to the USCL campus description document. Finally, audio recording for the January 14th T&P Workshop morning panel is now available for those that were unable to attend.

Provost's Advisory Council (Prof. Bohonak): The next meeting will be held on Friday, April 15th. Please send comments, questions, or discussion topics to Dr. Noni Bohonak or Dr. Fran Gardner.

Local Committees:

Assessment Committee: Dr. Hammond reported that committee met a few weeks back and several subcommittees are working on developing rubrics. New requests will be sent out after Spring Break.

Academic Success Center: Dr. Penuel reported that the committee met after having surveyed English faculty about how the ASC handles students' writing needs (this survey was separate from the one sent out by Dean Cox). Two main points emerged:

- One, English faculty and the ASC Committee generally agreed that it would be good to have an English faculty member direct a campus writing center. This person's job would be separate from Raquel Barros's. Sherri Gregory has helped us start looking for funding for this.
- Two, the ASC in general could benefit from an upgrade to its appointment-tracking software and from more or faster computers, and we hope to work with Blake and Ross on this.

Old Business:

Academic Advisory Council: During the February faculty meeting, the Academic Advisory Council moved to adopt the USC Lancaster Code of Student/Faculty Academic Integrity & Responsibility as presented to you. The motion was seconded, voted on, and passed. Dr. Hammond reported that the motion and document have been sent to the legal department for review and approval.

New Business:

Welfare & Grievance Committee: Dr. Golonka presented a motion to adopt the USCL campus description for the 2011 T&P external review process (see Appendix **V**)); it was submitted for faculty review February 18, more than the 10 days the faculty by-laws require for voting. This document is sent to the external reviewer by the Office of the Vice Provost and Executive Dean for Regional Campuses and Continuing Education (Chris Plyler's office) and includes "a campus description of that Regional Campus and the following information: normal teaching load per semester; local funding and course relief for research and scholarship; description of facilities; availability of mentors or colleagues with similar interests; and

availability of students to participate in research and scholarship." A friendly amendment to this motion was made to include the new classroom building and to correct the enrollment for fall 2010. The friendly amendments were accepted, seconded, voted on and passed. The motion to adopt the document was charged and discussion followed. The motion was voted on and passed. The document will be sent to Chris Plyler's office to be included in the upcoming T&P files.

Announcements:

1. Dr. Stephen Criswell announced that the final plans are being made for the 2011 Native American Studies Week. There will be events and talks everyday Monday, April 11, through Thursday, April 14 that range from Art exhibits, Archaeology/History presentations, Tribal elder oral history projects, and Storytelling. If you are a student or staff, please consider attending the events and/or talks; if you are faculty, please consider bringing your classes. In addition, the film on South Carolina folk art will be airing on ETV on Thursday, March 10th.

2. Dr. Golonka announced that the Lancaster County Science Fair will be held on March 15-March 17 in the Bradley Multipurpose Room. All are invited to attend and view the projects from local elementary and middle schools.

3. Dr. Kate Holland announced that 3 of her students presented posters an international conference in Boston, MA. She asked for volunteers who are 55 years old or older and right handed to participate in her research project.

4. Prof. Claudia Priest made an announce about the Kolb Archaeological Site dig on March 12th.

5. Dean Cox announced that Garret Tillman was invited to be inducted into Phi Beta Kappa.

6. Dr. Hammond had several announcements:
    -   Elections will be held during the April faculty meeting. After Spring Break, an email will go out asking for nominations for available positions.
    -   The April Brown Bag meeting will focus on the controversial student-athlete attendance check-up by coaches.
    -   SACS Reaccreditation teams will be on campus Monday, March 28th. You may be asked about USC Connect and QEP. Please be ready to answer any questions posed by the SACS representatives.

Attending:
N. Bohonak, D. Brown, C. Bundrick, F. Burke, J. Catalano, C. Catledge, W. Collins, K. Covington, M. R. Cox, S. Criswell, N. Davaut, S. Emanuel, B. Faulkenberry, A. Golonka, S. Gregory, L. Hammond, D. Hassell, K. Holland, J. Holt, B. Johnson, D. Lawrence, N. Lawrence, L. Martek, E. Moon-Kelly, B. Nims, P. Parker, S. Penuel, C. Priest, K. Richardson, J. Rutledge, A. Scott, A. Yingst.

Faculty Secretary: Submitted as PDF on March 17th, 2011 by Fernanda Burke

USCCONNECT

Integrating learning within and beyond the classroom

What Faculty, Staff, and Students Should Know

- *USC Connect* includes two key components:
  - Increased <u>student engagement</u> in beyond the classroom experiences (e.g., research, community engagement, leadership, international experiences, internships)
  - Increased support for students to develop <u>deep understandings</u> of how their experiences within and beyond the classroom connect to one another and inform their learning

- *USC Connect* builds on existing structures and innovations in progress at USC:
  - Beyond the Classroom Experiences offered through academic programs (e.g., internships, service learning courses) and university offices (e.g., Community Engagement, Undergraduate Research, Study Abroad, Career Services)
  - Technology improvements to more efficiently share information on existing beyond the classroom experiences
  - Center for Teaching Excellence and Division of Student Affairs for programs on integrative learning and beyond the classroom experiences for faculty and staff
  - Orientation, First Year Reading Experience, and University 101 as vehicles for introducing students to USC Connect
  - Integrative Courses in the Carolina Core and culminating experiences in programs (e.g., presentations, portfolios, research projects, seminars) that help students integrate learning

- *USC Connect* is unique in its focus on <u>integrative learning at a comprehensive, research university</u> (such initiatives are more typical at small liberal arts colleges)

- *USC Connect* is a 5-year initiative that will be supported through the Provost's Office with strong ties to the Division of Student Affairs

- *USC Connect* was developed and will be implemented by faculty, staff, and students from Columbia, Lancaster, Salkehatchie, Sumter, and Union campuses over the next 5 years

- *USC Connect* grew from collaborative work on the Carolina Core (Gen Ed revision), Focus Carolina, and program development (academic departments and the Division of Student Affairs)

- *USC Connect* is USC's required Quality Enhancement Plan (QEP) for SACS Accreditation

- A campaign to highlight students already learning from their beyond the classroom experiences is underway—look for posters on all campuses and see the USC Times!

For further information: http://www.sc.edu/provost/gep/ or contact Irma Van Scoy (ivanscoy@mailbox.sc.edu)

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

REPORT TO THE FACULTY
04 March, A.D. 2011

If you have not yet completed and returned the brief survey about the **Academic Success Center**, please do so before you leave for spring break.

We will begin **advisement and pre-registration for Maymester, Summer, and Fall 2011 terms** on Monday, March 14. Please make sure you have reviewed the draft schedules and that your classes are correctly listed.

SACS Reaccreditation – Here's what we currently know:
- Review team will arrive in Columbia on Sunday, March 27th
- Review team will visit USC Lancaster and USC Salkehatchie on Monday, March 28th
- Review team will probably want to tour facilities and to talk with students, faculty, and possibly staff. We can expect QEP and Carolina Core to be topics of interest.
- Review team will present all of its findings to the President, Provost, Vice Presidents, Deans, and QEP members on the morning of Thursday, March 31 and will depart campus by noon.
- The official report on USC's re-accreditation will be given at the annual SACS meeting in December.

QEP and Carolina Core – These items were recently shared with the regional campuses Academic Deans:
- QEP – Quality Enhancement Plan
  - USC Connect: Integrating Learning Within & Beyond the Classroom
  - Began with a call for proposals (University-wide)
  - Final QEP combined elements of the top four papers, as well as elements of Focus Carolina and the Carolina Core
  - Plan has been presented many times, with opportunity for feedback
  - Program will be implemented over the next five years at Columbia and on the regional campuses
- Each USC Campus does yearly program assessment.
- Each USC Campus does Blueprints yearly, during budget discussions.
- Carolina Core will be implemented Fall 2012.
- USC currently has a distance education strategic plan in place.
- Regional Campuses were reviewed externally by Ohio University and will be reviewed again in 2016.
- External review suggested that Regional Campuses consider implementing Carolina Core uniformly in their Associate degree programs (i.e., adopt a common curriculum for the general Associate in Arts and Associate in Science degrees).
- USC's next SACS review will be 2016 (every five years).

PALMETTO PROGRAMS UPDATE
- Three USCL faculty are currently scheduled for Palmetto Programs training this summer. If you are interested in doing the training, please let me know.
- If you have completed the training and are interested in teaching a course through Palmetto Programs in FALL 2011 or SPRING 2012, please let your division chair (and me) know as soon as possible. Times are assigned in Palmetto on a "first-come, first-served" basis.

Faculty Searches for 2011-2012 – Faculty searches for CRJU, HIST, MATH, and SOCY are proceeding according to schedule. Three of the committees have submitted names of candidates whom they wish to bring to campus for interviews, and their credentials have been (or are currently being) reviewed by the academic departments at USC Columbia (to avoid problems with course approvals later in the process). My sincere thanks to the committee members, chairs, and the HR office for their hard work.

COMMUNITY SERVICE TRACKING -- Recently, Dean Collins e-mailed the faculty about USCL's application for a President's Higher Education Community Service Honor Roll designation. Of course you are aware that a central tenet of USCL's mission is community service, and so I strongly encourage you to report the details of your community service efforts at the secure website: http://usclancaster.sc.edu/grants/communityservice.htm . This will also be a great way to make it easier for you to keep track of your service activities for purposes of annual review, tenure/promotion, and post-tenure review. (This applies both to individuals and campus organizations, so if you are a faculty sponsor of a student organization, please use the site to document your group activities as well.)

USCL Faculty News:

Congratulations to Dr. **Noni Bohonak** (Computer Science). Her project "Teaching Students With Mild Traumatic Brain Injury in College" has been accepted for presentation at the 22nd International Conference on College Teaching and Learning in Ponte Vedra Beach, Florida.

I will be out of the office next week, enjoying my first spring break in 19 years of employment with the University of South Carolina.

UNIVERSITY OF
SOUTH CAROLINA.
LANCASTER

Walter P. Collins, III, Ph.D.
Acting Assistant Dean of Students

Report to Faculty   March 4, 2011

▪ **Athletics**—The Athletics Advisory Committee met last week to take up regular committee business and to talk more about the issue of student-athlete class attendance. The attendance issue will be the topic of discussion at the April Brown Bag which will meet right before the April Faculty Organization meeting on April 1. Please come and bring your suggestions and ideas. If you cannot make the Brown Bag you can communicate your suggestions to me in advance, and I will pass them along.
If you would like to help support Athletics at USCL through the Lancer Club, please contact the Athletics Department at (803) 313-7094 or visit the web page at <http://www.usclathletics.com/default.html>.

▪ **Study Abroad**—Our group traveling to Dublin and London leaves May 17. We have 13 students and 3 faculty leaders. **For 2012, we have had some initial discussions about a domestic trip to New Orleans, LA**. There will be much more about this exciting opportunity in the weeks to come. A Facebook page to chronicle the progress of and planning for both trips has been established. On Facebook, search for *University of South Carolina Lancaster Study Abroad* and become a fan.

▪ **Student Life/Activities**—

SGA election results: President: Carrie Braswell; Vice-president: Ty Reeves; Secretary/Treasurer: Jamie Sellers. These students will represent USCL on March 18 at the USC Board of Trustees Student Liaison Committee meeting.

Hoops for Hope (sponsored by TRiO) is being held today in the Gregory Health and Wellness Center. Money raised will go to Hope in Lancaster.

Honors Day We hosted over 300 students on campus for academic challenges, quizzes, and other exciting activities last Friday. Thanks to Prof. Kim Covington and so many others for their efforts in making the 2011 event so successful.

Rotaract will be sponsoring a **Spring Semi-Formal on March 18** with proceeds benefitting the new classroom building.

Plans are under way for a USCL **Relay for Life** team. If you'd like to be a part of our team or contribute in some way, please contact Laura Humphrey.

 Upcoming events:

PALs will attend the **Southern Region Orientation Workshop** in Baton Rouge on Mar. 11-13.

We will have USCL students and Faculty attending **Carolina Day at the Statehouse** on March 30 to advocate for stronger legislative support of higher education, especially for USC campuses.

Summer Orientation: A draft of the schedule for Summer Orientation 2011 will be e-mailed after Spring Break. We invite faculty input and feedback. Until then, however, **here are the basics**: We are planning four one-day orientation sessions like last year with an alteration in the schedule to offer incoming students more hands-on training in front of computers in the areas of Admissions/ VIP/Financial Aid. Additionally, academic advisement has been moved to earlier in the afternoon in an effort to help academic advisors finish somewhat earlier than last year. Orientation sessions will be June 8 & 29, July 20 and August 10. These are all Wednesdays.

Have an enjoyable Spring Break.

Report from the RCFS System Affairs Committee

Members: Shemsi Alhaddad, Suzanne Penuel, David Roberts

Last meeting: Feb 2011

Report

1. The committee discussed reinstatement of developmental courses. Since RCAM 105 was approved as an alternative to developmental math last year, the committee discussed the possibility of creating similar courses for reading and writing. This is an ongoing discussion.

2. The committee discussed policy changes regarding the annual evaluation of scholarly activities for non-tenure-track instructors. Some campuses have a mandatory scholarly activity component for instructors. This often reduces the instructors' scores on the annual review. This is an ongoing discussion.

3. The RCFS voted and approved the Summary of Teaching Evaluations procedure for tenure files (Section 7b of the files). This affects those applying for tenure in 2011 or later. See below.

System Affairs Committee
Regional Campuses Faculty Senate
Summary of Teaching Evaluations
for Tenure and Promotion Files (RCTP-7B)
1. Tenure-track faculty members applying for promotion and/or tenure will be responsible for selecting a senior faculty member to write a third-party narrative summary of their teaching evaluations. The purpose of the summary is to provide an interpretation of the data in the context of local campus conditions separate from that provided by the candidate.
The summary writer should hold a higher rank than the candidate, i.e., should be an associate or full professor for a candidate seeking tenure and promotion to associate professor, and when possible, a full professor for a candidate seeking promotion to full professor. Writing the narrative summary does not exclude the writer from participating in other aspects of the promotion and tenure process.
2. Each campus will designate an individual to be responsible for compiling cumulative teaching evaluation data for tenure and promotion candidates. The compiler will create a table with the candidate's average scores as well as the campus scores for each of 15 questions on the student evaluation, excluding the question concerning the use of Blackboard and other

technology. Additional summarized data may be requested by the campus and/or academic unit on the candidate's behalf for this table (Table 1).

Table 1. Summary of Teaching Evaluations Dataset

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
Faculty															
Campus															

By June 1, the compiler will provide a cumulative report of the numerical data (such as a table or chart) to the candidate and campus administration for use in the T&P file.

　　3.　By September 1, the candidate should provide the following material to the summary writer:

- a copy of the candidate's RCTP-5 (Item #5 - Teaching Responsibilities) and RCTP-7A
- the cumulative report of the candidate's numerical evaluation data along with all available written comments on the student evaluations
- copies of other instruments or mechanisms authorized by the local campus for evaluating a candidate's teaching, such as peer evaluations

4.　Referring to the candidate's materials, the summary writer will compose a succinct overview of no more than two (2) pages. The summary should provide the context needed to interpret the evaluations fairly, enabling readers of the file outside the candidate's discipline and campus to understand his or her teaching responsibilities, including any special circumstances. The summary writer may also provide contextual information that he or she deems pertinent. Examples may include the following:

- proportion of required to elective courses or general education to upper-level courses
- student population (majors, non-majors, or mix)
- course difficulty, discipline-specific challenges
- notably small class size (which affects reliability of data pool) or large class size
- trends or changes such as improvement over time responses to patterns of student criticism, etc.

5.　The writer will send the narrative summary of teaching evaluations to the local campus administrators, who will be responsible for placing it, accompanied by a copy of the cumulative report of numerical data and the student evaluation instrument, in the candidate's file (tab RCTP-7B) by November 1 or before the initial campus review.

University of South Carolina Lancaster Campus Description for External Review of Tenure and Promotion Applications

Each Regional Campus Faculty Organization will provide the Office of the Vice Provost for System Affairs and Executive Dean for Extended University a campus description of that Regional Campus and the following information: a. normal teaching load per semester; b. local funding and course relief for research and scholarship; c. description of facilities; d. availability of mentors or colleagues with similar interests; and e. availability of students to participate in research and scholarship. (Regional Campus Faculty Manual, 2010)

Campus Description

The University of South Carolina Lancaster (USC Lancaster) campus is located on the north side of Lancaster, South Carolina. It is situated on 150 acres, of which about 35 acres are developed. A **50-year growth plan** has been developed for the campus due to its continued enrollment growth (see paragraphs below), and a new classroom and office building will be built in 2012 or 2013, pending community funding.

Campus facilities are used by students, faculty, staff, and administration, as well as **members from the community** such as library patrons, individual members of the health and fitness programs, and patients receiving care in the health services building. Local medical providers, vendors, contractors and others attend conferences and meetings on campus.

USC Lancaster awards the following **degrees**: Associate in Arts, Associate in Science, Associate in Science in Business, Associate in Science in Criminal Justice, and Associate in Science in Nursing (in conjunction with York Tech). USC Lancaster also makes available several **bachelor degrees** in conjunction with USC Columbia, including Bachelor of Science in Nursing (BSN), Bachelor of Arts in Liberal Studies (BLS), and Bachelor of Arts in Organizational Leadership (BOL).

As of Fall 2010, **full time enrollment** (FTE) at USC Lancaster is approximately 1,568 students. From 2000 until 2009 (a 10 year period; based on Fall enrollment data), USC Lancaster has had a **98% increase** in FTE and a **90% increase** in Headcount. These **numbers exclude** students who are on campus working on Bachelor degrees in Nursing (BSN), Liberal Studies (BLS), and Organizational Leadership (BOL). The excluded student number is approximately 150 FTE per semester. Enrollment numbers for all USC campuses can be found at http://kudzu.ipr.sc.edu/enrollment/. There are **over 100 faculty members**, including part-time adjunct at USC Lancaster, with approximately **61 full time faculty, of which 31 are tenured (13) or tenure (18) track** (as of Fall 2010). Both daytime and evening classes are conducted.

Faculty may be involved in teaching on campus in regular classrooms and labs, in our distance-education courses, at local industrial companies, or at local K-12 schools.

USC Lancaster's **student body** is diverse culturally, age-wise, economically, educationally, and occupationally. Many students have families, work full-time, and/or are returning to school due to layoffs in the textile industry. Students range in age (from directly out of high school to senior citizens) as well as in background preparation. Many USC Lancaster students are **first generation college students**; a cohort of approximately 150-200 of these students participate in the **Opportunity Scholars Program**, a TRIO program funded by the United States Department of Education.

Mission

The mission of USC Lancaster is to provide an accessible and affordable student-centered educational opportunity and to enrich our regional community through a strong commitment to public service. The full text of the USC Lancaster mission statement may be accessed at http://usclancaster.sc.edu/mission.htm.

Statement of Values

As an integral part of the state's flagship university, USC Lancaster exemplifies and embodies the core beliefs of the University of South Carolina. These principles are an expression of our values and guide the daily activities of the USC Lancaster campus community. These values may be accessed at: http://usclancaster.sc.edu/planning/.

a. normal teaching load per semester

Teaching loads on the regional USC campuses are **both heavy and demanding**, requiring multiple preparations, grading-intensive introductory courses as well as upper-level courses, and the ability to teach courses across a wide range of the faculty member's field. The time required for effective teaching is also affected by the nature of regional campus students; because our institutions are generally open to all students who show promise of academic achievement, many are conditionally admitted and may be poorly prepared academically and lack background skills or courses that may be a requirement at the 4-year campuses. These students may require a good deal of individual attention to bring them up to the level they need to be in a course.

According to the Regional Campuses Faculty Senate Faculty Workload Survey Report 2007-2008, regional campuses faculty reported an average work week of approximately 51 hours (min. 31 hours, max. over 71 hours) and spent approximately **75% of their time teaching**. Course preparation, classroom instruction, and grading alone therefore require 37.5 hours a week.

Effectively, regional campuses faculty have a **full-time job solely in their teaching responsibilities**. The average of 51 hours per week is higher than the reported average for faculty at two-year public institutions nationally, which is ~45 hours (data from National Center for Education Statistics, based on "paid activities within the institution" and "unpaid activities within the institution":, 2003 Fall data; newest data file from http://nces.ed.gov/programs/digest/).

In some disciplines, **teaching loads vary**. For example, the distinction between **contact hours and credit hours** means that Science faculty loads may differ somewhat from campus to campus; a three lecture and two lab load totals 11 credit hours, but between 13-15 contact hours, and the number of lectures and labs expected varies across campuses. USC Lancaster **Science faculty** are expected to teach a three lecture and two lab load one semester and a two-lecture and two lab load the other semester due to course load reductions for untenured tenure-track faculty; still, this teaching load is higher than at least one other USC regional campuses'. **Untenured non-science tenure-track faculty** are expected to have a 3 credit hour load reduction each year, which usually equates to four lectures one semester and three lectures the other semester. Faculty **course preparations** may be as few as two (for example for English faculty, who often teach three sections of composition and only one other course), or as high as five in areas like Science. In some academic disciplines, **a single faculty member is responsible for teaching all offerings**, most commonly in disciplines such as Philosophy, Anthropology, Sociology, Art, and Nursing (NURS courses).

In previous years, full-time faculty were allowed to teach an **overload**; however, all untenured tenure-track faculty are no longer allowed to teach overloads. Full-time faculty who are tenured may still opt to teach overloads; however, most of the overloads are currently taught by non-tenure-track faculty such as instructors or Post-TERI professors (~retired and contractually teaching).

In addition to normal teaching loads, **faculty must balance significant scholarship and service expectations**. Historically and still today, USC Lancaster places a high value on service, both to campus and community. Community service is particularly emphasized given the high level of financial support USC Lancaster receives for classroom buildings, scholarships, and other academic interests from the local community. Service obligations are varied and often quite time-intensive, sometimes requiring regular travel within our community service areas or to other campuses, particularly the USC Columbia campus. USC Lancaster's annual peer reviews weigh performance in the areas of scholarship and service equally, but the typical interpretation of the Regional Campuses' tenure and promotion criteria tends to weigh

scholarship more heavily. Junior faculty must therefore carefully manage their scholarship and service efforts to meet this range of expectations.

b. local funding and course relief for research and scholarship

USC Lancaster offers a **Research and Productive Scholarship (RPS) grant program**, and awards are funded **by the campus dean**. Faculty submit a formal application judged by an administratively appointed committee.   This program is designed "to encourage and support faculty and professional staff in their efforts to pursue productive research and scholarship." The anticipated outcomes of the grants include "publications, presentations, creative exhibitions, performances or other formats suitable to the discipline." From 2006 to 2010, RPS has awarded 27 faculty over $138,641 over these 5 years, with a minimal grant of $718 and a maximum grant of $12,839. Funding has been adequate and administration has been supportive of this program; USC Lancaster is the **only campus** among the regional campuses to offer such support.

Travel budgets on the USC Lancaster campus cover travel for an accepted conference or event if a faculty member is giving a paper, presentation, or exhibition. There is also a defined amount for each faculty for their own professional development.

Course release time has only been granted when the release time is covered through grant funding so such release is rarely, if ever, an option (please see section *a* about course load).

c. description of facilities

General facilities (please see discipline specific facilities after this section):
Computers: There are **three computer** labs that function primarily as **teaching labs** and one computer lab in the Academic Success Center (ASC) that is primarily for student use; however, the BSN program routinely uses ASC computers for standardized testing. Most of the labs are regularly used for instruction for Computer Science, Math, Business and English courses. The campus could use 2-3 more computer labs to support current teaching and student needs. All classrooms have multimedia equipment; however, currently classroom response systems are not part of this media. Because of our tremendous growth in students and faculty, the **need for additional classroom and office space is immediate**.

Counseling Services: All currently enrolled students are eligible for assistance from USC Lancaster's Counseling Services. These services include personal counseling, career counseling, life skills counseling,

disability services, and crisis intervention. The two counselors who provide these services teach psychology courses on the campus as well.

The goal of Counseling Services is to assist students in clarifying and resolving issues of personal, education, and career concerns. All counseling is conducted in a confidential and professional setting providing students the opportunity to explore and evaluate information central to the helping process.

Health Services: USC Lancaster offers diabetes education, physical therapy and cardiac rehabilitation clinics within its Health Services unit. Faculty members in Exercise Physiology and Public Health (as well as students in Nursing programs) have found the clinics to be good local sources of information for their studies and for scholarly productivity.   The Gregory Health & Wellness Center provides faculty and community access to exercise equipment, including racquetball courts, tennis courts, and pool.

Library: The Medford Library at USC Lancaster houses collections that are adequate for teaching and student research, but may or may not be adequate for faculty research depending on the discipline (see discipline specific facilities below). Through consortial arrangements and its affiliation with the greater University of South Carolina system, the library has subscription access to over 130 web-based, electronic resources, most all of which contain scholarly research, much with full-text. For some disciplines the library's databases are adequate (*e.g.*, Philosophy and Political Science); however, for the majority of the disciplines they are of limited use for faculty scholarship and **faculty in some disciplines purchase their own journal subscriptions or books** (*e.g.,* Science, Computer Science, Math, Psychology) or have access to other university libraries. In addition, research collections are often accessed for faculty scholarship through Inter-Library Loan (ILL) or PASCAL (Partnership Among South Carolina Academic Libraries) as the book stacks and databases are not adequate for the majority of disciplines. The time delay for getting materials through ILL or PASCAL can sometimes hinder research productivity. Inter-library Loan service makes scholarly articles available through Electronic Delivery and obtains books from libraries outside South Carolina. PASCAL allows a library patron to borrow from other in-state academic libraries and has a slightly faster turn-around time, but is basically for books, not articles. The library is a government documents depository and houses the new Native American Studies Archive, with a focus on native tribes of the Carolinas and the greater southeast, especially the Catawba of north central South Carolina.

Also housed within Medford Library is the Academic Success Center (ASC) which includes tutoring and a computer lab.

Located in the same building are the TRIO Programs mentioned previously.

Teaching assistants/student assistants: USC Lancaster **faculty typically do not have teaching assistants or student assistants** helping to grade or proctor exams. Some Science faculty have student assistants to help prepare laboratories for classes (see Science below in *discipline specific facilities*). All requests for student assistants must be justified for financial reasons and cuts in the budget have decreased the number of hours these students work with faculty. Some faculty pay out of pocket to have student assistants.

Vehicle access: Faculty and staff have access to several vehicles for university-associated events, such as meetings at other campuses, scholarly activities, and classroom events. Prior driver license approval is necessary, and usually vehicles are available.

Discipline specific facilities – *Not all disciplines have specific facilities issues and so not all are represented in this section.*
Art: Currently there is one dedicated gallery space on campus which offers 4-5 exhibitions per year. There is no dedicated space on campus for a student or faculty gallery. However, plans are underway to designate a student gallery in the near future. There is no designated studio space apart from the teaching studio and very little studio or gallery storage space, which limits the types of exhibitions as well as making it more difficult to curate. There is no prep area in the storage or the gallery area. Aside from tables, easels, and chairs, there is very little equipment. Art history and art appreciation courses are taught in multimedia classrooms.

Computer Science: The computer equipment is not advanced enough to do major computer science research at USC Lancaster. There is no computer lab for students to do work with faculty. Student researchers have been paid through personal funding and STEM (Science, Technology, Engineering, and Math) grants in the past years.

Math: Although USC Lancaster Math faculty have sufficient access to journals and texts through inter-library loans and databases, they have **limited access to colleagues and mentors**. As of Fall 2010, there have been no tenured Math faculty for over ten years, leaving the untenured tenure-track faculty with little guidance in writing grants, navigating the tenure process, or making connections in the community. The nearest research institute is over an hour away and does not contain researchers in the field of study of every USC Lancaster math faculty member. Also, there is concern about meeting with colleagues at conferences. There is limited funding for travel to attend conferences or to meet with colleagues. Math faculty have been interested in longer term travel for collaborative projects at conferences; however,

because funding has been limited this option has not been available. Funding is not available for faculty to have student assistants or workers to aid in grading, proctoring, or recitation.

Psychology: Depending on the area of research, **lab or clinical space** is either **insufficient or non-existent**, and **lack of storage space** for securing professional files is also an issue. **Computer software** is often purchased by the faculty members in order to conduct statistical processes. Just as with the Science faculty, finding **student researchers** with the ability to do independent research is often difficult as students may not have the basic skills necessary to assist with social science research tasks. Also, in terms of **funding student researchers**, they either volunteer or are funded through non-university sources, such as grants or personally funded by a faculty member.

Science (biology, chemistry, physics, exercise science): In general, USC Lancaster Science faculty members **share teaching and research space**. While most Science faculty members have individualized teaching labs, those labs are, in many cases, shared with non-tenure track or adjunct instructors. At this time, there is one shared science research lab (principally for Biology and Chemistry work) that sometimes doubles as a teaching lab for organic chemistry and analytical chemistry and two research oriented equipment rooms. Science faculty members report that there is often a **usage conflict between teaching space and research space in the labs**. Research space requirements do limit faculty productivity, and procuring equipment and finding blocks of time to devote to research are major challenges.

Although there is no fixed, ongoing budget for research equipment, there is **some internal funding** available through faculty research and productive scholarship grants (see *b* above on funding), but it rarely exceeds $5000. New tenure-track faculty have received **start-up funds of up to $50,000** to purchase equipment that can be used for teaching as well as research. The USC Lancaster administration supports reasonable requests for equipment and software, but finding the time and space to get the research done often remains a challenge for science faculty.

Finding **students** with the ability to do independent research is also often difficult as students leave the campus after two years of training and prior to having time or inclination to do research with Science faculty. **Student researchers** either volunteer or are funded through STEM (Science, Technology, Engineering, or Math) grants or Magellan Scholarships which are often difficult to receive due to high competition with students and faculty at other USC campuses, including not only other regional campuses but also our main campus and the senior campuses.

Theater: USC Lancaster has an auditorium which is where most theatre classes and all productions take place. As of Fall 2010, the facility's sound system has not been updated and the light system, while being updated, does not yet meet the quality or technical requirements of a "theatre-friendly" environment nor does the auditorium itself. Some safety equipment is in place, such as flame retardant curtains. Some renovations may occur in Summer 2011, but this is not clear. There is no fly space, backstage area, dressing rooms, costume storage, scene shop, nor prop storage. There is a single closet in Hubbard 221 which is overflowing with pieces from previous shows.

d. availability of mentors or colleagues with similar interests

Because of budget-related hiring freezes followed by rapid institutional growth, the number of untenured tenure-track faculty (18) outnumber tenured faculty (11), **limiting the institution's ability to support an adequate mentoring program for junior faculty**. Tenured faculty hired specifically for their teaching expertise may have little research or grant writing and management experience and thus may not be ideal mentors for junior faculty facing higher research expectations. Mid-career faculty are available to be mentors and many faced similar tenure and promotion expectations; however, there are relatively few available **mentors** and **rarely** would they **share the applicant's specialization or even discipline**. This is particularly true of disciplines where a single individual has been hired to teach courses in that area (*e.g.*, Sociology, Anthropology, Philosophy, Music, Theater) or in an area where there are no tenure-track faculty currently available to mentor or tenure has occurred prior to new tenure and promotion requirements (*e.g.,* Math, and History).

e. availability of students to participate in research and scholarship

On the regional campuses, **involving students in research and teaching** often poses **significant challenges** since most students attend the campuses for only a year or two before transferring to baccalaureate-degree granting institutions. These students often have not chosen a major, often work many hours per week to be able to afford their education, and may lack preparation in certain basic academic skills. Training a student assistant to assist in research or in preparing chemicals or laboratory setup typically **involves time-consuming instruction in basic research skills in the researcher's area of expertise**. It is the experience of most faculty that these students work for a very limited period of time before they transfer to a baccalaureate-granting institution. Due to budget cuts, as of Fall 2010, there are very few, if any, work-study students. Most faculty do not have access to student assistants which are not federally funded. Funding for student assistants is limited and approval must occur prior to a student being hired. Please see "teaching assistants/student assistants" in *c* above for more information.