# USC Lancaster Faculty Meeting Minutes
# December 4, 2020

**Please note:** To access the recordings of previous Faculty Organization meetings, do the following:

1. Log into Blackboard and go to Organizations.
2. Select USCLFO.
3. Click Tools on the the left-hand menu.
4. Click on Blackboard Collaborate Ultra on the right.
5. On the black bar with the word "Sessions" on it, click the three lines (the menu) to the left on this bar.
6. Choose Recordings.

Also, chat messages are shown on the recordings, but not necessarily reported within these minutes. These minutes are not verbatim.

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# USC Lancaster Faculty Meeting Minutes
## December 4, 2020

**CALL TO ORDER:** D. Lawrence, 12:00 PM

**CORRECTION/APPROVAL OF MINUTES:** The minutes of the Nov 6, 2020 faculty meeting were approved as submitted.

**REPORTS OF OFFICERS:**

**Dean of the Campus** – Dr. Walter Collins, report submitted (see Appendix 1). Highlights from his report. Recording did not happen until about 12:14 PM, partway into this report.

- COVID19 update – only one new student case this week
- Pre-registration for spring 2021 is strong right now – 1098 yesterday, ahead of last year.  Due partly to earlier enrollment of dual enrollment students.
- New staff hires on page 2 of report.
- Information about the email sent earlier about the ADN program and some of the reasons behind why York Technical is pulling out of this collaborative program.

Questions/comments from the floor:
**Moon-Kelly** – question about what happens if students at the local school district go 4 days a week and how does that impact the class schedules and will this go into Fall 2021.
**Collins** – [Recording midway through this response.] There is not a physical presence on the Indian Land HS site because all professors teaching those courses chose to go virtual Fall 2020.
**Biggs** – in chat asked "What's our enrollment in that nursing program and what kind of hit on enrollment might we anticipate?"
**Collins** –24 students in Fall, we added 8 new seats for Spring entry.  We will look at enrollment, but we are trying to promote BSN further and better prepare those students [ADN] to go that route. Courtney Catledge is working on increasing the cohort size of the BSN program, so we can then market a larger BSN program.
**Sellhorst** – gist – she believes the numbers will be less than we think because the pre-requisites may still be taken through our university. She does think we'll see a hit in the pre-requisites, but when students come in, a lot of times, ADN students do declare from the beginning, but there is a cohort [from BSN and other programs] that transfers into that program for various reasons. And a lot of students attending here are doing so because they are location bound. She thinks we'll

see some decline but talking with students in that program and being involved in the programs for the last 13 years, she thinks the decrease in number will be a little less than we may be worried about.

**Obi Johnson** – in chat - "Is USCL looking into establishing its own Associate Degree in Nursing?"

**Collins** – we did talk about establishing our own degree in nursing. There are significant costs that York Tech have taken on over the years. There is a significant cost to establishing such a program. Also, at the state level, for the SC Board of Nursing and SC CHE there is a big challenge to getting this approved because in our region there is already a program. They would see such a program in our area as redundant.

**Blackmon** – "To piggy back on Bettie's question, are we considering other Partners to replace York Tech?"

**Collins** – we did consider this, with Northeastern Technical College in Cheraw, but the distance may be too great to form a partnership with them, about 1.5 hours.

**Catledge** – we have to consider the direction that our clinical partners are going. The newest partnership being with MUSC, they are going towards the direction of BSN education. So it would be most beneficial to have the BSN partnership. When talking with advisees during her position, she often hears that students are not familiar with the BSN program.

**D. Lawrence** – for current ADN students, they will get an email about the situation and will students tell them about the BSN program?

**Collins** – York Tech will be sending that email and they have said they will suggest this, but he is not sure how much that will happen.

**D. Lawrence** – When the current declared ADN students be told about the BSN program will be promoted as part of this?

**Collins –** Yes, this will happen in the email.

**D. Lawrence** – She asked because her student advisees have asked about the programs. That's why she is asking.

**Collins** – again, the email will go out next week, so we want this to be kept confidential.

**S. Taylor** – she wanted to mention that they are doing everything they can to identify all the students in this group, but some are titled as Associate and Technical Nursing, and some are just listed as Associate of Science. But they are trying to catch all these students and promoting the BSN for those students that qualify for that program. They will be there until 2022 to make sure to advise students.

**Burgin** – historical perspective about the age of the partnership with York Tech. When USCL was founded 60 years ago, one of the main and primary reasons was the nursing students for Lancaster County. The collaborative effort with York Tech was established in 1974.

**Collins** – the agreement says that neither York Tech nor USCL could support an independent nursing program, that's why they collaborated. Things have changed now. BSN program has been here since 2007. Times changes, programs change. Good historical perspective.

**Catledge** – Very thankful for the collaborative program that we have had with York Tech, some of which have produced some great nurses, who then continued into the BSN program. And their in leadership positions now.

**Sellhorst** – As the Division Chair of MSNPH, Suzette and Denise are wonderful faculty members and they have been wonderful to work with, and she is sad that we will not be working with them along with the predecessors of this program who have served with our campus.

Discussion within the chat mentioned coming up with other ways to promote the BSN program – YouTube Video, social media spread, WhatsApp page, Instagram.

**Associate Dean for Academic and Student Affairs** – Dr. Todd Lekan, report submitted (see Appendix 2)

- Page 1
  - o Registration update – we still have students that need to register for next semester.
  - o Course evaluations – close today at midnight
  - o Faculty Information Form – email sent out about that earlier along with links (also contained in the report attached – see Appendix 2). He reiterated that it is okay to address how COVID has impacted your teaching. Links are within his report, if you lose his email.
- Page 2
  - o ADN transition matters – he and Claudine Jones (York Tech Nursing Department Chair) are still working on an email about the situation. By end of next week this should happen, but it should be confidential for now.
  - o Fall Palmetto Student/Faculty Surveys – sent an email about the graphs and surveys.
    - ▪ Student surveys (see Appendix 2a)
      - 92 students paid for online platforms not provided by UofSC for free – it is unclear if these are replacing book costs or are on top of these costs.
      - Students want online asynchronous courses, but they probably do better in synchronous courses.
    - ▪ Faculty surveys (see Appendix 2b)
- Page 3
  - o January late advising – modified format on Jan 6 and 7, paired down to 10 AM – 1 PM.
  - o Asheley Schryer joins us as Director of Student Success and Retention – mentioned that her name has a hard C.
  - o Recent Faculty Accomplishments
    - ▪ Ernest Jenkins – check out his PBS Charlotte episode as he narrates part of that.

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- ▪ Patrick Lawrence – publishing a book with Fordham University Press.
- ▪ Todd Lekan – published an essay
- ▪ Nahid Swails – presented at a conference.

Questions/comments from the floor:

Gardner – Comment more than a question – students have said they have not gotten links for course evaluations. The problem was fixed quickly after she emailed Pam, but there was no way to know if the course evaluations went out.

Martek – In chat – had the same problem.

Lekan – He will chat with Pam and find out if there is a way to confirm that the students have received the evaluations. Hopefully there will be a better way.

Blackmon – In chat, mentioned that you can access the evaluations by going to your class, selecting "Tools", then selecting "My Course Evaluations". You can see your past evaluations ant those that are pending. You can see the percentage of evaluations turned in.

N. Lawrence – As we move into turning into grades, he's been notified about students being diagnosed with COVID. This becomes an issue of choosing an F or an I during the grading period. This may be an opportunity to look into withdrawal due to hardship. He's had a difficult time in the past finding the hardship withdrawal forms. Is there a way to make this easier to find on our website. [please see "After this meeting" below]

Lekan – Urged all of us to be assessing students who may be in this situation due to COVID to reach out to them and be generous with assigning an incomplete.

Penuel – Suggested in chat to google "sc.edu hardship withdrawal".

Sellhorst – Comment about hardship withdrawal policy that came out for part of a course, and not the entire course.

Bundrick – The partial and complete withdrawal site on USC's website- https://sc.edu/about/offices_and_divisions/student_affairs/our_experts/our_offices/dean_of_students/withdrawal/hardship_withdrawal/petition_process/

Lekan – His office reviews the forms and decides about the withdrawal. There is no timeline to do this, but he would like to urge students to do this before finals.

Penuel – The question came up in the chat, but she wanted to know if this was correct – does USCL have separate forms for withdrawal or if the link that Chris put up is the same for all campuses.

Lekan – He will double check on that answer. [see "After this meeting" below]

**After this meeting:** Lekan followed up in an email on 12-4-20 sent to the campus and when I finalized these minutes, a link was added to the Faculty Resources page under Teaching entitled Hardship Withdrawal Form (https://www.sc.edu/about/system_and_campuses/lancaster/internal/documents/faculty_staff/hardship_withdrawal_form.pdf)

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- From the Main website, follow this path to find the link and form: Click on My USC Lancaster→ For Faculty & Staff → Faculty Resources → under the Teaching section is now a link to Hardship Withdrawal Form with our form.

- And Lekan found information about the process in a 2018 FO minutes and summed up that finding in the following "…The short of it is that if you request hardship withdrawal after the last day of courses, the request is run through both the Associate Dean and the Admissions, Petitions, and Grade Change Committee."

**Academic Success Center** – Dr. Dana Lawrence, report submitted (see Appendix 3) Wanted everyone to know that the tutors will be available until Dec 10th.

**Admissions –** Justin Pearson (see Appendix 4)

- logan has changed from "Your journey begins at USCL" to "You're way ahead when you start here".
- COVID has impacted us all, including enrollment.
- At freeze, Oct 25th, we were 10% ahead on head count from 2019.
- High school break downs from SC and NC. We have 6 service areas we focus on, but they've made an effort to reach out to some of the NC counties nearby (Union, and South Mecklenburg)
  - o Prospects
  - o Purchased names from a vendor in the service areas we targeted.
- Break down of gender, race, ethnicity, and age for Fall 2020.
- Dates coming up for hosting virtual webinars
- Tests are optional but need 20 CHE units that are looked for on a student's application for admissions, C.A.P. program
  - o Restricted GPAs below 2.0
  - o Did not impact enrollment numbers
- Mentioned the process of applicant calling and communications plan with prospective students.
- 58% of our headcount are dual enrollment. We added 3 schools this past year. Fall 2018 we lost 3 schools and had a headcount loss. We did recruiting with these high schools to bring them back in Fall 2020.
- First time freshmen – would like to see more and raise that freshmen cohort. Our yield was 24% this year.  Yield – those students who actually enroll to the institution.
- We are lucky as many schools are down in enrollment numbers, including peer institutions.

Questions/comments from the floor:

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Blackmon – What do you contribute our successful increase?

Pearson – Dual enrollment, adding those 3 schools really helped those numbers, but a tune of 127% increase.

N. Lawrence – Are we or are we not an open enrollment campus?

Pearson – Yes and no. Back in 2018, when he got here, he asked that question. We have been admitting GPAs lower than 2.0, the retention is not as high as we want to have because we admitted students that did not have the 20 CHE units required to be accepted or ready for college curriculum.

Collins – When the CHE changed those requirements, that is when we abided by their new requirements. Are we open enrollment, yes, but CHE ratcheted up the requirements of students to be prepared for college level work.

Pearson – The unit requirement started in 2015,

Collins – But we did not see DE students until a couple of years ago.

Pearson – We were not at one point following the particular CHE credit guidelines. We looked at the units and abide by those guidelines starting in 2018.

Criswell – Earlier question: what part of our budget comes from DE students – Collins – 9-10%; What part of our budget comes from traditional students? Collins - this is probably about 60-70% of our budget

Obi Johnson – Wanted to thank Dominique Waller for her recruitment of DE students and mentioned that her son has taken advantage of these and they are a great option for students.

P. Parker – It would be nice to break down the traditional students and the DE students when we have statistics on enrollment or other topics.

Pearson – Fall 2020 DE was 1047 count, traditional was 338 freshmen

Mobley Chavous – Are there any particular recruiting methods being used to ensure the diversity of our student body?

Pearson - Diversity response – we added a program to purchase names that are minority based and campaigns that are extended to all groups, so they are not targeted towards a specific minority.

Sellhorst – How was the decision to change from open enrollment made? Who was involved in that decision. [This was addressed a bit earlier.] Her follow up from that – our mission, our website, has listed that we are an open enrollment institution, so denying any student makes that lying.

Pearson – CHE requirements were something that we were not following. There is a document, he will send to us this document. As Dean Collins eluded to, we have

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to look at the CHE coursework for admissions. We also have the CAP that allow students to enter through this program if they are missing CHE coursework. Discussion with Dean Cox and Dean Collins about the requirements back in 2018. Students who have a low GPA and are missing 6-10 CHE units, do not remain here and do not do well here.

Taylor-Driggers – Did this change decrease enrollment?

Pearson – This did not change it. We've increased enrollments. Students who are missing CHE units and have low GPA receive a letter from USCL asking to explain these issues. Students then can submit the letter to Pearson and a decision may be made at that point.

Holland – Wondering about the DE percentage is so high. If she has any research where it requires 18 and older students, this impacts her research. But she wonders if we are doing anything to increase enrollment of traditional students.

Pearson – Yes. Emphasized first time students and retention of students. This includes non-degree students and transfer students. Really want to increase the first-time freshmen population and why we are moving into those NC counties.

Holland – Just because our enrollment is up due to DE students, this does not mean our revenue is going up.

Pearson – This is correct

Collins – He does not want anyone to worry about revenue. Our revenue is fine, we are up over last fall. There is not a revenue problem due to the higher number of DE students.

Castiglia – What part of our DE students become FTE?

Collins – We are not sure, but it's a great question.

P. Parker – Just wanted to reiterate that the fact that we are in a great financial position, our revenue is up, and our enrollment is up, we are in good shape. That's courtesy to Buddy, Walt, and everyone on campus.

Lekan – Wanted to thank Justin and his staff. And that faculty and staff can help by showing your faces, reaching out to students, etc.


**Student Life** – Ryleigh Waiters
As you prepare for next semester, she wanted to appeal to all of you in promoting student life events on campus. Push your students to get involved and attend events. She'd like to see the numbers up at these events. This also plays into retention of students.


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Questions/comments from the floor:
Golonka – commented that a lot of the DE students have transportation issues.
Waiters – they may have some virtual events in the future. She listed two.

**Human Resources**—Tracey Mobley Chavous, report submitted (see Appendix 5)

**Medford Library**—Professor Rebecca Freeman, report submitted (see Appendix 6)

REPORTS OF COMMITTEES:
USC SYSTEM COMMITTEES

**Palmetto College Campuses Faculty Senate**

1. **Executive Committee** – Ernest Jenkins
   Senate met Nov 20th. Updates will be coming from the standing committees.

2. **Rights and Responsibilities Committee** – Andy Yingst
   Three things the committee talked about or looked into:
   i)   Post-tenure review – maybe making it uniform across campuses or making it more complicated – committee agreed they do not want to do this.
   ii)  The T&P votes are two separate votes even though they have the same criteria. There is no reason to make them the same. There are timings for one versus the other.
   iii) The grievance procedure needs rewriting. This procedure existed before we had a Chancellor. We would need to take out the Provost and put in the Chancellor for the process as currently written. He would like input about the beginning part of the procedure. For example, USCL has a local grievance committee. The local grievance committee is not part of the regional grievance procedure at all. Should we make the grievance procedures start at the local level, or should we make it so that this is the system grievance procedure and if the local campus has their own procedure, that is elsewhere. He'd like guidance and feedback from colleagues about this topic.

3. **System Affairs Committee** – Jerrod Yarosh
   We discussed the dissemination of changes and how to get them passed. Looking into repositories of online teaching information, CTE stuff, etc. Talking with the executive committee about this.

4. **Welfare Committee** – Bettie Obi Johnson (see Appendix 7)
   Presentation
   Duffy, Plyler, and Shaw awards

- nominations are due by Dec. 7th.
- Next step is listed – Dec. 9th nominees will be contacted and forms are due January 31
- In February they will be voted on
- Awards will happen in April

T&P workshop – January 22, 2020.

- 10 AM – 2:30 PM with 30 minute lunch break
- Breakdown of the timeline will be there.

Welfare Survey

- Will go out in March
- Changes to be made to questions and feedback welcome from faculty.
- Please send suggestions to Bettie.
- Finalized in February's meeting.

Questions/comments from the floor:

Gardner – nice report on PowerPoint. Ask about the survey. It's a wealth of information but wants to know what happens to those results afterwards.  Are there recommendations from those surveys?

Obi Johnson – they are forwarded on. She'd like more follow up, but the results are sent forward.

**OTHER SYSTEM COMMITTEES**

**Columbia Faculty Senate** – Report submitted by Shemsi Alahaddad (Appendix 8)

**LOCAL COMMITTEES:**
**Research and Productive Scholarship Grant Review Committee –** Lisa Hammond, oral report, digital report sent to secretary (provided below).
 The Research and Productive Scholarship Grant Review Committee met today and reviewed five grant applications totaling $38,245.00, with $40,000 in funding to award. Dean Collin's office will be notifying successful applicants, most likely next week, after which time we will work with the Business Office to establish grant budget accounts. Thanks to Dean Collins for his continued commitment to providing this funding opportunity to our faculty colleagues, and thanks also to the members of the review committee for their time and attention to this task, particularly at this busy time of year. Supporting our colleagues' research and scholarship is a most important professional obligation, and I am glad to have the opportunity to work with you all to foster our academic community.

<u>**UNFINISHED BUSINESS:**</u> None

<u>**NEW BUSINESS:**</u> NONE

<u>**SPECIAL ORDERS:**</u>
**Nominations** for Duffy, Plyler, and Shaw awards

- Duffy – voting on Blackboard through a separate link – Jill Castiglia or Allan Pangburn
- Plyler – Liz Easley
- Shaw – Li Cai

Approved the Plyler and Shaw 36 votes for approval; 42 voting faculty present.

<u>**ANNOUNCEMENTS:**</u>

Gardner – Wanted to say how much she enjoyed the **Native American Studies** event in November. She went to several of the art events and they were spectacular. Congratulations to the Native American Studies group.

Criswell – the sessions are on **NAS YouTube** Page.

Holland – Reminder that her **research assistants** are doing research and running a survey. They still need students. They have a 127 responses. If the students are not 18, there is another option for those students. Wanted to thank Angela Neal, Liz Easley, and Sarah Sellhorst who helped spread the information and hosted a video on the Research Club social media.

Sellhorst – We appreciate all the content they have received from NASC and colleagues across campus. The **Research Club's virtual conference** is continuing, and they are looking for some other volunteers to participate. This is on Instagram and Facebook, through the Research Club. If you get a chance, do a day in the life, etc.

**Adjournment:** 1:52 PM

**ATTENDING:** Shemsi Alhaddad, Adam Biggs, Albert Blackmon, Chris Bundrick, Brent Burgin, Fernanda Burke, Li Cai, Andrea Campbell, Jill Castiglia, Courtney Catledge, Walter Collins, Stephen Criswell, Jerry Currence, Todd Day, Liz Easley, Danelle

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Faulkenberry, Rebecca Freeman, Fran Gardner, Annette Golonka, Lisa Hammond, Darris Hassell, Kate Holland, Jason Holt, Ernest Jenkins, Chris Judge, Dana Lawrence, Nick Lawrence, Pat Lawrence, Todd Lekan, Lynette Martek, Tracey Mobley Chavous, Erin Moon-Kelly, Uday Neelakantan, Bettie Obi Johnson, Allan Pangburn, Phillip Parker, Leigh Pate, Justin Pearson, Suzanne Penuel, David Roberts, Denise Roberts, Ann Scott, Peter Seipel, Sarah Selhorst, Nahid Swails, Suzette Taylor, Brittany Taylor-Driggers, Ryleigh Waiters, Jerrod Yarosh, Andy Yingst.


**ABSENT:** Brooke Bauer, Marybeth Berry, Noni Bohonak, Dwayne Brown, Steven Campbell, Mark Coe, Kim Covington, Susan Cruise, Stan Emanuel,  Garane Garane, , Claudia Heinemann-Priest, Howard Kingkade, Pernell Lewis, Angela Neal, Babette Protz, Kim Richardson, John Rutledge, Todd Scarlett, Mike Sherrill, Dick Van Hall, Tania Wolochwianski.

Faculty Secretary: Document submitted by A. Golonka on Dec 17, 2020 for faculty and staff review.

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

**Report to the USC Lancaster Faculty Organization**
**December 4, 2020**

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### COVID-19

**Campus Status:** **The campus is operating under guidelines set forth in the following documents:**
**USC Lancaster Campus Reopen Plan**
**Palmetto College Risk Mitigation Document**

**Palmetto College COVID-19 Case Dashboard:**
https://www.sc.edu/about/system_and_campuses/palmetto_college/internal/announcements/2020/covid_dashboard.php

**Related Items:**
**Regular on-campus testing:** Student Health Services at USC Columbia will come to USCL every other Wednesday to administer free COVID testing for students, faculty, and staff. Remaining date for this semester is: 12/16. For Spring 2021, the first date is Wednesday, January 13.

Please remember that the university offers work-life balance and wellbeing support through our Employee Assistance Program (EAP). These services are helpful in times of adjustment.

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### People

**Enrollment**
Pre-registration for Spring 2021 stands at 1,098. Numbers appear to be strong at this time for next semester.
**Many thanks** to those who have been advising for Spring since mid-October.

**Athletics**
**From the AD**: All athletic teams at USCL completed their fall practice seasons successfully despite the challenges presented by COVID-19. The NJCAA has mandated that in order to hopefully have a successful competition year, all of our sports will compete in the spring. The NJCAA has also approved a blanket waiver for athletic eligibility for all athletes competing in all sports for the 2020-2021 school year. We are looking forward to having a safe and successful spring for all teams.

**Search in progress**
Assistant Librarian (tenure track, first round of interviews, all campus interviews/visits will be virtual and will begin next semester)

**New staff members**
Please join me in welcoming the following 2 new staff members to USC Lancaster:
Stephanie Blackmon (admissions assistant)
Talay Jones (Human Resources assistant)

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## USC Lancaster in our Communities

The **Town-Gown Advisory Group** met yesterday, December 3. Boudreaux's Irene Dumas Tyson joined the group as we looked at and discussed connection points between USCL's updated campus master plan and the city's recently finalized revitalization plan.

**Corporate Partnership and Engagement**
Updates from Albert Blackmon:
• Active participation in the Rotary Club of Indian Land Lunch is ongoing. Completed two community projects; 521 trash pick-up and Indian Land Middle School playgrounds mulch install project.
• The USCL Indian Land Business Advisory Group's inaugural meeting was held earlier this week with great representation from various businesses within the Indian Land/Fort Mill community. The main areas of focus were discussion of the Indian Land Advisory Group mission statement and goals. Additionally, we discussed the roles, responsibilities and expectations of group members and the USCL representatives. We are excited about the Indian Land Advisory Board and are looking for great contributions from this team. USCL membership for this group includes Albert Blackmon, Buddy Faile, Phillip Parker, Bettie Obi Johnson, Todd Lekan, and Walt Collins.
• USCL representation within the Indian Land community continued over the last month with attendance at the Indian Land YMCA ribbon cutting ceremony and at the Chamber of Commerce's Business Connection session at CrossRidge Café.
• While we continue to identify and gain input for the business community regarding training and development needs, we are continuing our talks with Microburst and should have a custom offering under construction by year's end.

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## Facilities

Our contracted lawn maintenance company began installing the **inscribed bricks** in their temporary home in front of Hubbard Hall earlier this week. The inscribed brick program

remains open and active, so if you would like to purchase a brick at a reduced price for faculty and staff, please contact Mrs. Shana Dry for instructions. She will be making another order in mid-December.

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**Other items…**

- Update regarding the **Associate Degree in Nursing Collaborative Program**, (disseminated by email to the campus on Wednesday, December 2):  We have been informed that administrators at York Technical College have decided to dissolve the partnership with USC Lancaster and move the student seats allocated for our campus to their campus in Rock Hill. They initiated this move and will be forwarding an official three-month notice to us, according to our establishing agreement, in the next several weeks. New students will be admitted for the Spring 2021 semester, but that will be the last semester students will be admitted at Lancaster. Administrators at York Tech have said that they will reserve a specific number of seats in the ADN program in Rock Hill for Lancaster County residents. York Tech has committed to, and we will help support, a student teach-out plan in order to ensure that all students admitted through Spring 2021 at Lancaster will have the opportunity to finish the program at Lancaster.

- **The Lancaster Players** will present *It's a Wonderful Life* this weekend with 2 virtual performances on Saturday and Sunday. For more information and tickets: https://bit.ly/2VmCz75

- The next virtual **Lunch & Learn at the NASC** is December 11 at noon with a talk entitled "Native Beads and Burials" by seniors at the South Carolina Governor's School—Camryn Brown and Emily Geraghty.


**Best wishes for a smooth finish to the semester and a restful holiday season.**

Todd Lekan, Associate Dean for Academic & Student Affairs

# REPORT TO THE FACULTY ORGANIZATION
## December 4, 2020

**Spring 2021 Advising and Registration Update.** As of 12/1/2020, *299 full-time students, 78 part-time students,* and *614 Dual Enrollment* students have been advised and registered for spring 2021. According to our budget projections, we still have approximately 196 full-time and 102 part-time students to register. The Academic Affairs Office is conducting a phone call campaign to reach these students.

**Course Evaluations.** This is a reminder that all course evaluations for Fall 2020 semester close at 11:59 PM on December 4 (the last regular class day of the semester).

**Faculty Information Forms:** are due no later than 1 February 2021 (note that the customary January 31 date is a Sunday this year). If you have any questions about this form, do not hesitate to contact our office, your Division Chair, or a representative on the Peer Review Committee. FIFs are submitted electronically. Supporting documentation is optional. Please use the correct divisional link listed below.

| |
|---|
| **BBC&E Division** |
| Tenured and tenure-track faculty, and instructors who wish to be reviewed with scholarship, click here. |
| Instructors who wish to be reviewed on teaching and service, click here |
| **Humanities Division** |
| Tenured and tenure-track faculty, and instructors who wish to be reviewed with scholarship, click here |
| Instructors who wish to be reviewed on teaching and service, click here |
| **MSN Division** |
| Tenured and tenure-track faculty, and instructors who wish to be reviewed with scholarship, click here |
| Instructors who wish to be reviewed on teaching and service, click here |

**Associate Degree in Nursing Transition Matters.** Claudine Jones, York Tech Nursing Department Chair, is preparing an e-mail communication to ADN students about the teach-out plan. She intends to share that with me for feedback. It is my understanding that Claudine will also arrange some Zoom meetings with students in December. Thanks for refraining from discussing this change with our students until these communications occur. As Dean Collins mentioned, York Tech is handling the required processes involving accrediting and affiliate associations and organizations including the South Carolina State Board of Nursing, the Accreditation Commission for Education in Nursing (ACEN), the South Carolina Commission for Higher Education, and SACS-COC.

**Fall Palmetto Student/Faculty/Staff Surveys.** The results from the fall surveys have been processed. The results are sent as a separate attachment. Some highlights based on Associate Provost Catalano's notes are as follows:

**Students:** 344 responses

- Generally satisfied with mask usage, social distancing, and cleaning.
- 186 attended completely online and they seem to prefer asynchronous to synchronous.
- 92 students paid for online platforms not provided by UofSC for free (averaging $200). Not clear if these are costs that replaced book costs, but we can review.
- Courses seem more challenging this year.
- Students having a harder time attending and managing work.

**Faculty & Instructional Staff:** 89 responses

- Generally satisfied with mask usage, social distancing, and cleaning.
- 58 taught completely online.
- 10 required students to pay for online platforms not provided by U of SC for free.
- Dissatisfied with proctoring of tests, research opportunities, labs, field experiences, and internship opportunities.

**Non-Instructional Staff:** 72 responses

- Generally satisfied with mask usage, social distancing, and cleaning, but 12 of the 72 respondents would like to see more cleaning supplies and cleaner classes and offices.
- Believe students perform better in synchronous online courses than asynchronous.
- Courses seem more challenging this year.
- Students having a harder time attending and managing work.
- Pleased with communication.

**FA 20 Final Grades.** Final grades are due by 9:00 AM on December 16. Thanks in advance for meeting this deadline!

**Some Palmetto College Updates.** As you might have heard, Palmetto College has hired two full-time staff advisors for the Liberal Studies and Organizational Leadership majors:

Chelsea Corbett (cmcorbett@sc.edu)
Jacob Bratcher (bratchj@mailbox.sc.edu)

Danelle Faulkenberry continues, as Regional Admissions Representative for PC, to recruit and advise USCL students considering entry into PC majors, including BOL and BLS. After students have been admitted into the BOL or BLS programs they will begin to work with the PC advisors to chart their academic studies and post-graduation plans.

A helpful guide to the curricula of all 19 PC degrees can be found here: https://sc.edu/about/system_and_campuses/palmetto_college/major_maps.php

**January Late Advising.** Based on feedback about participation in recent years as well as the pandemic situation, we are modifying the late advising program this year. In-person late advising will be available to students from 10-1 on January 6 and 7. Academic Affairs staff will handle those walk-in students in Starr Hall Student Center. Courtney Catledge will be available in her office for BSN students during this same time. We will also be messaging students via physical signs and electronic communications to avail themselves of virtual advising appointments anytime during the week of January 4-January 8. Note that the spring 2021 semester starts Monday, January 11. Feels good to say, "2021," doesn't it?

**Asheley Schryer, Director of Student Success and Retention.** When you have the chance, please offer a warm welcome to Asheley who joins our Academic and Student Affairs staff on Monday, December 7. She has recently served as the Associate Director of Student Services in the Office of Undergraduate Research at USC Columbia. Asheley's work with USC undergraduate research has afforded her opportunities to meet some of our faculty and students in recent years. So, she knows our campus and the USC system well. She is a terrific addition to our community and will do great work on behalf of our students. Contact info: SCHRYER@mailbox.sc.edu; office phone: 6-7120; office location: Starr 126.

## Recent Faculty Accomplishments

**Ernest Jenkins** narrated part of a PBS Charlotte episode in its **Trail of History** series focused on Lancaster.

**Patrick Lawrence.** Big congratulations to Patrick who has been awarded a publication contract from Fordham University Press for a book manuscript *Obscene Gestures: Counter-Narratives of Sex and Race in the Twentieth Century*. It's a monograph about how literary obscenity challenges changed over the course of the 20th century given major changes to First Amendment laws and social movements like the Civil Rights,

Women's Rights, and LGBTQ+ rights movements. The book should come out either in Fordham's Fall 2021 catalogue or their Spring 2022 catalogue.

**Todd Lekan** published an essay, "The Mask as Metaphor: Deweyan Reflections in the Time of a Pandemic." Dewey Studies, Vol 4. No. 1, 2020, pp. 96-101.

**Nahid Swails** presented at a conference:  **Swails, S,. N, (Nov 2020), Achieving dimensional accuracy in additive manufacturing. presented online at *North Carolina and Southern section of American society*.**

**Conclusion.**  "Virtue is never solitary; it always has neighbors" Confucius*, Analects* 4.25. Let's keep nourishing the goodness in each other and in our students as we seek to educate whole persons.

# Palmetto College - Fall 2020 - Student Survey

| **344** | **12:31** | **Closed** |
|---|---|---|
| Responses | Average time to complete | Status |

### 1. I am a student in Palmetto College on the following campus:

| | | |
|---|---|---|
| 🔵 Aiken | 19 | |
| 🟠 Beaufort | 17 | |
| 🟢 Columbia | 16 | |
| 🔴 Lancaster | 165 | |
| 🟣 Salkehatchie | 58 | |
| 🟤 Sumter | 38 | |
| 🟣 Union | 14 | |
| ⚫ Upstate | 14 | |
| 🟡 prefer not to say | 3 | |
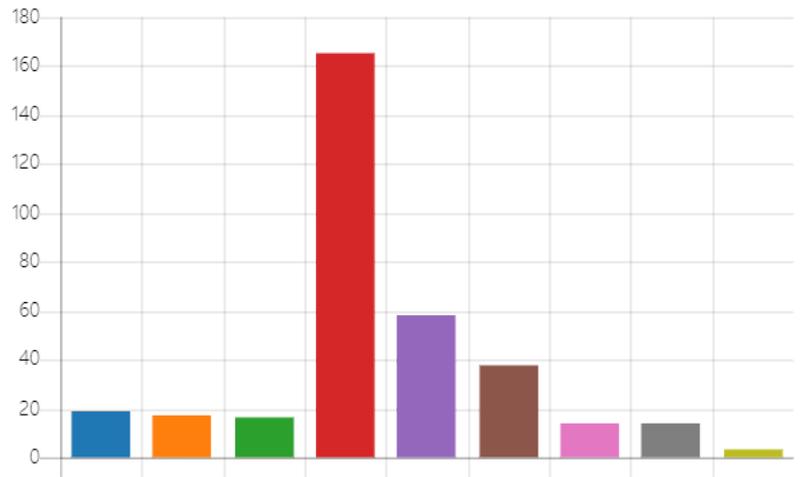


### 2. I am a student:

| | |
|---|---|
| 🔵 who began undergraduate stu... | 199 |
| 🟠 who began undergraduate stu... | 31 |
| 🟢 who began undergraduate stu... | 95 |
| 🔴 who is taking courses as a non... | 19 |

## 3. My degree is in

| | | |
|---|---|---|
| 🔵 | Associate of Arts | 30 |
| 🟠 | Associate of Science | 84 |
| 🟢 | Bachelor of Science in Applied... | 7 |
| 🔴 | Bachelor of Science in Busines... | 39 |
| 🟣 | Bachelor of Arts in Communic... | 3 |
| 🟤 | Bachelor of Science in Crimina... | 14 |
| 🟣 | Bachelor of Arts in Elementary... | 16 |
| ⚫ | Bachelor of Science in Enginee... | 6 |
| 🟡 | Bachelor of Arts in Health Info... | 3 |
| 🔵 | Bachelor of Science in Hospita... | 3 |
| 🔵 | Bachelor of Science in Human ... | 7 |
| 🟠 | Bachelor of Arts in Informatio... | 5 |
| 🟢 | Bachelor of Arts in Liberal Stu... | 14 |
| 🔴 | RN-BSN, Bachelor of Science i... | 50 |
| 🟣 | Bachelor of Arts in Organizati... | 43 |
| 🟤 | Bachelor of Science in Psychol... | 1 |
| 🟣 | Bachelor of Arts in Psychology... | 2 |
| ⚫ | Bachelor of Science in Public ... | 12 |
| 🟡 | Bachelor of Arts in Sociology | 2 |
| 🔵 | Bachelor of Arts in Special Edu... | 3 |
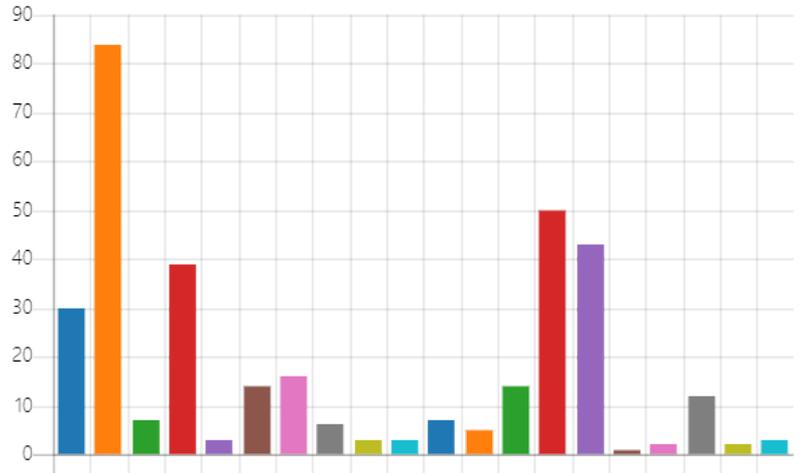


## 4. I identify as:

| | | |
|---|---|---|
| 🔵 | Female | 251 |
| 🟠 | Male | 90 |
| 🟢 | prefer not to disclose | 3 |

5. I am:

| | | |
|---|---|---|
| 🔵 | a Nonresident alien | 1 |
| 🟠 | an American of two or more r… | 14 |
| 🟢 | Black or African American | 89 |
| 🔴 | American of Hispanic/Latinx o… | 13 |
| 🟣 | Asian American | 5 |
| 🟤 | American Indian or Alaska Nat… | 1 |
| 🌸 | Native Hawaiian or Other Paci… | 2 |
| ⚪ | White American | 206 |
| 🟡 | None of the above/prefer not … | 13 |
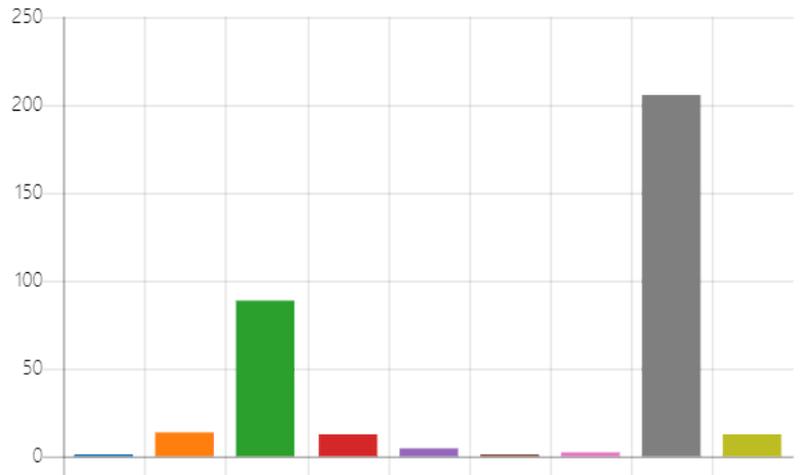
6. I am a:

| | | |
|---|---|---|
| 🔵 | Freshman | 126 |
| 🟠 | Sophomore | 89 |
| 🟢 | Junior | 45 |
| 🔴 | Senior | 84 |

7. One or more of my classes this fall changed in instructional method (e.g., face-to-face to online) either permanently or for a few weeks at a time after the start of the fall semester on August 20, 2020.

| | | |
|---|---|---|
| 🔵 | Yes | 184 |
| 🟠 | No | 160 |

8. This fall, my courses were:

| | | |
|---|---|---|
| 🔵 | All online either synchronous ... | 186 |
| 🟠 | All hybrid | 5 |
| 🟢 | All face-to-face | 5 |
| 🔴 | A mix of online (synchronous ... | 39 |
| 🟣 | A mix of online (synchronous ... | 71 |
| 🟤 | A mix of hybrid and face-to-fa... | 3 |
| 🟣 | A mix of face-to-face, hybrid, ... | 35 |
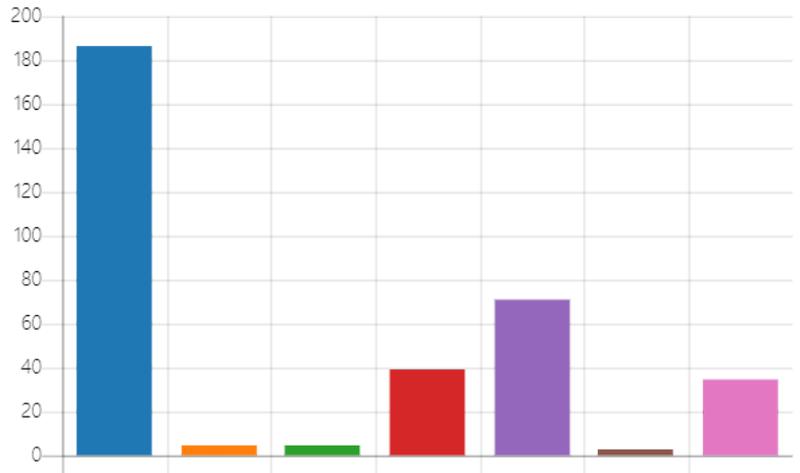


9. My courses are taught in completely online methods (synchronous or asynchronous) because:

| | | |
|---|---|---|
| 🔵 | The program in which I am a s... | 58 |
| 🟠 | I chose to do online courses b... | 43 |
| 🟢 | I chose to do online courses b... | 13 |
| 🔴 | I would prefer face-to-face or ... | 16 |
| 🟣 | I had classes that were face-to... | 46 |
| 🟤 | Other | 10 |
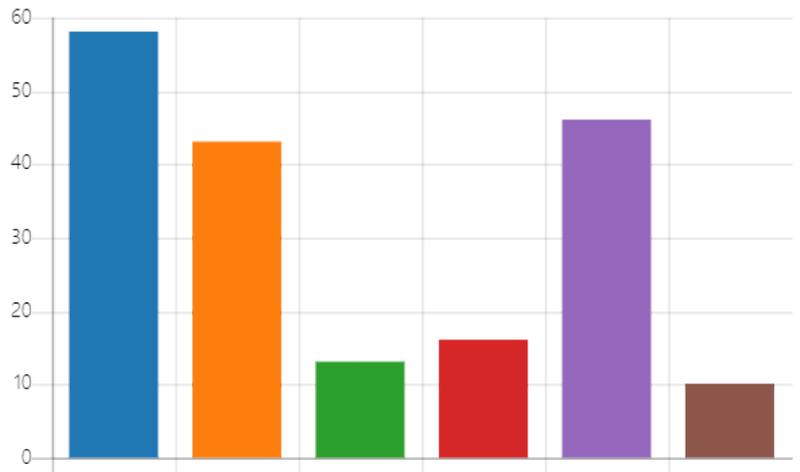


10. My online classes include either virtual or face-to-face office hours and/or appointments where I can have real-time contact with the faculty member.

| | | |
|---|---|---|
| 🔵 | Strongly disagree | 19 |
| 🟠 | Disagree | 27 |
| 🟢 | Neither agree nor disagree | 37 |
| 🔴 | Agree | 140 |
| 🟣 | Strongly agree | 108 |
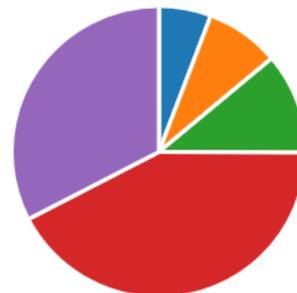
## 11. I had both 100% synchronous and 100% asynchronous online classes.

🔵 Yes                                            180
🟠 No                                             151
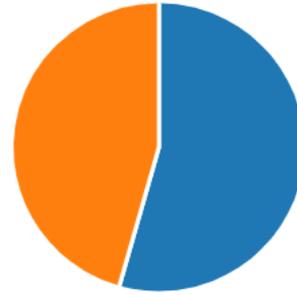
## 12. I prefer:

🔵 Synchronous over asynchrono...      23
🟠 Asynchronous over synchrono...      77
🟢 I do not have a preference            80

## 13. Did you pay extra fees for online platforms not provided by the university for free?

🔵 Yes                                            92
🟠 No                                             232
🟢 Not applicable                              15
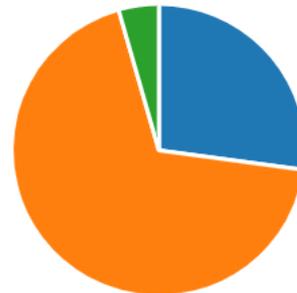
## 14. Please estimate how much total you spent for online platforms and indicate how many of your classes required that extra expense?

**107**
Responses

Latest Responses
*"About $200"*

15. In my hybrid and face-to-face classes, I felt that the use of masks/face coverings and social distancing by the students in the classes were adequate to ensure safety.

| | | |
|---|---|---|
| 🔵 | Strongly disagree | 6 |
| 🟠 | Disagree | 9 |
| 🟢 | Neither agree nor disagree | 146 |
| 🔴 | Agree | 80 |
| 🟣 | Strongly agree | 103 |
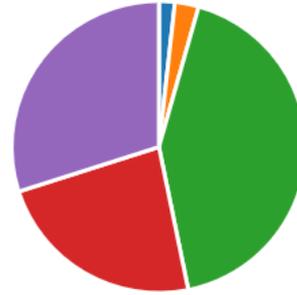
16. In my hybrid and face-to-face classes, I felt that the class cleaning supplies and class cleanliness were adequate to ensure safety.

| | | |
|---|---|---|
| 🔵 | Strongly disagree | 4 |
| 🟠 | Disagree | 5 |
| 🟢 | Neither agree nor disagree | 157 |
| 🔴 | Agree | 96 |
| 🟣 | Strongly agree | 82 |
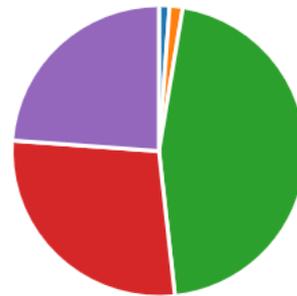
17. In my hybrid and face-to-face classes, I felt that the use of masks/face coverings/shields and/or social distancing by the faculty in class ensured safety.

| | | |
|---|---|---|
| 🔵 | Strongly disagree | 5 |
| 🟠 | Disagree | 7 |
| 🟢 | Neither agree nor disagree | 148 |
| 🔴 | Agree | 92 |
| 🟣 | Strongly agree | 92 |
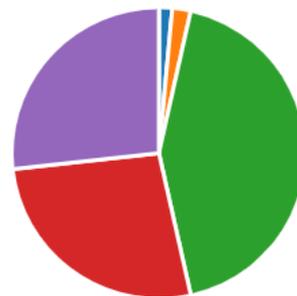
18. Faculty are showing an improvement in their ability to adapt to teaching methods (e.g, online, hybrid, etc.) and technology that are new to them over the course of the fall semester.

| | | |
|---|---|---|
| 🔵 | Strongly disagree | 8 |
| 🟠 | Disagree | 26 |
| 🟢 | Neither agree nor disagree | 57 |
| 🔴 | Agree | 176 |
| 🟣 | Strongly agree | 77 |
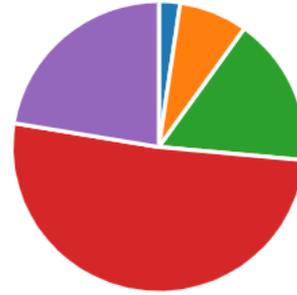
19. Over the course of the semester, I have been improving in my ability to take courses that use teaching methods (e.g., online, hybrid, etc.) and technology that are new to me.

| | | |
|---|---|---|
| 🔵 | Strongly disagree | 10 |
| 🟠 | Disagree | 25 |
| 🟢 | Neither agree nor disagree | 90 |
| 🔴 | Agree | 138 |
| 🟣 | Strongly agree | 81 |
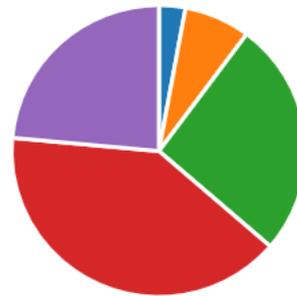
20. Overall, I am satisfied with the level of support and communication provided by instructors and/or teaching assistants in my classes this semester.

| | | |
|---|---|---|
| 🔵 | Strongly disagree | 15 |
| 🟠 | Disagree | 38 |
| 🟢 | Neither agree nor disagree | 44 |
| 🔴 | Agree | 159 |
| 🟣 | Strongly agree | 88 |
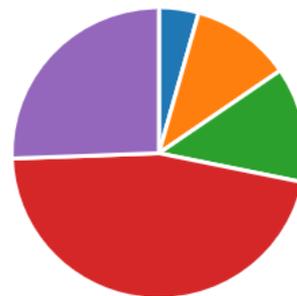
21. Overall, I am satisfied with the level of support and communication given by my academic program this semester.

| | | |
|---|---|---|
| 🔵 | Strongly disagree | 49 |
| 🟠 | Disagree | 27 |
| 🟢 | Neither agree nor disagree | 47 |
| 🔴 | Agree | 139 |
| 🟣 | Strongly agree | 82 |
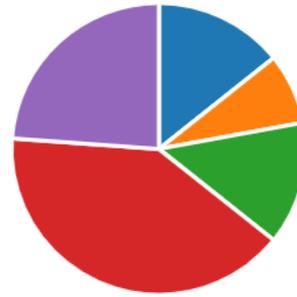
22. Overall, I am satisfied with the level of support and communication the University has provided about public health and campus life this semester.

| | | |
|---|---|---|
| 🔵 | Strongly disagree | 14 |
| 🟠 | Disagree | 8 |
| 🟢 | Neither agree nor disagree | 49 |
| 🔴 | Agree | 186 |
| 🟣 | Strongly agree | 87 |
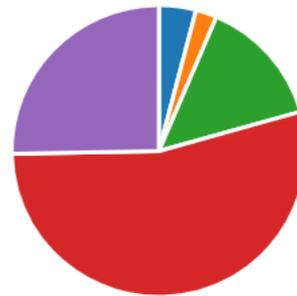
23. All things considered, I am satisfied with the quality of education that I received this semester.

| | | |
|---|---|---|
| 🔵 | Strongly disagree | 29 |
| 🟠 | Disagree | 32 |
| 🟢 | Neither agree nor disagree | 77 |
| 🔴 | Agree | 127 |
| 🟣 | Strongly agree | 79 |

24. I have tested positive for COVID-19 this fall.

| | | |
|---|---|---|
| 🔵 | Yes | 9 |
| 🟠 | No | 335 |

25. I have had to be in quarantine or isolation this fall because of testing positive for COVID-19 or because of being in close contact with some who was positive for COVID-19.

| | |
|---|---|
| ● Yes | 50 |
| ● No | 294 |

26. During this Fall semester, I was in quarantine or isolation

| | |
|---|---|
| ● On campus | 0 |
| ● Off campus at my parents' ho… | 33 |
| ● Off campus at my own home … | 17 |

27. I received adequate support from my professors during quarantine or isolation.

| | |
|---|---|
| ● Strongly disagree | 2 |
| ● Disagree | 4 |
| ● Neither agree nor disagree | 13 |
| ● Agree | 25 |
| ● Strongly agree | 6 |

28. I was able to keep up with my course work during quarantine or isolation.

| | |
|---|---|
| ● Strongly disagree | 12 |
| ● Disagree | 38 |
| ● Neither agree nor disagree | 147 |
| ● Agree | 91 |
| ● Strongly agree | 56 |
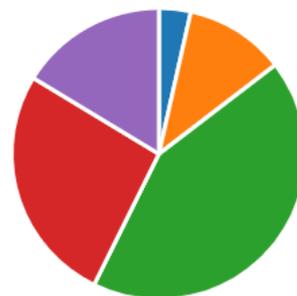
29. I was satisfied with the non-academic support (such as food, letter and package delivery, social support, health services etc.) while in quarantine or isolation.

| | | |
|---|---|---|
| 🔵 | Strongly disagree | 11 |
| 🟠 | Disagree | 14 |
| 🟢 | Neither agree nor disagree | 221 |
| 🔴 | Agree | 62 |
| 🟣 | Strongly agree | 36 |

30. Compared to mid-semester in Fall 2019, my classes are more challenging this semester than in previous semesters.

| | | |
|---|---|---|
| 🔵 | Strongly disagree | 7 |
| 🟠 | Disagree | 53 |
| 🟢 | Neither agree nor disagree | 104 |
| 🔴 | Agree | 84 |
| 🟣 | Strongly agree | 56 |

31. Compared to mid-semester in Fall 2019, I think that I have learned an equivalent amount of material this semester.

| | | |
|---|---|---|
| 🔵 | Strongly disagree | 21 |
| 🟠 | Disagree | 50 |
| 🟢 | Neither agree nor disagree | 85 |
| 🔴 | Agree | 114 |
| 🟣 | Strongly agree | 34 |

32. I have had more difficulty attending class (whether in person or virtually) and managing my course work this semester compared to previous semesters.

| | | |
|---|---|---|
| 🔵 | Strongly disagree | 26 |
| 🟠 | Disagree | 81 |
| 🟢 | Neither agree nor disagree | 69 |
| 🔴 | Agree | 65 |
| 🟣 | Strongly agree | 64 |

33. All things considered, this semester has met my expectations with respect to academic courses.

| | | |
|---|---|---|
| 🔵 | Strongly disagree | 18 |
| 🟠 | Disagree | 65 |
| 🟢 | Neither agree nor disagree | 58 |
| 🔴 | Agree | 133 |
| 🟣 | Strongly agree | 40 |

34. All things considered, this semester has met my expectations with respect to student life outside of the classroom.

| | | |
|---|---|---|
| 🔵 | Strongly disagree | 49 |
| 🟠 | Disagree | 35 |
| 🟢 | Neither agree nor disagree | 87 |
| 🔴 | Agree | 109 |
| 🟣 | Strongly agree | 35 |

35. My academic advisor provided adequate information about the various types of instruction (online, hybrid, face to face) when asked.

| | | |
|---|---|---|
| 🔵 | Strongly disagree | 38 |
| 🟠 | Disagree | 15 |
| 🟢 | Neither agree nor disagree | 63 |
| 🔴 | Agree | 142 |
| 🟣 | Strongly agree | 77 |

## 36.  The Spring Semester will start on January 11th. When do you plan on returning to campus?

| | | |
|---|---|---|
| 🔵 | Before Jan 1 2021 | 5 |
| 🟠 | Between Jan 1 to Jan 5 2021 | 8 |
| 🟢 | Between Jan 6 to Jan 8 2021 | 13 |
| 🔴 | Between Jan 9 – Jan 11 2021 | 23 |
| 🟣 | Not applicable because I live i... | 59 |
| 🟤 | Not applicable because I will c... | 57 |
| 🩷 | Not applicable because I am t... | 137 |
| ⚫ | I do not plan on enrolling in t... | 35 |
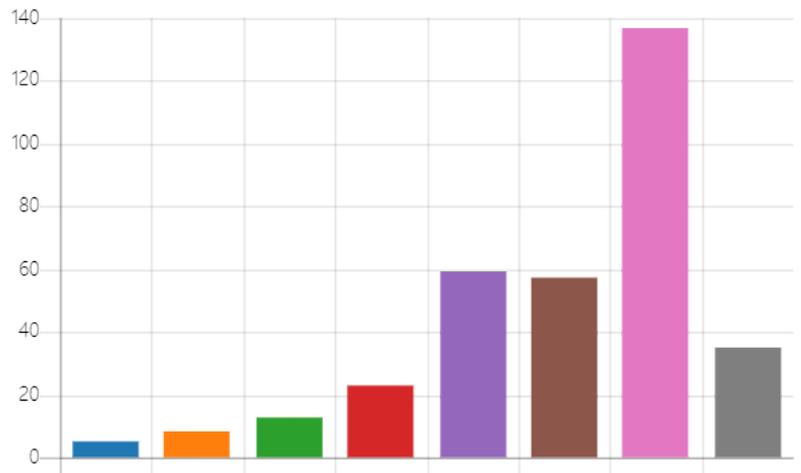
## 37.  Does your program require a thesis, dissertation or similar research experience?

| | | |
|---|---|---|
| 🔵 | Yes | 53 |
| 🟠 | No | 291 |

## 38.  The pandemic has impacted my ability to do research and/or scholarship for my thesis/dissertation.

| | | |
|---|---|---|
| 🔵 | Strongly disagree | 5 |
| 🟠 | Disagree | 7 |
| 🟢 | Neither agree nor disagree | 20 |
| 🔴 | Agree | 13 |
| 🟣 | Strongly agree | 8 |

39. I feel that I received adequate guidance and training to safely conduct my research and/or scholarship given the challenge of the pandemic.

| | Strongly disagree | 2 |
| | Disagree | 4 |
| | Neither agree nor disagree | 4 |
| | Agree | 8 |
| | Strongly agree | 3 |

40. Does your program require a practicum, field experience or internship?

| | Yes | 125 |
| | No | 219 |

41. The pandemic has impacted my ability to complete my practicum, field experience or internship.

| | Strongly disagree | 2 |
| | Disagree | 13 |
| | Neither agree nor disagree | 47 |
| | Agree | 23 |
| | Strongly agree | 40 |
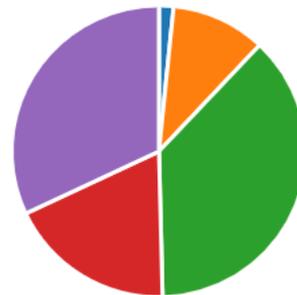
42. The pandemic has impacted my ability to complete my practicum, field experience or internship.

| | Strongly disagree | 2 |
| | Disagree | 15 |
| | Neither agree nor disagree | 68 |
| | Agree | 24 |
| | Strongly agree | 16 |

43. Please share any other comments on your experience at Palmetto College this fall that you would like.

## 106
Responses

### Latest Responses

"*I felt that the information given to me was just to let me pass and tha...*"

""

# Palmetto College - Fall 2020 - Faculty/Staff Survey

| 171 | 06:37 | Closed |
|:---:|:---:|:---:|
| Responses | Average time to complete | Status |

1. I taught one or more courses or lab sections in Fall 2020.

| | | |
|---|---|---|
| 🔵 Yes | 89 | |
| 🟠 No | 82 | |

2. My position is in Palmetto College:

| | | |
|---|---|---|
| 🔵 Columbia | 9 | |
| 🟠 Lancaster | 19 | |
| 🟢 Salkehatchie | 12 | |
| 🔴 Sumter | 15 | |
| 🟣 Union | 11 | |
| 🟤 Aiken | 3 | |
| 🩷 Beaufort | 7 | |
| ⚪ Upstate | 5 | |
| 🟡 Prefer not to disclose | 8 | |
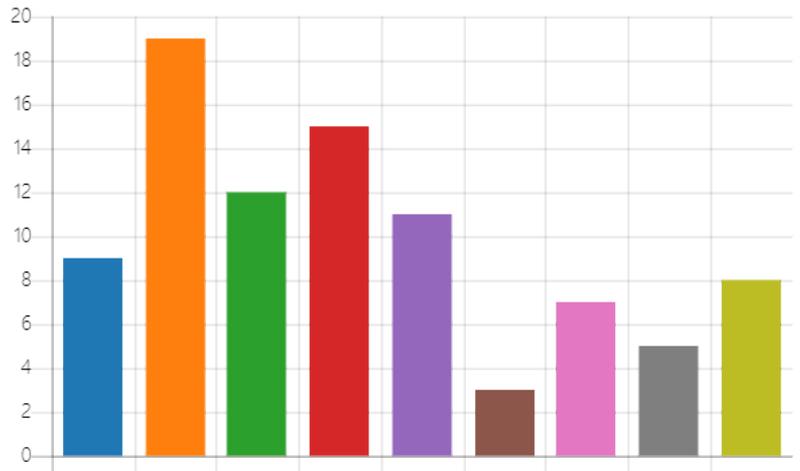
## 3. I identify as:

| | | |
|---|---|---|
| 🔵 | Male | 33 |
| 🟠 | Female | 48 |
| 🟢 | Other | 0 |
| 🔴 | Prefer not to disclose | 8 |



## 4. My age is:

| | | |
|---|---|---|
| 🔵 | Between 20 and 35 years of age | 7 |
| 🟠 | Between 35 and 45 years of age | 24 |
| 🟢 | Between 45 and 55 years of age | 25 |
| 🔴 | Between 55 and 65 years of age | 14 |
| 🟣 | Over 65 years of age | 8 |
| 🟤 | Prefer not to disclose | 11 |
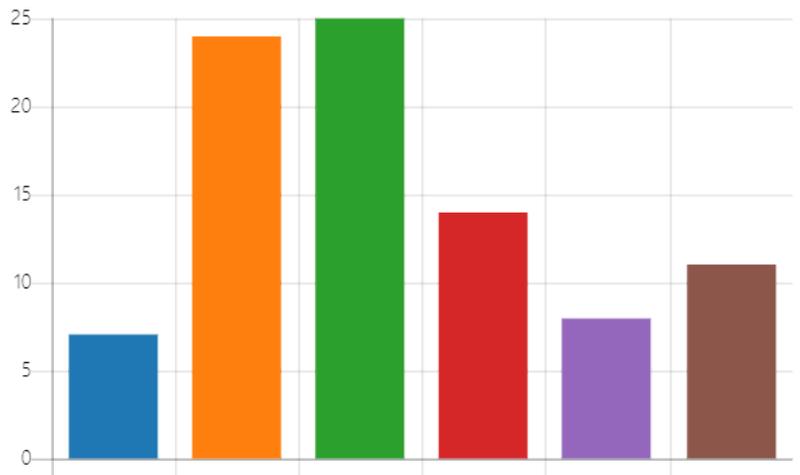


## 5. I am:

| | | |
|---|---|---|
| 🔵 | a Nonresident alien | 2 |
| 🟠 | an American of two or more r… | 1 |
| 🟢 | Black or African American | 6 |
| 🔴 | American of Hispanic/Latinx o… | 0 |
| 🟣 | Asian American | 3 |
| 🟤 | American Indian or Alaska Nat… | 0 |
| 🩷 | Native Hawaiian or Other Paci… | 0 |
| ⚪ | White American | 64 |
| 🟡 | None of the above/prefer not … | 13 |
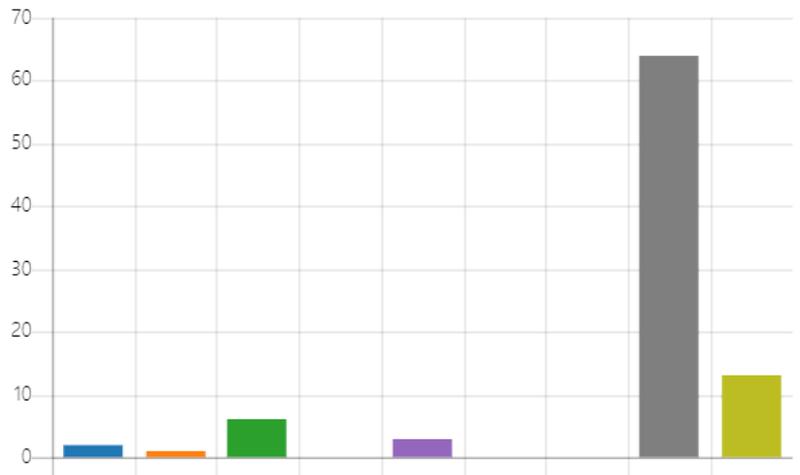
6. Definitions of class teaching methods: 100% online asynchronous: These classes do not require an on-campus presence and do not require participation on a particular day or time. 100% online synchronous: These classes do not require an on-campus presence but do require participation on a particular day or time. Note: Some classes may be a mix of synchronous and asynchronous methods. Hybrid Classes: These classes require some on-campus presence on particular days and times but also have some aspects that can be done online. Face-to-face Classes: These classes require on-campus presence on particular days and times and cannot typically be done online. This fall, the classes or labs that I taught were:

| | | |
|---|---|---|
| 🔵 | All online including both sync... | 10 |
| 🟠 | All online synchronous only | 9 |
| 🟢 | All online asynchronous only | 39 |
| 🔴 | All hybrid | 2 |
| 🟣 | All face-to-face | 8 |
| 🟤 | A mix of online (synchronous ... | 5 |
| 🌸 | A mix of online (synchronous ... | 4 |
| ⚪ | A mix of hybrid and face-to-fa... | 2 |
| 🟡 | A mix of face-to-face, hybrid, ... | 10 |
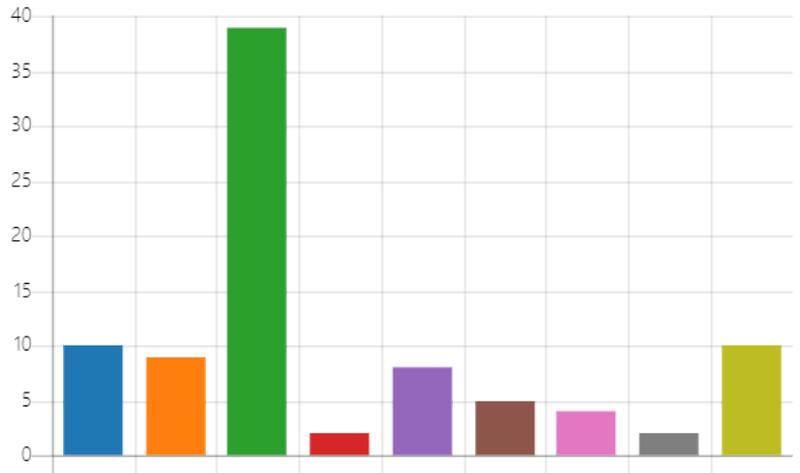
7. I chose to teach my courses or labs sections in completely online methods (synchronous or asynchronous) because:

| | | |
|---|---|---|
| 🔵 | I am at high risk for COVID-19... | 12 |
| 🟠 | One of the individuals that I li... | 6 |
| 🟢 | I typically teach online courses... | 12 |
| 🔴 | I was required to teach the co... | 3 |
| 🟣 | I taught online because it allo... | 5 |
| 🟤 | I simply am anxious about get... | 6 |
| 🌸 | Other reasons | 14 |
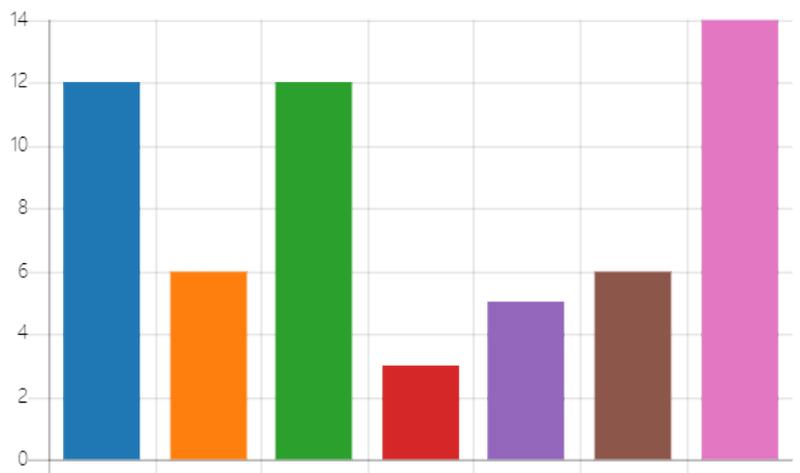
8. If you selected other reasons for question 7, please elaborate:

**15**
Responses

Latest Responses
*"Too many variables to teaching F2F in this COVID-19 time! It was si...*

9. Did you change one or more of your classes this fall in instructional method after the start of the fall semester on August 20, 2020?



| | |
|---|---|
| 🔵 Yes, I switched my face-to-fac… | 14 |
| 🟠 Yes, I switched my face-to-fac… | 5 |
| 🟢 Yes, I added some face-to-fac… | 2 |
| 🔴 No, I did not change the instr… | 68 |
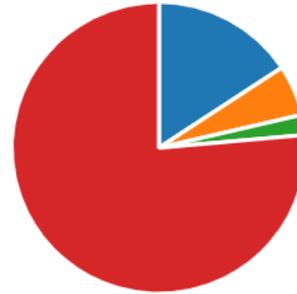
10. My online classes include either virtual or face-to-face office hours and/or appointments where I had real-time contact with my students



| | |
|---|---|
| 🔵 Strongly disagree | 3 |
| 🟠 Disagree | 4 |
| 🟢 Neither agree nor disagree | 10 |
| 🔴 Agree | 27 |
| 🟣 Strongly agree | 36 |
| 🟤 Not applicable | 9 |
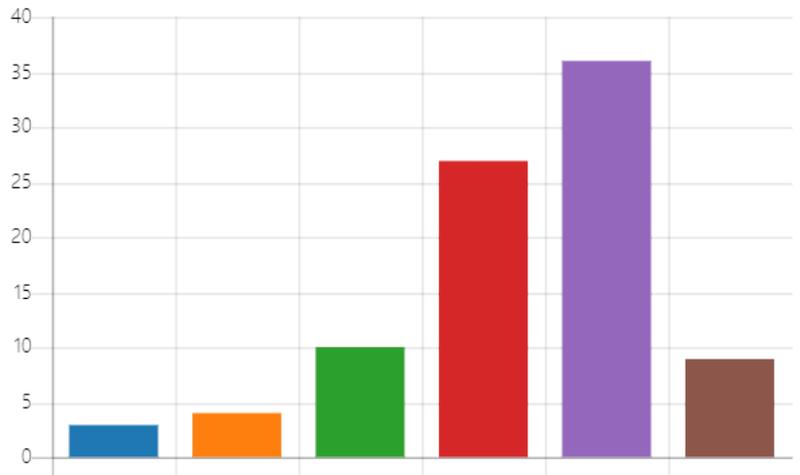
11. I taught both 100% synchronous and 100% asynchronous online classes



| | |
|---|---|
| 🔵 Yes | 19 |
| 🟠 No | 70 |

12. I think students learn more in:

| | | |
|---|---|---|
| 🔵 | Synchronous than in asynchro... | 8 |
| 🟠 | Asynchronous than in synchro... | 0 |
| 🟢 | There is no difference | 11 |
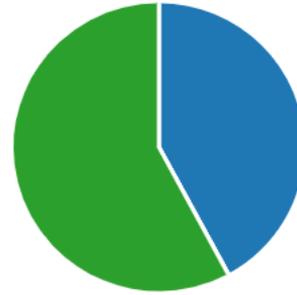
13. Did you require your students to pay extra fees for online platforms not provided by the university for free?

| | | |
|---|---|---|
| 🔵 | Yes | 10 |
| 🟠 | No | 79 |
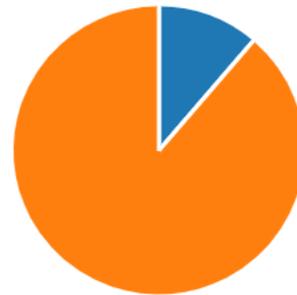
14. Please estimate how much total your students spent for online platforms and indicate how many of your classes required that extra expense?

## 10
Responses

Latest Responses

15. In the hybrid and face-to-face classes that I taught, I felt that the use of masks/face coverings and social distancing by the students in the classes were adequate to ensure safety.

| | | |
|---|---|---|
| 🔵 Strongly disagree | 1 | |
| 🟠 Disagree | 1 | |
| 🟢 Neither agree nor disagree | 5 | |
| 🔴 Agree | 12 | |
| 🟣 Strongly agree | 16 | |
| 🟤 Not applicable | 54 | |
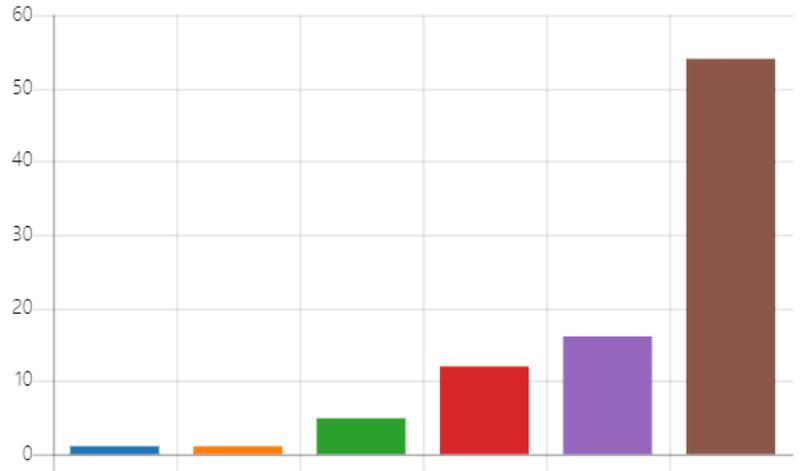
16. In my hybrid and face-to-face classes, I felt that the class cleaning supplies and class cleanliness were adequate to ensure safety.

| | | |
|---|---|---|
| 🔵 Strongly disagree | 2 | |
| 🟠 Disagree | 2 | |
| 🟢 Neither agree nor disagree | 4 | |
| 🔴 Agree | 9 | |
| 🟣 Strongly agree | 17 | |
| 🟤 Not applicable | 55 | |
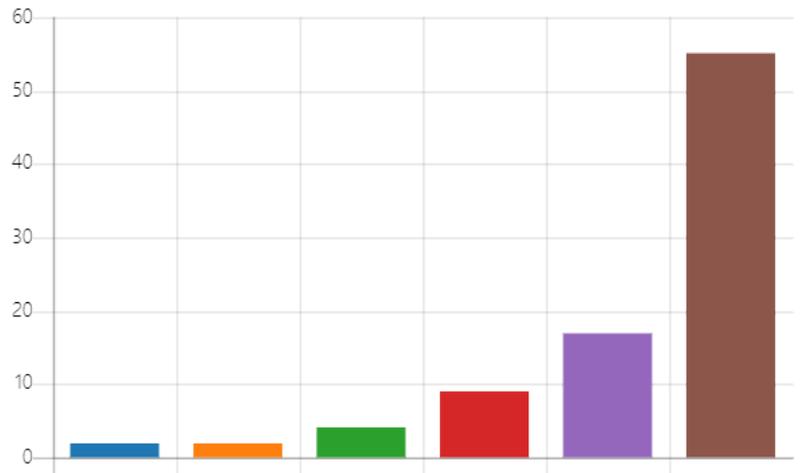
17. In the hybrid and face-to-face classes that I taught, I felt that my own use of masks/face coverings/shields and/or social distancing in class ensured safety.

| | |
|---|---|
| 🔵 Strongly disagree | 1 |
| 🟠 Disagree | 0 |
| 🟢 Neither agree nor disagree | 5 |
| 🔴 Agree | 13 |
| 🟣 Strongly agree | 17 |
| 🟤 Not applicable | 53 |
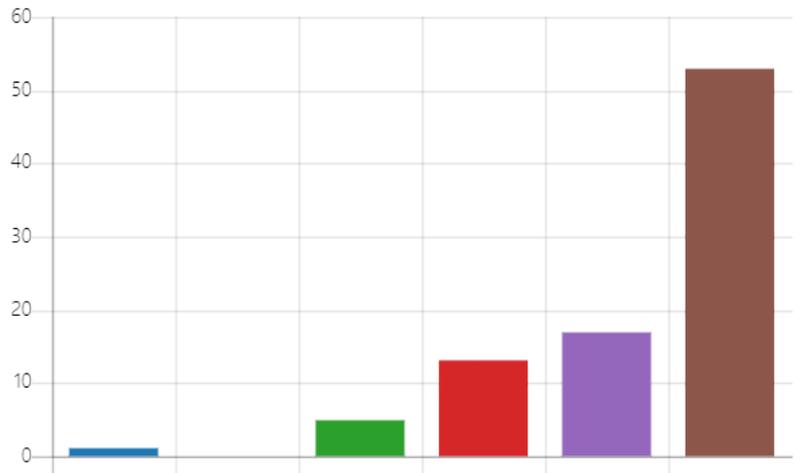
18. I am showing an improvement in my ability to adapt to teaching methods (e.g, online, hybrid, etc.) and technology that are new to me over the course of the fall semester.

| | |
|---|---|
| 🔵 Strongly disagree | 0 |
| 🟠 Disagree | 2 |
| 🟢 Neither agree nor disagree | 10 |
| 🔴 Agree | 31 |
| 🟣 Strongly agree | 36 |
| 🟤 Not applicable | 10 |
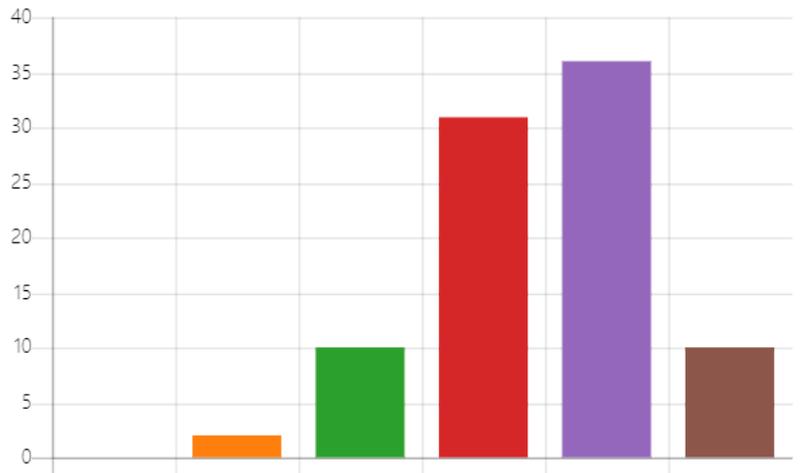
19. Over the course of the semester, my students have been improving in their ability to take courses that use teaching methods (e.g., online, hybrid, etc.) and technology that are new to them.

| | | |
|---|---|---|
| 🔵 | Strongly disagree | 3 |
| 🟠 | Disagree | 6 |
| 🟢 | Neither agree nor disagree | 18 |
| 🔴 | Agree | 37 |
| 🟣 | Strongly agree | 19 |
| 🟤 | Not applicable | 6 |
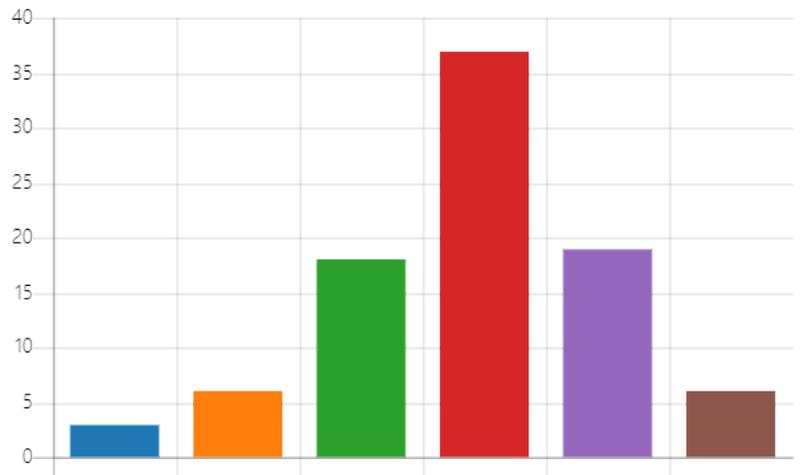
20. Overall, I have worked hard to communicate about course methods and requirements to my students.

| | | |
|---|---|---|
| 🔵 | Strongly disagree | 0 |
| 🟠 | Disagree | 0 |
| 🟢 | Neither agree nor disagree | 2 |
| 🔴 | Agree | 24 |
| 🟣 | Strongly agree | 63 |
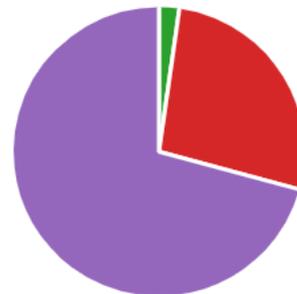
21. Overall, I am satisfied with the level of support and communication given by my academic program this semester.

| | | |
|---|---|---|
| 🔵 | Strongly disagree | 3 |
| 🟠 | Disagree | 8 |
| 🟢 | Neither agree nor disagree | 14 |
| 🔴 | Agree | 32 |
| 🟣 | Strongly agree | 32 |

22. Overall, I am satisfied with the level of support and communication the University has provided about public health and campus life this semester.

| | | |
|---|---|---|
| 🔵 | Strongly disagree | 2 |
| 🟠 | Disagree | 8 |
| 🟢 | Neither agree nor disagree | 13 |
| 🔴 | Agree | 36 |
| 🟣 | Strongly agree | 30 |
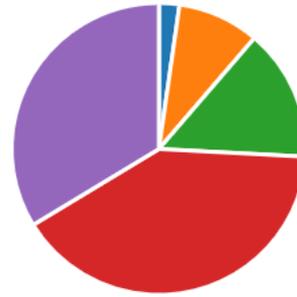
23. I am satisfied with the online assessments (tests, homework, papers, etc.) of student learning that I used this semester.

| | | |
|---|---|---|
| 🔵 | Strongly disagree | 2 |
| 🟠 | Disagree | 3 |
| 🟢 | Neither agree nor disagree | 14 |
| 🔴 | Agree | 42 |
| 🟣 | Strongly agree | 28 |
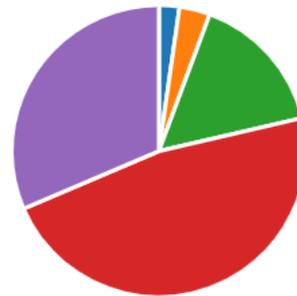
24. Please explain

5
Responses

Latest Responses

25. I am satisfied with the proctoring technology (Respondus Lockdown, Respondus Monitor or ProctorU) that I used this semester for online tests.

| | | |
|---|---|---|
| 🔵 | Strongly disagree | 3 |
| 🟠 | Disagree | 0 |
| 🟢 | Neither agree nor disagree | 0 |
| 🔴 | Agree | 0 |
| 🟣 | Strongly agree | 0 |
| 🟤 | Not applicable | 2 |

26. Please explain

## 3
Responses

Latest Responses

27. All things considered, I am satisfied with the quality of education that I have delivered this semester.

| | | |
|---|---|---|
| 🔵 | Strongly disagree | 3 |
| 🟠 | Disagree | 5 |
| 🟢 | Neither agree nor disagree | 9 |
| 🔴 | Agree | 42 |
| 🟣 | Strongly agree | 30 |
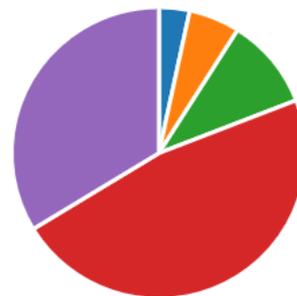
28. Please elaborate

## 41
Responses

Latest Responses

*"Most learning outcomes in my online course were equivalent to the fa...*

29. I have tested positive for COVID-19 this fall.

| | |
|---|---|
| 🔵 Yes | 1 |
| 🟠 No | 88 |

30. I have had to be in quarantine or isolation this fall because of testing positive for COVID-19 or because of being in close contact with some who was positive for COVID-19.

| | |
|---|---|
| 🔵 Yes | 9 |
| 🟠 No | 80 |
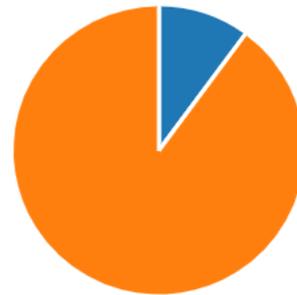
31. I was able to continue teaching my course or lab during quarantine or isolation

| | |
|---|---|
| 🔵 Strongly disagree | 0 |
| 🟠 Disagree | 1 |
| 🟢 Neither agree nor disagree | 0 |
| 🔴 Agree | 3 |
| 🟣 Strongly agree | 5 |
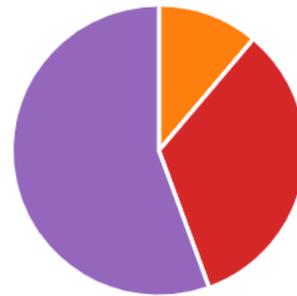
32. Please elaborate

6

Responses

Latest Responses

33. Compared to Fall 2019, my classes are more challenging to the students this semester than in previous semesters.

| | | |
|---|---|---|
| 🔵 Strongly disagree | 6 | |
| 🟠 Disagree | 20 | |
| 🟢 Neither agree nor disagree | 29 | |
| 🔴 Agree | 21 | |
| 🟣 Strongly agree | 13 | |



34. Compared to Fall 2019, I think that my students have learned an equivalent amount of material this semester.

| | | |
|---|---|---|
| 🔵 Strongly disagree | 5 | |
| 🟠 Disagree | 11 | |
| 🟢 Neither agree nor disagree | 13 | |
| 🔴 Agree | 33 | |
| 🟣 Strongly agree | 27 | |
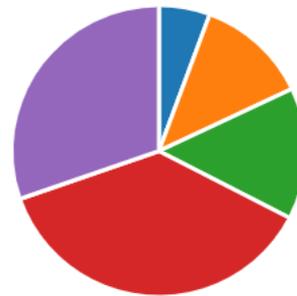


35. Compared to previous semesters, I think that my grade distributions in my class will be similar.

| | | |
|---|---|---|
| 🔵 Strongly disagree | 5 | |
| 🟠 Disagree | 20 | |
| 🟢 Neither agree nor disagree | 13 | |
| 🔴 Agree | 30 | |
| 🟣 Strongly agree | 21 | |



36. My students seem to have had more difficulty attending class (whether in person or virtually) and managing their course work this semester compared to previous semesters.

| | | |
|---|---|---|
| 🔵 Strongly disagree | 4 | |
| 🟠 Disagree | 18 | |
| 🟢 Neither agree nor disagree | 19 | |
| 🔴 Agree | 28 | |
| 🟣 Strongly agree | 20 | |

37. Is research and scholarship an expectation for your position?

| | | |
|---|---|---|
| 🔵 | Yes | 51 |
| 🟠 | No | 38 |
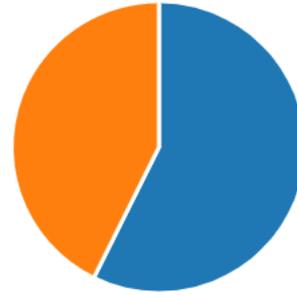
38. The pandemic has impacted my ability to do research and/or scholarship.

| | | |
|---|---|---|
| 🔵 | Strongly disagree | 0 |
| 🟠 | Disagree | 6 |
| 🟢 | Neither agree nor disagree | 5 |
| 🔴 | Agree | 17 |
| 🟣 | Strongly agree | 23 |

39. How did the pandemic impact your research or scholarship?

**37**
Responses

Latest Responses

"*Needed extra safety measures & recruiting volunteers to participate i...*"

40. I feel that I received adequate guidance and training to safely conduct my research and/or scholarship given the challenge of the pandemic.

| | | |
|---|---|---|
| 🔵 | Strongly disagree | 11 |
| 🟠 | Disagree | 4 |
| 🟢 | Neither agree nor disagree | 21 |
| 🔴 | Agree | 13 |
| 🟣 | Strongly agree | 1 |

41. Were you teaching, directing, or supervising a laboratory class, practicum, field experience or internship?

| | | |
|---|---|---|
| ● Yes | 20 | |
| ● No | 69 | |
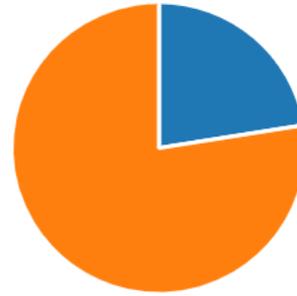
42. The pandemic has impacted my students' ability to complete their laboratory classes, practicum, field experience or internship.

| | | |
|---|---|---|
| ● Strongly disagree | 1 | |
| ● Disagree | 7 | |
| ● Neither agree nor disagree | 4 | |
| ● Agree | 4 | |
| ● Strongly agree | 4 | |

43. The pandemic has negatively impacted the quality of the laboratory class, practicum, field experience or internship.

| | | |
|---|---|---|
| ● Strongly disagree | 0 | |
| ● Disagree | 9 | |
| ● Neither agree nor disagree | 4 | |
| ● Agree | 3 | |
| ● Strongly agree | 4 | |

**Academic Success Center Report**
**For December 4, 2020 Faculty Meeting**
**Submitted by Dana Lawrence**

==Please send all ASC-related questions and requests to [LawrenDE@mailbox.sc.edu](mailto:LawrenDE@mailbox.sc.edu)==

**The Fall 2020 Tutoring Schedule can be found here:**
[https://www.sc.edu/about/system_and_campuses/lancaster/documents/academic_success_center/tutor_schedule.pdf](https://www.sc.edu/about/system_and_campuses/lancaster/documents/academic_success_center/tutor_schedule.pdf)

**If you would like to received electronic versions of your students' tutoring session reports, please fill out [this (very short) form](.).**

==ALL TUTORING SESSIONS ARE BY APPOINTMENT—STUDENTS CAN SCHEDULE ONLINE OR BY CALLING 803-313-7113==

Students can schedule tutoring appointments at the following link:

[https://usclacademicsuccesscenter.setmore.com/](https://usclacademicsuccesscenter.setmore.com/)

I'm happy to share information about specific writing assignments, tests, homework, or other work with the tutors if you think it would be helpful.

As always, thanks for your support.

**REMINDERS about the ASC's booking system**:

- **Students can book appointments as late as 15 minutes in advance.**
- The booking page allows students to book a maximum of ten days in advance (in an effort to allow as many students as possible to have access to tutoring services, and to cut down on no-shows).

## ==FALL 2020==

| | August 2019 | August 2020 | Sept. 2019 | Sept. 2020 | Oct. 2019 | Oct. 2020 | Nov. 2019 | Nov. 2020 | Dec. 2019 | Dec. 2020 |
|---|---|---|---|---|---|---|---|---|---|---|
| **Number of Tutors** | 8 | 6 | 8 | 6 | 7 | 5 | 7 | 5 | | |
| **Total Number of Sessions** | 27 | 31 | 137 | 55 | 175 | 77 | 141 | 38 | | |
| **Tutoring Sessions/Day (avg)** | 5.4 (5 operating days) | 6.2 (5 operating days) | 8.6 (16 operating days) | 3.1 (18 operating days) | 9.2 (19 operating days) | (17 operating days) | 10.1 (14 operating days) | 2.5 (15 operating days) | | |
| **Tutoring Sessions/Tutor (avg)** | 3 | 5.2 | 17.1 | 9.3 | 25 | 15.4 | 20.1 | 7.6 | | |
| **# of tutor hours per week** | 68.5 | 70 | 68.5 | 70 | 70.5 | 60 | 70.5 | 60 | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Appointment** | 21 | 31 | 127 | 56 | 168 | 77 | 133 | 38 |
| **Drop-in** | 6 | n/a | 10 | n/a | 7 | n/a | 8 | n/a |

## Tutoring Sessions by Area

| | August 2020 | Sept. 2020 | Oct. 2020 | Nov. 2020 | Dec. 2020 |
|---|---|---|---|---|---|
| **Biology** | 2 | 4 | 9 | 2 | |
| **Chemistry** | 4 | 3 | 7 | 2 | |
| **Computer Science** | 5 | 9 | 5 | 3 | |
| **French** | 0 | 0 | 0 | 0 | |
| **Italian** | 0 | 0 | 1 | 0 | |
| **Math/PCAM 105** | 13 | 18 | 19 | 8 | |
| **NURS** | 0 | 1 | 1 | 1 | |
| **Spanish** | 0 | 0 | 0 | 1 | |
| **Statistics** | 0 | 0 | 0 | 0 | |
| **Writing** | 7 <br>• ENGL: 2 <br>• POLI: 1 <br>• SPCH: 3 <br>• Other: 1 | 21 <br>• ENGL: 14 <br>• PALM: 2 <br>• POLI: 2 <br>• SPCH: 2 <br>• Other: 1 | 35 <br>• ENGL: 31 <br>• HIST: 2 <br>• NURS: 1 <br>• PALM: 1 | 21 <br>• ECON: 1 <br>• ENGL: 17 <br>• NURS: 3 | |
| **Other (help student navigate Blackboard, access USCL email, use Microsoft Word, skills review, etc.)** | 0 | 0 | 0 | 0 | |
| **TOTAL # OF SESSIONS:** | 31 | 56 | 77 | 38 | |

| | 1 visit | 2 visits | 3-5 visits | 6+ visits | Total |
|---|---|---|---|---|---|
| **# of individual students (AUG)** | 10 | 3 | 3 | 0 | 16 |
| **# of individual students (SEPT)** | 13 | 6 | 4 | 2 | 25 |
| **# of individual students (OCT)** | 21 | 1 | 5 | 3 | 30 |
| **# of individual students (NOV)** | 18 | 4 | 4 | 0 | 26 |
| **# of individual students (DEC)** | | | | | |

## Slide 1

UNIVERSITY OF
**South Carolina**
LANCASTER

**You're Way Ahead When You Start Here**

1

## Slide 2

UNIVERSITY OF
**South Carolina**
LANCASTER

|  | Fall 18 | Fall 19 | Fall 20 |
|---|---|---|---|
| **HEADCOUNT** | 1523 | 1640 | 1810 |
| **FTE** | 1060 | 1112 | 1161 |

2

| SC High Schools | NC High Schools |
|---|---|
| Lancaster | Ardrey Kell |
| Indian Land | Carmel Christian |
| Buford | Charlotte HS |
| | |
| Andrew Jackson | Cuthbertson HS |
| Nation Ford | Gaston Christian HS |
| Central | Grimsley HS |
| Rock Hill | Hickory Grove Baptist |
| Great Falls | Hopewell HS |
| Chester | Hunter HS |
| Lewisville | Lincolnton HS |
| Northwestern | Queen's Grant Prep |
| South Pointe | |
| Fort Mill | |
| YPA | |

UNIVERSITY OF
South Carolina
LANCASTER

3

| Gender | | |
|---|---|---|
| Female | | 59.54% |
| Male | | 39.63% |
| Unknown | | 0.83% |
| Total | | 100.00% |
| Race and Ethnicity | | |
| American Indian or Alaska Native | | 0.30% |
| Asian | | 1.97% |
| Black or African American | | 17.87% |
| Hispanic | | 5.50% |
| Native Hawaiian or Other Pacific Islander | | 0.12% |
| Non-resident Alien | | 0.63% |
| Race/Ethnicity Unknown | | 14.56% |
| Two or More Races | | 2.94% |
| White | | 56.11% |
| Total | | 100.00% |
| Age | | |
| 24 and under | | 94.91% |
| 25-59 | | 4.32% |
| 60+ | | 0.77% |
| Total | | 100.00% |

UNIVERSITY OF
South Carolina
LANCASTER

4

**UNIVERSITY OF South Carolina LANCASTER**

Events
**Wednesday December 9th** we are hosting 2 virtual College Application Workshops.
**Wednesday December 16th** we are hosting 2 virtual Scholarship Application Workshops
**Tuesday January 26th** is our 1st EVER High School Counselor Advisory Board meeting.
Counselors from all of our service areas were asked to become part of our first ever High School Counselor Advisory Board. We will communicate with counselors 4 times a year regarding recruitment and admissions counseling. This will be an opportunity for us to identify problems and highlight what we are doing right.
**Wednesday February 27th** Admissions Webinar with Director of the BSN Program, Dr. Courtney Catledge.
**Wednesday February 3rd** is our virtual High School Counselor Meeting
All high school counselors in our service area were asked to participate in a virtual meeting celebrating them! In lieu of our annual luncheon.
**Wednesday February 10th** Admissions Webinar with Palmetto College Coordinator, Danelle Faulkenberry
**Wednesday, February 24th**—Admissions Webinar, Pre-Pharmacy w/ Dr. Obi-Johnson & former USCL student

5

**UNIVERSITY OF South Carolina LANCASTER**

# Test Optional
# 20 CHE units
# C.A.P.

6

3

**FROM:** Tracey Mobley Chavous, PHR - Director of Human Resources

**MEETING:**   Faculty Organization Meeting- December 4, 2020

**DATE:** December 3, 2020

**ATTACHMENTS:** 0

**INFORMATION ITEMS:**

1) Thank you to everyone who donated annual and sick leave to the USC Leave Pool. Your generosity is greatly appreciated.

2) Please remember to submit an approved Personnel Request Form to the Human Resources Department to hire/rehire student and temporary employees for the Spring semester if necessary.

   Mission Critical approval is needed from multiple departments on the Columbia campus prior to the hire/rehire process being initiated.

   Submitting request prior to or on December 4, 2020 is most helpful.

   Please do not allow an employee to begin or continue working until their hire/rehire process is complete.

3) Faculty members who supervise staff or student assistants please be sure to approve timesheets through week ending December 26, 2020 prior to leaving for the Christmas/December Holiday.

4) The Christmas/December Holiday begins on December 24, 2020 and ends on January 1, 2021.

   Please be sure that student and temporary employees do not report working hours in the ITAMS system on the dates mentioned above unless they actually work.

   Campus will officially reopen on January 4, 2021.

# Medford Library

## SERVICE STATISTICS AND PROGAMS

- **514** unique visits
- **982** LibGuide views
- Fulfilled **17** PASCAL Delivers borrowing requests
- **113** Computer Reservations
- **41** Study and Lounge Area Reservations
- **15** Community computer uses
- Processed **15** new books
- Processed **10** new DVDs

## CIRCULATION STATISTICS

- **30** General collection items circulated
- **2** Juvenile collection items circulated
- **6** New Books collection items circulated

## GENERAL AND ADMINISTRATIVE ACTIVITIES

- The library is closed and will reopen on January 4, 2021. Library faculty and staff will be available virtually until December 23.

## PUBLISHED? LET US KNOW SO WE CAN BUY YOUR BOOK!

- https://usclancaster.libguides.com/c.php?g=322991&p=2164202

## HELPFUL LINKS

- Request Library Instruction:
  https://usclancaster.libguides.com/c.php?g=322991&p=2164214
- Book a Librarian: https://usclancaster.libguides.com/c.php?g=322991&p=2164200
- Document the impact of your scholarly activities: http://bit.ly/20Gu02g
- Check out tools for teaching and learning support: http://bit.ly/1nMHxrm

# PCC Welfare Committee Report

November 20, 2020

1

# Duffy, Plyler, and Shaw Awards

▶ December 7, 2020: Campus nominations due to chair of PCCFS Welfare Committee

   ▶ Received nominees from Union and Sumter

▶ December 9, 2020: Nominees contacted by the PCCFS Welfare Committee

▶ **January 31, 2021: Due dates for nominees to submit PDF files to PCCFS Welfare Committee Chair**

▶ February 2021: PCCFS Welfare Committee votes on files, committee decision is forwarded to the chancellor's office

▶ April 2021 (last PCCFS Meeting of the academic year): Award winner announced

2

## T&P Workshop – January 22, 2021

- ▶ Meeting will be virtual through Blackboard Collaborate Ultra
- ▶ Committee updated the agenda today
  - ▶ 10:00 am – 2:30 pm with 30-minute lunch break
- ▶ Speakers / session coordinators will be invited by December 9.
- ▶ Asking speakers to send presentations 1 week ahead to provide to attendees.
- ▶ Provide links for online tutorials on technology (i.e. Adobe, hotlinks, BB, etc.)

3

## Welfare Survey

- ▶ This will go out in March 2021.
- ▶ Committee will make changes to previous surveys based on feedback from faculty.
- ▶ Survey will be finalized at February 2021 Meeting.

4

# Columbia Senate Report
*USCL Members Reporting to USCL Faculty Organization*

Date of Report: Dec 4, 2020 Faculty Meeting

Dates of Columbia Senate Meetings: Dec 2, 2020

## General

**UofSC CFO Ed Walton**: The financial situation is good for now. This year was more successful financially than expected. Furloughs may be lifted. Still concerned about 5 years from now due to declining graduation rates.

**Provost Tate**: Went over student and faculty surveys. (This was only for Columbia. Palmetto College is running a separate survey.) The student survey is completed. The faculty survey is ongoing. They may continue to have these surveys in the future. Summary of student survey: Students had a difficult semester. Students mentioned that it was difficult to access professors in online classes. Need to be clearer about office hour protocols, how to contact prof, etc. Modality shifts midsemester were problematic. Need to hold true to modality that is in the schedule of classes. Also discussed student workload, additional costs related to online classes, and how the online experience compared to in-person. Provost suggested having peers review each other's teaching methods (within their departments), use CTE and other resources to improve course delivery.

**Committee on Admissions:**

- Change in admissions requirement to the BA in Education through Palmetto College.
  https://sc.edu/about/offices_and_divisions/faculty_senate/documents/facsen_meetings/2020-12-02.admission_ba_palmetto_change_request.pdf
- Amend COL UG Admissions policy to accommodate veterans under age 25 with no postsecondary work.
  https://sc.edu/about/offices_and_divisions/faculty_senate/documents/facsen_meetings/2020-12-02.admission_adult_learner_policy_change.pdf
- Amend readmit policy requirements to forego petition requirement for students who leave institution due to circumstance beyond their control.
  https://sc.edu/about/offices_and_divisions/faculty_senate/documents/facsen_meetings/2020-12-02.admission_readmit_policy_change.pdf

**Report from Committee on Intellectual Property:**
https://sc.edu/about/offices_and_divisions/faculty_senate/documents/facsen_meetings/2020-12-02.ip_committee.pdf

**Committee on Scholastic Standards and Petitions**
- Graduation change policy (to be consistent with common usage of Banner) https://sc.edu/about/offices_and_divisions/faculty_senate/documents/facsen_meetings/2020-12-02.cssp_graduation_policy_change.pdf
- Classification of Students policy change (to be consistent with common usage of Banner) https://sc.edu/about/offices_and_divisions/faculty_senate/documents/facsen_meetings/2020-12-02.cssp_graduation_policy_change.pdf


## Curricula & Courses and InDev

A public list of all proposed changes is available by following this link: https://sc.edu/about/offices_and_divisions/provost/planning/academicprograms/proposals/submitted-for-approval.php

On that webpage, you may search or filter by status, course title/number, college/school, proponent or Carolina Core Learning Outcome. Each entry gives a detailed description of the proposed changes, justification, date it goes into effect, and the approval process.

The following is a summary of changes voted on in the November and December meetings.

- Change in Course:

    o ANTH 333 and 374.

    o 400-level ENGL.

    o ITEC 444.

    o MGMT 394 and 395.

    o PSYC 226, 227 and 474.

    o SOCY 302.

- New Courses:

    o ARTS 390.

    o FINA 473.

- - GEOG 380.

  - MGMT 486.

  - MKTG 475.

  - NURS 112.

  - PHIL 335.

- Terminated Courses

  - None

- Change in Degree Program

  - BA in International Studies (POLI)

  - BA in Political Science.

  - BA/BS in Psychology.

  - Business Analytics concentration (MGMT).

  - Education minor.

  - Chemical Engineering BSE.

  - Civil Engineering BSE.

  - BS in Hospitality Management.

  - BS in Tourism Management.

  - Integrated Information Technology BS (ITEC)

  - Nursing Generic BSN.

- New Degree Programs

  - None

- Courses Approved for Distributed Learning Delivery

  - ACCT 403 and 405.

  - ANTH 161.

  - ARTH 106.

- o BIOL 303.

- o CHEM 102 and 111/111L.

- o CRJU 203

- o ENCP 103.

- o ENVR 101L

- o FAMS 110 and 300.

- o FREN 122.

- o GEOG 105 and 201.

- o HIST 102 and 110.

- o ITEC 245.

- o MGMT 403.

- o PHYS 211L, 212 and 212L.

- o SOCY 323 and 368.

- o THEA 200.

- Courses Approved for Graduation with Leadership Distinction: See online document
  https://sc.edu/about/offices_and_divisions/faculty_senate/documents/facsen_mee
  tings/2020-12-02.cc_usc_connect_approved_elos.pdf