Faculty Meeting Minutes:

December 4, 2015:

I. Call to Order – 12:01 PM
II. Correction/Approval of the Minutes – November Minutes Approved
III. Reports of Officers
  a. Dean of the Campus--- **Dean Walter Collins (SEE APPENDIX #1)**
  b. Associate Dean for Academic and Student Affairs—**Dean Ron Cox (SEE APPENDIX #2)**
  c. Academic Success Center –Dana Lawrence **(SEE APPENDIX #3)**
  d. Human Resources—**Tracey Mobley-Chavous**
    i. If you are teaching overload in the Spring semester, let your division chair know before the break if possible
  e. Law Enforcement/Security- **John Rutledge**
    i. Road construction is not complete
    ii. Crosswalks will be added once it is repaved
  f. Medford Library- **(SEE APPENDIX #4)**
  g. Native American Studies Center- **Chris Judge**
    i. Native American Arts and Crafts Annual Winter Sale, December 5
    ii. Last lunch and learn, December 18
IV. Reports of USC System Committees
  a. Palmetto Colleges Faculty Senate
    i. Executive Committee- **Chris Bundrick**
      1. Hasn't met since last report; next meeting late Jan
    ii. Rights and Responsibilities- **Dana Lawrence**
      1. Haven't met since last report; next Senate meeting in February
    iii. System Affairs- **Andy Yingst**
      1. Haven't met since last report
    iv. Welfare- **Fernanda Burke**
      1. T&P Workshop will be January 15. Should have received an email from Jean Carrano regarding the RSVP for this workshop.
      2. Chris Plyler Service Award **(SEE APPENDIX #5)**
        a. Nominations Deadline December 15, 2015
        b. Applications will be due January 15
  b. Provost's Advisory Council-**Fran Gardner**
    i. No upcoming meeting scheduled
  c. Columbia Senate- **Shemsi Alhaddad** Written Report **(SEE APPENDIX #6)**
V. Reports of Local Committees
  a. Division Chairs- **Fran Gardner and Sarah Sellhorst**

i. Four faculty searches going on right now and multiple elections required to create search committees
ii. Would like to try an election through Survey Monkey
iii. Demonstration of test survey
iv. Ballots set up for Humanities and Math, Science, Nursing divisions

(Van Hall): Is it just a plurality? If two people vote, then is it that person wins 2 to nothing? Or are there a minimum number of division votes required?

(Gardner): It is a plurality.

(Bundrick): Only two divisions are doing the elections this way?

(Gardner): Yes, I wanted to try something that was going to be more efficient since we have so many members in our division. Stan, would you like to speak to how your division will handle the election?

(Emanuel): We only have a few in our division and our division is satisfied with how we have handled elections in the past.

(D. Lawrence): Does it control how many times you vote?

(Sellhorst): Yes, we did set it to allow you to vote once per IP address; that does mean if you have other devices, technically you could vote from those as well. However, I trust everyone and feel comfortable doing the election this way.

(Gardner): We have the ballots set up and ready to go. Another great thing about doing the election this way, is that you can vote from anywhere and we don't have to worry about mailbox votes.

(Sellhorst): Especially the time of year that we are conducting these elections.

(Gardner): Expect those ballots in your email today.

b. Student Affairs- **Chris Bundrick**

i. Discussion about changes to how we encourage faculty, staff, and students to report Title IX issues, mostly revolving around assault and/or harassment.

VI. Unfinished Business – **Evaluation Committee Motion**

(Yingst): I move to reconsider.

(Harris): Second.

Vote: Motion to reconsider passes

Amended documents provided to faculty by Lori Harris were put on the screen **(SEE APPENDICES #7 & #8)**

Discussion:

***(Harris)*:** I propose the amendments as shown and distributed via email yesterday. These are primarily editorial in nature, such as matching the headers on the documents and changing the footers.

(Hammond): Since this has been brought back and was ruled substantive at the last meeting, will we be voting on this today?
(Bonner): It was ruled substantive the first time, so it does not have to be ruled substantive again under a postponement. So we can vote on it today.
(Harris): On the guidelines document, on page 2 is the most significant change, under Effectiveness of the Librarian section. The current paragraph was lifted from Effectiveness of Teaching section. Librarians have a totally different Effectiveness chart in the manual for T&P, so that needed to be changed. It is similar to the Effectiveness of Teaching, but now it is more specific to the librarians. I also added the word tenure-track further down on the page next to untenured, to differentiate untenured tenure-track individuals from untenured instructors.
(Bonner): Is there a second for this amendment?
(Yingst): Second.

Discussion of the amendments:

(Yingst): I think these are all good.
(Johnson): The exemptions from 3rd year and tenure year FIFs? I was told I should always do a FIF.
(Cox): Just a clarification on that issue, I think we have always understood that the faculty member was not required to complete a FIF, but I've always encouraged it. Especially during third year review, so when you create your file, there is no question of, "why is there no annual evaluation?" Usually people have done a more abbreviated version on those years, but it is always a recommendation from my office.
(Johnson): Do we want this reflected in this document?
(Cox): That's up to this body.
(Gardner): Can we see this section?
(Yingst): The intent of this change is to make it obvious that you are exempt and not required to complete a FIF in those years if you don't want to.
(Martek): In the section that states "each faculty member shall complete the annual review," is there anything that states that each faculty member is supposed to submit a FIF every year?
(Yingst): Yes it does.
(Martek): Does everybody submit every year?
(Unidentified individual): No.
(Martek): I didn't think so. What is the penalty for not submitting one?
(Cox): From an administrative standpoint, it would result in a poor evaluation score year. How can we say you are effective, if there you haven't turned anything in?
(Sellhorst): It could also effective any potential raises.

Vote: Motion for amendments passes.

Discussion of the original (amended) motion:

(Bundrick): I have three concerns associated with this motion. I think it's a good motion, but it's such an important issue that I think it's important that we are clear on any issues with it. The first concern comes from the first document, Annual Faculty Peer Review document (page 3, #2), where it says "the chair will collate comments of each committee member and include those comments in the returned review." There is no instruction on how the chair will collate the votes in terms of effective, not effective, highly effective, which leads me to think that each committee will steer its own course from year to year. I think it would behoove us to have a clear sense on how that would work from year to year. Will it be plurality vote? Will the committee be required to reach a consensus? My second concern is the way the document seems to suggest in one section (page 1 of Annual Faculty Review) that effectiveness as a teacher is of primary consideration and then later in the document emphasizes the importance of service. This seems to be a little at odds with which things we are supposed to care about the most. The third concern is from the 1st page of the annual faculty review document (under preparation of the annual review file), states that the FIF should focus on the mission of the university, but the mission does not speak to research. I think this is document is generally a good idea and I want to support some version of this, but I want to understand fully how the committees are going to use this. I'm not sure how to move forward in making changes to this motion, however it seems to me this document still contains areas that result in confusion.
(Unidentified individual): Can we see the section you are referring to with regards to service?
(Bundrick): It's on page 2 of the Annual Faculty Review document, 2nd paragraph: Faculty members should note that within the category of service, USC Lancaster sets a high priority to service to the community. It seems to me that there is some potential for misunderstanding.
(Yingst): I think the first one, where teaching is listed as most important, is for T&P purposes. I think that is separate from the annual review which happens locally.
(Bundrick): But this document is about peer review, so everything is local.
(Yingst): The part about teaching is giving you a warning regarding T&P.
(Bundrick): I'm just concerned this could cause some confusion. This seems to be suggesting that there are two most important areas.
(Scarlett): No, this is saying that within the category of service, service to the community is most important.
(Nims): I don't see any issue with how this is worded.
(Yingst): Your other comment was about how the committee was going to work out votes. Section 3 describes how the committee will meet and this document does not set any further boundaries. My thought would be that the committee would reach a consensus, but maybe that isn't always possible.
(Bundrick): I like this in theory, but given that there only three potential outcomes, methodology could really change those outcomes from year to year.

(Sellhorst): I would see your recourse on that would be that we elect this committee. So you would get to voice your vote for who would get to be on this committee and so that would kind of take away some of that subjectivity or concern because that's your chance to have your voice as far as who would be on the committee.
(Biggs): To clarify, do you mean to elect the T&P and peer review committees?
(Sellhorst): Yes. These would be the people reviewing annual FIFs and T&P files. And having been on the tenure committee, the first year I sat on this committee, I was shocked at how incredibly fair and thorough the process was and the importance that all the committee members put on fair evaluations of these documents. Before I was on this committee, it seemed like this negative beast, because of the perception of the process, before you are involved. I have never been more proud to be a part of a process that was so fair.
(Biggs): Then what was your comment?
(Sellhorst): On the issue of how the committee should handle these problems… You elect the committee and you voice your vote to have people serve on that committee. That is your input. When it comes to the issue of how to resolve a deadlock, we have given them guidelines and then it is their purview to determine the method to decide on that deadlock.
(Van Hall): I think this up to the discretion of the committee. We can try to make it more consistent, but it's just the nature of the beast.
(Nims): Documents provide guidelines and parameters, but ultimately it is up to human judgement.
(Cruise): With this amendment are we doing away with the numbers?
(Yingst): Yes that is the primary goal of this motion and these amendments.
(Biggs): What would be the impact, if this is adopted, on tenure-track faculty who would at the point of tenure, have two different evaluative criteria to explain?
(Yingst): We changed teaching evaluations a couple of years ago and we just had to explain.
(Sellhorst): Yes, just a matter of explanation.
(Van Hall): I don't wish to oppose this change too much because I don't believe the annual review is that important anymore. I think it keeps the administration informed and assures the general assembly that we are working and it gives us a chance to reflect. My problem is with the reasoning to justify this change. This about getting away from numbers, to me there is a certain sense of irony in a situation, where a group of professionals who spend a great deal of time making numerical evaluations of work year after year, think it must cease. This irony is compounded by the fact that the grading system is going under a major overhaul and it's not being simplified; we are adding plus and minuses to add distinction. I feel we are dangerously close to a situation where our position is what is routinely is done by us is unacceptable if it's applied to us. That said, I'm not voting to oppose it, especially since there seems to be a consensus, but it makes me very uncomfortable.
(Yingst): For the record, I don't think numbers are bad. The thing I want to say is that the rubric that has been in this manual doesn't say what a 4 is, it says what effective is. We have always used numbers for a rubric that doesn't contain numbers. If there was a good numerical rubric,

that would be fine. We already have a good rubric, but it doesn't contain numbers. It could be done well with numbers, but I want to do what the manual says.
(Martek): I like the numbers personally. In our committee meetings, I don't know if we have ever given a "not effective" but there have been cases of borderline effectiveness, like you are just barely effective.
(Cruise): I like the numbers too; it seems to make the process a little more objective. It seems to me that the problem with the number system is that there is no rubric for them. It would be a lot of work, but would it be possible to create a rubric for the numbers?
(Holt): I have some issues with the term "highly effective." According to the faculty manual, a record of consistent effective teaching would result in a highly effective rating. There is no qualitative distinction between the two ratings.
(Biggs): Here's where I say that comments would be extremely helpful. For me, if I got an evaluation that says, "You are effective, but just barely" the words would mean more to me. Regarding the grading issue, we don't just have one system of grading students. We use A, B+, B, etc., but the students work of a 4 point grading point average scale. We cannot award someone a 3.75 grade in the classroom, but a student can have a GPA of 3.75. There is more than one grading method, embedded in the system and that a problem. I think that can be a demotivating factor. If the intention of the peer review, is to improve our teaching, I think that reducing the amount of evaluative obfuscation would benefit us. While I think we could do more with this, I think this is a step in that direction.
(Harris): How would you feel comparing a class graded A-F and a class graded pass/fail? What diligence would you expect from the pass/fail class versus the graded class?
(Bundrick): I went to an undergraduate institution that did not award grades and only used satisfactory/unsatisfactory and the demands were very high to get that satisfactory grade. I take Adam's point that we could obfuscate less to get more, but I think what we have here with this annual review, is a system that is tied three or four different things with different meaning. The problem is conjugating those so that they all work together and I think this is where we are having difficulty.
(Cox): I like the numbers. In my class, if a student gets B, does that tell the student that they can work a little bit harder and get an A or that they can keep doing what they are doing and maintain the B? I don't know. If I give the student an 88, they know they are a high B, if I give them an 82, it's a low B. It does give some guidance on where you stand. I do believe there needs to be greater agreement or consistency with a rubric regarding the number, but I think there is a value to the numbers.
(Gardner): If we adopt the Effective, Highly effective, Not effective, it seems the collation and communication of the comments becomes very critical so you know where you are on the effectiveness scale. The comments needs to be very clear as to where you are in that category.
(Van Hall): We are just substituting adjectives for numbers.
(Yingst): Exactly, it's substituting adjectives for numbers that don't have any meaning.

(Martek): In our committee, we get a packet with all the FIFs to look at…and I pull out the first FIF and score it as pretty good and give it a numerical score. And I read a few more, and get to the best one, where I cannot believe this person did all of these things and that's my highest score. And the next one down is a little lower score and so on. It takes a long time to go through all of these files, but then there are some people that just put their name of a piece of paper and turn that in and we are supposed to evaluate that? I'm sorry, but it is a comparison amongst everybody, but most of our people are highly effective.
(Hammond): I am going to vote against this because I don't think it totally addresses the concerns I have about it. I do think there is some value to the numbers, I don't think the numbers are seen as valuable to the whole campus because the committee does not provide information that shows what they look at. But when I look at the range of numbers in the above average category, there is an almost outstanding and there is a borderline average. We are going to lose that distinction and maybe that's ok. I don't think the purpose of this is to line us all up by height of how good of a job are we doing. I like the direction this is going, but there are still some concerns with it. I think we could talk a lot more about this, but I think at a certain point we are going to have to vote. If it passes, that's ok, we will figure out how to improve it if we need to.
(Bundrick): I think the intention of the motion is to better align our annual peer review with the T&P review, which I think is an admirable and somewhat necessary thing to do. I also think the intention, is predicated on the idea on that there isn't a clear consensus that a score of 3.5 means pretty good or 4.5 means really good. I think what needs to happen here is a broader discussion about how we value the different work that is done on this campus and how we record that value. I do think that a vote needs to happen, but beyond this room there needs to be a more profound conversation about how these things fit in with what we do and maybe these discussions should happen before we vote on this motion.
(Yingst): What I really want to do is switch to this method and give it a year or two to see how it works.
(Holland): There is merit in the numbers, but there is merit in aligning it with how we evaluate tenure- track faculty. I'm ok with giving it a year. I guess the only thing I would say is my concern about scholarship not being mentioned in the mission, as Chris mentioned earlier.

Standing Vote: Motion does not pass

VII. New Business –

a. **Plyler Service Award Nominations**

(Gardner): Is this meeting the only way we are taking nominations?
(Bonner): No, nominations are acceptable through December 15, 2015.
(Gardner): Who do nominations go to?
(Bonner): Typically each division would elect one person at the start of the year (similar to the Duffy Teaching Award), however that deadline was missed. I'm fine with all our divisions nominating someone as well.
(Gardner): Is there a maximum number of nominations that can come from our campus.
(Bonner): Five.

(Gardner): What will we do if we have more than the maximum allowable number?
(Bonner): We will have an election. Also, Nick Lawrence, as Vice Chair handles the Duffy Nominees, will send our nominees on to the Welfare Committee and he will be able to help with any election we may need to have.
(Golonka): Just like the Duffy, there is a written component, correct?
(Bonner): Yes, that is correct.
(Harris): This seems to be service of all different levels. My question is will the selection committee take into account that some of this service, especially to the campus or the greater University could be done and the person is paid for it or is allowed a course release? Some people that do service that is volunteer, but some are being compensated by money or time. It seems like that should be taken into consideration and that the candidates writing their applications should make that distinction.
(Bonner): Are there any nominations for this award?

i. **Chris Judge**
ii. **Lisa Hammond**

(Bonner): Keep in mind if you would like to self-nominate and if you would like to nominate outside of this meeting, please contact Nick Lawrence.
(Golonka): I would like to recommend that the division chairs seek out one nomination from each division, so that we can have the maximum 5 nominations from our campus.
(Bonner): Any other new business?
(Hammond): With regard to the motion that we voted against today, I'd like to say that I really liked the direction it was going in…I'd like to ask the committee to consider going back to this motion to bring it to a solution we can all agree on. It's clear that we have some issues with it as it stands.
(Golonka): We have been able to create a great rubric for SACS, but we can't create a good rubric for our review process. Maybe that is something the committee could look at creating. A rubric that goes with the numbers that the majority of this body seems to prefer.

VIII. Special Orders- None
IX. Announcements/For the good of the order –
a. **Howard Kingkade**: The USCL administration wrote me that if you wish to serve on the Speech search committee, you should let your faculty colleagues know of your interest, explain why you feel you should be the division representative on this committee, and convince them to vote for you. That is why I am standing here today. I have taught Public Speaking for the University of South Carolina for 32 years on the main campus, Union campus, Sumter campus, and Lancaster campus. I have taught Public Speaking for the Daniel Management Center at the Moore School of Business USC Columbia. I have taught Public Speaking seminars for the General Electric Corporation and the US Department of Energy. I have acted as judge for southeast debate tournaments. I judge high school policy

debate tournaments in Columbia. I have taken numerous graduate courses in speech communication and rhetoric, including a graduate course with the former USC debate coach. I have traveled and attended debates with the USC debate team, now defunct, unfortunately. Lastly, I am the only tenured, PhD on this campus who is qualified to teach public speaking.

b. **Kate Holland**: Collection of money for janitorial staff in Bradley.
    i. Collecting money up until the Faculty Luncheon on December 8, 2015
c. **Stan Emanuel**: Sandwiches from Rotaract Club available for you upstairs.

X. Adjournment: 1:19PM

Attendance: Biggs, Bohonak, Bonner, Brown, Bundrick, Bundy, Burgin, Burke, Campbell, Castiglia, W. Collins, Cox, Cruise, Easley, Emanuel, Freeman, Gardner, Golonka, Hammond, Harris, Hassell, Heinemann-Priest, Holland, Holt, Jenkins, Judge, Kingkade, D. Lawrence, Lewis, Martek, Mobley-Chavous, Moon-Kelly, Ndubuisi, Neal, Nims, Obi-Johnson, Pate, Richardson, Rutledge, Scarlett, Scott, Sellhorst, Taylor-Driggers, Van Hall, Wolochwianski, Yingst

Appendix #1: Dean's Report

UNIVERSITY OF SOUTH CAROLINA LANCASTER

Dr. Walter P. Collins, III
Regional Campus Dean

Report to the USC Lancaster Faculty Organization
December 4, 2015

People

Enrollment

Spring 2016 enrollment (pre-registration) stands at 551 as of Tuesday, December 1. Spring 2016 high school dual credit students are currently being registered. Thanks to all academic advisors for your work in helping students register for classes for next semester.

Human Resources

The following personnel searches are in progress:
Opportunity Scholars Program Academic Specialist—under committee review
Palmetto College Student Services Coordinator—interviews to be scheduled for Dec. 10

Advertisements have been disseminated for **four faculty positions in ENGL, ECON, SPCH and CSCE** for employment to begin in August 2016. Thanks to all who have been (or will be) elected to serve on these very important search committees.

Faculty Accomplishments

Congratulations to Dr. Nick Lawrence…He recently presented a paper entitled "'Wild Dances and Sudden Song': Anti-Imperialist Movement and the West in Margaret Fuller's *Summer on the Lakes*" at the South Central Modern Language Association, Nashville, TN.

Congratulations to Dr. Lisa Hammond…She recently presented a paper entitled "Always an Interrupted Mother: Narrative Structure in Anne Lamott's *Operating Instructions*" at the Society for the Study of American Women Writers, Philadelphia, PA.
ALSO: Dr. Hammond was recently notified that she has been awarded **a poetry residency at The Hambidge Center for Creative Arts & Sciences** in Rabun Gap, Georgia from February 9 through February 21, 2016.

Congratulations to Dr. Kate Holland…She recently had two abstracts accepted for poster presentations at the **International Neuropsychological Society** meeting in February in Boston.

Athletics

Student athletes are concluding their Fall 2015 fundraising efforts. So far they have raised approximately $3000.

Continue to check the athletics web page for news and information regarding USCL teams and student-athletes. Link to web page: http://www.usclathletics.com/

Budget

The first quarter campus budget meeting took place on Wed., Nov. 11 in Columbia. The meeting went well and there are no budget concerns at the moment. Enrollment and retention remain a top priority for all of us. Thanks for all you do on an ongoing basis to help in those areas.

Facilities

Repairs to science lab exhaust hoods: the project is set to begin on December 7 and to be completed over the upcoming holiday break.

Isolated **roofing repairs** in Gregory and Bradley will begin shortly.

Other items…

- The annual **Big Thursday** event took place on the evening of November 19 on campus with many of you participating in and supporting the event. Big Thursday, Inc. contributed over $27,000 to their USCL Scholarship Fund last year. Each year Big Thursday Scholarships are awarded to students from each of the four Lancaster County high schools.

- In an effort to continue the momentum of meeting with prospective donors, Chris DeWolf (Director of Development for Palmetto College) and I will be meeting with potential corporate donors in the coming weeks.

- I have completed several of my annual regional **county council meeting presentations**. Since our last meeting I have visited and made a presentation to Lancaster County Council on Nov. 23. Upcoming presentations include Chester County on Dec. 7.

- **Native American Arts and Crafts** sale is tomorrow 9:00 to 4:00 at the NASC on Main Street.

Best wishes for a happy, safe, and relaxing holiday season ahead.

Appendix #2: Academic and Student Affairs Dean's Report

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

REPORT TO THE FACULTY
04 December, A.D. 2015

Please remember to complete all student evaluations for all courses. SACS requires that every course (with enrollment of 5 or more students) must be evaluated.

SPRING 2015 Advisement/Pre-Registration: Please continue your efforts to contact your advisees and encourage them to pre-register for the Spring 2016 semester.

Late Advisement/Course Adjustment (what we used to call "Registration") for Spring 2016 will be held on January 06 and 07. Your division chairs will be asking for folks to advise in the Student Center during the usual times those days: 9 am to 1 pm, and 3 pm to 6 pm. Classes begin on Monday, January 11. Dates for the semester (including Spring I and Spring II)are online at http://usclancaster.sc.edu/admissions/calendars/Sp2016.htm. Campus will reopen after winter break on Monday, January 04.

OUTSIDE PROFESSIONAL ACTIVITIES REPORT: Just a reminder that the **Outside Professional Activities reports are due to the Office of Academic Affairs no later than 18 January 2016.** The form (Outside Professional Activities – Faculty Annual Report) is found on the webpage for USC's Office of the Vice President for Research (http://orc.research.sc.edu/forms.shtml). (Our Office has to complete the unit summary and submit it to USC Columbia by the end of the month.) If you have not already done so (and thank you to those who have), please complete and submit this form to our office.

FACULTY INFORMATION FORMS for 2015 are due in the Office of Academic & Student Affairs no later than 01 February 2016. A copy of the form is attached to this report. If you have any questions about this form, do not hesitate to contact our office or a representative on the Peer Review Committee.

APPLICATIONS FOR REDEFINED TEACHING LOAD FOR 2016-2017 are due to your division chairs by 15 January 2016. A copy of the application is attached to this report.

Faculty Searches for 2016-2017: We will be conducting four searches for 2016-2017: English (Assistant Professor/tenure track), Economics (Assistant Professor or Instructor), Computer Science (Assistant Professor or Instructor), and Speech/Communication (Assistant Professor or Instructor). Each academic division chair has been asked to conduct elections for representation to these committees, per the guidelines approved by this Faculty Organization.

Appendix #2: Academic and Student Affairs Dean's Report

Assessment – Thank you to all faculty who have provided artifacts for USCL's assessment efforts this year. (If you have been requested to submit an artifact and haven't yet done so, please do so as soon as possible.) Professor Protz will contact you about additional needs for our "local" degrees (CRJU, Business, A.D. Nursing), and you will hear from Dr. Nesmith about the general associate's degrees. During this cycle for the general associate's degrees, we will be assessing courses in SCI, CMS, GHS, and VSR. (And it's my understanding – which may or may not be accurate – that ALL courses in these areas will be assessed.)

A REMINDER that all **FINAL EXAMS** must be given on the assigned date and time unless permission has been received from the Office of Academic & Student Affairs to administer them at different days/times.

FINAL GRADES FOR FALL 2015. USC policy (*Faculty Manual*, p. 50) is that final grades are to be recorded no more than 72 hours after the final exam is given. **All final grades must be recorded by December 15 at 12:00 noon**, however, and there I am afraid there is no flexibility. That date is set by the University, and is the date used for calculating graduation, dean's list and president's list honors, as well as academic probation, suspension, eligibility for scholarships and financial aid, etc. If grades aren't submitted by that date, it can cause major problems. (Blackboard and Banner are usually taken offline at that point as well.)

For additional questions regarding final grades and Banner, see the attachment to this report, or http://registrar.sc.edu/html/Grades/BannerGradingFAQ1s.pdf

DEGREEWORKS. Ms. Tara George was on campus on Thursday, December 03, and conducted training on DegreeWorks, the web-based program which helps academic advisors and students navigate academic degree requirements.

I knew that not everyone would be able to attend, even with 2 sessions. Now that we have folks on campus (including me) who can use DegreeWorks, we can assist our colleagues who could not attend in learning the system. I am working on a simple "DegreeWorks Guidesheet" that I hope will be helpful. If need be, we can always request an additional workshop at a more convenient time.

In the meantime, please remember that all advisors must be granted access to DegreeWorks (it's not automatic). ***Tara notes that this generally does NOT work with Google Chrome, and recommends that you use Internet Explorer or Firefox as your browser.***

1. Take the FERPA Quiz at http://registrar.sc.edu/html/ferpa/ferpa1.stm .

If you have recently completed the FERPA quiz for Banner System access, skip to step 2.

2. Go to sc.edu/daps. Log in with network username and password. Then click "Create Request."
3. Choose:
   a. Data Type: Student.
   b. Category: System Access
   c. System or Type: Degree Works
   d. In the Description field: Advise students
4. Download and complete the DegreeWorks Access Request form. Print. Sign. Fax or scan it to yourself. Save the form. I have to sign it and Megan Catoe has to sign it as well.
5. Upload the form from step 4 above.
6. Click that you agree to the Terms and Conditions. Submit.
7. Wait for an email telling you access has been granted.

Appendix #2: Academic and Student Affairs Dean's Report

CONGRATULATIONS to Professor Fran Gardner, who was recently notified that her work titled "Personal Petroglyphs" has been accepted into the national exhibit "Context" at the Foundry Art Centre in Saint Charles, MO.

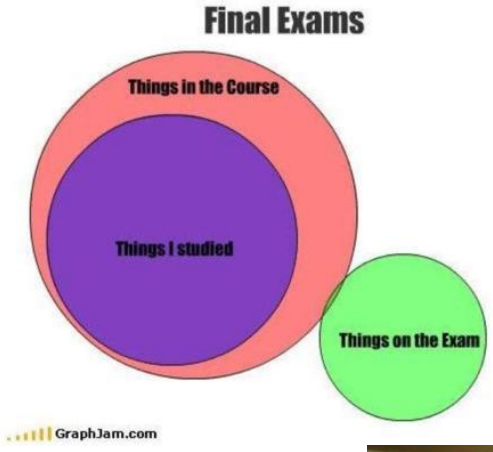
STUDENT AFFAIRS

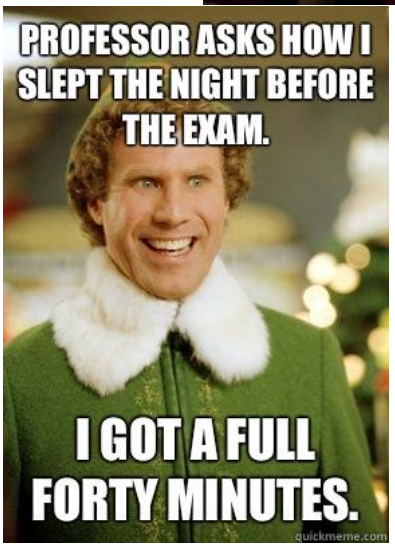
Laura Carnes will be out on maternity leave for much of the Spring 2016 semester. Questions regarding student activities should be directed to organization advisors, the SGA President, or the Associate Dean's Office. Questions regarding USC Connect and GLD are best fielded by Dr. Elizabeth Easley. Ms. Annette Horton will be coordinating any academic coaching for students.

The abbreviated parent/student Orientation session for SPRING 2016 will be held on Tuesday, January 05 at 5:30 pm in the Multipurpose Room (aka the Pete Arnold Special Events Room).

Summer Orientation dates will be June 7 & 8, June 21 & 22, July 19 & 20, and August 9 & 10. (Academic Advisement occurs on the second day of each session.)

Finally, my sincere thanks to you all for everything you do, and my very best wishes for a safe and happy holiday season!!





Appendix #2: Academic and Student Affairs Dean's Report

UNIVERSITY OF SOUTH CAROLINA LANCASTER

Faculty Information Form
2015

The following information is requested of each faculty member at USC Lancaster in order to update professional files (as mandated by the Southern Association of Colleges and Schools), and as a part of the annual review of faculty, a process which includes both a peer review and an administrative review (as mandated by University Policy).

Name of Faculty _____

Academic division of faculty member _____

Please select the one category most appropriate for your faculty status:

- ☐ Tenure-track / tenured / visiting faculty
- ☐ Tenure-track faculty undergoing first year review
- ☐ Tenured faculty undergoing post-tenure review (must include previous six years of professional activities)
- ☐ Full-time instructor (reviewed with scholarship component)
- ☐ Full-time instructor (reviewed without scholarship component)

PROFESSIONAL ACTIVITIES
January 1, 2015 - December 31, 2015

Please include information from the current calendar year only. For a description of the current criteria for each of the areas below, please refer to the most recent edition of the *Regional Campuses Faculty Manual*. For more specific guidelines on completing this form, see the faculty resources available on the USCL website.

Effectiveness as a Teacher and/or Librarian:

Scholarship:

Service:

Optional Personal Statement:

Appendix #2: Academic and Student Affairs Dean's Report

UNIVERSITY OF SOUTH CAROLINA LANCASTER

FACULTY REQUEST FOR REDEFINED TEACHING/LIBRARIANSHIP LOAD FOR PURPOSES OF ENGAGING IN PRODUCTIVE SCHOLARSHIP

Note: In the case of Faculty Librarians, the "teaching load" referred to herein will refer to the number of hours worked per week in librarianship duties. Also, where the Academic Division Chair is referred to herein, the Library Director will assume that same approval responsibility for faculty librarians.

A redefined teaching or librarianship load is designed to allow tenured and tenure-track faculty members limited relief time from their normal duties in order to pursue significant scholarly projects designed to improve their capabilities and to increase their future contributions to the University. It is designed to permit a faculty member to achieve educational goals which could not be reached if pursued under the demands of regular instructional duties. To be considered for a redefined teaching load, a faculty member must be on the tenure track or must have already been awarded tenure.

Newly hired assistant professors will automatically be eligible for the redefined teaching load, but will be expected to demonstrate progress in the area of productive scholarship in order to be considered for renewal. (This demonstration normally will occur during the annual evaluation process.)

The redefined teaching load normally will be defined in the following manner:

"Regular" Teaching/Librarianship Load	"Redefined" Teaching/Librarianship Load
Humanities & Social Sciences 24 credit hours (8 courses)	Humanities & Social Sciences 21 credit hours (7 courses)
BBC&E 24 credit hours (8 courses)	BBC&E 21 credit hours (7 courses)
Natural Sciences 22 credit hours (6 lectures, 4 labs)	Natural Sciences 19 credit hours (5 lectures, 4 labs)
MATH 24 credit hours (6-8 courses)	MATH 21 credit hours (6-7 courses)
Library 37.5 working hours/week	Library 30 working hours/week for one semester of the fiscal year

Distribution of the redefined load will be determined by the faculty member, subject to approval of the Academic Division Chair and the Associate Dean for Academic & Student Affairs, and will

be based on the individual needs of the faculty member as well as the general needs of the campus.

APPLICATION PROCEDURES

1. A faculty member will submit a formal request for redefinition of teaching load to the appropriate Academic Division Chair. Requests are usually due in January (for consideration for the following academic year).

2. In submitting a request, the faculty member will provide a **detailed** description of the proposed project, specifically addressing the following questions:

   a) What are the educational goals that will be achieved in terms of teaching or scholarship?

   b) How will this redefinition of load increase the faculty member's contributions to the mission of the University?

   c) Will the project be complete at the end of the academic year for which a redefined teaching load is requested? If not, what is the anticipated timeline for completion?

   d) How will the results of this project be demonstrated?

3. A request for redefined teaching load must be approved by the Academic Division Chair, Associate Dean for Academic and Student Affairs, and the Dean of the USCL campus.

4. Tenure-track assistant professors (i.e., untenured tenure-track faculty) are automatically eligible for the redefined teaching load but are still asked to submit a proposal.

5. Faculty members will include a detailed summary of all scholarly activity in their annual Faculty Information Forms. This summary will be used in determining any request for renewal and also may be used in determining approval of future requests for a redefined teaching load.

Appendix #2: Academic and Student Affairs Dean's Report

UNIVERSITY OF SOUTH CAROLINA LANCASTER

APPLICATION FOR REDEFINED TEACHING/LIBRARIANSHIP LOAD
2016 – 2017 Academic Year

Name: **Date:**

Academic Division: **Academic Discipline:**

Academic Rank: **Tenured?**

Request for Academic Year: Fall 2016 and Spring 2017

New Request **Renewal of Request**

If renewal, when was the original request for this project approved (AY Year)?

Proposed Teaching/Librarianship Load for Academic Year: Fall Semester Spring Semester

Title of Proposed Research Project:

Anticipated Result of Proposed Research Project (book, chapter, article, presentation, etc.):

Detailed Description of Proposed Project: (use additional pages as necessary)

Appendix #2: Academic and Student Affairs Dean's Report

1. I have read and I understand the terms and conditions applicable to my request for a redefined teaching load.

   _____
   (initials)

2. I will include a detailed summary of my scholarly activity in my annual Faculty Information Form. I understand that this summary will be used in determining any request for renewal, and also may be used in determining approval of future requests for a redefined teaching load.

   _____
   (initials)

_____ _____

Faculty Member Signature Date

This document must be submitted to the Faculty member's Division Chair no later than January 15, 2016.
If no form has been received, the Faculty member will be assumed to be performing a normal (full) load in 2016-2017.

ADMINISTRATIVE REVIEW OF REQUEST

_____ ___ **Approved** ___ **Not Approved**
Division Chair/Library Director **Date**

_____ ___ **Approved** ___ **Not Approved**
Associate Dean for Academic & Student Affairs **Date**

Appendix #3: ACS Report

Academic Success Center Report
For December 4, 2015 Faculty Meeting
Submitted by Dana Lawrence

Please send all ASC-related questions and requests to LawrenDE@mailbox.sc.edu or call 313-7023.

NOTE: The ASC will operate on its regular schedule through Thursday, December 10. We will re-open on Monday, Jan. 11, 2016

Fall Semester

	August 2014	August 2015	Sept. 2014	Sept. 2015	Oct. 2014	Oct. 2015	Nov. 2014	Nov. 2015
Number of Tutors	9	10	9	9	10	10	10	10
Total Number of Sessions	13	28	173	181	159	131	121	176
Tutoring Sessions/Day (avg)	2.6 (5 operating days)	5.6 (5 operating days)	10 (17 operating days	10.6 (17 operating days)	8.8 (18 operating days)	8.2 (16 operating days)	8.6 (14 operating days)	11.7 (15 operating days)
Tutoring Sessions/Tutor (avg)	1.4	2.8	19	20.1	15.9	13.1	12.1	17.6
Appointment	6	16	128	142	127	76	93	131
Drop-in	7	12	54	53	32	55	28	45

Tutoring Sessions by Area

	August 2015	September 2015	October 2015	November 2015
Biology	**2**	**26**	**15**	**13**
Chemistry	**0**	**13**	**8**	**6**
Computer Science/RCAM 151	**0**	**7**	**6**	**23**
Economics	**0**	**1**	**0**	**4**
French	**0**	**0**	**0**	**0**
Italian	**0**	**0**	**0**	**0**
Math/RCAM 105	**15**	**74**	**60**	**84**
Spanish	**7**	**26**	**19**	**24**
Statistics	**0**	**0**	**0**	**1**
Writing	**4** • ENGL: 2 • PHIL: 1 • Other: 1	**31** • ENGL: 15 • MUSC: 1 • PALM: 2 • PHIL: 5 • SOCY: 1 • UNIV 7	**23** • ENGL: 10 • NURS: 4 • PALM: 3 • PHIL: 1 • SOCY: 1 • SPCH: 1 • UNIV: 3	**21** • ENGL: 13 • PALM: 4 • PHIL: 1 • SOCY: 1 • UNIV: 2
Other (help student navigate Blackboard, access USCL email, use Microsoft Word, skills review, etc.)	**0**	**3**	**0**	**0**

REMINDERS about the ASC's booking system:

- Students must book appointments at least 12 hours in advance.
- The booking page allows students to book a maximum of one week in advance (in an effort to allow as many students as possible to have access to tutoring services).
- Students who do not show up for appointments TWICE (without cancelling) are not allowed to book appointments for the rest of the semester. They are welcome to work with tutors on a drop-in basis.
- **ALL students can still work with tutors on a drop-in basis!**

Medford Library

FACULTY MEETING REPORT
DECEMBER 4, 2015

SELECTED SERVICE STATISTICS/ ACTIVITIES FOR OCTOBER 2015

- **5,999** unique visits
- Processed **29** Interlibrary Loan requests
- Fulfilled **33** PASCAL Delivers requests
- Answered **87** reference questions
- Circulated **319** items
- Taught **2** classes
- Hosted Show What You Know (Prof. Kaetrena Davis Kendrick) and Faculty Colloquium (Prof. Claudia Heinemann-Priest)
- This week: Study Snacks (sponsored by Office of Student Life/SGA)
- Preparation activities for November 2015 programs
- Continuing preparations for 2016 – 2017 Programs

NEW RESOURCES

TDNet has been replaced with Full Text Finder. Use FTF to locate electronic journal articles. NOTE: When accessing FTF from off-campus, you will be prompted to login **before** you can begin a journal title search.

UPCOMING PROGRAMS

- **January 11 - 31: Vice + Virtue Exhibit Series**, "Human Trafficking"
- Faculty Colloquium and Show What You Know will resume in February 2016

ONGOING PROGRAMS

- Pop Up Tea Shop: Mondays – Thursdays 10A – 2P

VISIT… MEDFORD LIBRARY'S TUMBLR PAGE http://usclmedford.tumblr.com/

- Book Mark(it)
- Browse forthcoming titles and request them for purchase

HELPFUL LINKS

- Is the Computer Lab available: http://usclancaster.sc.edu/asc/calendar.htm
- Schedule Library Instruction: http://bit.ly/1MePeQO
- Faculty research support (Book A Librarian): http://bit.ly/1iAfckX

- Reserve the conference room : http://bit.ly/1NsfhEr
- Reserve materials for your courses: http://bit.ly/1iAfckX
- Request books and media for purchase: http://bit.ly/1iAfckX

CHRIS PLYLER EXCELLENCE IN SERVICE AWARD FOR PALMETTO COLLEGE CAMPUSES

INFORMATION ABOUT THE AWARD

The Award

1. The award will be accompanied by a monetary stipend in the amount of $2500.
2. Awards will be presented at the USC Columbia Honors and Awards ceremony and announced at the last Palmetto College Campuses Senate Meeting of the academic year.
3. The award file covers the previous three (3) years of service (candidates with less than three years at a USC campus may submit less). For example, for the 2015 award year, faculty may include information from Fall 2012 up to Fall 2015.

Eligibility

1. Nominees must be full-time Palmetto College Campus faculty.
2. All full-time faculty members are eligible, even if they have less than three (3) years of full-time teaching experience at a Palmetto College Campus.
3. Previous Award recipients are not eligible for nominations for a period of three (3) years after receiving the Award.
4. Recipients of other service awards are still eligible for nomination for the Plyler Award.
5. The Palmetto College Campus Senate's Welfare Committee judges the files on the following criteria as defined in the Palmetto College Campus Faculty Manual:
    - Community Service
    - Campus Service
    - Palmetto College Campus and Greater University Service
    - Professional Service

REQUIRED MATERIALS FOR NOMINEE'S FILE

1. A 2-page vita (specific to service)

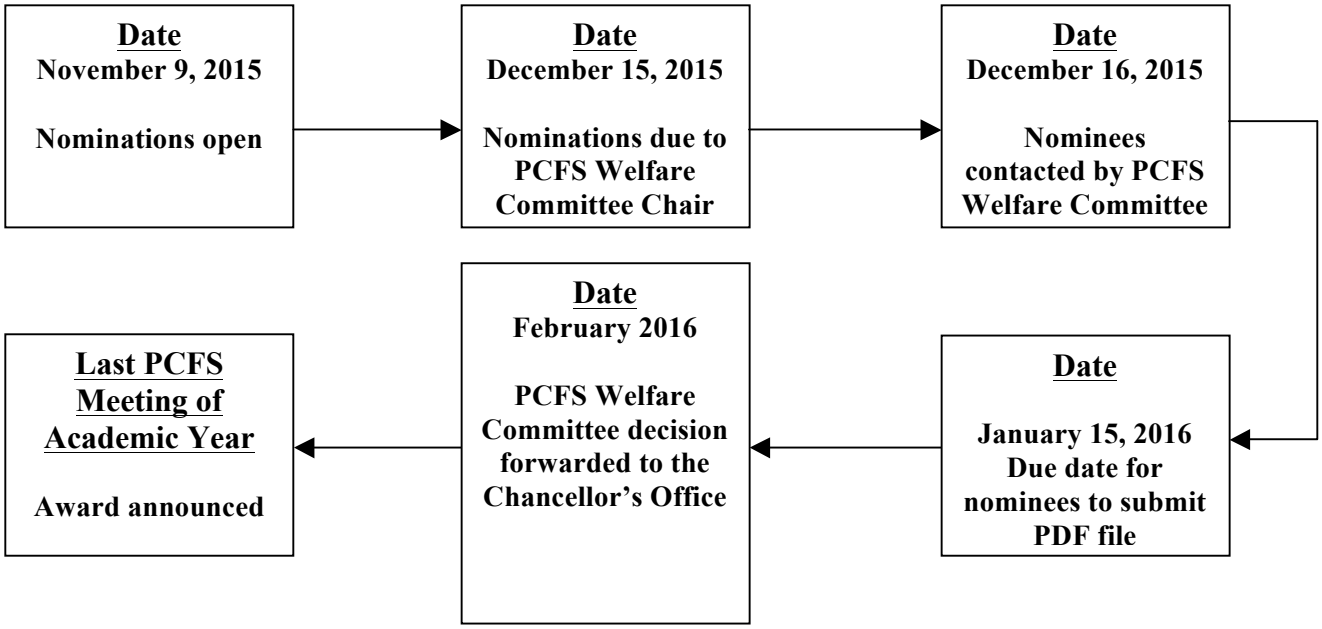
2. A narrative and summary of qualifications (Up to 5 pages maximum)
   a. Narrative: Summarizes the candidate's service activities.
   b. Summary: May include service activities in the community, on the campus, in Palmetto College and the greater university, and/or any professional activities. A list of these categories and their relationship to service-oriented activities is located in the Palmetto College Campus Faculty manual. **Suggestions** for the summary (in no particular order):
      - Nature of service
      - Function of service
      - Evaluations from participants
      - Statements and testimonies from supervisors, chairs, administrators
      - Offices held
      - Community service activities leading to improvement to agencies
      - Number of people/groups served
      - Sponsorships of student organizations
      - Participation in University and student functions
      - Mentoring and instructional support to government, industry, business, and/or public organizations

3. The submitted materials include the narrative of service project and/or summary of service projects (3-page limit), a vita (2-page limit), and coversheet. Materials should be submitted as a single PDF file with 12 pt Times New Roman font, double-spacing, and 1-inch margins. Included with these materials, a coversheet with the following information should be included: title of award, and candidate’s name, campus, and email address

4. A separate file containing support material may be submitted. The submission of support material must be included as one PDF file. Scanned documents, fliers and brochures, media of events, and links to websites are certainly welcomed, though not required.

NOMINATION PROCESS

Nominations will be submitted by each Palmetto College Campuses including Extended University to the Palmetto College Campuses Welfare Committee. Each campus will decide how the nomination process takes place at the institutional level. **There is a maximum of five (5) nominees per campus** (allowing each academic division on each campus to have a nominee—if desired). The timeline is presented below.



Nominations should be sent to the Chair of the Welfare Committee of the Palmetto College Campuses Faculty Senate no later than **December 15, 2015**

Plyler Award submissions should be sent to the Chair of the Welfare Committee of the Palmetto College Faculty Senate no later than **January 15, 2016**

FACULTY AWARDS SELECTION CODE OF CONDUCT

1. All proceedings and communications (e.g., letters) should be confidential. The number and specifics of the applications are confidential and should only be discussed in the context of the committee meeting. No individual may discuss the names, content of the discussion or any details about the nominees outside the committee. All nomination documents, with the exception of books and manuscripts, should be shredded after the decision has been made by the Executive Vice Chancellor (Dr. Vittes) and Associate Vice Provost (Dr. Nesmith) and all follow-up committee conversations have ended. Books and manuscripts should be returned to the nominee.

2. A committee member cannot nominate a candidate for an award given by the committee on which the committee member sits. Members with conflicts of interest should abstain from votes and discussions and may remove themselves from the committee. Conflicts of interest include but are not limited to a close personal relationship with any applicant including spousal, partner, and collaborator relationships.

3. Members should attend all meetings dedicated to the selection process and perform any outside work in an expeditious fashion.

4. If any member of the committee feels that an error or impropriety has occurred during any part of the committee process, the committee member and the chair may bring the issue to the Executive Vice Chancellor and Vice Provost's office for resolution. The decision of the Executive Vice Chancellor will be final.

5. When the winner of the Chris Plyer Excellence in Service Award is announced, the committee will announce the other nominees of the award.

Columbia Senate Report

From the 12/2/2015 Columbia Senate meeting; reporting to the 12/4/2015 USCL Faculty Organization meeting.

Senators: Alhaddad, Bohonak, Campbell

REPORT: COMMITTEE ON CURRICULA AND COURSES

Detail is available here: http://www.sc.edu/faculty/senate/15/agenda/1202.cc.pdf

Change in Major/Degree Program:

- BAIS
- BSIS
- BFA in Art Education
- Chemistry BS
- Biochemistry and Molecular Biology BS
- Film Studies
- Classics BA
- Foreign Language Education minor
- French BA
- German BA
- Spanish BA
- Physics minor
- Statistics BS
- Dance Ed with k-12 certification
- BS in ACCT, ECON, FINA, IBUS, MGMT, MGSC, MKTG, Risk Management and Insurance, Real Estate
- Middle Level Education BA
- Middle Level Education BS
- Physical Training BS
- Physical Education BS
- Physical Education minor
- College of Engineering—Delete Plan M
- Biomedical Engineering
- Chemical Engineering BSE
- Civil Engineering BSE
- Computer Information Systems, BS
- Computer Science BSCS
- Computer Engineering BSE
- Electrical Engineering BSE

- Hospitality Management
- Tourism Management
- Integrated Information Technology BS
- Sports and Entertainment Management BS and minor
- Mass Communication BAJMC
- BSIS
- Music Education
- Exercise Science BS
- Social Work BSW
- BLS

New Courses (effective 2016-2017 bulletin)

- ENGL 350 = FILM 350 (Comic Studies)
- PSYC 474 = ANTH 474 = LING 474
- PHIL 115
- ASTR 201

Carolina Core Designations (effective 2016-2017 bulletin)

- CHEM 107 (SCI)
- GEOG 105 (ARP)

Change in Title, Prerequisite, Description or Number (Effective 2016-2017 bulletin).

- CHEM 399 (description)
- CHEM 106/106L (change in title and prerequisite)
- CHEM 360 (delete prerequisite)
- CHEM 111, 112, 118, 141, 142, 318, 321/321L, 322/322L, 334, 340/340L, 496, 497, 498, 499 (change in prerequisite)
- CHEM 321L, 322L, 401 (added note/restrictions)
- CHEM 333, 334 (remove specification)
- CHEM 333L, 334L (add specification)
- GEOG 105 (description)
- SPAN 300, 309, 310 (change in course number and description)
- PHIL 110 (change to PHIL 114; also change in description; still ARP)
- ACCT 225 (delete prerequisite)
- PEDU 107 (title and description)
- CSCE 311 (prerequisite)
- NURS 428 (prerequisite and restriction)
- SOWK 311 (title)

Delete Course

- ASTR 311
- SOCY 498

REPORT: COMMITTEE ON INSTRUCTIONAL DEVELOPMENT

The following existing courses are requesting approval to be offered via Distributed Education Delivery:

Columbia Campus Departments

MATH 111; EDEC 336; SLIS 410

REPORT: COMMITTEE ON ADMISSIONS

Three motions for changes to the undergraduate bulletin were presented and approved. Details are available here: http://www.sc.edu/faculty/senate/15/agenda/1202.Admission_Change.pdf

- Add additional Advanced Placement exam names, "seminar" and "research," to the list provided in the "Advanced Placement by Examination" section of the Undergraduate Bulletin.
- Add language to address how the university awards credit for Cambridge International A-Level exams in the "Advanced Placement by Examination" section of the Undergraduate Bulletin.
- Correct point of contact information for students seeking information about CLEP exams in the "Advanced Placement by Examination" section of the Undergraduate Bulletin.

REPORT: COMMITTEE ON SCHOLASTIC STANDARDS AND PETITIONS

Changes to academic regulations in the undergraduate bulletin were presented and approved.

Rationale for Proposed Changes: The academic bulletin informs students of the official academic regulations of the University, and a number of changes are required to provide students with accurate information. Changes in language are needed in order to reflect the terminology and content that is available in the Banner student information system. The bulletin also needs to be updated to reflect current procedures for changes in curriculum and withdrawal from the University. Information relevant to students in associate degree programs has also been added. Finally, grades of FN and UN have been added to facilitate reporting on students who fail to officially drop or withdraw from courses.

The changes are best viewed in the document distributed to Senate. It is available here: http://www.sc.edu/faculty/senate/15/agenda/1202.SSP.Proposed.Bulletin.Changes.pdf

Appendix #7: Annual Peer Review Amendments and Motion

ANNUAL FACULTY PEER REVIEW

UNIVERSITY OF SOUTH CAROLINA LANCASTER

FACULTY EVALUATION COMMITTEE

REVISED [DATE OF APPROVAL]

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PURPOSE

As stated in the ~~*Regional*~~ *Palmetto College Campuses Faculty Manual*, the University of South Carolina is committed to annual review of all faculty. On the University of South Carolina Lancaster campus, each faculty member must undergo an annual peer review. The peer review process is designed to provide an opportunity to document the professional development of the faculty member, and to provide regular and constructive evaluations of the performance of the faculty member. Annual Peer Review also provides an opportunity to assess the contributions of the faculty member to the mission of USC Lancaster.

EXEMPTIONS FROM ANNUAL FACULTY PEER REVIEW

Each faculty member is required to undergo annual faculty peer review. Faculty members preparing files for first or third-year review, the tenure and promotion process, or post-tenure review are~~may be~~ exempt~~ed~~ from the annual faculty peer review process. Those faculty members should refer to the *Manual* and to USC Lancaster's policies for the specific requirements of these reviews. Administrators subject to administrative review by faculty may elect not to undergo annual faculty peer review in addition to administrative review.

PREPARATION OF THE ANNUAL FACULTY PEER REVIEW FILE

Annually each faculty member shall complete a Faculty Information Form (FIF) detailing the faculty member's professional activities conducted during the previous calendar year. The FIF is arranged according to the criteria for tenure and promotion found in the Palmetto College ~~*Regional*~~ *Campuses Faculty Manual*, and the faculty member is encouraged to consult the *Manual* closely in the preparation of the FIF. The criteria stated in the *Manual* recognize three broad areas: Effectiveness as a Teacher and/or Librarian, Scholarship, Service. In documenting effectiveness for these criteria, the faculty member should focus specifically on their contributions to the mission of USC Lancaster in the performance of each of these areas.

EVALUATION OF TENURED AND TENURE-TRACK FACULTY

The Local Tenure and Promotion Committee evaluating the annual peer review files of tenured and tenure-track faculty will ~~will~~ evaluate faculty on three categories, Effectiveness as a Teacher and/or Librarian, Scholarship, and Service. In each category, the Local Tenure and Promotion Committee will assign ~~each~~ a rating of Not Effective, Effective, or Highly Effective. -Tenure-track faculty are advised that, according to the *Palmetto College Campuses Faculty Manual*, "effectiveness as a teacher and/or librarian is of primary consideration for tenure and promotion decisions."

~~and average these evaluations according to the weights below. Candidates for tenure or promotion should consider that this scale is based on USC Lancaster expectations for annual peer~~

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~~review only, and does not necessarily reflect the level of performance expected for tenure or promotion, at either the local or the system level:~~

~~60% Effectiveness as a Teacher and/or Librarian~~
~~20% Scholarship~~
~~20% Service~~

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EVALUATION OF FULL-TIME INSTRUCTORS

The Instructor Peer Review Committee evaluating the annual peer review files of instructors will evaluate faculty in two categories, Effectiveness as a Teacher and/or Librarian and Service. In each category, the Instructor Peer Review Committee will assign ~~each~~ a rating of Not Effective, Effective, or Highly Effective. ~~Full-time instructors do not have a scholarship component to their job responsibilities and their evaluations by the Instructor Peer Review Committee will be given the following weights.~~

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~~80% Effectiveness as a Teacher and/or Librarian~~
~~20% Service~~

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Full-time instructors who have scholarship accomplishments to report have the option of choosing to be evaluated by the Local Tenure and Promotion Committee ~~with the same weights~~ as tenured and tenure-track faculty. A faculty member wishing to be evaluated in this way should indicate that preference by checking the appropriate box on the FIF.

For a description of the current criteria for each of these areas, please refer to the most recent edition of the Palmetto College ~~*Regional*~~ *Campuses Faculty Manual*. It is important that the faculty member include activities in each relevant section of the FIF, and the faculty member is encouraged to present limited narrative providing context and explaining the importance of the most significant activities included in the file. Faculty members should note that within the category of service, USC Lancaster sets a high priority on service to the community.

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PROCEDURES AND DEADLINES

Annual peer review shall be conducted according to the following schedule:

January 31 The faculty member shall have submitted a completed FIF to the office of the Associate Dean for Academic Affairs.

February 15 The office of the Associate Dean for Academic Affairs shall have provided the appropriate review committees (hereafter referred to as "the committees") access to the FIF for each faculty member undergoing annual faculty peer review.

April 30 By this date, each member of the faculty will have received from the committees a written evaluation ~~on the Peer Review Form (PRF)~~. Each

faculty member must sign his or her ~~PRF~~ evaluation acknowledging that ~~the evaluation~~it has been completed. This signature does not necessarily constitute agreement with the evaluation, and every faculty member has the right to respond to the annual peer evaluation in writing. The original of the signed evaluation~~PRF~~ shall be given to the faculty member, and a copy shall be given to the Associate Dean for Academic Affairs, who will maintain the copy as a part of the faculty member's personnel file.

May 31 By this date, any faculty member who wishes to respond to the annual peer evaluation in writing must have submitted his or her response to the Associate Dean for Academic Affairs. Any written response from a faculty member to his or her evaluation~~PRF~~ must be attached to the copy maintained in the office of the Associate Dean for Academic Affairs.

COMMITTEE PROCEDURES

Annual Faculty Peer Review will be conducted each year by the Tenure and Promotion Committee and the Instructor Peer Review Committee as detailed above. Evaluation of the faculty member will be based on the FIF submitted by that faculty member, and the evaluation will proceed in the following manner.

1. After review of the FIF ~~and using the numerical rating system listed on the PRF,~~ each member of the committees will evaluate the performance of each faculty member, producing a ~~numerical~~ rating and brief comments for each of ~~the areas of~~ the criteria.

   ~~Each committee member will determine an overall numeric rating for the faculty member, using the weighted scales listed earlier in this document as a guide:~~
   ~~The committee member's overall score for each faculty member need not be an exact average of these percentages, but may take into account exceptionally strong or poor performance in a particular area, providing that effectiveness as a teacher and/or librarian remains the primary consideration.~~

2. ~~The Chair of each committee will average the ratings of each of the committee members into a single numerical rating for each of the areas included on the PRF.~~ The Chair of the committee will ~~also~~ collate the comments of each committee member and include those comments in the returned evaluation.~~narrative section of the PRF~~.

3. The appropriate review committee will meet and after agreeing on a method of resolving a deadlock in the event that one occurs, will discuss the ~~average scores~~ratings in each of the areas, and determine an overall ~~numeric score~~rating in each area. ~~This score need not be an exact average of the percentages referenced in step 1 above, but may take into account exceptionally strong or poor performance in a particular area, providing that effectiveness as a teacher and/or librarian remains the primary consideration.~~ The committee should also at this time discuss and justify individual narrative comments and edit those comments for clarity as the committee deems necessary. It is desirable that the committee reach consensus in the preparation of the narrative comments, but when necessary, dissenting comments shall be included.

4. Each member of the appropriate review committee must sign the evaluation ~~PRF~~. These signatures do not necessarily indicate that all members of the committee agree with all comments on the form or the overall ratings, but rather indicate that the committee members have reviewed the evaluation~~the PRF~~ and that their comments and ratings have been included in the process.

5. Members of the committees will~~may~~ not participate in their own peer evaluation.~~s, and as such, members of the committees will not sign their own PRF's, except to acknowledge their receipt of the finished form at the completion of peer review.~~

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Appendix #8: Guidelines Amendments and Motion

GUIDELINES FOR THE PREPARATION OF THE FACULTY INFORMATION FORM (FIF)

UNIVERSITY OF SOUTH CAROLINA LANCASTER

~~USCL~~ FACULTY EVALUATION COMMITTEE~~, APRIL 2006~~

~~FALL 2015~~ REVISED [DATE OF APPROVAL]

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Commented [HL2]: Revised this subtitle to make it consistent with the format of the related Peer Review policy document.

According to the University of South Carolina Lancaster's Annual Faculty Peer Review policy, annually each faculty member shall complete a Faculty Information Form (FIF) detailing the faculty member's professional activities conducted during the previous calendar year. The FIF is arranged according to the criteria for tenure and promotion found in the ~~*Regional Campuses*~~*Palmetto College Campuses Faculty Manual*, and the faculty member is encouraged to consult the *Manual* closely in the preparation of the FIF. The criteria stated in the *Manual* recognize three broad areas: Effectiveness as a Teacher and/or Librarian, Scholarship, Service. In documenting effectiveness for the criteria, the faculty member should focus specifically on their contributions to the mission of USC Lancaster in the performance of each of these areas~~.~~ ~~For the purposes of peer review, the committee will evaluate faculty performance according to the following percentages:~~

~~60% Effectiveness as a Teacher and/or Librarian~~
~~20% Scholarship~~
~~20% Service~~

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~~This scale is based on USC Lancaster expectations for annual peer review only, and does not necessarily reflect the level of performance expected for tenure or promotion, at either the local or the system level.~~ The following guidelines are recommendations for the preparation of the Faculty Information Form for annual peer review~~. Faculty are encouraged to adhere strictly to these guidelines, especially those who plan to seek tenure or promotion in the future, as the information compiled here can serve to build an eventual formal T&P file.~~ Faculty who plan to seek tenure or promotion are encouraged to prepare their FIFs with both local expectations in mind, as well as the more rigorous requirements for the tenure or promotion they will seek. For all levels of review, the narrative and justification for teaching effectiveness are~~is~~ of paramount importance for both annual evaluation and for criteria for tenure and promotion.

Teaching, Scholarship, & Service

~~Teaching effectiveness~~Effectiveness as a Teacher

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For teachers, this section should list courses taught, enrollments, preparations, as well as an explanation of how the ~~professor~~ faculty member demonstrates teaching excellence. ~~The professor is encouraged to provide a summary of student evaluation data. The professor may discuss testing methods, describe how a course has been designed or changed to meet student needs, or discuss a specific assignment in terms of the campus general education goals, for example. The discussion of teaching effectiveness should demonstrate serious thought and effort to improve one's teaching, particularly given the fact that the evaluation of teaching represents 60% of the overall evaluation score.~~ The *Palmetto College Campuses Faculty Manual* defines

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effective teaching as having six components, and has suggestions for ways these can be demonstrated, in the section Guidelines for Documentation of Standards for Tenure and Promotion. ~~as summarized in the following table, taken from page 33 of the 2014 edition.~~

Effectiveness as a Librarian

The *Palmetto College Campuses Faculty Manual* defines ~~effective teaching as having six components, and has suggestions for ways these can be demonstrated~~ effectiveness as a librarian as having five criteria, and lists suggested documentation for each, in the section Guidelines for Documentation of Standards for Tenure and Promotion.~~, as summarized in the following table, taken from page 35 of the 2014 edition.~~

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Scholarship

The Palmetto College ~~*Regional*~~ *Campuses Faculty Manual* defines **scholarship** broadly to include the many types of activities our faculty engage in. Faculty must familiarize themselves with the criteria for rank and promotion in the *Manual* and may wish to cite those in the FIF, particularly for scholarship. But because the definition is broad, the faculty member should justify how projects are scholarly in nature; you should argue persuasively how your activities fit the definition of scholarship. Even a clearly scholarly project such as a journal publication requires contextualization; is the journal peer reviewed? How significant is the journal in your field? For other activities less obviously scholarly, such as reading and study to expand one's body of knowledge, it is important to explain how such activities meet the *Manual*'s definition of scholarship.

Service

The *Manual* defines four different types of **service** activities; while the faculty member may not have service in each of the categories, the FIF should clearly define which activities fall into which category. List the activities, but also explain the level of your involvement. If particularly significant, or if reviewers are unlikely to be familiar with the service activity, the faculty member may wish to explain its relevance.

Other Useful Information

- ~~Junior~~ Untenured, tenure-track faculty members should regard the FIF as an annual activity preparatory to the completion of the tenure and promotion file. Assembling the file annually will also aid senior faculty in preparing for promotions and post-tenure review.

- Complete all three sections of the FIF; a modest case is certainly better than no case at all.

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Commented [HL3]: Unfortunately, this was originally a "cut and paste" from the teaching section, whereas the librarians have an entirely separate set of 5 criteria and suggested documentation in the Manual. I suggest this new wording to reflect that.

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Commented [HL4]: Added "tenure-track" adjective to distinguish untenured faculty from instructors not on the tenure track.

- Provide narrative explaining the significance of the items listed in the FIF; it is important to both list items and explain them.

- List projects completed during the year, but also works in progress. Although the work may not yet be completed, it is nevertheless a part of your activity during the year. Grants should include a statement of funding status; if not funded, grants may still be listed, including plans for revision and resubmission.

- Information included in the FIF should be from the current year only, not a cumulative listing of activities.