USC Lancaster Faculty Meeting Minutes
March 5, 2021

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 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***.

PDF Index

USC Lancaster Faculty Meeting Minutes
March 5, 2021

<u>CALL TO ORDER:</u> D. Lawrence, 12:01 PM

<u>CORRECTION/APPROVAL OF MINUTES:</u> The minutes of the Feb 12, 2021 faculty meeting were approved as submitted.

<u>REPORTS OF OFFICERS:</u>

Dean of the Campus – Dr. Walter Collins, report submitted (Appendix 1).

- COVID19 update – no new cases this week
- Vaccines – Phase 1b begins March 8th
- Advice – feel free to call and ask
- USCL working with The Arras Foundation – goal is to have a specific focus, that is the Diversity, Equity, Inclusion, and Access. Recent meetings and seems like a lot of interest and expect a good number of applicants.
- Star Hall renovations – some rendering images – start June 1st, completion expected at the start of Fall semester.
- SACS comes in two weeks – March 22nd, USCL will present. Faculty and students will have time for presentations.
- Virtual Commencement for May 1st Commencement 2021 – keeping confidential until Board sees the recommendation next week.
- Last Friday a survey came out from Palmetto College – friendly reminder to complete this survey by March 15th.

Questions/comments from the floor:

Moon-Kelly – are you talking about performers too? For the diversity program
Collins – send an email and we'll talk, but yes.

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

- Page 1
    - Faculty review and intent forms have been sent out. Please submit these by March 15th. He plans to send out confirmations to faculty who are undergoing review after that date.
    - Summer orientation schedule – in person and virtual. Staring a little later this year. We do not expect to need faculty participation. He'll be in touch if backup is needed.
    - Congratulations to Financial Aid Office, the USCL Default rate is down from 2017 cohort.
- Page 2
    - Spring 2 begins March 15th, so halfway there. Final grades are due on a Saturday this year, which is not typical which is May 8th.

- ○ Please support Undergraduate Research Club's virtual conference.
- ○ Check out Brent Burgin Lunch and Learn
- ○ Kudos to Susan Cruise who secured a Springs Foundation grant for the USCL Student Food Pantry
- ○ Final thanks for faculty – see his report.
- ○ One last thing – we got news that the blanket approval to offer courses not approved to be offered as distance learning has been extended through the summer. As of this morning, both the Provost and the Faculty Senate will allow courses to be offered in an online format.

Questions/comments from the floor:
D. Lawrence – She watched the meeting on that question. The committee that approves those courses does not work over the summer, so if you need a course to be approved for distance learning, you need to submit that now for approval for the Fall.
Berry – does this mean we do not need to teach in person this summer
Lekan – yes that's what this means. This summer is just like this spring and this past fall. So if you are offering a course that is not approved for online, you are allowed to do that again this summer
Yingst – should we submit changes to our summer request?
Lekan – email those requests as soon as possible to the division chairs
Holland - I'm assuming we have to email our division chairs if we want to teach in an online format?

Academic Success Center – Dr. Dana Lawrence, report submitted (Appendix 3)
We are seeking peer tutors for the fall, especially math, anatomy and physiology classes, and computer science. If you know of anyone, please let her know.

Human Resources—Tracey Mobley Chavous, report submitted (Appendix 4)

Medford Library – Rebecca Freeman, report submitted (Appendix 5)

REPORTS OF COMMITTEES:
USC SYSTEM COMMITTEES

Palmetto College Campuses Faculty Senate

1. **Executive Committee** – Ernest Jenkins
   One quick update and a thank you.
   - Thank you is for Dana – for sending out the question about the proposed feature barbecue.
   - The update: that event will be moved to the fall.

2. **Rights and Responsibilities Committee** – Andy Yingst
   - They have not met, so no report.

Minutes of March 5, 2021

3. **System Affairs Committee** – Jerrod Yarosh
   - We have not met, so nothing to report.

4. **Welfare Committee** – Peter Seipel
   - Welfare Survey was sent out by email. Note, there are two surveys – one for Palmetto College and one from Welfare.

OTHER SYSTEM COMMITTEES

Columbia Faculty Senate – Report submitted (Appendix 6)

   - If you have questions, please email.

LOCAL COMMITTEES:
DEI Committee – Adam Biggs & Dana Lawrence

   - Link sent in chat: https://www.historians.org/publications-and-directories/perspectives-on-history/may-2017/many-thousands-failed-a-wakeup-call-to-history-educators
   - The article Adam wanted to share is in Appendix 7 and D. Lawrence sent this by email after the meeting as well.
   - Please see the recording.
   - The committee is in the process of putting together a DEI statement that could be included in the Palmetto College Mission.

Local T&P Committee – Chris Bundrick, report submitted (Appendix 8)

   - Aiming to have reviews out early April
   - For the ballot, there has been discussion about organizing a meeting to help fine tune peer review and the expectations of what faculty submit.

UNFINISHED BUSINESS: None currently

NEW BUSINESS:
Two motions – both will be voted on at April meeting.

Motion to add PCC Policy Advisory Committee to Bylaws (Appendix 9)
Questions/comments from the floor:
        No questions from the floor

Motion to add admissions representative to the Admissions, Petitions, and Grade Change (APGC) Committee (Appendix 10)
Submitted by the Executive Committee to faculty on 2-22-2021 by Golonka and was reviewed by APGCC prior to this submission to faculty colleagues.

Questions/comments from the floor:
Scarlett – is this a voting position?

Minutes of March 5, 2021

D. Lawrence – yes

Scarlett – is this common to have a staff member vote on this type of committee?

Seipel – we had a representative on the committee and that person was voting.

Golonka – there is precedence on this committee to have a voting member from staff and we have other committees that have staff members who have voting rights.

Penuel – this comes about from having some admission decisions being made without faculty input.

Scarlett – in the past we have had some staff that have had undue influence on a committee. He expressed concern about having a staff member have voting rights on a faculty committee.

Biggs – asked for expansion on the issue where a staff member had undue influence.

Scarlett – I would rather not expand on that, but if this is a faculty committee, the faculty should make some decision about this committee

D. Lawrence – are you proposing an amendment to this motion?

Scarlett – I would like to make an amendment to make this a non-voting position.

Yingst – in chat, insert the word 'non-voting' before 'representative', ex officio is not correct word.

Lekan – in the interests of full disclosure, the director of admissions sits on there by the direction of the administration, and their view is valued on this committee. I'm speaking against the motion and offer some clarity about other staff on the committee.

Yingst – going to suggest, this is a broad principle type of motion – if we don't want staff voting on faculty committees. Maybe this needs to be a general content of the by-laws, and maybe something not part of this committee in general.

Alhaddad – She does not know much about this committee. The makeup of this committee does have a lot of staff on it, so should this committee be a faculty organization committee or should this be an administrative committee that has faculty members, so that means that committee would be under the Associate Dean's office, instead of faculty.

D. Lawrence – we have done that in the past. Is there a second to the amendment to make the admissions representative a non-voting member.

N. Lawrence – in the interest of making a broader amendment to all faculty committees, he is against this particular amendment and would be interested in a broader amendment about staff members being voting members of all the faculty committees

D. Lawrence – any other comments? Motion to the amendment did not pass.

Lekan – proposes that the EO should look at whether staff members of the committees should have voting privileges on the committees.

Scarlett – he would be interested in voting for this motion for this committee, but maybe asking the EO to look into all the committees to see if staff members have voting rights on other committees.

Yingst – in chat, about the wording in any future motion regarding this issue: "Staff don't vote on FO committees, and if there are committees on which we think staff _should_ vote then those should become admin committees instead of FO committees" is a reasonable position that could lead to wider reform of the by-laws.

Hammond – It seems important to clarify voting practices without marginalizing staff or limiting faculty governance; either one. We may need to look at how many committees have this type of mix of staff and faculty on the committees and look carefully at the by-laws to look at handling both of these situations.

There are: 42 voting members attending. The amendment to the motion did not pass.

SPECIAL ORDERS:

Finalize ballot for April Election (Appendix 11)
- Nominees taken from the floor.

Questions/comments from the floor:

Yingst – any discussion about making the faculty meetings online in the future?
D. Lawrence – there may be a hybrid method to allow those who wish to view virtually and those who wish to attend.
Heinemann-Priest – are the PCC Faculty Senate meetings virtual?
Jenkins – currently they are. There is discussion about future meetings, but no decision has been made.

Note about eligibility and virtual options for those who need this information: Columbia Faculty Senate meetings are always virtual. Alhaddad mentioned that instructors can also run for this position due to a change a few years ago. This is important to note for faculty thinking about service who are in an instructor position.

ANNOUNCEMENTS:

D. Lawrence – in Agenda for today's meeting sent out by email (copied below) – Counseling Services: Mary To Lee is working with the Children's Council on implementing a BASICS Program (Brief Alcohol Screening and Intervention for College Students) here at USCL. Our goal is to gather data on alcohol use and provide information so that students can make informed decisions regarding alcohol consumption (in hopes there is a decrease of alcohol use in general and/or healthier choices made).

It would take about 20-30 minutes of the student's time, probably closer to 20 honestly. She has already reached out to several faculty members about presenting this as an extra credit opportunity but wants to make a more general call to faculty at today's meeting. She is sending out more information next week.
Easley – wanted to remind us that the virtual conference for USCL's Research Club – they are holding a giveaway for the month of March – all USCL students are eligible. It's a 55" tv, so please let students know. Links dropped in chat: linktr.ee/USCL_Research_Club_,
Biggs – file will be sent out – see Appendix 7.
Moon-Kelly – virtual concert March 21

Minutes of March 5, 2021

Freeman – Mindful Mondays are happening every Monday. If you want those messages, send either Rebecca Freeman or Mary To Lee an email to request that. On Monday coming up, they will be doing some dancing.

Adjournment: 1:15 PM

ATTENDING: Shemsi Alhaddad, Brooke Bauer, Marybeth Berry, Adam Biggs, Albert Blackmon, Chris Bundrick, Fernanda Burke, Li Cai, Andrea Campbell, Jill Castiglia, Courtney Catledge, Walter Collins, Stephen Criswell, Jerry Currence, Todd Day, Liz Easley, Rebecca Freeman, Fran Gardner, Annette Golonka, Lisa Hammond, Darris Hassell, Claudia Heinemann-Priest, 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, Allan Pangburn, Phillip Parker, Suzanne Penuel, Kim Richardson, David Roberts, Todd Scarlett, Peter Seipel, Nahid Swails, Suzette Taylor, Brittany Taylor-Driggers, Tania Wolochwianski, Jerrod Yarosh, Andy Yingst.

ABSENT: Noni Bohonak, Dwayne Brown, Brent Burgin, Steven Campbell, Mark Coe, Kim Covington, Susan Cruise, Stan Emanuel, Garane Garane, Howard Kingkade, Pernell Lewis, Bettie Obi Johnson, Angela Neal, Leigh Pate, Babette Protz, Denise Roberts, John Rutledge, Ann Scott, Sarah Selhorst, Mike Sherrill, Dick Van Hall.

Faculty Secretary: Document submitted by A. Golonka on March 15, 2021 for faculty and staff review.

UNIVERSITY OF
South Carolina
LANCASTER

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

Report to the Faculty Organization of USC Lancaster
March 5, 2021

COVID-19

Campus Status: **The campus is operating under guidelines set forth in the following documents:**
USC Lancaster Reopen and Operations Plan (updated 1/18/21)
Palmetto College Risk Mitigation Plan Document (updated on 1/8/21)

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

Important Reminders:
- Any campus meetings (even between as few as two people) should be conducted virtually using a two-way video platform of your choice in order to lower the risk of the transmission of COVID-19.
- Please remember the importance of mask wearing and physical distancing.
- Campus classrooms and spaces continue to be thoroughly cleaned and sanitized on a regular and routine basis. Larger areas are fogged with our mister as needed.

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. The next testing session is March 10, 2021. Likewise, we have had 5 USCL representatives trained to facilitate COVID testing on alternating weeks and at special times outside of the times Student Health Services is here. More information will be forthcoming.

SC DHEC continues drive through COVID testing for the community on the USC Lancaster campus in the parking lot on the east side of Carole Ray Dowling. Testing is available Monday-Friday, 8:30 to 4:30.

VACCINES: Governor Henry McMaster announced on Tuesday, March 2 that South Carolina would move into Phase 1b of the vaccine distribution on Monday, March 8. This is the phase that includes college and university faculty and staff. Chancellor Elkins has subsequently shared notifications and memos from Dr. Rusty Monhollon, President of the

SC Commission on Higher Education and from USC President Bob Caslen. Additionally, DHEC will log any vaccine sites at this [web page](#) organized by zip code. Vaccinations in North Carolina for college and university faculty and staff began Wednesday, March 3. Check the North Carolina's [DHHS website](#) for more information on vaccine locations and to schedule.

People

Enrollment
As of March 3, 2021, USCL headcount enrollment stands at 1618 (up 14.91% over Spring 2020 enrollment).

Search
Assistant Librarian (tenure track, all aspects of the interview process were virtual and have concluded; offer extended and accepted; position to begin in August 2021).

Athletics

From our Athletics Director: As of March 3, 2021—Baseball just returned from a midweek doubleheader at the Ripken Experience in Myrtle Beach, SC. The Lancers team lost the first game 1-0 and won the second game 7-6. This upcoming weekend they travel to Caldwell Community College in Hudson, NC for a 3-game series Saturday and Sunday. The volleyball team is a little over halfway through their Spring schedule, traveling to Spartanburg Methodist for a weekend tournament. Men's and Women's soccer begin their Spring season near the end of the month. As of today, USCL athletics has been able to successfully play at home and travel to away contests without having any COVID-19 issues due to strict adherence to NJCAA, state, local and institutional guidelines. Go Lancers!

Campus Finances and Budget

The **campus budget** is stable, and we anticipate adding some to our carry forward by the end of the fiscal year. Thank you for your assistance helping us stay on budget in the last third of the fiscal year. The **Dean's Budget Advisory Group** is scheduled to meet the last week in March.

USC Lancaster in our Communities

The **Town-Gown Advisory Group** held its most recent meeting on Thursday, February 25. The conversation focused on the arts, the possibility of an arts incubator in the community, and other arts related connections and potential future collaborations between the campus and the community.

Corporate Partnership and Engagement, updates from Albert Blackmon
- Increase exposure with The Rotary Club of Indian Land Lunch via assignment as an at-large board member.
- The USCL Indian Land Corporate Advisory Board will meet next on Friday, March 19.
- USCL has representation via an Ambassador assignment with the Lancaster Chamber of Commerce.

USC Lancaster is working with The Arras Foundation to organize a summer internship program focused on Diversity, Equity, Inclusion, and Access. The Overview description of the experience notes that "Over the course of eight weeks, a group of college

students or recent graduates will be selected to learn and grow with partners and the community and will serve as a catalyst for continued diversity, equity, inclusion, and access (DEIA) research, education, and learning in our area. ... Our goal is to host a meaningful experience that enables interns to work collaboratively with the communities we serve to focus on topics of diversity, equity, and inclusion. Interns will work and learn alongside community partners and residents to foster a healthy community that prioritizes inclusivity and appreciation for all people." There will be paid opportunities for USCL faculty and staff to be involved. If you are interested in such an opportunity in the months of June and July 2021, please be in touch.

Facilities

Our contracted lawn maintenance company has installed the **inscribed bricks** in their temporary home in front of Hubbard Hall. 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.

Starr Hall – Copies of the conceptual renderings of the Starr Hall lobby renovations are attached to the back of this report. We have a tentative date to start the major portion of work in Starr Hall on June 1st which will include a new fire alarm system, front lobby remodel and Business Office renovation. There may be some preliminary work taking place before June 1st with respect to the fire alarm system. As for the Student Center, our plan is to also replace the lighting and fabric wall, then repaint the entire Student Center.

Other items...

- The next virtual **Lunch & Learn at the NASC** is March 19 at noon with a talk entitled "Just Like an Animal? A Philosophical Examination of our Ethical Assumptions about Cognitive Disabilities and the Value of Animals" by Dr. Todd Lekan, USC Lancaster's Associate Dean for Academic and Student Affairs and Professor of Philosophy. To join the program, please send an email to usclnasp@mailbox.sc.edu and a password and ID required to join the meeting will be sent to you.

- USC Lancaster administrative leaders, faculty, and staff will be meeting with the **SACS COC** virtual on-site team on Monday, March 22, 2021. A student group will also meet with the SACS panelists that morning. The panelists will be engaged in virtual meetings with Columbia and all of the PC campuses that week at different times through Thursday, March 25.

- **UPDATE: Commencement 2021**. **Until official approval next week, please keep the following confidential.** On Tuesday, March 2, I submitted a proposal through Palmetto College to the USC Board of Trustees office based on input from the USCL Commencement planners and the Executive Committee of the USCL Faculty Organization for a Virtual Conferral of Degrees Commencement that will be released on our website on May 1 at 2:30 pm. If approved, we will feature the graduates with pictures and a quote/favorite saying (we hope!) and have a pre-recorded speaker, Dr. Deborah B. Cureton, address the graduates. The event will be structured in a similar manner to Columbia's August and December 2020 virtual commencement events. Graduates and their families will receive at least 2 copies of

our printed Commencement Program which will be similar to the programs from our in-person ceremonies of the past as well as a gift from the campus commemorating their graduation.

- **Please remember to complete the Palmetto College survey** that was distributed last Friday (2/26/21) by email. Survey responses are due by March 15, 2021. Your feedback is appreciated.

- We met with local school district partners on Monday (2/15/21) to discuss renovations to the permanent building we are to use for **USCL's Indian Land Location**. We have been using classrooms in the 700 hallway of the main school building since 2018. We anticipate that the stand-alone building branded to USCL will be set to occupy next academic year.

- **USC Lancaster's Research Club is sponsoring a year-long** [**Virtual Research Conference**](). Everyone across Palmetto College is invited to participate and attend. Here is information related to the events associated with the conference:

  - **What is it?** – This is a Virtual Conference to help with student engagement and education across the campus and community during the era of social distancing and COVID-19.
  - **Why is it important?** - This will give us a platform to reach students through social media to further our mission of educating and engaging students and the community about scholarly work, undergraduate research, and the Graduation with Leadership Distinction program.
  - **Opportunities for Students** – Weekly, we will be announcing various beyond the classroom activities and presentations that students can engage in to further their knowledge about a vast array of scholarly work and productions. All of the material is prerecorded and available to the students at any time.

  Where do you access the conference?

    Instagram: @uscl_research_club_
    Facebook: @usclresearchclub
    Website: sites.google.com/view/usclresearchclub

  Dr. Sarah Sellhorst and Dr. Liz Easley (exercise science) are the faculty sponsors for the Research Club, and here is their video introducing the conference: https://fb.watch/1w4k5-Y7DM/

USC LANCASTER
LANCERS

USC Lancaster
Spring Open House
for high school juniors and seniors, transfers, and non-traditional students

Prospective students and their families are invited to campus to chat with USC Lancaster staff about scholarships, financial aid, student support services, and our two and four year degree options.

SATURDAY
March
30

Todd Lekan, Associate Dean for Academic & Student Affairs

REPORT TO THE FACULTY ORGANIZATION
March 5, 2021

Faculty Review Intent Form. I e-mailed a copy of the Faculty Review Intent Form on March 1. Please send this form to Pam Ellis PELLIS@mailbox.sc.edu. Individuals who are undergoing reviews will receive acknowledgment letters.

Summer Orientation. Summer orientation for first year Lancers will be a mix of virtual and face-to-face sessions. The dates are:

IN-PERSON
- Tuesday June 29, 2021
- Wednesday July 14, 2021
- Tuesday July 20, 2021
- Thursday August 5, 2021

VIRTUAL
- Wednesday June 23, 2021
- Thursday August 10, 2021

USCL Default Rates. Recent data shared about default rates brings good news. Our 2018 cohort is 13% (44/337) which is down 7% from the 2017 cohort. Let's offer our collective thanks to Ken Cole and the entire team in the Financial Aid Office. Their focus on the details and their deep care for our students is an admirable example of USCL's mission in action.

Discover U of SC. Students, postdocs, medical scholars, faculty and staff are encouraged to sign up today to get involved with Discover U of SC 2021, coming up on Friday, April 23. This will be a virtual event.
- Undergraduate and graduate students, postdocs and medical scholars: Register to present your research, scholarly, creative or leadership project by Friday, March 5.
- Faculty and staff-led organizations: Register to promote your campus organization in the Outreach Exhibitor Gallery by Friday, March 5.
- Faculty, staff, postdocs and graduate students: Register to review presentations by Friday, March 26.

Read the latest on Discover UofSC plans and sign up to attend webinars on the iPosterSessions virtual conference platform at the Discover UofSC website.

Academic Calendar/Halfway Home! Believe it or not, we are passing the halfway point of the 16-week semester. I have included a spring calendar at the end of this report. A couple of key dates:
- Spring 1 grades are due by noon on Friday March 12.
- Spring 2 begins on March 15.
- The last day of class is April 26 and final exams begin on April 28.
- Final grades for the 16 week Spring term and for Spring 2 are due by noon on May 8.

Events.
Please support the Undergraduate Research Club's virtual conference and other activities. Check out their YouTube page for the latest!
https://www.youtube.com/channel/UCcmZHGH91aAc9LtA8_D3nfA/video

Please consider attending the next NASC Brent Burgin Lunch and Learn lecture at noon on Friday, March 19. I will present on the topic "Just Like an Animal? A Philosophical Examination of our Ethical Assumptions about Cognitive Disabilities and the Value of Animals."

Recent Faculty Accomplishments

Susan Cruise has helped secure a $2500.00 grant from the Springs Foundation for the USCL Student Food Pantry. Thanks so much to Susan for the important work she does with the pantry. Now more than ever our students need this support. Thanks to Susan for her impactful service!

Conclusion. I am grateful to you for the searching questions, cooperative mindset, and caring manner with which you have addressed the uncertainties of planning our academic schedule for next fall. I look forward to the possibility of a semi-normal campus environment abuzz with colleagues and students on our beautiful campus next fall.

UNIVERSITY OF SOUTH CAROLINA LANCASTER
A Palmetto College Campus

SPRING CALENDAR 2021

	16 Week	SP I MW	SP I TTh	SP II MW	SP II TTh
1-11	Classes Start	1-11	1-12		
		1-13	1-14		
		1-20	1-19		
		1-25	1-21		
		1-27	1-26		
		2-01	1-28		
		2-03	2-02		
		2-08	2-04		
		2-10	2-09		
		2-17	2-11		
		2-22	2-16		
		2-24	2-18		
		3-01	2-23		
		3-03	3/02		
4/26	Last Day of Class			3-15	3-16
				3-17	3-18
				3-22	3-23
				3-24	3-25
				3-29	**3-30***
				3-31	4-01
				4-05	4-06
				4-07	4-08
				4-12	4-13
				4-14	4-15
				4-19	4-20
				4-21*	4-22
				4-26	4-27
				4-28	4-29
Reading Day	Tuesday, April 27	N/A		N/A	

Final Exams	Weds., 4/28 – Weds., 5/05	Monday., Mar. 08	Tuesday., Mar. 09	Mon., May 03	Tues., May 04

SPRING I GRADES DUE by NOON on FRIDAY, MARCH 12
16-WEEK & SPRING II GRADES DUE by NOON on SATURDAY, MAY 08

*NOTE: Spring II – 3/30 and 4/21 Asynchronous Remote Class Days

FINAL EXAM SCHEDULE – SPRING 2021

Class (16 week)	Exam Day & Time
MW 8:00am – 9:15 am	Monday, May 03 (8:00am-10:30am)
MW 9:30am – 10:45 am	Wednesday, April 28 (9:30am–12:00pm)
MW 11:00am – 12:15 pm	Monday, May 03 (11:00am-1:30pm)
MW 1:00pm – 2:15 pm	Wednesday, April 28 (1:00pm–3:30 pm)
MW 2:30pm – 3:45 pm	Monday, May 03 (2:30pm–5:00pm)
MW 4:00pm – 5:15 pm	Wednesday, April 28 (4:00pm–6:30pm)
MW 5:30pm – 6:45 pm	Monday, May 03 (5:30pm–8:00pm)
MW 7:00pm – 8:15 pm	Wednesday, April 28 (7:00pm–9:30pm)
TR 8am – 9:15 am	Tuesday, May 04 (8:00am–10:30am)
TR 9:30am – 10:45 am	Thursday, April 29 (9:30am–12:00pm)
TR 11:00am – 12:15 pm	Tuesday, May 04 (11:00am–1:30pm)
TR 1:00pm – 2:15 pm	Thursday, April 29 (1:00pm–3:30pm)
TR 2:30pm – 3:45 pm	Tuesday, May 04 (2:30pm–5:00pm)
TR 4:00pm – 5:15 pm	Thursday, April 29 (4:00pm–6:30pm)
TR 5:30pm – 6:45 pm	Tuesday, May 04 (5:30pm–8:00pm)
TR 7:00pm – 8:15 pm	Thursday, April 29 (7:00pm–9:30pm)
Friday 9:00am- 11:30 am	Friday, April 30 (9:00am–11:30am)
Friday 1:00pm– 3:30 pm	Friday, April 30 (1:00pm–3:30pm)

SPRING I (8 week) Classes	Exam Day & Time
MW 2:30 pm – 5:00 pm	Monday, March 08 (2:30pm–5:00pm)
MW 5:30 pm – 8:00 pm	Monday, March 08 (5:30pm–8:00pm)
MW 8:30 pm – 11:00 pm	Monday, March 08 (8:30pm–11:00pm)
TR 2:30 pm – 5:00 pm	Tuesday, March 09 (2:30pm–5:00pm)
TR 5:30 pm – 8:00 pm	Tuesday, March 09 (5:30pm–8:00pm)
TR 8:30 pm – 11:00 pm	Tuesday, March 09 (8:30pm–11:00pm)

SPRING II (8 week) Classes	Exam Day & Time
MW 2:30 pm – 5:00 pm	Monday, May 03 (2:30pm–5:00pm)
MW 5:30 pm – 8:00 pm	Monday, May 03 (5:30pm–8:00pm)
MW 8:30 pm – 11:00 pm	Monday, May 03 (8:30pm–11:00pm)
TR 2:30 pm – 5:00 pm	Tuesday, May 04 (2:30pm–5:00pm)
TR 5:30 pm – 8:00 pm	Tuesday, May 04 (5:30pm–8:00pm)
TR 8:30 pm – 11:00 pm	Tuesday, May 04 (8:30pm–11:00pm)

SPRING I GRADES DUE by NOON on FRIDAY, MARCH 12
16-WEEK & SPRING II GRADES DUE by NOON on SATURDAY, MAY 08

Academic Success Center Report
For March 4, 2021 Faculty Meeting
Submitted by Dana Lawrence

<mark>Please send all ASC-related questions and requests to **LawrenDE@mailbox.sc.edu**</mark>

The Spring 2021 Tutoring Schedule can be found here:

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**.

<mark>ALL TUTORING SESSIONS ARE BY APPOINTMENT—STUDENTS CAN SCHEDULE ONLINE USING THE FOLLOWING LINK</mark>

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).

<mark>Spring 2020</mark>

	Jan 2020	Jan 2021	Feb 2020	Feb 2021	March 2020	March 2021	Apr. 2020	April 2021	May 2020	May 2021
Number of Tutors	8	6	9	6	Pre-SB: 9 Post-SB: 4		4		2	
Total Number of Sessions	38	<mark>31</mark>	100	42	Pre-SB: 31 Post-SB: 13		38		3	
Tutoring Sessions/Day (avg)	3.5 (11 operating days)	<mark>2.8</mark> (11 operating days)	6.3 (16 operating days	2.6 (16 operating days)	Pre-SB: 3.4 (4 operating days) Post-SB: 2.1 (6		2.1 (18 operating days)		1.5 (2 operating days)	

					operating days)					
Tutoring Sessions/Tutor (avg)	4.75	5.1	11.1	7	Pre-SB: 3.4 Post-SB: 3.25		9.5		1.5	
# of tutor hours per week	79.5	54	75.5	54	Pre-SB: 75.5 Post-SB: 54		54		36	
Appointment	33	31	93	42	42		38		3	
Drop-in	5	n/a	7	n/a	2		n/a		n/a	

Tutoring Sessions by Area

	JAN 2021	FEB 2021	MAR 2021	APR 2021	MAY 2021
Biology	0	2			
Chemistry	2	5			
Computer Science/MGSC	18	17			
French	0	1			
Italian	1	0			
Math/PCAM 105	2	9			
NURS	0	1			
Spanish	3	3			
Statistics	1	0			
Writing	3 • ENGL: 1 • PALM: 2	4 • PALM: 2 • SPCH: 1 • UNIV: 1			
Study Skills	1 • Other: 1	0			
Other (help student navigate Blackboard, access USCL email, use Microsoft Word, skills review, etc.)	0	0			
TOTAL # OF SESSIONS FOR MONTH:	31	42			

	1 visit	2 visits	3-5 visits	6+ visits	Total
# of individual students (JAN)	7	1	1	2	12
# of individual students (FEB)	7	5	2	2	16
# of individual students (MAR)					
# of individual students (APR)					
# of individual students (MAY)					
# of individual students (Semester)					

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	8	5
Total Number of Sessions	27	31	137	55	175	77	141	38	59	17
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)	7.4 (8 operating days)	2.8 (6 operating days
Tutoring Sessions/Tutor (avg)	3	5.2	17.1	9.3	25	15.4	20.1	7.6	7.4	3.4
# of tutor hours per week	68.5	70	68.5	70	70.5	60	70.5	60	76	60
Appointment	21	31	127	56	168	77	133	38	57	17
Drop-in	6	n/a	10	n/a	7	n/a	8	n/a	2	n/a

Tutoring Sessions by Area

	August 2020	Sept. 2020	Oct. 2020	Nov. 2020	Dec. 2020
Biology	2	4	9	2	0
Chemistry	4	3	7	2	1
Computer Science	5	9	5	3	1
French	0	0	0	0	0
Italian	0	0	1	0	0
Math/PCAM 105	13	18	19	8	3
NURS	0	1	1	1	0
Spanish	0	0	0	1	1
Statistics	0	0	0	0	0
Writing	7 • ENGL: 2 • POLI: 1 • SPCH: 3 • Other: 1	21 • ENGL: 14 • PALM: 2 • POLI: 2 • SPCH: 2 • Other: 1	35 • ENGL: 31 • HIST: 2 • NURS: 1 • PALM: 1	21 • ECON: 1 • ENGL: 17 • NURS: 3	11 • AFAM: 2 • ENGL: 9
Other (help student navigate Blackboard, access USCL email, use Microsoft Word, skills review, etc.)	0	0	0	0	0
TOTAL # OF SESSIONS:	31	56	77	38	17

	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)	10	1	1	0	12

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

MEETING: Faculty Organization Meeting – March 5, 2021

DATE: March 4, 2021

ATTACHMENTS: 0

INFORMATION ITEMS:

1) The 2020 Form 1095-C are available. The 2020 Form 1095-C includes information about the employee's healthcare coverage. This form may need to be included when filing taxes.

   All employees who consented to receive their Form 1095-C electronically may access the form in the HR/Payroll system. https://hcm.ps.sc.edu/

   Once you are logged into the system Select the Benefits Details Tile, then select View Form 1095-C. To view, print or save the Form 1095-C choose 1095-C Original under the heading Tax Form. Instructions gives directions for using the Form 1095-C to file your 2020 taxes.

   Employees who did not electronically consent or did not meet the deadline will receive their form in the mail to the address listed in the HR/Payroll System.

   Form 1095-C for former employees will be mailed to the last known address listed in the HR/Payroll system.

   A note about the amount entered on Line 15 of your Form 1095-C.
   - The USC Benefits Department is **required** to enter the dollar value of the employee required contribution in Line 15. To establish the amount this is required, we use the value of employee-only coverage for the least expensive coverage option. The Savings Plan is the lowest cost premium option offered at $9.70 for single coverage. **Even if you actually enrolled in a higher cost coverage option, or opted out of coverage all together, line 15 reflects $9.70, the lowest monthly cost.**

   Any questions regarding the 2020 Form 1095-C form should be directed to the USC Benefits Department via email BENEFITS@mailbox.sc.edu or telephone 803-777-6650. The USC Benefits Department is open Monday – Friday from 8:30am – 5:00pm.

2) 2020 W-2 Forms were made available to employees on February 1, 2021 either electronically through the HR/Payroll system or via mail to the address listed in the HR/Payroll system.

   All employees who consented to receive their W-2 electronically may access the form in the HR/Payroll system. https://hcm.ps.sc.edu/

   Once you are logged into the system Select the Payroll Tile, then W-2/W-2c Forms. To view, print or save the W-2 Form choose View Form. Filing Instructions gives directions for using the W-2 to file your 2020 taxes.

Employees who did not electronically consent or did not meet the deadline will receive their form in the mail at the address listed in the HR/Payroll System.

Form W-2s for former employees were mailed to the last known address listed in the HR/Payroll system.

Request for reprints of a W-2 should be emailed to the USC Payroll Department, uscpay@mailbox.sc.edu Include your legal name, USC ID, the last 4 digits of your social security number, which year needs to be reprinted, and the address for mailing the form in your email correspondence.

Any questions regarding W-2 forms should be directed to the USC Payroll Department via email uscpay@mailbox.sc.edu. Include your legal name and USC ID in your email correspondence.

The USC Payroll Department is open Monday – Friday from 8:30am – 5:00pm.

3) Just a reminder about the USC Leave Transfer Pool.

FTE employees who are experiencing a family or medical emergency which requires time away from work for which they do not have enough accrued leave time should consider requesting leave from the transfer pool.

There are many generous employees from all campuses who have donated leave time to the transfer pool.

We also have employees who prefer to donate their leave directly to specific employees.

HR 1.10 - Leave Transfer Policy is located on the web at http://www.sc.edu/policies/ppm/hr110.pdf

Please contact the Lancaster Campus Human Resources Department with questions or assistance with accessing the correct forms to request leave from the Leave Transfer Pool.

Medford Library

SERVICE STATISTICS AND PROGAMS

- **687** unique visits
- **962** LibGuide views
- Fulfilled **15** PASCAL Delivers borrowing requests
- **144** Computer Reservations
- **37** Study and Lounge Area Reservations
- **34** Community computer uses

CIRCULATION STATISTICS

- **41** General collection items circulated
- **1** Juvenile collection item circulated
- **1** Audio Visual collection item circulated
- **1** Oversize collection item circulated
- **7** New Book collection items circulated

GENERAL AND ADMINISTRATIVE ACTIVITIES

- The library is co-hosting Mindful @ USCL with USCL Counseling. Go to https://www.remind.com/join/mindfulusc to sign up for the text messages for the Mindful Monday Challenge.

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

Columbia Senate Report
USCL Members Reporting to USCL Faculty Organization

Date of Report: March 5, 2021 Faculty Meeting

Dates of Columbia Senate Meetings: March 3, 2021

General

President Calsen and Provost Tate's presentations were shorter due to another meeting obligation. Did say that additional questions could be addresses at the town hall—especially the questions asked about vaccines and COVID-19 that were not answered

1. President Caslen:
   Calen addressed the Senate Faculty and reflected on the Campus reaching the one-year mark for the COVID 19 response. Thanked all the faculty, staff and students for work. Updated on 4 areas: SACS, Development of online courses, budget and budget outlook, and searches on campuses.
   March 22-25 on site review for SACS. Holding weekly meetings to prepare and have on-site handouts to inform people on campus of the process. Final report will be given to the Campus in December 2021.
   Online programs: This does not include the "resident in person model" for the 35,000 students within those programs. Carolina online is different than the resident in person courses and degrees. These are degrees that are being developed to reach a different type of student and would be 100% online. Mentioned—returning adult students with families and full-time jobs, military, corporate contracts. Deferred to specific questions to Provost.
   Budget: The budget was focused on the mission statement. Talked about on going projects, the budget for those, grants, and the budget overages. Going into this year planned for 10-15% drop due to multiple reasons and budgeted for that. This drop didn't happen and now the campus has approx. 50-million-dollar overage. Talked about what would happen to this and that departments may have a budget to carry forward and will be put in the new budget model.
   Searches: USC Akin and Upstate searching for Chancellor. Talked about the process and where each campus is within this process—update to come later in March.
   Search for a Vice president of System affairs is going on now. This is a new staff position at the president level that will bring back a position the campus had before—about 4-5 years ago-- but did away with. This search will bring this position back to help with the strategic plan among other things.

Talked about the search to replace the current Presidential Faculty Fellow. Encouraged faculty to attend the Town Hall on Friday.

(Questions and answers may not be word for word)
Q: Will the fall furloughs be rescinded considering the 50-million-overage? A: President said he was headed to a budget meeting after the Senate meeting and would bring this up and get back with the faculty.

2. Provost Tate:
   Provost Tate addressed the Senate and commented that the president covered the majority of everything. Added that the merit exercises are on going and that should be happening on individual school and department levels. Talked about moving toward a residential model for the fall and that those online programs mentioned were in addition to that. Mentioned that this outlook will look at the vaccine roll outs and the recommendations by CDC guidelines.

   (Questions and answers may not be word for word)
   Q: (I missed the question because it dropped out on my end) A: The Provost talked about the process in which students could move through a master's and/or PhD with the intent of becoming a faculty member across the market place. Discusses the post-doc programs that could help identify individuals that could be potential hires. These are two different tracks with funding coming next year.

   The Chair answered a question about vaccines being recommended but not required for faculty.

   Q: Faculty were concerned about going back to the residential plan. Asked what to tell their colleagues about moving in this direction. A: Vaccines are our path to a new normal. He is not there to tell you to take it or not. If you decide not to take the vaccine or can't please identify yourself so a plan can be made to accommodate your needs to teach safely. But the plan is to move toward a residential plan within the CDC guidelines.

   The Chair asked that questions about the vaccine and Covid guidelines be held and asked during the Town Hall due to time for the Provost's presentation.

   Q: Asked about what cycle the merit raises would be based on—the 2018-19 as planned or something different. Is there a certain cycle they will be based on. A:

Not that he is aware of. Q: So it will be up to each individual department/college to make that decision? A: Correct.

3. Invited guest Diana Mitchell, **Senior Associate Provost for Social Innovation and eLearning**

Charged with the online offerings for the University of South Carolina system wide. The commitment from the president to the board is 30 programs. Talked about what has been going on and how this allows access and equity while providing revenue. Talked about mission and market—adult learners, students who started but didn't finish, those who started in another state, military, corporate partnerships, etc…. Most programs listed within her presentation will be available this fall but some will be available in 2022. Talked about the investment into these programs and that they are looking to hire new faculty to teach these courses and do not plan to ask faculty to add this to their current loads. Proposal to the Board will go out this month. These programs could have a separate admission site and requirements for admission could be different.

(Questions and answers may not be word for word)
Q: Would this be different or separate from the current admissions?
A: This would be separate. Could revisit admissions later to include it with the current admission process, but for now plan to keep it external. This is to allow for helping students in a high tough/frequent access manner since they are online.
Q: Many faculty are putting time and effort into online course development. Will the University hire someone to train faculty to build these courses so that the classes are more than a "glorified" power point—to be more competitive with other online programs? A: Would be disappointed if all we offered were talking PowerPoints. This maybe where we are now but plans to hire advisors to train staff on campus at CTE-- so this doesn't continue to be outsources for the programs. Talked about how to handle courses that may not usually be taught online.
Q: Will there be funds in place to get resources for these students—in reference to library needs. A: If there are resources needed yes but did not see additional needs at this time.

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 March meeting.

- Change in Course:
    o AFAM 200 Freedom Papers: Narratives of Race and Nation
    o ARTS 102 Intro to Visual Arts Computing
    o ARTS 246 Graphic Design II
    o ARTS 266 Illustration II
    o ARTS 346 Series Development and Practice
    o CLAS 340 Greek Art and Archaeology
    o GEOL 215 Coastal Environments of the Southeastern US
    o GEOL 215L Coastal Environments of the Southeastern US Lab
    o GEOL 511 Advanced Paleontology Page 2 of 8
    o GEOL 524 Environmental Radioisotope Geochemistry
    o GEOL 568 Introduction to Micrometeorology
    o GEOL 582 Marine Hydrodynamics
    o HIST 201 American Founding Documents
    o LING 627 Introduction to Semantics and Pragmatics
    o MSCI 215 Coastal Environments of the Southeastern US
    o MSCI 511 Advanced Paleontology
    o MGSC 520 Forecasting and Time Series
    o MSCI 524 Environmental Radioisotope Geochemistry
    o MSCI 568 Introduction to Micrometeorology
    o MSCI 582 Marine Hydrodynamics
    o STAT 520 Forecasting and Time Series
    o WGST 306 Social Welfare Services for Women and Minorities
    o EDCE 570 Seminar in Counseling
    o EDSE 528 Study of the Teaching of Business Education in the Secondary School
    o ITEC 293 Cybersecurity Operations
    o JOUR 291 Writing for Mass Communication
    o JOUR 539 Ethics in Public Relations and Public Policy
    o SOWK 305 Social Welfare Services for Women and Minorities

- New Courses:
    o ARTH 312 Greek Art and Archaeology
    o PSYC 120 Professional Development in Psychology
    o MKTG 477 Social Media Marketing
    o EDCE 210 Career Planning and Development
    o EDCE 340 Counseling Through a Multicultural Lens
    o EDCE 350 Interpersonal Communication Skills
    o EDCE 360 Introduction to the Counseling Profession

- o EDEC 335 African Diaspora Literacy ECE
- o NURS 208 Introduction to Nursing Informatics

- Course Deletions
  - o ENGL 474 History of Cinema I

- Change in Degree Program
  - o NURS 112 Introduction to the Professions of Nursing: Focus on Roles and Opportunities
  - o NURS 411 Psychiatric/Mental Health Nursing

- Courses Approved for Distributed Learning Delivery

  - o ANTH 101 Primates, People, and Prehistory (3)
  - o PSYC 120 Professional Development in Psychology (1)
  - o PSYC 465 Health Psychology (3)
  - o WGST 306 Social Welfare Services for Women and Minorities (3)
  - o EDCE 210 Career Planning and Development (3)
  - o EDCE 340 Counseling Through a Multicultural Lens (3)
  - o EDCE 350 Interpersonal Communication Skills (3)
  - o EDCE 360 Introduction to the Counseling Profession (3)
  - o EDCE 570 Seminar in Counseling (3)
  - o EDEC 335 African Diaspora Literacy ECE (3)
  - o EDSE 528 Study of the Teaching of Business Education in the Secondary School (3)
  - o ITEC 293 Cybersecurity Operations (3)
  - o HRTM 270 Quality Food Production (3)
  - o SPTE 590 Special Topics in Live Entertainment and Sport (3)
  - o JOUR 521 Interactive Communication Strategies (3)
  - o JOUR 539 Ethics in Public Relations and Public Policy (3)
  - o MUSC 526 Analytical Studies (3)
  - o NURS 208 Introduction to Nursing Informatics (2)
  - o 305 Social Welfare Services for Women and Minorities

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

- The Recommendation was approved to move forward
  A Recommendation to Divest the University of South Carolina from the Fossil Fuel Industry [pdf]

Insti

Digging into the Disciplines I: Accounting for Failure – The Impact of Principles of Accounting Courses on Student Success and Equitable Outcomes

Andrew K. Koch, PhD, President and Chief Operating Officer, Gardner Institute

Brent M. Drake, PhD, Vice Provost for Decision Support, University Nevada, Las Vegas & Gardner Institute Fellow

Introduction

Many faculty and institutional officials know well the role and impact of gateway STEM courses in chemistry and math on student success. However, to date there has been little work on the connection between gateway business courses, such as Principles of Accounting , and undergraduate persistence. The non-profit Gardner Institute now has new data, based on the transcripts of some 51,000 students at more than 30 colleges and universities, which suggest that accounting must now be considered on par with math and chemistry as one of the critical gateway courses in the conversation about student success.

This is a significant finding. Business is the top major among entering first-year students and also largest field for undergraduate degrees –and no one can earn a business degree without competing Principles of Accounting. This document addresses the role of accounting in student success, and offers some initial perspectives about why failure in accounting, as well as math (algebra or calculus) and chemistry, really matter – for students, for the institutions they attend, and for the communities and industries these institutions serve.

About the Data

The content found on this document comes from a broader study examining the rates of D, F, W (for any form of withdrawal on the transcript), and I (for incomplete) grades (DFWI rates) in introductory courses at thirty-six different colleges and universities in the United States. The thirty-six institutions include seven community colleges, two proprietary (for-profit) four-year institutions, eight independent (private) four-year institutions, and nineteen public four-year institutions – twenty-nine four-year and seven two-year total. The twenty-nine total four-year institutions further break down into six Baccalaureate Colleges, fourteen Masters Colleges and Universities, and nine Doctoral Universities

The data displayed in this document includes aggregate and disaggregate DFWI rates for Principles of / Introductory Accounting courses at 32 of the aforementioned institutions (18,217 students earning grades), Introductory Calculus courses at 32 of the institutions (13,253 students earning grades), and Introductory Chemistry courses at 31 of the institutions (20,987 students earning grades).

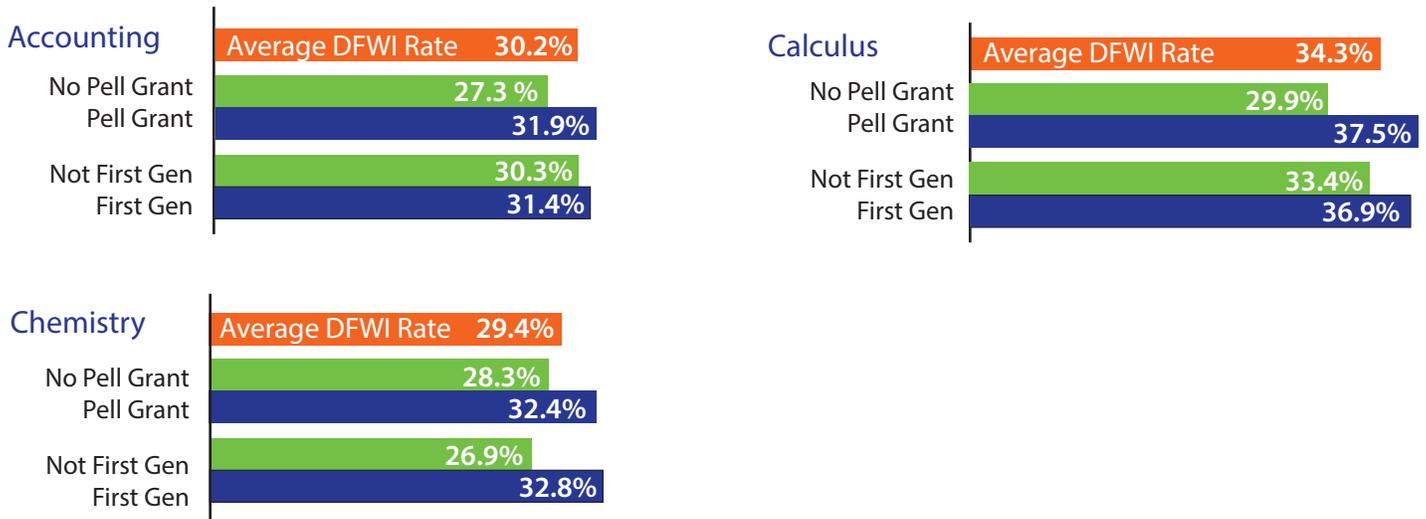### A. Average DFWI Rates by Course

The average DFWI rate by course ranges between 29.4% for Introductory Chemistry to 34.3% for Introductory Calculus. Introductory Accounting courses have a DFWI rate of 30.2% – higher than that of the chemistry courses but lower than that of the calculus courses included in the study.

Accounting	30.2%
Calculus	34.3%
Chemistry	29.4%

B. DFWI Rates in the Courses for Pell Recipients and First-Generation Students Compared to Their Peers

Students from low-income backgrounds (defined as receiving a Pell Grant) or with less social capital (defined as being first-generation) have higher DFWI rates in all three gateway courses. The differences are greatest for first-generation students in chemistry and Pell grant recipients in calculus, but the fact that this is a consistent trend across all courses is a cause for concern.

Accounting

Average DFWI Rate	30.2%
No Pell Grant	27.3 %
Pell Grant	31.9%
Not First Gen	30.3%
First Gen	31.4%

Calculus

Average DFWI Rate	34.3%
No Pell Grant	29.9%
Pell Grant	37.5%
Not First Gen	33.4%
First Gen	36.9%

Chemistry

Average DFWI Rate	29.4%
No Pell Grant	28.3%
Pell Grant	32.4%
Not First Gen	26.9%
First Gen	32.8%

C. DFWI Rates in the Courses for Men and Women

Males consistently have a higher DFWI rates when compared to their female counterparts in these three key gateway courses. The differences are greatest in chemistry, followed by accounting, and then calculus. These outcomes raise interesting questions about the cultural dynamics at work in the occupations that these courses support. In other words, if women do better than their male counterparts in these foundational courses, why are they underrepresented in the STEM majors and many STEM occupations?

Accounting

Average DFWI Rate	30.2%
Female	28.4%
Male	31.8%
Unreported	8.5%

Calculus

Average DFWI Rate	34.3%
Female	34.5%
Male	35.7%
Unreported	7.9%

Chemistry

Average DFWI Rate	29.4%
Female	25.8%
Male	33.9%
Unreported	23.3%
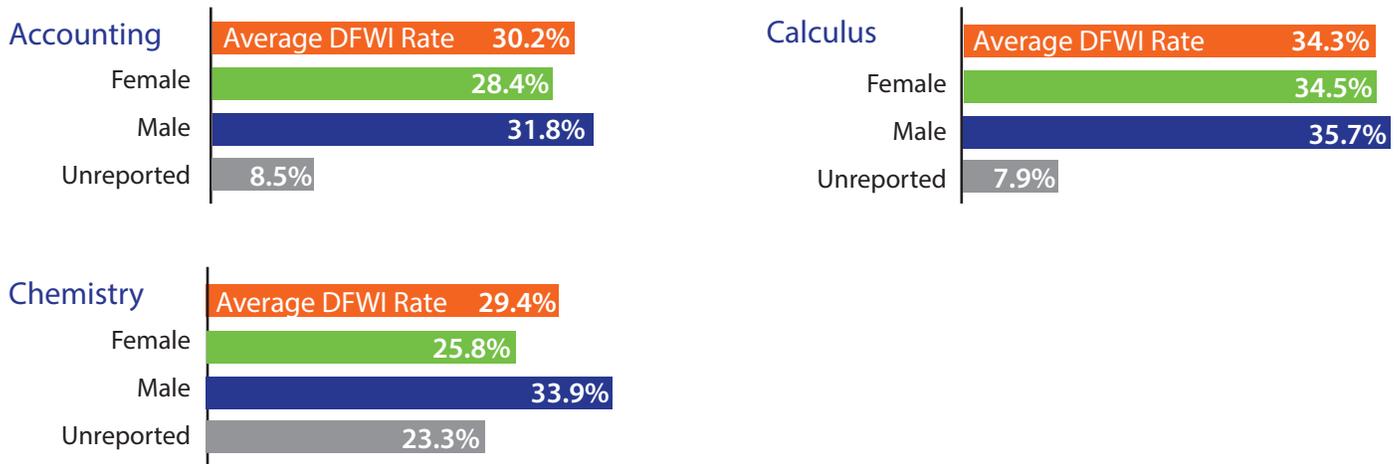
D. DFWI Rates in the Courses by Race / Ethnicity

Students who report their race/ethnicity group as Caucasian / White, Asian-American, Non-Resident Alien (International) have DFWI rates lower than the course average in all three key gateway courses. Students who do not 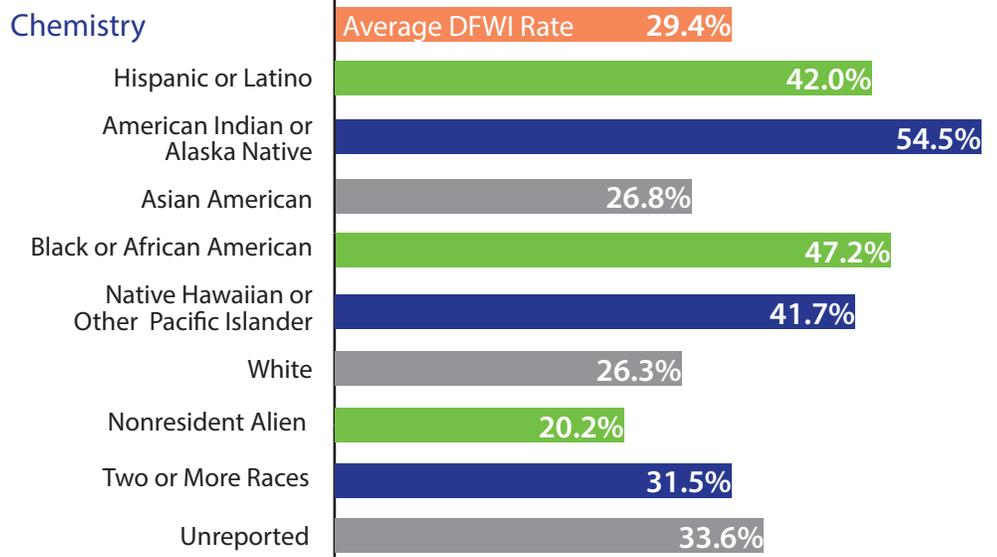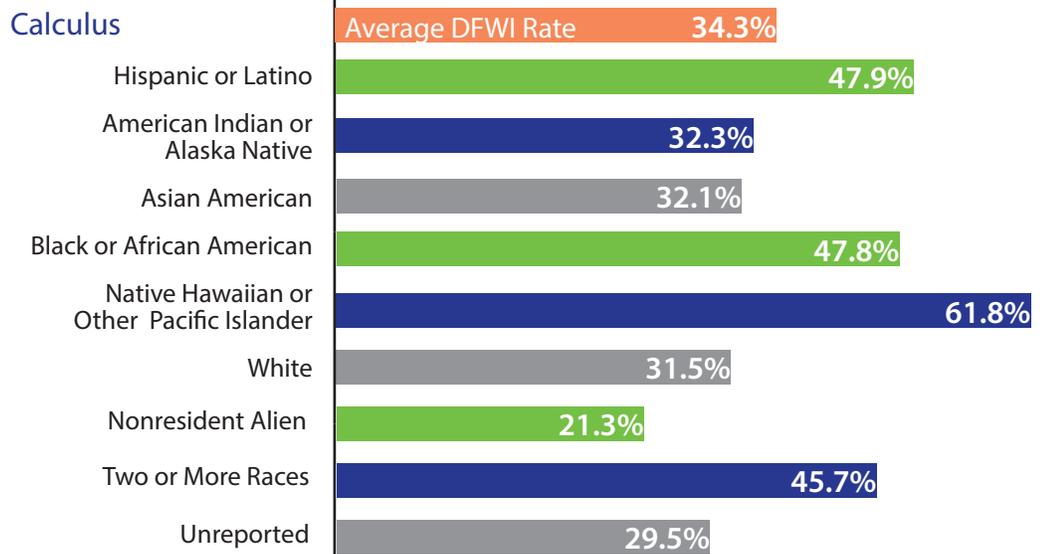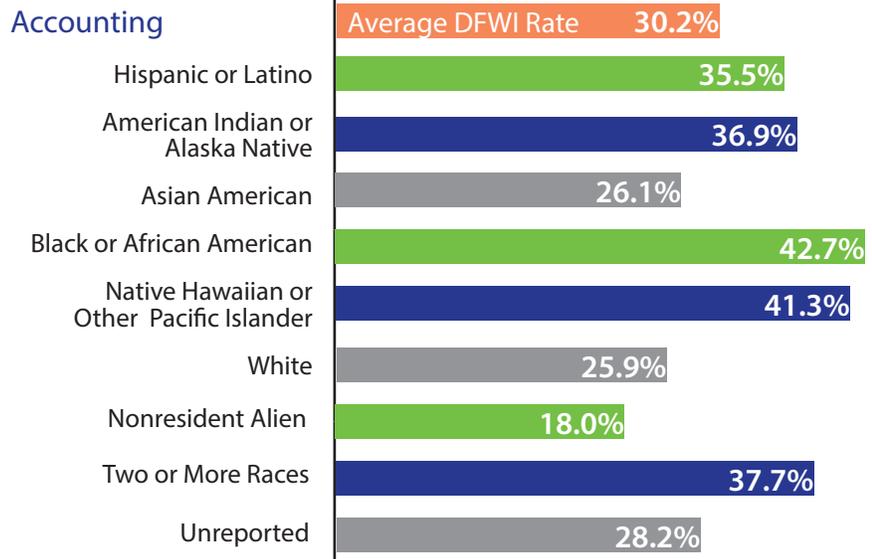report a race/ethnicity (Unreported) have DFWI rates lower than the course average in both accounting and calculus. In contrast, and with the exception of American Indian / Alaskan Native students in calculus, students from all other race/ethnicity groups consistently have DFWI rates higher than the course average in all three courses – often substantially higher.

For example, Black / African-American students have DFWI rates that range from 16.3 percentage points (52.0%) higher in calculus, 16.8 percentage points (65.0%) higher in accounting, and 20.9 percentage points (79.6%) higher in chemistry than that of their White / Caucasian counterparts.

Historically, these outcomes are often cited as being indicative of inadequate prior academic preparation for college. However, the outcomes also suggest that the courses do little to mitigate inequality. In other words, these courses are often structured to push students out rather than to provide an instruction experience that lifts them up toward their education and occupational goals. In fact, the current design of many of these critical gateway courses may perpetuate and exacerbate inequitable outcomes.

Accounting

Average DFWI Rate	30.2%
Hispanic or Latino	35.5%
American Indian or Alaska Native	36.9%
Asian American	26.1%
Black or African American	42.7%
Native Hawaiian or Other Pacific Islander	41.3%
White	25.9%
Nonresident Alien	18.0%
Two or More Races	37.7%
Unreported	28.2%

Calculus

Average DFWI Rate	34.3%
Hispanic or Latino	47.9%
American Indian or Alaska Native	32.3%
Asian American	32.1%
Black or African American	47.8%
Native Hawaiian or Other Pacific Islander	61.8%
White	31.5%
Nonresident Alien	21.3%
Two or More Races	45.7%
Unreported	29.5%

Chemistry

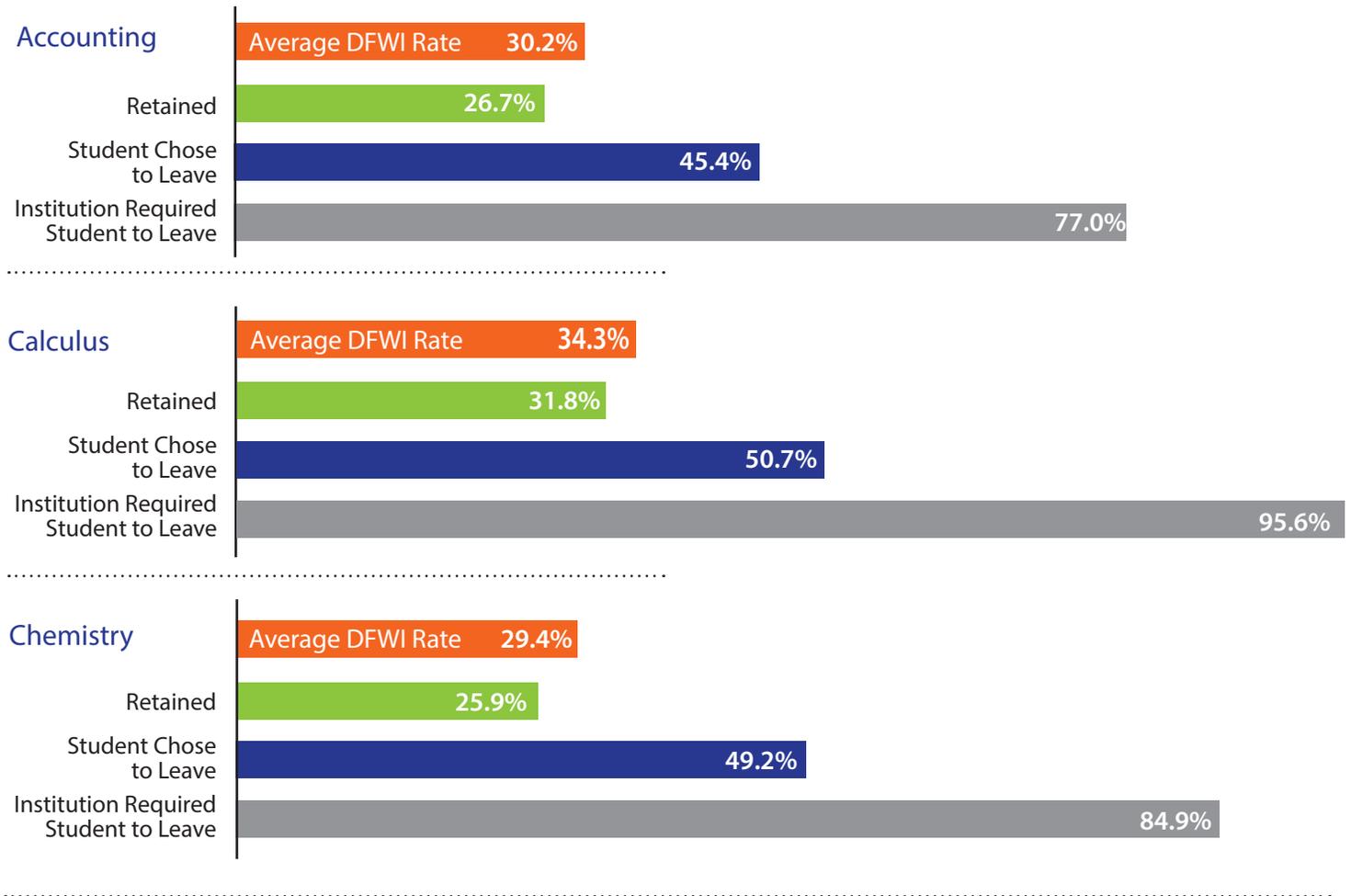|	
Average DFWI Rate	29.4%
Hispanic or Latino	42.0%
American Indian or Alaska Native	54.5%
Asian American	26.8%
Black or African American	47.2%
Native Hawaiian or Other Pacific Islander	41.7%
White	26.3%
Nonresident Alien	20.2%
Two or More Races	31.5%
Unreported	33.6%

E. DFWI Rates in the Courses Correlated with Retention Status

In all three courses, students who took the course and returned the next year to the same institution (identified as Retained on the graphs below) had the lowest DFWI rates. Students who were dismissed from the institution for either academic or disciplinary reasons (identified as Institution Required Student to Leave on the graphs below) had the highest DFWI rates.

The DFWI rate for students who chose to leave the institution (identified as Student Chose to Leave on the graphs below) should be of particular concern to the campus officials. These students were eligible to return to the institution because they were in good academic standing (2.0 grade point average or better). They took the course included in the study, earned a D, F, W, or I grade, and elected not to return to the institution the next year.

In all cases, the DFWI rates for students who chose to leave are much higher than that for their retained counterparts. The differences ranges between 18.6 percentage points (69.7%) higher in accounting (26.7% DFWI rate for retained students compared to 45.4% DFWI rate for students who chose to leave), 18.9 percentage points (59.5%) higher in calculus (31.8% DFWI rate for retained students compared to 50.7% DFWI rate for students who chose to leave), and 23.2 percentage points (89.6%) higher in chemistry (25.9% DFWI rate for retained students compared to 49.2% DFWI rate for students who chose to leave). These outcomes clearly indicate the relationship between doing poorly in a course and not persisting at the institution.

Accounting

Average DFWI Rate	30.2%
Retained	26.7%
Student Chose to Leave	45.4%
Institution Required Student to Leave	77.0%

Calculus

Average DFWI Rate	34.3%
Retained	31.8%
Student Chose to Leave	50.7%
Institution Required Student to Leave	95.6%

Chemistry

Average DFWI Rate	29.4%
Retained	25.9%
Student Chose to Leave	49.2%
Institution Required Student to Leave	84.9%

Brief Summary and Conclusion

The gender, income (Pell), first-generation, and retention differences in critical gatesway courses highlighted in this document point to significant equity issue. Given changing national demographics as well as labor market and societal needs, these differences cannot continue if colleges and universities hope to help all students realize their educational and occupational aspirations.

The solution for addressing the issues identified by this study is not to blame the students or to "lower standards and give everyone an A." The solution is also not to blame faculty. Those approaches would perpetuate inequity in other ways.

The findings strongly suggest that course redesign is essential – redesign that employs evidence-based pedagogies, embedded support, reward structures for faculty, and other methods that better serve a steadily diversifying, twenty-first century student body. While it is beyond the scope of this document to go into those approaches, it merits noting that use of these kinds of practices are shown to increase student engagement, learning, and success. This document shows what is occurring in the absence of widespread action, and suggests what is at stake if current trends persist.

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Tenure and Promotion Committee
Report to the Faculty Organization 3/5/2021

The local T&P committee has finished reading FIFs and begun writing peer review narratives, which we plan to distribute via email early in April.

Depending on the outcome of next month's election, the committee hopes to organize a roundtable conversation next semester aimed at more fully contextualizing expectations for faculty in order to fine tune peer review (and perhaps aspects of tenure and promotion as well).

Proposed Revisions to USCL Bylaws

Title of Proposal: **Adding New Palmetto College Campuses Policy Advisory Committee**
Committee Proposing Revision: Executive Committee
Date of Presentation to Faculty Organization:
Faculty Organization Approval Date:

Rationale for proposed revisions:

       The Palmetto College Campuses Policy Advisory Committee was created and approved by PCC Faculty Senate in February 2020. This addition to the PCC Faculty Manual was approved in June 2020. This new committee needs to be added to the list of Palmetto College Campuses committees in the USCL Bylaws.
     .
Summary of proposed revisions:

       Add a description of the PCC Policy Advisory Committee to the USCL Bylaws

Section and page numbers of the current bylaws for proposed revisions:

Current	Proposed
	PALMETTO COLLEGE CAMPUSES POLICY ADVISORY COMMITTEE Membership: A representative of the Office of the Associate Provost, a representative of Human Resources, a representative of the Office of the Chancellor, a representative of the Division of Information Technology, the Dean for Equity, Diversity and Inclusion (or designee), a representative for SACSCOC, a representative of the Office of General Counsel, the chairs of each Palmetto College Campuses Faculty Senate standing committee (those being the Faculty Welfare, System Affairs, and Rights and Responsibilities committees), a faculty member elected by each of the Palmetto College campuses, and a student representative chosen from one Palmetto college campus on a rotating basis, and a representative from the Palmetto College Senate Executive Committee who shall serve as chair. Purpose: The Palmetto College Policy Advisory Committee shall consult with university offices on proposals for new, revised and repealed policies to consider whether they are necessary and aligned with institutional mission, goals and priorities; that policies are concise, consistent in format and scope,

	and easy to understand; to identify constituencies and other policies that may be affected; and to make recommendations to appropriate offices. The Palmetto College Policy Advisory Committee (PCPAC) shall also assist with dissemination and sharing feedback regarding policies. This committee will meet on an ad-hoc basis as determined by the Palmetto College Faculty Senate Executive Committee.

Proposed Revisions to USCL Bylaws

Title of Proposal: **Adding Admissions Rep to Admissions, Petitions, and Grade Change Committee**
Committee Proposing Revision: Executive Committee
Date of Presentation to Faculty Organization:
Faculty Organization Approval Date:

Rationale for proposed revisions:

> The committee can't effectively review general admissions policy, one of its central purposes, without regular input from the Office of Admissions and Records. Currently, it has no designated spot for any representative of that office.

Summary of proposed revisions:

> Add a spot designated for a representative of the Office of Admissions and Records to the Admissions, Petitions, and Grade Change Committee.

Section and page numbers of the current bylaws for proposed revisions:

Current	Proposed
ADMISSIONS, PETITIONS, AND GRADE CHANGE COMMITTEE Membership: One representative per division, the Academic Dean, and up to two administrative appointments. Purpose: The Admissions, Petitions and Grade Change Committee reviews general admissions policy. It recommends appropriate faculty action on all requests for changing any grade recorded for more than one year. It decides all petitions for readmission. This committee reports and makes its recommendations to the faculty and to the Dean of the University. (Article V, Section 4, p. 9)	ADMISSIONS, PETITIONS, AND GRADE CHANGE COMMITTEE Membership: One representative per division, the Academic Dean, a representative from the Office of Admissions and Records, and up to two administrative appointments. Purpose: The Admissions, Petitions and Grade Change Committee reviews general admissions policy. It recommends appropriate faculty action on all requests for changing any grade recorded for more than one year. It decides all petitions for readmission. This committee reports and makes its recommendations to the faculty and to the Dean of the University. (Article V, Section 4, p. 9)

The numbers to the right of each position below indicate how many elected spots are open for next year. Committee members listed as "continuing" don't count for that number.

Faculty Chair: 1
Dana Lawrence
Faculty Vice-Chair: 1
Suzanne Penuel
Faculty Secretary: 1
Annette Golonka

You can read descriptions of the executive committee positions here:
https://www.sc.edu/about/system_and_campuses/lancaster/internal/documents/faculty_organization/executive_committee_officer_duties.pdf

Descriptions of most other positions are in our bylaws**:**
https://www.sc.edu/about/system_and_campuses/lancaster/internal/documents/faculty_organization/bylaws.pdf

Columbia Faculty Senate: up to 4 (we can have six total). For this election, two three-year term spots, one two-year term spot, and one one-year term spot)
Continuing senators: Brittany Taylor-Driggers (2023), Shemsi Alhaddad (2022)

Allan Pangburn (one-year term, ends 2022)
Claudia Heinemann-Priest (three-year term, ends 2024)
Fernanda Burke (two-year term, ends 2023)
Andy Yingst (three-year term, ends 2024)

Compiler: 1
Shemsi Alhaddad

Dean's Advisory Council: 3
Brittany Taylor-Driggers
Li Cai
Liz Easley
Sarah Sellhorst

Instructor Peer Review Committee: 6
Allan Pangburn
Claudia Heinemann-Priest
Darris Hassell
Jill Castiglia
Lynnette Martek
Tania Wolochwianski

Local T&P Committee: 6
Bettie Obi Johnson
Chris Bundrick
Fernanda Marques Burke
Liz Easley
Nick Lawrence
Steven Campbell

Local Welfare and Grievance Committee: 4
Jerrod Yarosh
Jill Castiglia
Peter Seipel
Rebecca Freeman

PCC Faculty Senate—Senators (three-year term): 2
Continuing senators: Bettie Obi Johnson (2022), Li Cai (2022), Jerrod Yarosh (2023), Stephen Criswell (2023), Andy Yingst (2023)

Brittany Taylor-Driggers
Rebecca Freeman

PCC Faculty Senate—Alternates (one-year term): 3
Fernanda Marques Burke
Kate Holland
Pat Lawrence

PCC Grievance Committee: 1
Andy Yingst

PCC Research and Productive Scholarship Committee (two-year term): 1
Continuing member: Claudia Heinemann-Priest
Steven Campbell

PCC Tenure and Promotion Committee: 2, one of whom needs to be a full professor
Shemsi Alhaddad (associate professor spot)
Stephen Criswell (full professor spot)

PC Policy Advisory Committee: 1
Chris Bundrick

Provost's PCC Advisory Committee (for this election, one two-year term spot and one one-year term spot): 2
Stephen Criswell (two-year spot)
Andy Yingst (one-year spot