

Understanding and Promoting Research and Scholarship on the University of South Carolina Regional Campuses

September 2006



Report of the
Regional Campuses
Research and Productive Scholarship Committee

Presented to
the Executive Vice President for Academic Affairs and Provost,
the Vice President for Research and Health Sciences,
the Vice Provost and Executive Dean for Regional Campuses and
Continuing Education,
the Regional Campuses Deans,
and the Regional Campuses Faculty Senate

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Acknowledgements

The Regional Campuses Research and Productive Scholarship Committee is indebted to many individuals who contributed information and assistance in the preparation of this report.

Information was gathered from reports prepared by the USC Office of Institutional Assessment and Planning, Wanda Hutto in Sponsored Awards Management, the South Carolina Commission on Higher Education, and the USC Regional Campuses Faculty Senate.

Staff members in the Regional Campuses and Continuing Education offices provided invaluable assistance in gathering information; special thanks to Vice Provost and Executive Dean for Regional Campuses and Continuing Education Chris Plyler, Associate Vice Provost for Regional Campuses and Continuing Education Carolyn West, and many other staff members in that office, particularly Pam Hayes, Kathy Hutto, and Summer Meetze.

We are grateful as well to Executive Vice President for Academic Affairs and Provost Mark Becker and Vice President for Research and Health Sciences Harris Pastides for their engagement with regional campuses faculty and for a keen desire for our scholarly success. In addition, the support of each of our campus deans has also been crucial: Sally Boyd, Assistant Vice Provost for Credit Programs; John Catalano, Lancaster; Ann Carmichael, Salkehatchie; C. Leslie Carpenter, Sumter; and James Edwards, Union.

Most importantly, however, the Committee wishes to thank the faculty of the Regional Campuses, who do an exceptional job under often challenging circumstances. Those faculty who are engaged in the life of the Regional Campuses provide an invaluable service to the students of our institutions, to our campuses, to the University, and to the state. In particular, many faculty members took time from their own teaching and research to support this project in varying degrees, from simply contributing information to writing or reading sections of this document in draft form. Thanks to Walt Collins (Lancaster), Stephen Criswell (Lancaster), Pearl Fernandes (Sumter), Fran Gardner (Lancaster), Lori Harris (Lancaster), Mary Hjelm (Salkehatchie), John Logue (Sumter), Todd Scarlett (Lancaster), Roberto Refinetti (Salkehatchie), and Teresa Smith (Sumter). A final thanks must go to those faculty who took time to complete the survey prepared by the Committee. Without the support of the faculty, this work would not have been possible.

Executive Summary

This report of the Regional Campuses Research and Productive Scholarship Committee is presented on behalf of the faculty of the University of South Carolina's division of Regional Campuses and Continuing Education, consisting of four campuses, located in Allendale, Lancaster, Sumter, and Union, and one unit, Credit Programs. The report is intended to provide a better understanding of the needs and challenges of Regional Campuses faculty in their efforts to increase research and productive scholarship, as well as to offer concrete recommendations to facilitate that effort.

Background of the Report

In the fall of 2004, Dr. Lisa Hammond Rashley, then chair of the Regional Campuses Faculty Senate, appointed an ad hoc Research and Productive Scholarship Committee consisting of regional campuses faculty. The committee was charged with investigating perceptions of inequity of grant funding for regional campuses faculty within the University-wide Research and Productive Scholarship (RPS) grant process. Committee members met with Vice President for Research and Health Sciences Harris Pastides and Executive Vice President for Academic Affairs and Provost Mark Becker and collected data on both successful and unsuccessful RPS grant applications. The ad hoc committee met throughout the 2004-2005 academic year and determined that, while regional campuses faculty were being funded at roughly the same rate as faculty on the senior USC campuses in the RPS awards program (approximately one successful application in four), revisions to RPS guidelines and the grant review process have had a significant negative impact on applications submitted by regional campuses faculty. As a result, since 2000, an average of only one RPS grant per year has been awarded to regional campuses faculty. Since 2001, only .016% of all Research and Productive Scholarship Award funding has gone to regional campuses faculty. Understanding the results of this study and assisting faculty in achieving higher proposal and acceptance rates would clearly require further analysis.

After completing the initial study, and at the suggestion of Vice President Pastides, the committee presented the following motion to the Senate, recommending the formation of a permanent committee to promote research and productive scholarship on the regional campuses. The Senate approved the report and passed a motion in September 2005, amending the *Regional Campuses Faculty Manual* to include a permanent Regional Campuses Research and Productive Scholarship Committee, whose mission statement follows:

Regional Campuses Research and Productive Scholarship Committee. This committee advises the Vice President for Research and Health Sciences on strategies to encourage and support research and productive scholarship performed by faculty members of the regional campuses. The committee will be comprised of up to two members from each regional campus and from Continuing Education Credit Programs. The members will be elected by the faculty organizations of the individual campuses for staggered two-year terms. The regional campuses representative to the Research and Productive Scholarship Committee will also be a member. The committee will report to the Regional Campuses Faculty Senate, to the Vice Provost and Executive Dean for Regional Campuses and Continuing Education, and to the Vice President for Research

and Health Sciences. The Vice Provost and the Vice President will be ex officio members.

The ad hoc committee also generated a list of potential charges for the permanent committee to consider, which are included in Appendix A. Each regional campus faculty organization held elections that fall, and a permanent committee began meeting in October of 2005. The committee chose to accept the first two charges proposed by the ad hoc committee as a reasonable beginning for its work:

- To determine needs to better facilitate research and productive scholarship opportunities for regional campuses faculty, and
- To support regional campuses faculty in pursuit of funding, either for course release or for grant funding.

After creating a brief survey to determine needs to best support scholarly productivity, the committee delivered that survey to all regional campuses faculty early in the spring semester of 2006. At the initial meeting of the ad hoc committee, Vice President Pastides and Provost Becker discussed several research initiatives funded through the Vice President's office for the USC senior campuses, and urged the committee to explore similar programs to facilitate research efforts on the regional campuses. The committee investigated these programs as well.

Major Findings

Chartered as teaching institutions, the two-year campuses initially hired and promoted faculty with both MAs and PhDs and based tenure decisions primarily on teaching and service to the campus and community, with little scholarly productivity required. Therefore the regional campuses have not historically been institutions with strong research missions. In the past decade, however, while retaining a primary commitment to teaching, the regional campuses began to place an increased importance on scholarship, motivated in part by encouragement from the flagship campus in efforts to increase the research presence of the entire institution, but also by changes in hiring practices. In the early 1990s, President Palms directed the University, including the regional campuses, to hire new faculty with terminal degrees in their field; as academic markets continued to evolve, the regional campuses were able to recruit strong candidates with the required degrees and the outstanding commitment to teaching required of our faculty. These faculty, however, were also better prepared for the increased expectations for academic scholarship now required for tenure and promotion.

As the climate on the regional campuses slowly shifted away from a lack of emphasis on scholarship, towards encouragement to engage in research, to the current environment in which significant scholarly achievement is required for tenure, candidates for tenure and promotion struggled to balance their teaching and service loads, which were heavy even before the increased expectations for research. A number of candidates for tenure or promotion during this time were unsuccessful. The committee has identified several factors affecting the success of regional campuses faculty in achieving the solid scholarly record required for tenure and promotion:

1. **A four/four teaching load.** Teaching loads on the two-year USC campuses are both heavy and demanding, requiring multiple preparations, grading-intensive introductory courses as well as upper-level courses, and the ability to teach courses across a wide range of the faculty member's field. The time required for effective teaching is also affected by the nature of regional campuses students; because our institutions are generally open to all students who show promise of academic achievement, many are conditionally admitted and may be poorly prepared academically, requiring a good deal of individual attention. According to the Regional Campuses Faculty Senate Faculty Workload Survey Report 2004-2005, regional campuses faculty reported an average work week of 54 hours and spent an average of 66% of their time teaching (see Appendix B). Course preparation, classroom instruction, and grading alone therefore require 35.6 hours a week. Effectively, regional campuses faculty have a full-time job solely in their teaching responsibilities.
2. **Funding needs.** Financial support for scholarly activity on the regional campuses varies considerably from campus to campus. Some campuses provide local RPS funding, while others lack even travel funds to support faculty presentation at academic conferences. System-wide funding sources are only infrequently available. If regional campuses faculty are to succeed in research efforts, there must be reliable funding available on every campus for course release, laboratory equipment, and travel for both initial research and the presentation of research results.
3. **Differing expectations for scholarship.** Nationally, most two-year colleges with faculty teaching four/four loads have very limited requirements for scholarship. The situation of the regional campuses is unique in that the relationship with the flagship campus has had a significant impact in the past decade, creating an increasingly rigorous requirement for scholarly work atypical of two-year institutions. Increased expectations combined with unclear criteria in the *Regional Campuses Faculty Manual* resulted in tenure and promotion candidates presenting classroom- and community-based scholarship without sufficient justification of the scholarly nature of the work to Columbia campus administrators who were more familiar with traditional forms of academic research. Discussions of scholarship in the *Regional Campuses Faculty Manual* have become more precise and helpful over the years, but the definition of scholarship is by nature broad, since it must encompass the work of faculty in multiple disciplines, and since our scholarship is often diverse in nature, ranging from projects involving community research to more traditional peer-reviewed publications. It is imperative that all these forms of scholarship be recognized as valuable to the missions of the regional campuses.
4. **Institutional support.** As with funding, institutional support for scholarship varies across the campuses. Some campuses value scholarship more highly, discouraging junior faculty from a heavy engagement with service in favor of a stronger commitment to scholarship, although service has traditionally been and continues to be vitally important to our missions. Other campuses recommend faculty perform scholarship, yet ask those same faculty to teach overloads and accept substantial service obligations, such as chairing committees or directing programs—even junior faculty working towards tenure. Such discrepancies between local campus expectations tend to penalize faculty in the

tenure and promotion process, especially those who respond to their campus's teaching- and service-intensive culture without developing a sufficiently strong research agenda.

5. **Campus research environment.** On most four-year campuses, research occupies an accepted and central place in the faculty member's work. However, because scholarship has only recently taken on more significance for the regional campuses, the campuses do not have consistent attitudes regarding research support, particularly when scholarship is sometimes seen as conflicting with the primary teaching mission of the institutions. Senior faculty hired specifically for their teaching expertise may have little research or grant writing and management experience and thus are not ideal mentors for junior faculty facing higher research expectations. In addition, the campuses' physical plants and facilities provide few resources for academic scholarship. Administrative imperatives towards teaching combined with these factors limit junior faculty's ability to influence local administrative actions toward improvement of the research environment.

Although the administrative perception may exist that regional campuses faculty are not as actively engaged in scholarship as is desirable, our faculty are, in fact, energetically building their scholarly reputations. At both the regional and national levels, our faculty publish in peer-reviewed journals, earn prestigious grants, exhibit creative work in peer-reviewed venues, and present their work at local, state, regional, and national conferences, in addition to engaging in community-based scholarship that falls into the traditional model of faculty citizenship defined by the original charters of the regional campuses. Data from the most recent Regional Campuses Faculty Workload Survey Report (2004-2005) indicate that many regional campuses faculty are already pursuing active scholarly agendas. While 59% of respondents to the survey reported "that they were engaged in some form of professional research, writing, or creative work during the semester in question," only 7% of those projects were supported by funding sources of any kind. The report continues to note that "Many faculty may feel hampered in their ability to conduct research activities, since 38% said that their equipment available for basic research was poor or fair, and 31% felt that their laboratory space and supplies were only fair or poor." While these faculty reported spending 66% of their time teaching, 21% on scholarship, and 13% on service, they also reported that they "would prefer to spend more time on research activities than they currently are able to do because of teaching and service responsibilities" (see Appendix B).

Maintaining and supporting additional development in scholarship for regional campuses faculty will require a recognition of the demanding teaching and service components of our missions. Further, promoting research on these campuses will require a commitment to reducing teaching loads and increasing institutional support, challenging both budgets and current local administrative thinking. Without course release, funding for equipment and other research costs, as well as a continued evolution of the ways in which scholarship is valued in the missions of the regional campuses, individual faculty members will face an increasingly difficult time earning tenure and promotion. Already local search committees face the challenge of successfully recruiting candidates willing to take on the demanding teaching load with the additional expectations for scholarship. This problem increases when considered in light of the processes for multi-campus tenure and promotion. Files for regional campuses faculty members move from the local campus, to a committee comprised of faculty from each of the regional campuses and Continuing Education Credit Programs, to the Vice Provost and Executive Dean for

Regional Campuses and Continuing Education, and finally through the Columbia campus administrative offices of the Provost and the President. Differing priorities for administrators at each of these levels have led to variations in the interpretation of candidates' files. Teaching is the primary criterion for tenure and promotion, but scholarship has been the crisis point for such decisions; rarely are candidates denied tenure because of inadequate teaching. While one campus administration may value scholarship in a fairly traditional sense, another may encourage faculty to develop research agendas specific to local community issues, a difficult adaptation for faculty who are typically narrowly trained in traditional academic disciplines, which often do not emphasize practical applications. Other campuses may prioritize faculty teaching overloads over research, since the latter generally has little financial impact on institutional budgets, while overloads translate to higher FTE without significant increased salary and benefits costs. At every level, then, institutional priorities differ, affecting the way scholarly activity is evaluated. If the local level of tenure and promotion review gives approval to a research program that is seen as lackluster or inadequate at later levels of review, this conflict results in vital consequences for candidates, particularly those seeking tenure. Consistent interpretation of tenure and promotion criteria is essential to institutional integrity, but the health—indeed, the lifeblood—of our institutions depends on ensuring faculty a fair and reasonable opportunity to develop scholarship that is sufficiently strong for tenure and promotion at all levels of review.

It is the intention of this report to provide a context for understanding the climate in which our research occurs for the Executive Vice President for Academic Affairs and Provost and the Vice President for Research and Health Sciences. In addition, the Committee urges specific recommendations which may address inequities across the campuses and provide for a continued development of a strong research program for the regional campuses that is consistent with our missions. While some of these recommendations may prove costly in the short term, such support will aid in faculty recruitment and retention, particularly through greater success in the tenure and promotion process, and will ultimately be less costly than continued recruitment of new faculty if candidates are unsuccessful in seeking tenure. Accordingly, the Regional Campuses Research and Productive Scholarship Committee is pleased to present this report, with the hope that it will assist our faculty and administration in continuing a tradition of University of South Carolina regional campuses excellence.

Recommendations for Supporting Regional Campuses Research

Recommendations for the Executive Vice President for Academic Affairs and Provost

1. Provide funding to implement a competitive course release program.
2. Restore funding for the University of South Carolina Faculty Exchange Program, which provided for faculty salaries to perform research on a USC campus other than the researcher's home campus.
3. Support and encourage regional campuses administration to coordinate funding for wider availability of electronic library resources, including databases and full-text journals.
4. Provide incentives to regional campuses administration to continue development of best practices research opportunities.
5. Increase interchange between regional campuses and Columbia graduate and undergraduate programs to provide both research assistance for regional campuses faculty and practical experience for researchers at all levels.

Recommendations for the Vice President for Research and Health Sciences

1. Create a USC Regional Campuses Research and Productive Scholarship Grant award program.
2. Increase funding for research equipment in science laboratories.
3. Improve communication between interested corporate sponsors and regional campuses researchers.
4. Develop a list of active researchers who are willing to be mentors for or collaborators with regional campuses faculty, as well as those willing to share laboratory facilities.

Recommendations for Regional Campuses Deans and for Vice Provost and Executive Dean for Regional Campuses and Continuing Education

1. Provide funding or supplement already available funds for supporting research.
2. Protect junior faculty from excessive teaching and service obligations and foster their research.
3. Work with the Regional Campuses Faculty Senate to develop new mentoring guidelines for junior faculty.
4. Fundraise for endowed chairs and other community support for research.
5. Foster an environment that provides visible recognition of scholarship.
6. Provide funding to support undergraduate research.

Discussion of Specific Recommendations for the Executive Vice President for Academic Affairs and Provost

1. Provide funding to implement a competitive course release program.

Regional campuses faculty teach a minimum four-four load and do all their own grading and laboratory preparations. As discussed below in this report, most faculty have multiple preparations and work with a student body requiring close attention and guidance. They teach regular overloads and also face heavy service expectations. At the same time, faculty on the regional campuses receive few sabbaticals and junior faculty can expect no release time, in contrast with their counterparts on the Columbia campus. Funding for obtaining course release time is the most logical and most necessary way to ensure that faculty on the regional campuses can pursue research agendas adequate for tenure, promotion, and the acquisition of external funding.

2. Restore funding for the University of South Carolina Faculty Exchange Program, which provided for faculty salaries to perform research on a USC campus other than the researcher's home campus.

The University of South Carolina Faculty Exchange Program was initially established by the Provost's Office to assist regional campuses faculty in completing dissertations and other research projects. Faculty members traveled from their home institutions to another campus which had resources required for their specific research projects not available on their home campuses, such as library special collections or laboratory facilities. The program funded faculty for summer research or sabbatical terms up to 15% of their academic year salary; normal salary and overhead expenses were paid by the home institution, which was reimbursed for salary expenditures by the Provost's Office. During the budget crises of the late 1990s, the program was discontinued. Although regional campuses faculty now are hired with Ph.D.s in hand, the increased expectations for research create a continued demand for both financial support and infrastructure. The Committee recommends funding one Faculty Exchange Grant per 300 FTE (or less in the cases of smaller campuses) per academic year.

3. Support and encourage regional campuses administration to coordinate funding for wider availability of electronic library resources, including databases and full-text journals.

In recent years, the Provost's Office has funded a number of full-text electronic library databases, such as Web of Science. Previously, faculty members on the regional campuses would have to perform even basic literature searches on the Columbia campus, significantly hampering their research projects. This committee formally expresses thanks to the Provost for this funding and urges him to continue expanding access to Columbia databases for regional campuses faculty. Many essential resources remain restricted to use on the Columbia campus, and as Palmetto Programs allows for more upper-level courses on the regional campuses, library needs will continue to grow for both faculty and students. Access to databases and journals is variable across the

campuses, as larger institutions tend to devote more budgetary support to library subscriptions. Database access also depends on state legislative funding, with a number of services provided through PASCAL (Partnership Among South Carolina Academic Libraries) and DISCUS (Digital Information for SC Users), funded through the efforts of the SC State Library. These specially appropriated funds are not guaranteed to be renewable. Continuing whenever feasible to include regional campuses libraries in contract negotiations for databases provides an important benefit to our faculty and students.

4. Provide incentives to regional campuses administration to continue development of best practices research opportunities.

University administrators are at times unfamiliar with the requirements of research; in some cases, regional campuses administrators have not been faculty prior to moving into leadership roles and have not had academic careers with research as one of their goals. Other regional campuses administrators were chosen from the ranks of senior faculty, who were not subject to the research imperatives that currently drive junior faculty. When budgetary concerns also drive administrative imperatives towards increasing class sizes and staffing classes with minimal personnel costs, faculty members face difficult decisions about how to balance their time between the teaching, scholarship, and service requirements of their jobs.

Regional campuses faculty are also subject to administrative review at multiple levels: at the division level, the local campus level, the regional campuses level, and the Columbia campus level. When faculty perceive administrative priorities differing at those levels (e.g., local administration rewarding course overloads with upper administration valuing external grant funding), the question of appropriately balancing faculty workloads becomes even more complex. Regular communication and coordination among all administrative levels could send a more unified message to faculty.

5. Increase interchange between regional campuses and Columbia graduate and undergraduate programs to provide both research assistance for regional campuses faculty and practical experience for researchers at all levels.

Regional campuses faculty have no research or teaching assistants, despite having much higher teaching loads than Columbia faculty. Implementing an exchange program would allow more graduate students from Columbia the privilege of working in their fields as teaching or research assistants. Indeed, the regional campuses represent an untapped resource for graduate students, providing experience in teaching support roles and the opportunity to build their pedagogical credentials. The support these students could provide would benefit them as well as provide much-needed assistance to regional campuses faculty, who would be able to devote more time to their research as well. Regional campuses faculty can also mentor researchers on both the graduate and undergraduate level. Bringing undergraduate researchers to the regional campuses through programs such as Magellan Scholars would allow both research and outreach opportunities, broadening their understanding of the communities comprising our diverse

state. In addition, funding for developing the pool of undergraduate researchers already enrolled on the regional campuses could provide important support as well.

Discussion of Specific Recommendations for the Vice President for Research and Health Sciences

1. Create a USC Regional Campuses Research and Productive Scholarship Grant award program.

USC Research and Productive Scholarship grants have undergone a number of revisions in recent years; originally favoring untenured faculty, the program now essentially excludes applications by any but junior faculty. In addition, the review process has changed to include ad-hoc reviewers across the campuses, rather than the original structure of reviews being assigned to committee members. While these changes make sense in the context of Columbia research expectations, on the regional campuses, few faculty have been able to establish independent sources of outside research funding, even by mid-career. Furthermore, since reviewers are chosen predominantly from the Columbia campus, they are frequently unaware of research conditions on the regional campuses; a number of recent applications have been rejected with reviewer comments indicating an overt bias against regional campuses researchers, in part because those projects differ somewhat in scale, but also because of a perception that these researchers are not qualified to complete major grant projects. Further discussion of this bias is available in the section below, **USC Research and Productive Scholarship Grants on the Regional Campuses**.

In light of these concerns, the Committee recommends that the Vice President establish a separate pool of funding for regional campuses. This funding would be available to faculty at all ranks and would be designated for projects either to be completed with the funds or to provide seed money for seeking external funding. The Committee recommends that the System Affairs Committee of the Regional Campuses Faculty Senate be designated as the grant review body, with any members applying for grants recusing themselves from the review process. In addition, this Committee volunteers to work with the Vice President in establishing Regional Campuses Research and Productive Scholarship Grant guidelines, which would be based on the existing university-wide RPS process, but modified as necessary to support more effectively the types of projects for which regional campuses faculty are likely to seek funding. Regional Campuses faculty would be eligible to apply for money from only one pool of funds, USCRPS or RCPRS, in any given year.

If the Vice President is unwilling to establish a separate funding pool, the Committee requests extensive revision of the current RPS grant guidelines and review process to make them more inclusive of regional campuses faculty. Again, this Committee volunteers to assist in such a revision process. If neither option is satisfactory, the Committee will recommend that the Regional Campuses Faculty Senate revise the *Regional Campuses Faculty Manual* to clearly redefine research goals in the effective absence of RPS funding.

2. Increase funding for research equipment in science laboratories.

Space and equipment for scientific research is essentially non-existent on the regional campuses. Administrative support for equipment purchases, including consumables, varies greatly among the campuses, but generally supplies only minor pieces of equipment that can be used in the lower-level courses taught on the regional campuses. Research and Productive Scholarship awards are too small for most equipment needs; if used for equipment, such awards leave no room for other budget items. On the other hand, major equipment grants put regional campus faculty in direct competition with some of the most active research programs in the university, leaving them at a great disadvantage in terms of the scope of research to be conducted, number of people that have access to the equipment, and facilities supporting use of the equipment. In addition, funding agencies such as National Science Foundation and National Institutes of Health are less likely to fund projects on small two-year campuses due to the lack of infrastructure—the very problem this report’s second recommendation to the Provost attempts to address. The USC Research Foundation has awarded equipment grants in the past, including one to a regional campus faculty member. A program such as this offered on a consistent basis would improve access to significant funds on a competitive but more reliable basis. A partial solution might be found by making available surplus equipment from labs in Columbia to the regional campuses. Matching this equipment with the appropriate faculty member might pose some difficulties, but such coordination efforts could be a means of strengthening research infrastructures on the regional campuses.

3. Improve communication between interested corporate sponsors and regional campuses researchers.

The office of the Vice President for Research and Health Sciences has the unique opportunity to work with the office of Regional Campuses and Continuing Education and with each local campus to identify potential sources of corporate funding for research, particularly community-based research projects. Because regional campuses often represent the only venue of university-level education within their communities, they may often be the primary suppliers of qualified personnel to local industry/business. Working with students and faculty can be a valuable way for those in industry to assess the training of prospective employees. In addition, regional campuses tend to have close relationships with their communities and tend to enjoy a relatively high profile there, thus potentially attracting cooperative ventures with businesses that might not otherwise consider working with a university. Even local corporations that do not have the resources to fund major research initiatives may still benefit from smaller-scale projects possible on regional campuses. At the same time, local corporations may be able to offer equipment and other resources that would be difficult or impossible for the campus to acquire. Such partnerships would benefit all parties and increase the profile of the University statewide.

4. Develop a list of active researchers who are willing to be mentors for or collaborators with regional campuses faculty, as well as those willing to share laboratory facilities.

Though regional campuses faculty tend to be more productive scholars than their colleagues at peer institutions, their teaching-centered and service-intensive environment can isolate them from the mainstream of scholarship in their fields. Additionally, laboratory facilities on the regional campuses are rudimentary at best, making it difficult to pursue both basic research and the trial studies needed for prestigious grant funding. Local campuses' funding exigencies may well prioritize laboratory costs well below other, more affordable and more thoroughly utilized items. Furthermore, local campus budgets normally cannot accommodate the kind of cost-sharing requirements that come with national-level grants (especially those awarded for new facilities and equipment) and that, in some cases, expedite the funding of such grants. Programs fostering collaboration and mentoring between regional campuses faculty and Columbia colleagues with the same or similar research interests would assist regional campuses faculty in finding the kind of projects that gain recognition in their fields, and allow them to pursue those projects within a supportive environment.

Discussion of Specific Recommendations for Regional Campuses Deans and Vice Provost and Executive Dean for Regional Campuses and Continuing Education

1. Provide funding or supplement already available funds for supporting research.

As previously noted, financial support for scholarly activity on the regional campuses varies considerably from campus to campus. Equitable funding opportunities must include supporting travel for delivery of professional papers and attending necessary academic conferences, providing matching funds for grant applications, providing start-up research and equipment funding for newly hired faculty, and providing for competitive course release for research projects. Each campus dean must consider the most appropriate means of implementing or supplementing research funding, based on what support is already available on that campus.

2. Protect junior faculty from excessive teaching and service obligations and foster their research.

Junior faculty, while they should involve themselves in the teaching and service missions of their campus, should not be asked to teach overloads or to take on excessive service obligations or administrative responsibilities while they are building and establishing their research agendas. While protecting junior faculty may result in some hardship on the part of the campuses, particularly on those smaller campuses with fewer faculty members, such protection is less costly in the long term than sacrificing the careers of faculty members unable to perform their jobs effectively because of administrative demands. The Committee recommends awarding new faculty a summer research stipend of 10% of their base pay after they complete their first year of teaching, to allow planning and early implementation of a research agenda.

3. Work with the Regional Campuses Faculty Senate to develop new mentoring guidelines for junior faculty.

Currently most junior faculty develop mentoring relationships informally, which may result in their receiving dated, haphazard, or worse, contradictory advice. The Committee recommends that the Office of Regional Campuses and Continuing Education work with the Regional Campuses Faculty Senate to develop effective mentoring practices, including creating a list of well-qualified mentors throughout the campuses who have either recently been through the tenure and promotion processes themselves, or who are well versed in such procedures by regular service on peer-review committees. Ideally junior faculty should have a mentor both on their individual campus and off, as well as a mentor in their discipline and one outside.

4. Fundraise for endowed chairs and other community support for research.

Community support for the teaching mission of the regional campuses is well-established, but historically little effort has been made to fundraise for research support.

For example, the establishment of endowed faculty chairs with course release will both reward research and aid talented faculty in establishing research programs. Such fundraising efforts will require education of donors, who tend to earmark donations only for scholarship monies for students.

5. Foster an environment that provides visible recognition of scholarship.

While an annual recognition event, for example, might initially appear insignificant, continued efforts to recognize and promote the scholarship of our faculty will result in changes over time to the climate on our campuses regarding the importance of scholarship. Other forms of recognition might include regular announcements of faculty scholarship at faculty meetings and Regional Campuses Faculty Senate meetings, the establishment of a Regional Campuses Faculty Research Award, or other visible means of creating a culture of recognition.

6. Provide funding to support undergraduate research.

It is often difficult on the regional campuses to involve lower-division undergraduate students in faculty research. Yet a primary mission of our two-year campuses is to provide the skills and education necessary to advance to a four-year institution. More and more, a key element to success at four-year institutions is involvement with faculty research, particularly for students in the sciences and technical fields, and particularly on high-profile research campuses. Not only does involvement in research allow undergraduates to gain hands-on experience, it offers students the chance to develop close mentoring relationships with faculty, which can be instrumental to student success. Common sources of funding (e.g., Magellan, Howard Hughes, and Fulbright Scholarships) are usually targeted to upperclassmen, and thus may be unattainable for students on the regional campuses. Therefore, the regional campuses should develop a competitive undergraduate grant program targeted specifically to underclassmen. The grant could provide up to \$3000 per student, for up to two students per year, per campus (including Continuing Education); each student would apply with the recommendation of a faculty mentor. The Regional Campuses Faculty Senate could nominate a committee to review and vote on the applications each year. The program should be heavily advertised so that all incoming freshman are aware of the opportunity. Recipients of the award would be expected to present their findings at a yearly showcase of undergraduate research. The showcase would rotate each year between each of the regional campuses and Continuing Education.

The Teaching Mission of the Regional Campuses and Continuing Education

Before any comprehensive analysis of research on the USC regional campuses can occur, first a thorough understanding of the teaching mission of the Regional Campuses and Continuing Education is imperative, as teaching loads and responsibilities have a significant effect on the faculty member's ability to conduct scholarly research. The University of South Carolina's division of Regional Campuses and Continuing Education consists of four campuses, located in Allendale, Lancaster, Sumter, and Union, and one unit, Credit Programs. Each of the four campuses and Credit Programs has slightly differing missions (see Appendix C), but in every case, the mission statements focus primarily on teaching; some also emphasize scholarship, while others do not specifically mention scholarly activities. However, all emphasize a close connection to community that has resulted in a substantial commitment to service as well.

The centrality of the teaching mission of the regional campuses is also apparently in the 2004 *Regional Campuses Faculty Manual's* discussion of the criteria for tenure and promotion:

Relative to the central mission of the Regional Campuses, effectiveness as a teacher and/or librarian is of primary consideration for tenure and promotion decisions. Scholarship and Service are important as individual categories and increase in importance as they are considered together, especially elements of categories used to document scholarship as defined and described in Appendix VI. (C-3)

Facilitating research on the USC regional campuses requires first a concrete awareness of the teaching loads of those campuses, which are both heavy and demanding; regional campuses faculty carry a four/four teaching load, generally with twelve hours each semester, and that load may require a considerable number of preparations as well. Indeed, as the Regional Campuses Faculty Senate Faculty Workload Survey Report 2004-2005 results indicate, teaching loads often are higher than twelve hours. Faculty reported an average work week of 54 hours ("higher than the most recently reported average for faculty at two-year public institutions nationally, which is 49 hours"); faculty who spend an average of 66% of their time teaching are thus spending 35.6 hours a week on course preparation, classroom instruction, and grading. Effectively, regional campuses faculty have a full-time job solely in their teaching responsibilities.

Other factors affect teaching loads as well. Overloads are not uncommon; junior faculty may find requests to teach overloads difficult to refuse given their untenured status, and on some campuses overloads are expected of faculty. In the Spring 2006 semester, 13 of 29 full-time faculty, or 45%, on the Lancaster campus carried a course overload, and this number is not atypical. In some disciplines, teaching loads vary. For example, the distinction between contact hours and credit hours means that science faculty loads may differ somewhat from campus to campus; a three-lecture and two-lab load totals 11 credit hours, but between 13-15 contact hours, and the number of lectures and labs expected varies across campuses. Faculty course preparations may be as few as two (for example for English faculty, who often teach three sections of composition and only one other course), or as high as four in areas like science. In

some academic disciplines, a single faculty member is responsible for teaching all offerings, most commonly in disciplines such as philosophy or art.

The time required for effective teaching is also affected by the nature of regional campuses students; because our institutions are generally open to all students who show promise of academic achievement, many are conditionally admitted and may be poorly prepared academically, therefore requiring a good deal of individual attention. According to the South Carolina Commission on Higher Education, in Fall 2005, the average SAT score of entering freshman students to the regional campuses students was 933, compared to the USC Columbia SAT average of 1166. Of the 714 first-time entering freshmen, 499 or nearly 70% of regional campuses students were provisional students with an average SAT score of 889. Thus, while the regional campuses are not open admissions institutions per se, student body demographics clearly demand a highly focused and energetic faculty, whose job often is to bring up to speed those who have struggled academically and are ill-prepared for a college-level curriculum.

Hiring faculty to teach the diverse range of courses offered on the regional campuses is becoming increasingly difficult, but the small size of our campuses requires virtually every faculty member to teach many different courses. However, hiring practices favoring generalists pose challenges for traditional scholarship. Faculty holding the Ph.D. today usually work in specialized fields, but most regional campuses faculty were hired specifically for their teaching expertise, and most are consequently generalists in their respective fields. As late as 1992, the *Regional Campuses Faculty Manual* noted that promotion to the rank of Associate Professor required a master's degree, not a terminal degree, as is required now. Consequently, search committees often find themselves struggling to replace a retiring faculty member with a single individual because of course approval processes reflecting an increased emphasis on teaching specializations. For example, when initially hired, regional campuses faculty are approved to teach any courses in their discipline on the 100- and 200-level, and the faculty member and the campus academic dean may seek approval to teach upper-level courses though the Columbia department. The Associate Vice Provost for Regional Campuses coordinates these requests. In the past, faculty members were more easily approved by the corresponding academic department in Columbia for upper-level courses, and thus a single business faculty member might teach courses in marketing, finance, management, and technology support and training management, for example. Columbia departments now hold regional campus faculty hires to practices common in four-year institutions with highly specialized teaching fields. A new business professor with expertise in management, then, might not be approved to teach even basic courses in marketing.

The regional campuses' need to hire generalists has created difficulties for faculty of different generations. Many senior and mid-career faculty teach courses in extremely wide-ranging areas of academic study, necessitating a substantial investment of time in keeping current with multiple fields; junior faculty who tend to have more specialized areas of research expertise struggle to keep current in their research areas because there may be minimal overlap between their research interests and the courses they are asked to teach. In a single semester, for example, a historian might teach two introductory sections of HIST 112: US History Since 1865, one section of HIST 111: US History to 1865, and an upper-level course in a more specialized area, such as HIST 413: History of Canada. The diversity of these preparations requires a number of

commitments on the part of the regional campus faculty member aside from the basic responsibility of meeting class and grading papers. Teaching courses in broadly differing areas requires keeping current in those fields—a significant investment of scholarly activity in and of itself.

Although junior faculty tend to be more specialized in their academic disciplines, they also are expected to teach a broad range of courses. For the junior faculty member, teaching predominantly introductory-level courses allows for little opportunity to combine research interests with classroom instruction; an English faculty member with a specialty in the poetry of the first World War might expect to teach three composition courses each semester and only one other class, generally a sophomore-level class such as an introductory fiction course. While that faculty member may on occasion teach ENGL 289: British Literature II, generally only a couple of days of classroom instruction would then focus on the faculty member's area of expertise. Maintaining a strong scholarly agenda increases in difficulty when added to the considerable amount of time required not only to meet classes and grade papers, but also to keep current professionally to support both teaching and scholarship, especially when a faculty member may have no colleagues in her academic specialization on her campus (or indeed, even in her field), minimal library support or laboratory equipment for that research, and three to four course preparations each semester.

Regional campuses faculty choose to teach at our institutions because they are committed and outstanding teaching faculty. Tenure and promotion processes must recognize the scholarly nature of our teaching; additionally, administrators must understand the weighty teaching load and its effects on the time available for scholarship. As long as teaching remains the primary mission of the regional campuses, our scholarship must be interpreted in that light.

Scholarship on the Regional Campuses

Many regional campuses faculty conduct research and scholarship that would be unquestionably valuable in any institutional setting. In the 2004-2005 academic year, for example, regional campuses faculty published or have forthcoming books and chapters from presses such as University of Virginia Press, University of Alabama Press, University of South Carolina Press, Palgrave Press, Houghton Mifflin, Irish Academic Press, McFarland Jefferson, Taylor and Francis CRC Press, Lark Publishing, and Strand Publishing. The first regional campuses researcher to receive major National Science Foundation funding, Dr. Roberto Refinetti, was awarded \$182,984. Regional campuses authors published journal articles and creative work, or had such work accepted, in *International Journal of Business and Public Administration*, *National Women's Studies Association Journal*, *Modern Fiction Studies*, *Eighteenth-Century Studies*, *European Journal of Combinatorics*, *Ethnicity and Disease*, *The College Mathematics Journal*, *Smartish Pace*, *European Journal of Scientific Research*, *Annals of the History of Computing*, *IEEE*, *Fiberarts Magazine*, and *Literary Mama: A Literary Magazine for the Maternally Inclined*, among others. They presented scholarly papers at conferences such as the International Congress of Physiological Sciences, Conference on College Composition and Communication, Science Fiction Research Association, Fourth Global Conference on Business & Economics, South Atlantic Modern Language Association, Southeastern Ecology and Evolution Conference, the College Teaching and Learning Conference, Northeast Modern Language Association, Popular Culture Association of the South, Annual Meeting of the Vision Sciences Society, South Carolina Mathematical Association of Two-Year Colleges, and South Carolina Society for Philosophy. Artists exhibited work in national shows such as *Handcrafted: A Juried Exhibition of Ceramics, Fiber, Glass, Metal, and Wood* (Rocky Mount, NC) and *Clay, Fiber, Paper, Glass, Metal, Wood* at the Octagon Center for the Arts (Ames, Iowa). Several faculty also engaged in traditional academic service such as serving as editors and editorial board members for scholarly journals.

While engaging in this high-quality research, these faculty also taught at least four classes each semester, served on an average of five committees, and gave to their communities in both professional and personal capacities. The definition of scholarship in the *Regional Campuses Faculty Manual* encompasses a model of scholarship/service that these outstanding faculty have fully embraced: "Scholarship is a function of one's field of academic expertise and includes the body of activities associated with the development, dissemination, and application of knowledge." Such dissemination often occurs at the regional and national level, as noted above, extending at times to the international level, but local dissemination of knowledge is also an important part of the mission of the regional campuses. In addition to their more traditional research accomplishments, then, regional campuses faculty have also shared their expertise as invited speakers to the Annual Institutional Representative's Meeting of the South Carolina Women in Higher Education, have guest lectured in many high school classrooms, and have served as speakers on their areas of professional expertise for groups ranging from local Rotary and Kiwanis Clubs to a film series in Columbia. They have performed in and directed community plays, curated campus art and literature exhibits, and presented readings at venues ranging from the Columbia Museum of Art to local high schools. These activities, while perhaps less visible than traditional research, are nevertheless crucial to the balance of teaching, scholarship and service essential to the mission of the regional campuses.

One way to understand the evolution of the role of scholarship on the regional campuses is to examine the tenure and promotion criteria included in successive editions of the *Regional Campuses Faculty Manual*. Historically, scholarship has not been a primary job responsibility for regional campuses faculty members. The 1992 *Regional Campuses Faculty Manual*, for example, lists six considerations in the criteria for tenure and promotion:

(Item 1 is the primary consideration on the Regional Campuses. Items 2-6 are not necessarily listed in order of priority).

1. Effectiveness as a Teacher and/or Librarian
2. Campus and System Activities
3. Community Service
4. Professional Growth and Experience
5. Research and/or Scholarship
6. Length of Service. (1992 *RCFM*, C-6)

The *Manual* during this period did not define “Research and/or Scholarship” nor did it provide clear guidelines for how any of these criteria should be weighed in considerations for tenure and promotion other than to note the primary importance of teaching. Indeed, the very organization of the criteria suggests the emphasis on teaching and service activities, with scholarship coming far down the list of implied priorities. The criteria remained unchanged in the 1996 edition of the *Manual*, and only in the 2001 edition did the criteria begin to reflect an emphasis on scholarship. At that time, the category “Professional Growth and Experience” was eliminated, the order of the remaining list was changed to include the category “Scholarship” second, and a statement was added to describe the significance of the individual categories:

Other criteria (2-5) in the following list are less important as individual categories but increase in importance as they are considered collectively, especially elements of categories used to document scholarship as defined and described in Appendix VI.

1. Effectiveness as a Teacher and/or Librarian
2. Scholarship
3. Campus and University-wide Activities
4. Community Service
5. Length of Service (2001 *RCFM*, C-3 through C-4)

Appendix VI as revised in the 2001 *Regional Campuses Faculty Manual* was particularly important in its effort to validate broad-based scholarship for regional campuses researchers. The appendix, “Guidelines for Teaching Effectiveness,” had originally included a chart of suggested documentation to support claims of teaching excellence; in 2001, a section titled “Scholarship” was added to clarify the definition of scholarship and to offer recommendations for documenting scholarly activities (the “Scholarship” section is included in full in Appendix D below). The introduction offers a justification for the inclusion of this new material:

Introduction - The lack of a clear definition for the concept of scholarship as it relates to faculty evaluation and tenure and promotion decisions for Regional

Campuses faculty has been a source of confusion for faculty and administrators at various levels of review. Scholarship is more broadly constructed than its traditional link to research and publications; furthermore, the “Criteria for Tenure and Promotion,” listed on page C-6 of the 1996 Regional Campuses Faculty Manual, was designed to encompass activities representative of this broader view. Because the categories listed in the “Criteria” were broad, however, faculty were directed to co-list scholarly and non-scholarly activities under the same headings. And, when applicants did not provide narratives and documentation to justify the scholarly nature of an activity, evaluators were left to base appraisals on personal and independently derived opinion.

To remove confusion and clearly indicate the importance of scholarly activities to our faculty and the institution, this document provides and describes a definition of scholarship as it relates to tenure and promotion decisions on the Regional Campuses. (2001 *RCFM*, F-14 through F-15)

This description, which remains intact in the most recent 2004 edition of the *Manual*, alludes to increased expectations for scholarship without any clear guidance for such activities within the scope of the regional campuses faculty member’s job expectations. Faculty hired with higher research expectations were given no formal guidance about what constituted an acceptable level of scholarship; informal advice from mentors might range widely, with some recommending presenting a conference paper every now and then, while others might suggest publishing an article every two or three years.

The 2001 appendix on “Scholarship” attempted to redress this lack of guidance, but because the *Regional Campuses Faculty Manual* provides tenure and promotion criteria for faculty in a broad range of academic disciplines, providing specific guidelines proved impossible. Any single set of criteria that must cover faculty members in art, philosophy, business, and science, for example, must by nature be somewhat broad. The USC Columbia campus maintains Individual Unit Criteria for various departments and colleges that specifically outline recommended procedures as concretely as defining the number of publications (in Biological Sciences, for example, “a publication rate exceeding one per year is the norm for junior faculty”) or the type of acceptable publication venues (in Languages, Literatures, and Cultures, “a number of major articles published in the leading scholarly journals of his or her area of specialization and at least one full-length refereed book or monograph from a reputable press”). Regional campuses criteria, written for and by a faculty largely made up of teaching-centered generalists, by definition cannot offer such specific guidelines. Even attempting to develop discipline-specific criteria across the campuses would prove difficult, since in areas such as art, philosophy, or sociology, for example, a campus may have a single faculty member or none at all. The broader criteria of the regional campuses is the most practical approach unless the campuses grow significantly in the future. At the same time, creating broad criteria that nevertheless leave the faculty member able to prove a scholarly record beyond dispute has been difficult.

In attempting to delineate these broad criteria effectively, the authors of the *Regional Campuses Faculty Manual* relied heavily on Robert M. Diamond’s *Preparing for Promotion and Tenure Review* (Bolton, MA: Anker, 1995). After defining scholarship as “a function of one’s field of

academic expertise” including “the body of activities associated with the development, dissemination, and application of knowledge” (2001 *RCFM*, F-15), the authors defined four categories of scholarly activities; the following excerpt from the *Manual* demonstrates their effort to allow for the inclusion of both traditional forms of research, such as peer-reviewed publication, and also other scholarly activities that fall regularly within the scope of the regional campus faculty member’s job responsibilities:

Activities which define or refine one’s field of expertise

(including research, further graduate study, seminars, short courses, and other activities designed to add to the participant’s knowledge base or understanding)

Activities which involve application of knowledge

(including scholarly aspects of teaching, consulting, professional and community service when related directly to academic field, expert testimony, public lectures and the like)

Activities associated with the dissemination of knowledge

(including publication and other means of communicating newly synthesized knowledge, especially in a medium that encourages examination and feedback by peers)

Activities associated with evaluation and/or determination of the parameters of scholarship

(including peer review, activity in professional or discipline based organization, curriculum revision, work with accreditation teams, etc.) (2001 *RCFM*, F-15 through F-16)

Finally, the authors of the 2001 edition of the *Regional Campuses Faculty Manual* offered a checklist for establishing the scholarly nature of an activity, again, based on Diamond’s discussion of tenure and promotion.

Does the activity require a high level of discipline-related expertise?

Does the activity break new ground or is it innovative?

Can the activity be duplicated or built upon?

Can the activity be documented?

Can the activity be peer reviewed?

Does the activity have impact on or significance for educational communities, the institution, or the discipline? (2001 *RCFM*, F-16)

Any activity meeting all six of these standards would be more obviously documented as scholarship, of course, but other, less traditional activities might also be justified as scholarship within these criteria as well. The Board of Trustees approved the 2001 *Regional Campuses Faculty Manual* with the expanded definition of scholarship on 1 July 2001, and these criteria remain in place today.

In the 2005-2006 academic year, at the behest of the Provost and President, the Regional Campuses Faculty Senate began working to develop a process of external review of tenure and promotion files. The Rights and Responsibilities Committee has worked closely with the System Affairs Committee to develop a review procedure that will evaluate the scholarship of regional campuses faculty in the context of their teaching and service responsibilities. As part of that work, the Senate has closely studied peer institutions to determine a pool of external reviewers. This research has proved most instructive. For example, in attempting to locate peer institutions, the Senate looked to the classifications defined by the Carnegie Foundation for the Advancement of Teaching. At present the Regional Campuses of the University of South Carolina offer only the Associate in Arts and Associate in Science degrees, placing them in within the “Associate’s” peer group. Since several of the Regional Campuses host four-year degree programs originating at other institutions, but at present offer no baccalaureate degrees of their own, a second logical peer cohort would seem to be the Carnegie Foundation’s “Associate’s Dominant” category, for institutions that award “both associate’s and bachelor’s degrees, but” which award “the majority of degrees . . . at the associate’s level.” In comparing the regional campuses to these institutions, members of the Senate found that neither Associate’s level institutions nor their Associate’s Dominant counterparts put much emphasis on scholarship in the tenure and promotion process.

The regional campuses are unusual, then, in the emphasis placed on scholarship at two-year institutions. While in some cases the increased emphasis has come from external factors such as hiring practices and economic trends, in many cases these pressures come from the regional campuses’ relationship with the Columbia campus, which has recently been recognized by the Carnegie Foundation as one of a small national elite of universities with “very high research activity.” Accordingly, while national averages for faculty workload at two-year schools “show 72% of time spent on teaching, 4% on research, and 24% on service,” a Regional Campuses Faculty Senate report, Faculty Workload Survey 2004-2005 (see Appendix B) determined that “On average, faculty spent 66% of their time teaching, 21% of their time on research activities, and 13% on service activities,” and indicated as well that faculty “would prefer to spend more time on research activities than they currently are able to do because of teaching and service responsibilities.”

As internal and external pressures have expanded the role of research and productive scholarship in the annual review and tenure and promotion processes on the Regional Campuses, faculty have accordingly devoted more of their time and energy to these endeavors. One indication of this shift is the fact that several respondents to the Regional Campuses Research and Productive Scholarship survey (see **Current Research Needs: Summary and Analysis of Survey Results**) have books forthcoming, several more are at work on book projects, and others are in the process of publishing articles or book chapters or receiving grants. Clearly, the regional campuses have graduated from the “professional development” model of tenure and promotion ubiquitous among Carnegie Associate’s- and Associate’s Dominant-level institutions, where faculty are primarily judged and rewarded for staying current in their fields or, at most, on the basis of one publication or a few conference presentations. When compared to the faculty of many, if not the vast majority of peer institutions, the faculty of the Regional Campuses of the University of South Carolina are far ahead in terms of the level and volume of their scholarly productivity.

However, further increases in scholarly productivity, if desired, will require adjustments on both the Columbia and regional campuses; research expectations cannot be further increased without a restructuring of the work environment of faculty members, nor without additional support. Such restructuring might include course releases on a temporary or ideally permanent basis, which would allow for an equitable system of hiring and tenuring junior faculty with the higher research expectations. The twenty-first century demands of an increased scholarship expectation can only flourish so far within the 1950s teaching and service expectations of the regional campuses. Understanding the diversity of regional campuses faculty attitudes towards scholarship will be an important step towards recognizing the support needed to foster a strong climate of scholarship on the regional campuses.

Generational Shifts: An Evolving Understanding of Service and Scholarship

Historically the mission of the regional campuses has placed a high value on service. Regional campuses faculty are often characterized as well by a fierce loyalty to their campuses and a commitment to service. Both campus and community service are priorities for faculty, particularly given the high level of financial support most of the two-year institutions receive from their communities. Indeed, until 2003, service comprised two of the five categories for the evaluation of faculty workloads: teaching, community service, campus service, professional development, and scholarship. Accordingly, when faculty are called upon to serve, they respond. Most faculty members are involved in multiple campus committees, if only because of the small size of each institution; the average number of committees on which a regional campuses faculty member serves is five. Committee work is often quite time-intensive, as in the case of scholarship committees, for example, which involve a small group of faculty reviewing all scholarship applicants to the campus. Many service obligations also involve regular travel to other campuses, particularly the Columbia campus. In addition to local campus service, our faculty serve as Columbia Faculty Senators, members of various Columbia committees, and as members of the Regional Campuses Faculty Senate; in such university organizations, a one-hour meeting effectively becomes a half-day commitment or more, with travel time considered.

On some campuses, the burden of service work falls heavily on newly hired and junior faculty, whose energy and freshness of vision are valued for such service, particularly on campuses with a high rate of TERI participants. This service ethic on the regional campuses also affects teaching responsibilities; as noted above, overloads are usual for our faculty, and most faculty members called upon to teach them generally respond. Indeed, a faculty member who declines may face the perception of lacking a team spirit, which can negatively affect annual peer or administrative review. And finally, community service is an extremely visible and mission-specific component of the regional campuses faculty member's job responsibilities. Our faculty routinely engage in a wide variety of substantial community service activities, which may range from judging local science fairs, assisting in curriculum development in area schools, serving on the boards of local corporations and hospitals, developing web pages and promotional materials for local organizations, as well as participating in non-discipline related service activities such as Habitat for Humanity, South Carolina Coalition Against Domestic Violence and Sexual Assault, School Improvement Councils, United Way, and Rotary International.

The need for untenured faculty members to balance these important and valuable service obligations with increased scholarly expectations is made difficult by generational differences. Budget factors in the past have created a rather polarized faculty demographic, with large numbers of the faculty on each of the regional campuses nearing retirement or already enrolled in the TERI program. In fact, as a result of retirements, one regional campus no longer has any tenured faculty members, and across the regional campuses system, over a third of the faculty have 21 years of service or more. Consequently, junior faculty hires have increased in recent years, reaching a high in the 2005-2006 academic year, with searches in the spring of 2006 for seventeen tenure-track faculty, in addition to a number of instructor-level visiting positions. Given that in October 2005, the entire number of regional campuses full-time faculty totaled

only 120, this figure represents a significant number of new faculty, particularly since this hiring trend is likely to continue for some time.

During this transitional phase, however, differing expectations for service and scholarship have created some tension between these two groups of faculty. While teaching remains the major priority of the regional campuses faculty member, many senior faculty place a higher emphasis on service to the campus and particularly to the community. Newer faculty are being held to a higher standard of research while still facing the full weight of the old teaching and service expectations. In some cases, senior faculty are unaware of the newer expectations, as they may be grounded in their own individual campus expectations with little contact with the larger USC system; in extreme cases, some senior faculty still resist the increased research standards, seeing them as detracting from the teaching mission of the regional campuses. Local campus administrative priorities also tend to favor a high teaching and service load, without providing practical support for research. As a result, junior faculty regularly work in an environment in which they are required to do research, but without any reduction in a high teaching load or high service expectations. And while the *Regional Campuses Faculty Manual* defines teaching effectiveness as being of paramount importance, it does not offer a guide for weighing the scholarship and service requirement, leaving their relative importance open to interpretation. While junior faculty know that scholarship is more important for tenure and promotion, on the local campus service expectations remain high and quite difficult to refuse.

While service must remain an integral part of the dossier of every faculty member, particularly on the regional campuses, institutions chartered to serve their communities, a reasonable balance must be found to allow junior faculty to contribute to their campuses and communities without penalizing their scholarship.

Current Research Needs: Summary and Analysis of Survey Results

In the spring semester of 2006, this committee delivered a brief three-question survey to all regional campuses faculty via Flashlight Online, a web-based surveying software program. The survey was intended to determine the most immediate faculty needs for maintaining and increasing scholarly productivity. Open-ended questions were preferred, given the diversity of the survey population in terms of rank, academic discipline, research projects and publication/presentation venues for those projects, and, to some degree, access to funding and institutional support. The survey included the following questions:

1. Please briefly describe your current scholarly project(s).
2. Over the next year or two, what do you anticipate needing to complete your project(s) (course release, funding, equipment)? Please be as specific as possible.
3. To what degree are you currently limited in your ability to conduct research? What would you need to be able to conduct the kind of research you think is appropriate for your campus and that would help you be successful in seeking tenure and/or promotion?

Twenty-four faculty responded; respondents were at various stages in their careers, ranging from full professors to newly hired assistant professors, but their comments indicated that the majority of respondents were untenured or newly tenured faculty. Respondents answered at length and offered highly practical suggestions for facilitating research as well as general observations on the role of scholarship at the local and system levels. Many of these results are discussed throughout this report, particularly the following major themes:

- 1. Need for course release/additional time dedicated to research**
 - replacement for summer teaching salary
 - paid leave for junior faculty
 - sabbatical leave
- 2. Need for research funding**
 - equipment
 - travel
 - research assistants
- 3. Need for institutional and clerical support**
- 4. Need to address inconsistency of service/scholarship demands with campus mission and teaching load**

Ongoing Research (Question 1)

Respondents to the survey include artists, poets, historians, and scientists; these scholars report a wide range of activities, many including multiple projects in varying stages of progress. The faculty report competitive and valuable academic ventures, with very specific dissemination venues noted for most projects. Eight of the 24 respondents (33%) report current work on traditional academic book projects in varying fields, and at least two of these books are already

under contract. Several respondents report engaging in the procedural work of seeking publishers, negotiating contracts, and working with camera-ready copy, all time-consuming labors in and of themselves. Two untenured faculty members are working to convert dissertations for publication, one as a series of articles and one as a book. Three faculty members are in the process of preparing chapter-length contributions to edited collections, while one was completing the editing of such a collection. Five researchers are preparing article-length manuscripts for publication in scholarly journals. In creative fields, one artist reports maintaining a constant level of artistic production to continue to compete in competitive and invitational exhibits, while two poets discuss not only their writing, but also the research and clerical assistance needed to prepare book-length manuscripts of poems. Three respondents were completing papers for presentation at various conferences; active scholars on the two-year campuses routinely participate in conference presentations at all levels from regional to international. Scientists reported work in diverse fields from small mammal studies (which are often most practical on the regional campuses given limited laboratory space) to neurological research.

In the tradition of regional campuses faculty who seek to enhance teaching directly with scholarship, four faculty members describe pedagogical projects, ranging broadly in scope from a book to be used in Southern Studies and Women's Studies courses, a technology-based project integrating current physics research into the faculty researcher's classes, and bibliographic material for middle and secondary school teachers. Other pedagogical work involves textbook editing, and updating laboratory materials for classes. At least three projects involve local or community research, including biological fieldwork on local bird populations, the biography of a prominent local citizen, and curricular work with area schools. As described, these projects have significance beyond the local level as well. A number of faculty report research in the early stages, involving a great deal of work locating source material and assessing data collection necessities. Staying current professionally figured in several respondents' comments, generally as faculty begin new projects or work to keep current in the classroom.

Given that these faculty all maintain a four-four course load, this level of activity reflects an active research agenda, feasible outcomes, and a firm commitment to continued scholarly excellence.

Course Release (Questions 2 & 3)

The two greatest needs reported by survey respondents are a reduction in teaching load and increased funding. Indeed, teaching and service loads figured prominently in the survey results; of the 24 respondents, sixteen (66%) considered release time of some sort essential to the completion of their work (including course release, summer salary replacement, and sabbatical leave). According to respondents, the current teaching load of at least four classes per semester means, practically, that not only is it difficult to find the time for sustained research, but that when the time is available, it is available in very small amounts not conducive to major projects. As one respondent wrote, "I simply don't have the extended periods of time to focus solely on research and writing. Ideally, a one-semester paid course release with a travel grant would be the best solution to allow me to finish [my current research project]." Many regional campuses faculty attempt to schedule projects during the summer months, when teaching loads are

lessened, and faculty often work on projects over a longer period of time than those with a reduced load to accommodate significant research projects.

Several respondents reported tension between the nature of their teaching responsibilities and the need to be productive scholars. One respondent, for example, mentions the typical English faculty load of three first-year composition courses a semester (plus another course); another mentions a typical load of four courses/three different preparations per semester. Thus, for many faculty members lack of time is the major obstacle to a more productive scholarly agenda.

Sample responses addressing course release time:

- For me, and probably for most other faculty members, course release is the first priority. Without time for research, no research can be done.
- I will need time to get these projects done (all necessary for tenure). The most helpful need is course release.
- COURSE RELEASE is the number one thing. My research requires minimal travel and I can do most of it through Interlibrary Loan; the problem comes in finding time to sift through the raw data, find patterns in it, and, above all, in finding time to write.
- Well, fewer courses to teach certainly wouldn't hurt one's scholarly productivity.
- I really only need uninterrupted time to conduct research although a willing grad student to do some of the more "grunt" work would be helpful.
- The teaching load and the service expectations are just too much.

Funding (Questions 2 & 3)

Funding was also a major concern for survey respondents. Of the respondents, 16 (66%) mentioned a need for some kind of increased funding to assist their near-term research projects or projects already in progress. One thread in the responses was the sense that, at present, regional campuses faculty do not have access to a reliable pool of adequate funding around which they can plan a research agenda. The campuses offer modest funding for conferences and other professional development; the USC Research and Productive Scholarship grants provide a significantly higher level of funding, but few of them are available. External funding is possible but not likely in the current circumstances. As one respondent, a scientist, points out:

NSF, for example, requires a lot of preliminary work to demonstrate the system or concept that you propose to work with. That preliminary data is a research project in itself and requires support. Also, even if you have a great idea, funding agencies want to know that you have the infrastructure and institutional support to make the best of the money and to complete the project. We are not often seen as competitive in that regard.

While many faculty report that time is a greater concern, for a number of researchers funding is an equally crucial issue. In many cases, the support needed does not represent large sums of money; as reported earlier in this document, funding needs vary widely across the campuses, with some faculty lacking even basic travel support for conference presentations, while others have local campus RPS grants available. As expected, faculty in the sciences report the greatest need for large amounts of funds.

Sample responses addressing funding issues:

- For the book project: —Funding for one or more trips to England to study unpublished primary source material at the Imperial War Museum and other places, possibly for an entire summer.
- 1. Travel money 2. Travel money 3. Travel money
- Funding to attend a major laboratory during summers so as to do research in nuclear physics.
- The second problem is continuing funding. Again, the RPS grants are geared to research in the humanities or social sciences where a project can be completed or at least significantly advanced in a year. My projects take 2-3 years as a minimum. Yet local funding only covers one year and has no provision for continuing support.
- Funding and students to help with data collection.
- Funding at the regional campuses for international research is very limited. . . . The research money generally available at the regional campus level will get you to a weekend conference or two in Atlanta.

Institutional Support (Questions 2 & 3)

Another related theme from the survey results is that of institutional support for research. For example, one-third of the survey responses mentioned the need for some kind of student assistance or clerical support. Institutional support measures might range from these basics at the local campus level to larger considerations at the system level; regional campuses researchers are often excluded from USC Columbia Sponsored Award Management grant workshops, for example, simply because of their demanding teaching schedules and the travel time necessary to attend such events, which are typically not available through streaming video or other means of broadcast. Faculty respondents also cited a need for improved access to full-text library journals and databases, one noting that “regional campus faculty are not included in the ‘USC faculty’ who can access these.” Other faculty mentioned the need for mentoring, both within the regional campuses and the larger USC system. Institutional coordination could alleviate many of these concerns and provide a more fruitful research environment across the campuses.

One possible solution to the issue of institutional support would be an undergraduate research initiative similar to those on the Columbia campus. However, on the two-year regional campuses, involving students in research and teaching often poses significant challenges since most students attend the campuses for only a year or two before transferring to baccalaureate-degree granting institutions. These students often have not chosen a major, often work many hours per week to be able to afford their education, and may lack preparation in certain basic academic skills. One respondent comments on the nature of including freshmen or sophomores in field research:

These are the students we serve and I’m happy to use them in my research. In fact, getting my students involved in research is the main reason I do it. But students in their first two years rarely know what they want to major in, much less have a background in the subject. They are also very undependable. In my research, timing is critical and I often work in difficult circumstances. If a student doesn’t show up at the right place at the right time, it can have very significant consequences.

At larger undergraduate institutions, research assistants in the sciences are often graduate students or majors advanced in their fields of study; on the regional campuses, training a work study student to assist in research typically involves basic and time-consuming instruction in library research, bibliographic methods, and data collection, often for students who work with the researcher for a very limited period of time—if work study students are available at all, which is not the case on all two-year campuses. Employing student tutors in campus support services can also present similar challenges, as these students have only begun to achieve the mastery of their subject matter necessary to assist their peers. Creating exchange programs for qualified and interested undergraduate and graduate students from across the campuses could benefit both regional campuses researchers and the students as well, who could work in their fields at the same time that they develop an understanding of a broader level of research opportunities available state-wide.

Institutional support is also limited by the lack of interaction between regional campuses faculty and their counterparts in Columbia academic departments. Columbia faculty meetings generally do not include regional campuses faculty, despite the fact that curricular concerns affecting common course offerings are discussed at such meetings, nor are system-wide departmental workshop or networking opportunities available. The Office of Regional Campuses and Continuing Education has hosted Faculty Circle events in the past, inviting faculty in a specific discipline such as history, English, or art across the campuses, but these events have traditionally not been well attended by Columbia faculty. The lack of interaction between Columbia and regional campuses faculty means that Columbia faculty effectively limit dissemination of discipline-specific research opportunities to Columbia departments only, that regional campuses faculty are deprived of the rich collegial relationships necessary for professional growth, and that Columbia faculty are unaware of nearby colleagues working in their fields.

Judging from the survey responses as a whole, most respondents' research programs are well underway, but increased institutional support would greatly facilitate these projects as well as begin to create an environment in which scholarship is not only expected, but also supported.

Sample responses addressing institutional support:

- I primarily need money to pay students to help in the lab, but money to buy supplies (rabbits, surgical and histological supplies) would also allow me to attract even more students, since I would be able to let them conduct their own projects for independent study or senior thesis credit. I could also potentially attract graduate students. It's all about money though.
- It was extremely difficult to find the time to do the secretarial work necessary to find a publisher for my book.
- We need access to Cooper library's databases and electronic journals. Currently regional campus faculty are not included in the "USC faculty" who can access these resources from their offices.

Inconsistency of Scholarship Demands with Campus Mission (Questions 2 & 3)

As noted in both the **Executive Summary** to this report and in the section **Scholarship on the Regional Campuses**, regional campuses faculty have increasingly been called upon to develop substantial scholarly records. In spite of these demands, little on the campuses has changed in terms of support for such work. Teaching loads remain consistently high, funding is scarce, and institutional support limited. According to the Regional Campuses Faculty Senate Faculty Workload Survey Report 2004-2005, regional campuses faculty reported spending 66% of their time teaching, 21% on scholarship, and 13% on service. They also reported that they “would prefer to spend more time on research activities than they currently are able to do because of teaching and service responsibilities” (see Appendix B). Respondents to the Regional Campuses Research and Productive Scholarship Committee survey also indicated a serious commitment to scholarship, but at the same time a high level of dissatisfaction with the increased demand for scholarly productivity without additional support. Junior faculty in particular are anxious—and with reason—about how to balance the demanding and immediate teaching and service obligations they face on their local campus with the somewhat more distant but equally pressing need to perform scholarship sufficient to earn tenure. One respondent comments at length on this untenable situation:

The tenure and promotion bar seems to be changing constantly. First we need to know what the standards are. However, to be successful on the level that I think I need to be, there needs to be a change in expectations on my campus. I think our deans are more supportive of research than those on other campuses. They still have classes that need to be taught and find it difficult to support research in terms of release time. However, I think much of the resistance to a shift toward a more research oriented mission is in the faculty. Some older faculty, who sit on T&P committees and conduct peer evaluations as well as T&P reviews, don't like research or don't understand or won't accept the demands of research.

Until administrative support mirrors administrative demands, researchers on the regional campuses will continue to struggle to balance these competing concerns, and our institutions will suffer accordingly.

Sample responses addressing inconsistency of scholarship demands with campus mission:

- Regional campus faculty teach heavier loads and get paid less than Columbia faculty. We are also expected to do a good deal of committee work on our campuses. If we are expected to publish significantly more than in the past to earn tenure and promotion, we need to have the appropriate resources.
- If the administration insist upon increasing our research load, they need to reduce our course load. Period.
- It is a good thing that I had a completed book project and several publications already pending when I arrived because I would not have a shot at receiving tenure without those. I have found little time to send work out for publication.

USC Research and Productive Scholarship Grants on the Regional Campuses

One of the most important means of furthering scholarship on the regional campuses obviously is to provide regular and reliable funding, as discussed in the previous section. As noted in the **Executive Summary**, an investigation of the USC Research and Productive Scholarship (RPS) Grant Award process provided the original impetus behind the formation of this Committee. Although we have broadened the scope and charge of this Committee considerably to facilitate research and productive scholarship on our campuses in general, the RPS program has remained an important area of concern.

Obtaining comprehensive data in this study posed some challenges; however, the Committee was able to make rough comparisons between funding success rates at the regional campuses and the USC senior campuses, Aiken, Beaufort, and Upstate.¹ Regional campuses faculty are being funded at roughly the same rate as faculty on the senior USC campuses in the RPS awards program (approximately one successful application in four), but the number of applications submitted by regional campuses faculty was lower, with a high of six applications submitted and a low of two. As a result, since 2000, an average of only one RPS grant has been awarded to regional campuses faculty per year. Since 2001, only .016% of all Research and Productive Scholarship Award funding has gone to regional campuses faculty.

Research and Productive Scholarship Awards to Regional Campuses Faculty²

Fiscal Year	Number of Regional Campuses Proposals	Number Funded	Amount Funded	Percentage of Proposals Funded	Total RPS Monies Awarded (all campuses)
2001	6	1	\$7,150	16.7%	280,000
2002	5	2	\$7,850	40.0%	300,000
2003	2	1	\$6,800	50.0%	300,000
2004	5	1	\$6,800	20.0%	397,609
2005	2	1	\$4,000	50.0%	397,000
2006	3	0	\$0	0.0%	403,666
	23	6	\$32,600	26.1%	2,078,275

In addition to collecting data on funding amounts, Committee members also held extensive informal discussions with regional campuses faculty, a number of whom volunteered their grant reviews for use in this report. These discussions have indicated a number of reasons that more applicants from the two-year campuses do not submit: a perception that their projects would not be funded, a pattern of reviewer comments on grants indicating a lack of understanding of the conditions under which regional campuses research is conducted, and, most importantly, because the time available to commit to research was significantly reduced by high teaching and service loads. In addition, faculty members were conducting their work in an environment that both

¹ USC Beaufort applicants were included in regional campuses data prior to 2003, after which the campus left the regional campuses system and attained status as a senior campus.

² Data courtesy of Sponsored Awards Management at the University of South Carolina.

requires and encourages scholarly activities but does not always support such work with release time or funding. These conditions continue to exist today, shaping many of the research efforts of regional campuses faculty. This report attempts to address a number of those factors, but further discussion is warranted here of the perceived inequities in the RPS grant awards system.

The Committee has determined two factors affecting the success of regional campuses faculty grant applications: the nature of the grant guidelines and the ad-hoc review structure. In each case, problematic elements of the process inherently undermine the potential success of regional campuses proposals.

Grant Guidelines

The categories of RPS grants limit regional campuses applications in a number of ways. The grants are currently divided into three categories: Category I, designated for seed monies for major external grant proposals (awards up to \$20,000), Category II, designated for start-up for new projects (awards up to \$7,000), and Category III, intended to support creative and performing arts (awards up to \$4,000 for individuals and \$6,000 for groups). Because Category III funds are limited to artists and performers, few regional campuses faculty are eligible to apply in this category, and consequently discussion here will be focused on Categories I and II.

The most recent RPS guidelines, “University of South Carolina Office of Research and Health Sciences Research and Productive Scholarship Program 2006,” specify that “Category I funds are considered ‘seed’ monies and are awarded to give faculty a competitive edge when submitting major proposals. A project whose research holds promise for external funding is an absolute priority of Category I.” The phrase “major proposals” is not further defined here, but reviewer comments indicate a preconception that such proposals should be aimed at top-tier funding sources such as the National Institutes of Health or National Science Foundation. Regional campuses researchers, because of their four-four teaching load and because of a lack of laboratory facilities, are very unlikely to receive such funding; indeed, as noted earlier in this report, only one faculty member has ever received such external funding. Regional campuses faculty who apply for Category I monies may be targeting smaller external grant funds, but because of the implicit understanding that Category I is for such large-scale funding, principal investigators in the past have been judged as uncompetitive because of their status as two-year campus faculty. Further, the guidelines create other difficulties for regional campuses applications. Principal investigators must apply in coordination with a mentor, who is “expected to have (or have had in the past four years) extramural funding.” Many researchers on the regional campuses are the only faculty member working in their area of expertise on their campus or even on all the regional campuses. Thus these researchers lack the mentoring mandated by the program and have, at best, only limited opportunities to pursue such mentoring. Finally, only untenured faculty are eligible for Category I funds; at major research institutions, tenured faculty typically have established independent sources of external funding, but on the regional campuses, with entirely different research requirements, even by mid-career, few faculty have such funding sources. The Committee was unable to verify that any regional campuses faculty member had ever received funding under Category I.

The majority of regional campuses RPS grant proposals are submitted in Category II. These funds, “assist with the start-up of new projects and [are] not intended for the support of ongoing

scholarly activities. Funding recommendations for this category will be based primarily on scholarly excellence and the significance of the proposed project.” Category II funds have consisted the bulk (if not all) regional campuses RPS funding, but again, grant guidelines limit applicants. For example, guidelines note that “Eligible applicants include all faculty, tenured, tenure-track, and research track faculty with independent research programs. As a rule, and *assuming the proposed projects are equal, preference will be given to the junior faculty member*” (emphasis added). Thus, senior faculty are eligible for Category II funds, but only if “embarking on a new direction”; the guidelines specifically state that funding may not be sought for “a natural outcome of the current research.” Effectively, then, all RPS funding is seed money, assuming that researchers will use funds for initial work to obtain further funding externally. Teaching faculty with four-four loads are unlikely to be competitive for external funding at significant levels. Category II funds do make one concession to faculty on the two-year campuses; the guidelines note that “requests for faculty salaries, not to exceed two months, are allowable only for faculty from the regional campuses and must have strong justification.”

Ad-hoc Review Structure

Regional campuses faculty routinely pursue funding for different types of scholarly activities than are traditional in this RPS process. For example, while a Columbia faculty member might request seed money for a major National Science Foundation grant, a regional campuses faculty member is likely to pursue a project on a smaller scale that is, at the outset, less likely to receive external funding. While a Columbia faculty member might request RPS monies to complete a book project, a regional campuses faculty member is likely to need support to complete an article or to do preliminary research. Because of the much higher teaching and service loads on the regional campuses, faculty tend to pursue smaller, more manageable scholarly projects, as well as scholarship based on pedagogy, applied scholarship, collaborative scholarship, etc. They have also adjusted themselves to much longer timelines for completing scholarly projects and have often concentrated on establishing regional rather than national reputations. While these factors would not necessarily preclude regional campuses faculty from obtaining grant funding, they reduce the viability of such proposals in a highly competitive process.

USC Research and Productive Scholarship grants have undergone a number of revisions in recent years, the most significant of which is a restructuring of the grant review process. Originally, the Research and Productive Scholarship Committee reviewed all grant applications, assigning individual proposals to various members for appraisal and then discussing results in committee. Some time ago, the review process changed, with proposals assigned to ad-hoc reviewers across the USC campuses. Each proposal receives two reviews, which are then discussed by the committee prior to making funding recommendations. The committee includes a regional campuses representative, elected by the Regional Campuses Faculty Senate each year; that representative, if approved, is then formally appointed by the Provost. In the past, the regional campuses representative had a significant voice within the committee, and in fact was often a resource of information for members seeking information about the feasibility of projects on not only the regional campuses, but also the four-year senior campuses, which have no representation on the committee. The introduction of ad hoc reviewers has fundamentally changed the nature of the process.

Of primary concern is a pattern of reviewer comments indicating an overt bias against regional campuses researchers. Although reviewers are sought across the USC system, and indeed come from different campuses, the majority of these reviewers are Columbia faculty who are unaware of the working conditions on the other campuses. A long-standing lack of interaction between Columbia faculty and those on the regional campuses exists, and in some cases, Columbia faculty's perceptions of the research capabilities of regional campuses researchers is quite dated, colored by the belief that our faculty are not capable of serious research. These factors together have resulted in reviews focusing less on the proposal's merits—the “[q]uality and significance of the research/scholarship/performance” and the “[s]oundness of methodology and/or approach”—and more on the “[q]ualifications of the faculty member to carry out the project.”

Reviewer comments range from criticisms that suggest no knowledge of research conditions on the regional campuses to others indicating that research on two-year campuses is unfeasible. Some reviewers have commented specifically that projects are not feasible for regional campuses faculty because of teaching loads; one reviewer writes, for example, “the PI must, if he is to succeed, make a major commitment to his project above and beyond the time available for research at a regional campus.” Some comments on science proposals suggest preliminary studies before funding, impractical without equipment or release time. Other comments suggest that equipment needs are redundant since such equipment is available in Columbia, without considering that access to this equipment, if possible at all, would be extremely limited for any regional campuses faculty, particularly if equipment must be taken into the field. Other projects have been eliminated solely on the basis that they requested summer salary, although grant guidelines permit such requests for regional campuses faculty. One reviewer commented, for example, that the “key need here is summer salary, while this is the sort of project that could easily be done on her own,” with evidently little awareness of the teaching load of regional campuses faculty, which routinely includes full-time teaching in the summers. The structure of ad-hoc review privileges a major research university's scholarship standards, thus penalizing the very projects that could raise the research profile of the regional campuses.

Conclusions

Grant review processes are inherently variable and subjective, but all these factors combined have created an RPS process essentially hostile to regional campuses applicants. Faculty expect to field some unsuccessful applications, but when the reviews indicate that the project's worth is not in question, such failures result in a demoralized faculty. A number of former applicants have reported that they no longer are willing to seek RPS funds, perceiving further application as pointless. In many respects, the question of RPS funding has been the most controversial topic the Regional Campuses Research and Productive Scholarship Committee has explored in the preparation of this report. At times we have been divided in what recommendations to pursue; discussions with our full Senate have been mixed as well, with members speaking actively for requesting a separate pool of funding designated specifically for regional campuses researchers, and others resisting what they see as a further ghettoizing of two-year campus faculty. After lengthy discussion and a careful review of the data included here, the Committee has finally come to the consensus recommended above, that we request separate funds. This decision was not reached easily, but reflects the Committee's desire to foster research in concrete ways, in this case by making more reliable research funding available to our faculty. The

Committee recognizes that implementing such a recommendation may pose unique challenges, and reiterates its offer to serve the Provost and our faculty in assisting in this important work.

Effective Current Practices for Supporting Faculty Scholarship

A number of support mechanisms already exist for scholarship on the regional campuses. As noted above, such support is variable from campus to campus, as is the case with travel funding, which some campuses fund generously and others not at all. This section of the report presents several important structures already in place in the interests of encouraging such practices and ones like them wherever they might be practical, across the University of South Carolina system.

Despite the obstacles discussed above in this report, regional campuses faculty have seriously engaged with scholarship on a variety of levels. They have been aided in their efforts by various institutional initiatives and practices put in place to strike as effective a balance as possible between the duties of teaching, service, and scholarship. The practices outlined below are not necessarily suggested for University-wide adoption; they represent models for making future scholarship possible in a manner consistent with campus missions and resources.

- **USC Lancaster Research and Productive Scholarship grants** – In the words of the application form, these awards are designed “to encourage and support faculty and professional staff in their efforts to pursue productive research and scholarship which will result in publication, presentation, creative exhibition, performance or other formats suitable to the discipline.” Awards are funded by the campus dean; faculty submit a formal application judged by an administratively appointed committee.
- **“Redshirt year” (Sumter)** – On an informal basis, faculty in their first year are excused from serving on more than two committees and are protected from more labor- and time-intensive service (e.g., committees that meet over the summer or more than once a month). They are also encouraged not to teach overloads. This initiative has gained faculty and administrative support, but is not yet consistently applied even across the Sumter campus, and would be far more effective if formalized.
- **Scholarship award (Sumter)** – At USC Sumter, an Outstanding Scholarship Award has recently been established, according to the campus dean, “to recognize and reward a full-time regular faculty member for significant achievements during the past fiscal year in research, published scholarship, and/or creative endeavors.” This \$500.00 award is supported by the Sumter Partnership of the USC Educational Foundation and selected by the local Academic Council (division chairs and the Associate Dean for Academic Affairs).
- **Mentoring (Sumter)** – At USC Sumter, each new faculty member is assigned a formal mentor by his or her department chair. The mentor becomes responsible for discussing teaching, research, and service expectations with the new faculty member, guiding him or her through the annual review process, advising him or her on the most appropriate service work, and in general providing an extended orientation period so that the new faculty member is able to successfully integrate his or her various responsibilities.

- **John J. Duffy Fund for Encouraging Regional Campus Faculty Research** – This fund was established on the retirement of Dr. Duffy, the long-time Vice Provost for Regional Campuses and Continuing Education. Contributions through March 31, 2006, totaled \$4,281.48. The fund must reach \$10,000 before it is endowed. No usage guidelines have been established at this time.
- **USC Sumter Scholars' Tea and USC Salkehatchie *Faculty Forum*** – The Scholars' Tea gathers faculty to hear research presentations highlighting current scholarly projects; the Salkehatchie *Faculty Forum* is a newsletter published each semester to disseminate a single article to Salkehatchie faculty, staff, and students. By creating a visible recognition of the importance of scholarship through regular presentations of such work to the campus community, the Scholars' Tea and Faculty Forum contribute to an environment of active scholarly exchange.

These forms of support vary considerably from those investing up to \$25,000 and others involving no cost at all. Support at all levels is important, furthering a campus- and University-wide commitment to regional campuses faculty excellence.

Appendix A

Mission Statement and Charges for the Regional Campuses Research and Productive Scholarship Committee

Motion approved by voice vote of the Regional Campuses Faculty Senate
September 9, 2005

(for inclusion in the *Regional Campuses Faculty Manual* on page B-5 in the section
titled “Special Committees” before The Provost’s Advisory Council)

Regional Campuses Research and Productive Scholarship Committee. This committee advises the Vice President for Research and Health Sciences on strategies to encourage and support research and productive scholarship performed by faculty members of the Regional Campuses. The committee will be comprised of up to two members from each Regional Campus and from Continuing Education and Credit Programs. The members will be elected by the faculty organizations of the individual campuses for staggered two-year terms. The regional campuses representative to the Research and Productive Scholarship Committee will also be a member. The Vice Provost and Executive Dean for Regional Campuses and Continuing Education, as well as the Vice President for Research and Health Sciences will be ex officio members. The committee will submit reports to the Regional Campuses Faculty Senate.

Proposed charges for the committee to consider

(to be submitted to the committee when formed, but not included in the *Manual*)

- To determine needs to better facilitate research and productive scholarship opportunities for regional campuses faculty
- To support regional campuses faculty in pursuit of funding, either for course release or for grant funding
- To develop grant writing workshops for regional campuses faculty
- To work for support for research by faculty as well as faculty supervised research by students
- To build relationships between all USC campuses, fostering mentoring relations and extending research opportunity through collaborative work
- To improve the campus climate within each regional campus for promoting scholarship
- To educate faculty about research opportunities and expectations

Appendix B

Faculty Workload Survey Report 2004-2005

**Regional Campuses Faculty Senate
Faculty Workload Survey Report 2004-2005
Prepared by the Welfare Committee of the Regional Campuses Faculty Senate**

Terrie Smith, Chair, USC Sumter; Linda Allman, Continuing Education; Tara Fatemi, USC Union; Eric Hauser, USC Sumter; Nancy Hazam, USC Lancaster; Cynthia McMillan, USC Salkehatchie; Fran Gardner Perry, USC Lancaster; Tarsem Purewal, USC Salkehatchie

Purpose

Under charge of the Executive Committee of the Regional Campuses Faculty Senate, the Welfare Committee conducted a survey of the full-time, tenured and tenure-track faculty of the regional campuses – USC Lancaster, USC Salkehatchie, USC Sumter, USC Union and Continuing Education. The purpose of the survey was to obtain quantitative information concerning faculty workload, division of faculty responsibilities, and faculty satisfaction with job attributes related to compensation and working conditions.

Method

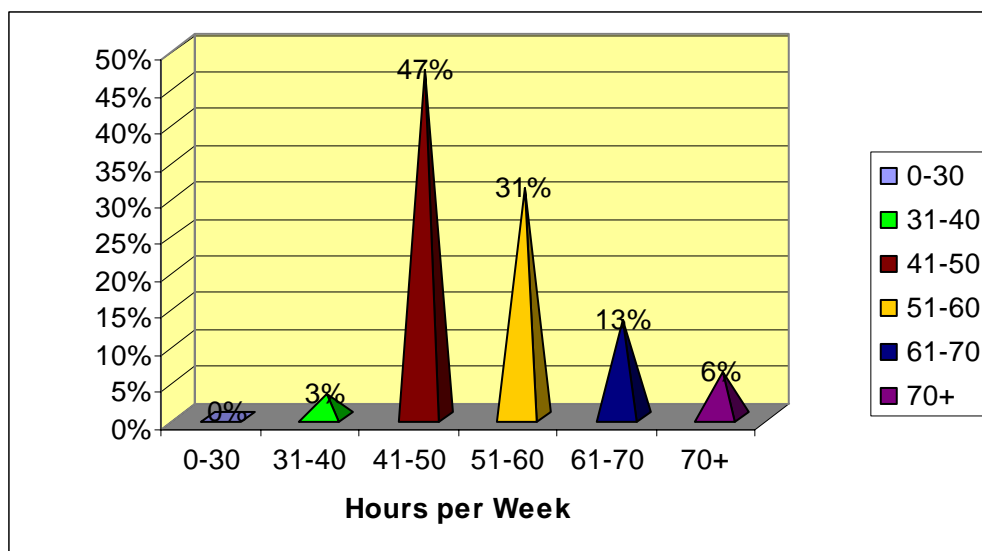
A questionnaire was prepared and distributed to all full-time tenured and tenure-track faculty on the regional campuses. The questionnaire was modeled after the 1999 National Study of Postsecondary Faculty survey conducted by the United States Department of Education, National Center for Education Statistics. Faculty were asked to complete the questionnaire based on their activities for the Fall 2004 semester. Faculty were also asked to complete the 36 questions on the questionnaire anonymously and return it to their Senate representatives.

From the 79 potential respondents, 32 surveys were completed and returned, resulting in a response rate of 40.5%. This is a relatively high response rate for surveys of this type, and represents a 23% increase over the response rate achieved the first time a faculty workload survey was conducted during the Spring 2003 term. The response rate is particularly notable given the length and complexity of the survey. Responses were received from faculty at all campuses. A copy of the questionnaire used for the survey is attached to the report.

Results

Questions regarding faculty total workload and distribution of responsibilities revealed the following results. Faculty worked an average of 54 hours per week, with a minimum of 40 and maximum of 87 hours worked reported (see Chart 1). This is higher than the most recently reported average for faculty at two-year public institutions nationally, which is 49 hours.

Chart 1
Distribution of Hours Worked Per Week

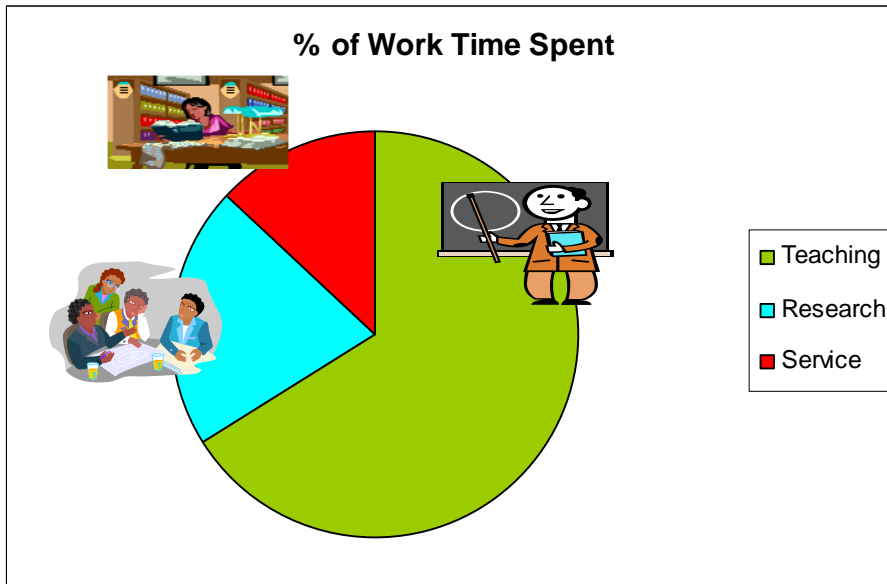


Total Hours:	
0-30	0%
31-40	3%
41-50	47%
51-60	31%
61-70	13%
70+	6%

Faculty divide their workload between the primary areas of teaching, research and service, with teaching taking the most time and service the least. On average, faculty spent 66% of their time teaching, 21% of their time on research activities, and 13% on service activities (see Chart 2). Their distribution of actual time spent on these activities is similar to their preferred distribution of time, except that they would prefer to spend more time on research activities than they currently are able to do because of teaching and service responsibilities (see Chart 3).

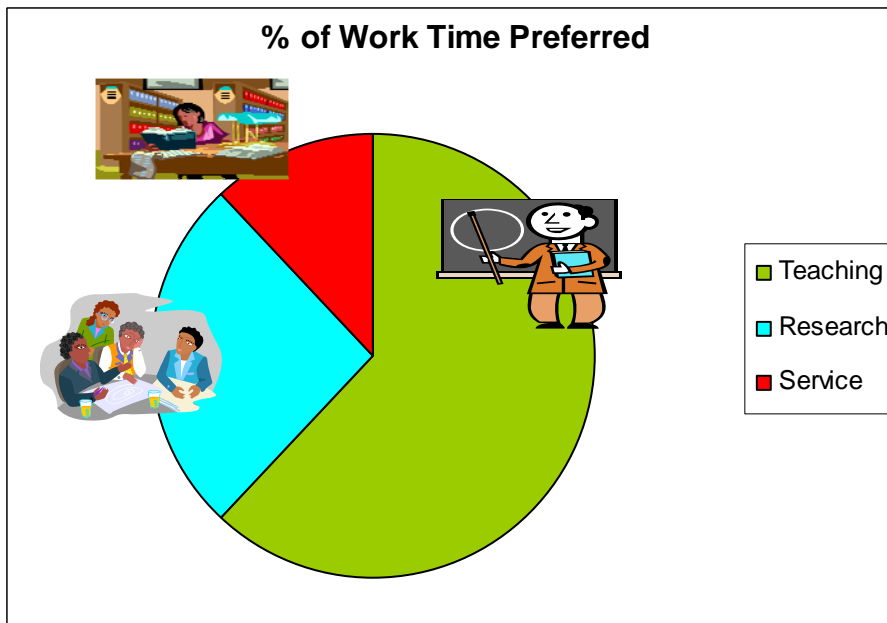
The national averages show 72% of time spent on teaching, 4% on research, and 24% on service. Compared to national averages for two-year schools, our faculty are spending comparable time in teaching activities and considerably more time on research activities. Our faculty are also serving on an average of five committees and spending an average of four hours a week on committee work. Workload results also reveal that faculty taught an average of four classes with three preparations during the Fall 2004 semester, with an average of a one course overload also taught.

Chart 2
Percentage of Time Spent on Teaching, Research and Service Activities



Percentage of Time Spent:
Teaching: 66%
Research: 21%
Service: 13%

Chart 3
Percentage of Time Preferred on Teaching, Research and Service Activities



Percentage of Time Preferred:
Teaching: 62%
Research: 26%
Service: 12%

In terms of utilization of the internet for their teaching activities, 37% of the respondents said that they had a website for at least one of their classes taught; 97% used e-mail to communicate with students for course-related information and spent two hours per week on average responding to students through e-mail.

Regarding the research activities of faculty, 59% of the respondents said that they were engaged in some form of professional research, writing, or creative work during the semester in question. Seven percent of those involved in research were engaged in funded research projects. Many faculty may feel hampered in their ability to conduct research activities, since 38% said that their equipment available for basic research was poor or fair, and 31% felt that their laboratory space and supplies were only fair or poor. Twenty-one percent lamented the lack of research assistants, and 18% felt that the availability of teaching assistants was poor or fair.

Faculty were also asked several questions regarding their satisfaction with different aspects of their jobs. In terms of the courses they teach, 66% are satisfied with their ability to decide what courses they teach, but 96% are satisfied with their ability to determine course content and teaching methods for the courses they teach. 93% are satisfied with the time they have available for class preparation. Eighty percent are satisfied with the time they have available for working with students outside of class, but only 62% are very or somewhat satisfied with the quality of students they teach.

In terms of their job overall, 83% are very or somewhat satisfied with their work load. Only 55% feel that they have enough time to keep current in their field, and only 53% are satisfied with their opportunity for advancement in rank. Sixty-six percent are somewhat or very satisfied with the faculty leadership at their institution. Regarding their salaries, 61% are somewhat or very satisfied, but 79% are satisfied with their benefits. Despite their indication of moderate to general satisfaction with several aspects of their job, nearly 30% said that it was very or somewhat likely that they would leave their job in the next three years for a full-time job at another postsecondary institution. Twenty-six percent said it was somewhat or very likely that they would retire from the labor force in the next three years. The most frequently cited reason to explain why faculty would be likely to leave their job in the next three years was salary. Thirty-nine of the respondents said that salary would be the most important factor in their decision to leave. Another 33% cited concerns over job security and opportunity for advancement as factors that would prompt them to leave their jobs.

Finally, faculty were asked to indicate their opinions concerning the institutional mission and policies of the institution. Ninety-seven percent of respondents felt that teaching effectiveness should be the primary criterion for promotion of faculty. Nineteen percent felt that research was rewarded more than teaching at their institution. Forty-one percent felt that their workload has increased in recent years, and 44% believe that too many full-time faculty have been replaced by part-time faculty in recent years. Overall, 84% said that if they had it to do over again, they would still choose a career in academics.

Appendix C

Descriptions of and Mission Statements for Regional Campuses and Continuing Education

excerpted from
the Regional Campuses and Continuing Education Annual Report 2004-2005
available online at <http://rc.sc.edu/viceprovost/sp/AnnualReport0405.pdf>

Academic Credit Programs

For those students who cannot enroll in traditional day classes, the University of South Carolina is committed to offering classes to suit the schedules of working adults and other students who need flexibility. The Division offers an Evening Program, a Weekend Program and a program for Fort Jackson.

The Evening Program offers a wide array of undergraduate courses beginning at 5:30 p.m. or later. In addition to full semester classes, accelerated eight week sessions are offered that allow for faster progression toward degree goals.

The USC Fort Jackson Program offers coursework leading to AA/AS/BA/BS degrees, academic advisement, registration, textbook sales, and other assistance. USC civilian students are authorized to enroll in Fort Jackson courses on a space available basis. Five 8-week terms per year allow for maximum flexibility in earning college credits. For military students, the AA and AS degrees are available.

For students whose weekdays are filled, but have the need to take college classes, the Weekend Program may offer a viable solution. Selections of undergraduate courses are offered on Saturdays, from 9:00 a.m. - 2:00 p.m. every other Saturday over the 16-week semester. A few select classes meet every Saturday for two and one half hours.

USC Lancaster

History

Established in 1959, USC Lancaster admits all students who show promise of academic success. Most of USCL's students are first generation college students from rural areas, small towns, and cities across the central Piedmont area of the Carolinas. Through a broad commitment to equity, an extensive scholarship and financial aid program, and a variety of weekday and evening course offerings, USC Lancaster seeks to make education accessible, affordable, and convenient to the residents of this area.

We are more than proud of our history; we are also excited about the future. USC Lancaster opened the \$10.7 million James A. Bradley Arts and Sciences Building in 2000 with an unprecedented \$8 million contributed through a community fund raising campaign. In 2003, the campus completed another major building project with the expansion and renovation of Medford Library.

Mission Statement

Approved by the University of South Carolina Board of Trustees, April 1998

One of the five regional campuses of the University of South Carolina, the University of South Carolina Lancaster has grown since its inception in 1959 from a community dream into a vital public coeducational institution of higher learning. USC Lancaster is today a comprehensive learning center, offering high-quality University programs and services to approximately 1,200 full- and part-time students from a service area of six counties (Lancaster, Chester, Chesterfield, Kershaw, Fairfield, and York).

The Lancaster campus grants associate degrees in the arts, sciences, business, criminal justice, and technical nursing. Limited upper-division course work creditable toward baccalaureate degrees through the University is also offered by USC Lancaster's faculty. Graduate courses are available through the Extended Graduate Campus Office under the auspices of the USC Columbia Graduate School. Opportunity for area residents to pursue personal enrichment is also provided through regular programs and services and additional public service activities. USC Lancaster admits all students who show promise of academic success.

Most of USC Lancaster's students are first-generation college students from rural areas, small towns, and cities across the central Piedmont area of the Carolinas. Through a broad commitment to equity, an extensive scholarship and financial aid program, and a variety of weekday and evening course offerings, USC Lancaster seeks to make education accessible, affordable, and convenient to the residents of this region. With the considerable resources of the University, the many advantages of a small college setting, and the efforts of a talented faculty, staff, and administration dedicated to scholarship and teaching excellence, USC Lancaster strives to create a supportive educational climate that respects cultural and intellectual diversification, encourages innovation and adaptation, and responds affirmatively to the needs of its students. Students at

USC Lancaster are helped to achieve the fundamental skills, knowledge, and capacity for critical thought necessary to pursue further learning, to succeed in their chosen career fields, and to assume the responsibilities of informed and enlightened citizenship in their communities and in the wider society.

Public service in the broadest sense is another important purpose of USC Lancaster. Through regular course offerings, continuing education programs, summer enrichment programs, and cultural events, USC Lancaster helps area residents obtain personal development, professional growth, and cultural enrichment. Through health fitness and recreation programs, USC Lancaster helps residents develop an appreciation of the interrelationship of physical health and overall personal wellness. Through its Child Development Center, USC Lancaster helps economically disadvantaged preschool children attain the physical, social, and intellectual development necessary for later success in school.

For USC Lancaster to meet the growing academic, professional, and personal aspirations of the residents of its area, it will continue to develop and expand its programs and services and provide access to the resources of the wider University of South Carolina.

USC Salkehatchie

History

The Salkehatchie campus was established in 1965 as a regional center of the University of South Carolina as the result of local civic commitment and momentum. In late 1964, a group of residents from Allendale, Bamberg, and Hampton counties organized a movement to create a regional campus. The General Assembly of South Carolina responded the next year by creating the Western Carolina Higher Education Commission, which is composed of two representatives from each of the participating counties. Barnwell County later joined the compact and Colleton County followed in 1984. Although the campus is located in Allendale, it was given the name Salkehatchie because the Salkehatchie River runs through all five counties that support the campus.

The first building for the campus was an unused elementary school in Allendale. Since that time, the campus has expanded to 14 buildings on two sites and possesses over 220 acres. In 1979 classes began on the Walterboro campus followed in 1981 by the acquisition of the Main Classroom building and gymnasium. Also in 1981 the new Science and Administration building was opened on the Allendale campus. Several other acquisitions followed, culminating with the construction and opening of the new Learning Resources building in 1991. More recently, USC Salkehatchie has acquired two buildings in close proximity to the Walterboro campus to be used for science labs and offices. Future construction includes a new Science and Technology Center on the Allendale campus to house science laboratories, administrative offices, and special programs such as the Salkehatchie Leadership Institute.

The academic program was initiated in the fall of 1965 with eight part-time faculty and 76 students. Today, over 800 students enroll each term and are taught by sixteen full-time faculty. Since 1965 USC Salkehatchie has provided opportunities in higher education to hundreds of students who might otherwise have missed the chance for a college education. As the campus has grown, so has its educational, cultural, and economic impact on the community. Salkehatchie expects to continue to play an important part in the lives of the people in the five county area and will celebrate its fortieth anniversary next fall.

Mission Statement

USC Salkehatchie Campus values its role as a part of the University of South Carolina, bringing the programs, resources, and opportunities of the University to the local service area of Allendale, Bamberg, Barnwell, Colleton, and Hampton Counties, along with the USC Salkehatchie mission of providing undergraduate and graduate coursework. The USC Salkehatchie service area is rural, economically depressed, and ranks low in most educational and quality of life indicators. Thus, the campus presence and the opportunities provided are extremely important, and the campus administration recognizes the need to integrate educational and economic development efforts in the service area.

USC Salkehatchie plays an important role in helping the University fulfill its priority of providing students with an educational experience of the highest quality, grounded in the traditional liberal arts. USC Salkehatchie acts as a resource to its five-county area by serving as a

focal point for the cultural and intellectual development of the area through providing various cultural, intellectual, economic, and education programs. Its academic, community development, cultural, public service, and recreational programs and services reflect USC Salkehatchie's purpose to enhance and enrich the communities of its service area and to improve the quality of life of its citizens.

USC Sumter

History

The doors of what would become the University of South Carolina Sumter opened for the first time on August 24, 1966 with a class of 96 students. Originally Clemson University at Sumter, the campus did not officially become a sibling of the USC family of campuses until July 23, 1973.

Following negotiations between the (then) Sumter County Commission for Higher Education and officials of both Clemson and USC, campus operations were formally shifted from Clemson University to the University of South Carolina. The transfer of authority was recognized by the South Carolina Commission on Higher Education. After evaluating an institutional self-study and visiting the campus in 1975, the Southern Association of Colleges and Schools approved the changeover.

In 1996, to extend representation to other counties in the campus' five-country service area, the Sumter County Commission for Higher Education was renamed the Mid-Carolina Commission for Higher Education. The restructured commission now officially includes members from Sumter, Clarendon and Lee counties.

USC Sumter launched a new evening program in the fall of 1978. The program offers two eightweek sessions each semester and one eight-week summer session, enabling evening students to carry a full-time course load. An identical program at nearby Shaw Air Force Base serves active-duty military personnel and their families, base civilian employees and the public. Shaw classes emphasize upper-level courses not regularly taught at the Sumter campus.

USC Sumter confers Associate in Arts and Associate in Science degrees and offers access to baccalaureate degrees conferred by USC sister campuses through cooperative agreements. USC Sumter offers all coursework for four-year degrees in Early Childhood and Elementary Education (USC Spartanburg), Bachelor of Art in Interdisciplinary Studies (USC Columbia), Business Administration (USC Aiken) and Nursing (USC Columbia and USC Upstate).

The South Carolina Commission on Higher Education recognized USC Sumter as the state's top-ranked public higher education institution, based on performance, for 1999-2000. USC Sumter has continued to earn very high marks every year since that initial scoring.

Mission Statement

This statement was approved by the USC Board of Trustees on April 23, 1998.

The University of South Carolina Sumter, a regional campus of the University of South Carolina, has as its mission to provide higher education and intellectual leadership for the Sumter area. At the heart of this mission is a teaching faculty of high quality dedicated to excellence in instruction, scholarship, public and professional service and creative endeavor which enrich the classroom experience. USC Sumter offers a varied curriculum rooted in the liberal arts and

aimed at preparing students to continue their education in the university and throughout life. The University of South Carolina Sumter recruits students prepared to begin or planning to complete a baccalaureate level education. While USC Sumter does not offer remedial instruction, it is nonetheless able to admit most students who apply because of the close working relationship between students and faculty. Enrollment varies with community need, but is expected to remain near 1000 FTE students.

The University of South Carolina Sumter was established to encourage higher education in Sumter and adjacent counties. It primarily serves students from Sumter, Lee, Clarendon, Williamsburg, and Kershaw counties. The design of the early institution incorporated a flexibility that has allowed changes in institutional capability with increasing educational demand of constituents.

The institution itself grants the Associate in Arts and Associate in Science degrees and provides for the completion of selected bachelor degrees on campus through cooperative agreements with other institutions. Graduate education is coordinated at USC Sumter through the University's Graduate Regional Studies program. USC Sumter also provides access to a wide variety of baccalaureate degree programs on other campuses by teaching some courses that must be taken by students in these programs. The mission includes other appropriate upper division coursework as well as non-credit courses, seminars, and workshops made available to the community for cultural enrichment and for professional development.

The traditions of cultural diversity and freedom of thought are valued at USC Sumter. In an atmosphere that develops respect for this diversity and an awareness of individual, societal, and global responsibilities, USC Sumter promotes courses, activities, and attitudes which favor the development of men and women who continue learning throughout life.

The university emphasizes the development of the whole person. The institution especially seeks to foster in students the disciplines essential to an educated citizenry. These include the ability to communicate through effective writing and articulate speech, as well as quantitative competence, creative and critical thinking, and the integration of knowledge. Classroom experiences, student activities, and physical education programs provide opportunities for cultural enrichment, leadership development, intellectual growth and interpersonal relationships contributing to a sense of self-reliance and self-esteem.

USC Union

History

The Union Campus of the University of South Carolina was established as a result of local initiative. The Union County Commission for Higher Education was created by an act of the state legislature in the spring of 1965. The Commission immediately signed a contract with the University of South Carolina which was to provide a quality university education at a reasonable cost for the citizens of Union and the surrounding counties. A former public school building was secured by the commission and local funds were made available for renovation. Scheduled classes began in September 1965 for the original freshman class of 51 students. Enrollment for the fall of 1966 showed a 31.8 percent increase over the previous year. In September 1967, 160 students registered.

Over the years the campus has grown to include three primary buildings, various service buildings and now resides on 10 acres in downtown Union.

In 1978, as the request of a citizens group and the Laurens County legislative delegation, USC Union began teaching classes in Laurens. Several facilities were used until 2002 when Piedmont Technical College, USC Union, and Laurens County Adult Education worked together to secure state bond funds to build the Laurens County Higher Education Center. Laurens County provided the property. USC Union at Laurens now serves approximately 100 students in Laurens County. USC Union serves 400 students on the Union Campus.

Mission Statement

In a sophisticated, democratic society, citizens must be literate, self-disciplined, and inquisitive. They must respect and enjoy critical thought and the search for truths. Therefore, the purpose of USC Union is to give the people of Union and surrounding counties an intellectual, social, cultural, and physical setting which challenges them to grow in many ways and to develop a desire for lifelong learning.

USC Union's primary purpose is to provide the first two years of a liberal arts university education to about 500 traditional and nontraditional students and to confer the Associate in Art and the Associate in Science degrees.

Through the USC campuses in Columbia and Spartanburg, USC Union also provides access to upper-division courses, for minorities, women, and older students, as well as for traditional students who wish to work toward and eventually receive baccalaureate degrees. Upper-division courses are taught both by USC Union faculty and by faculty from other USC colleges.

USC Union provides graduate courses and degrees through the USC's Extended Graduate Campus program and the state's extensive telecommunications network.

USC Union sponsors a noncredit continuing education program for the enjoyment and enrichment of both children and adults. The institutional also provides effective orientation,

counseling, and financial aid programs; a comprehensive placement testing program; a proactive system of academic advisement; an effective developmental program in reading, writing, and mathematics; and extracurricular programs for the benefit of all students. All of these programs help students improve in the following ways:

- to communicate in a variety of ways, in a variety of settings, and for a variety of purposes
- to solve problems involving numbers and other kinds of quantitative measurement and to value quantification
- to understand the contributions of the arts and to integrate the arts into their lives in fulfilling ways
- to examine and clarify their values and motivations as well as those of others; to understand a variety of social institutions, and to function effectively within those institutions
- to understand the scientific method, to value objective inquiry, and to use wisely science and technology
- to recognize and adapt to the widespread use of computer technology in today's society
- to study, learn, reason, and apply knowledge and skills in creative ways Central to this purpose is a faculty dedicated to excellence in teaching, scholarship, institutional activities, and public service.

USC Union supports faculty development activities that help maintain this excellence and improve its programs through institutional research, planning, and comprehensive faculty involvement in both campus and University affairs.

The University of South Carolina Union is a public multi-dimensional learning center of USC chartered to serve seven rural counties and committed to providing outreach, broad access, and a full range of USC programs and services.

Appendix D

Definition of Scholarship Regional Campuses Faculty Manual

excerpted from Appendix VI, pages F-14 through F-16
2004 Regional Campuses Faculty Manual
approved by the Board of Trustees, July 1, 2004

Introduction - The lack of a clear definition for the concept of scholarship as it relates to faculty evaluation and tenure and promotion decisions for Regional Campuses faculty has been a source of confusion for faculty and administrators at various levels of review. Scholarship is more broadly constructed than its traditional link to research and publications; furthermore, the Criteria for Tenure and Promotion, listed on page C-6 of the 1996 *Regional Campuses Faculty Manual*, were designed to encompass activities representative of this broader view. Because the categories listed in the Criteria were broad, however, faculty were directed to co-list scholarly and non-scholarly activities under the same headings. And, when applicants did not provide narratives and documentation to justify the scholarly nature of an activity, evaluators were left to base appraisals on personal and independently derived opinion.

To remove confusion and clearly indicate the importance of scholarly activities to our faculty and the institution, this document provides and describes a definition of scholarship as it relates to tenure and promotion decisions on the Regional Campuses.

Definition of Scholarship - Scholarship is a function of one's field of academic expertise and includes the body of activities associated with the development, dissemination, and application of knowledge.

Discussion - Activities classified under the rubric of scholarship may be assigned to one of four categories:

Activities which define or refine one's field of expertise include elements which serve primarily to establish, enhance and upgrade one's professional status. They include research, further graduate study, seminars, short courses, and other activities designed to add to the participant's knowledge base or understanding. Reading and study are valid activities in this category but would count only under certain conditions (see checklist for determining scholarship) and are difficult to document.

Activities which involve application of knowledge include scholarly aspects of teaching, consulting, professional and community service when related directly to academic field, expert testimony, public lectures and the like. Hirsch and Lynton (1996) point out that service and scholarship should be more closely linked. They assert, "We are living in a knowledge-intensive society in which economic development depends upon the rapid absorption and assimilation of new ideas, discoveries, methodologies." Faculty members, through community service, provide

the bridge. As with independent study, items included in this category need clarification as to their scholarly nature. The burden of proof lies with the faculty member.

Activities associated with the dissemination of knowledge represent the category most often affiliated with scholarship. This category includes publication and other means of communicating newly synthesized knowledge, especially in a medium that encourages examination and feedback by peers. A range appropriate to chemists is indicated by the American Chemical Society in its examination of scholarship criteria, "At the highest level of scholarship...there is publication in the most respected journals, international recognition, and substantial grant support. At the lowest level there is no communication with peers, no recognition outside the immediate activity, and no financial support" (Diamond 1995).

Activities associated with evaluation and/or determination of the parameters of scholarship include peer review, activity in professional or discipline-based organization, curriculum revision, work with accreditation teams, etc. Again, it is up to the faculty member to establish the scholarly nature and importance of activities submitted in this category.

Checklist for Determining Scholarship - Since each category of the Criteria for Tenure and Promotion may contain activities that are non-scholarly, the following check-list, based on Robert Diamond's summative work (1995) of the National Project on Institutional Priorities and Faculty Awards, should be used by faculty members as a guidelines for providing justification and documenting activities as scholarship.

Does the activity require a high level of discipline-related expertise?

Does the activity break new ground or is it innovative?

Can the activity be duplicated or built upon?

Can the activity be documented?

Can the activity be peer reviewed?

Does the activity have impact on or significance for educational communities, the institution, or the discipline?

References Cited

Diamond, Robert M., *Preparing for Promotion and Tenure Review*, Bolton, Ma: Anker, 1995.

Hirsch, D. and E. Lynton, "Bridging Two Worlds: Service and Scholarship," *The Department Chair*, Winter 1996.

Appendix E

University of South Carolina Lancaster Research and Productive Scholarship Awards

2006

- Dr. Stephen Criswell Completion of editing collection of essays on South Carolina folklore and folklife
\$7879
- Dr. Todd Scarlett Reproductive success of Red-Headed Woodpecker in Urban and Rural Habitats
\$7368
- Dr. Lisa Rashley The Material Manifestation of Slavery: Phyllis Alesia Perry's *Stigmata* and Pam Durban's *So Far Back*
\$7753.00
(this grant was awarded in 2005, but deferred to the 2006 award year)

2005

- Noni Bohonak Student research assistants and equipment
\$5560
- Danny Faulkner Visits to Lowell Observatory and AAS meeting
\$5000
- David Norman Various conference papers and proposals for publications
\$3142
- Walt Collins Research, presentation, and eventual publication of scholarly essay and for publishers' permission fees to quote from novels for book project
\$1528

2004

- Prof. Fran Perry Language & Landscape: Taking the Art and Poetry Collaboration to Publication
\$6678
- Dr. Danny Faulkner The Study of Interacting Binary Stars
\$5220

2003

- Dr. Dwayne Brown The Effects of USCL Arts and Science Adventure Camp, Summer Experiences for Children in Grades 6 to 9 on Mathematics Achievement and Student Attitude
\$8771
- Dr. B. H. Caraway The Production of a cRNA Library for *Spirillum volutans* ATCC 19554 by Reverse Transcriptase Polymerase Chain Reaction (RT-PCR)
\$6229

2002

- Dr. Noni Bohonak Continuing work: Finding a Fitness Function to be Used with Genetic Algorithms to Solve a Protein Folding Problem: The *ab initio* Prediction of a Protein Using Torsion Angles
\$2840
- Prof. Fran Perry Development of new bodies of work
\$7064
- Dr. Todd Scarlett The Relationship Between Masting Trees and Potential Seed Dispersing Birds and Mammals
\$2500

2001

- Dr. B. H. Caraway Purchase of the Revco Ultra Temperature Freezer
\$5811
- Dr. Lisa Rashley Chapbook project tentatively titled *Notice of the Iguanodon*
\$2689
- Dr. Lori Robison Continuing work toward the completion of book: *Domesticating Difference: Gender, Race, and the Birth of a New South*
\$1500 (not awarded to Robison due to resignation – funds were diverted to travel)

2000

- Dr. Noni Bohonak Acquisition of computer equipment for protein modeling project
\$2340
- Dr. Danny Faulkner Continuing study of eclipsing binary stars
\$2340
- Prof. Fran Perry Art supplies, services and travel/subsistence to Santa Fe, NM to study work of Georgia O’Keeffe
\$2820
- Dr. Eric Wolfe Summer stipend for revision and re-submission of manuscripts for publication
\$2500

1999

- Dr. Noni Bohonak Finding a Fitness Function to be Used with Genetic Algorithms to Solve a Protein Folding Problem: The *ab initio* Prediction of a Protein Using Torsion Angles
\$3010
- Dr. Danny Faulkner Study of Eclipsing Binary Stars
\$2932
- Dr. Lisa Rashley Project on Frances Sargent Osgood
\$2958
- Dr. Lori Robison Continuing work toward the completion of book: *Domesticating Difference: Gender, Race and the Birth of a New South*
\$5100
- Dr. Todd Scarlett Effects of Mast Seeding on the Population Biology of Birds and Mammals
\$11,000

Yearly Totals

1999	\$25,000
2000	\$10,000
2001	\$10,000
2002	\$12,404
2003	\$15,000
2004	\$11,898
2005	\$15,230
2006	\$23,000 (includes deferred grant to Dr. Rashley from 2005 award year)

average individual award: \$4712