

APPENDICES

APPENDIX I – BOARDS, COMMISSIONS AND UNIVERSITY OFFICERS

BOARD OF TRUSTEES

The University of South Carolina was chartered by the South Carolina General Assembly in 1801. The University is a body corporate and politic, in deed and in law under the name of the University of South Carolina. Several sections of the University's enabling legislation and bylaws are summarized below.

Composition (Section 59-117-10, as amended)

The Board of Trustees of the University of South Carolina shall be composed of the Governor of the State (or designee), the State Superintendent of Education, the President of the Greater University of South Carolina Alumni Association, which three shall be members *ex officio* of the Board; and seventeen other members including one member from each of the sixteen judicial circuits to be elected by the general vote of the General Assembly as hereinafter provided, and one at-large member appointed by the Governor. The Governor shall make this appointment based on merit regardless of race, color, creed, or gender and shall strive to assure that the membership of the Board is representative of all citizens of the State of South Carolina. The Officers of the Board of Trustees are the *ex officio* Chair who is the Governor of South Carolina; the Permanent Chair; the Vice Chair; the Chair Emeritus, if applicable; and the Secretary of the University and the Board.

Terms of Elected Members (Section 59-117-20, as amended)

The regular term of office of each trustee elected by the General Assembly shall be four years; however, such trustee shall continue to function as a trustee after his term has expired until his successor shall have been elected and qualified.

Vacancies, Compensation (Section 59-117-30, as amended)

In case a vacancy should occur in the Board among the members elected by the General Assembly, the Governor may fill it by appointment until the next session of the General Assembly. Any vacancy occurring in the office of the member appointed by the Governor shall be filled for the remainder of the unexpired term by appointment in the same manner of the original appointment. Each member of the Board shall draw such per diem and expenses as from time to time may be allowed boards, commissions and committees.

Powers of the Board

The Board of Trustees of the University of South Carolina is and is hereby constituted a body corporate and politic, in deed and in law under the name of the University of South Carolina. Such corporation has the following powers:

- (1) *Elect a President of the University to serve at the will of the Board or for such term and compensation as the Board may prescribe;*
- (2) *Elect a Secretary of the University and of the Board to serve at the will of the Board*

or for such term and compensation as the Board may prescribe;

- (3) *Elect a Treasurer of the University to serve at the will of the Board or for such term and compensation as the Board may prescribe;*
- (4) *Establish policies and goals of the University and direct the President to implement and achieve those policies and goals;*
- (5) *Review and approve academic plans, including new programs and new units, and major modifications or deletions in existing programs and units;*
- (6) *Approve, upon recommendation of faculties and the President, the earned degrees awarded;*
- (7) *Designate academic chairs and professorships, award honorary degrees and name buildings or major portions thereof, other structures, streets, and geographic areas;*
- (8) *Levy fines and charges and examine from time to time admissions policies as established by the faculties and the administration;*
- (9) *Review and approve requests for appropriations;*
- (10) *Review and approve annual budget and budget charges;*
- (11) *Approve all gifts where restrictions are indicated, designate the use of unrestricted gifts, and approve and designate the use of testamentary gifts;*
- (12) *Approve all loans, borrowing and issuance of bonds;*
- (13) *Approve or authorize the Executive Committee to approve appointments and salaries or principal officials which shall be defined as those persons elected by the Board as provided in Paragraphs 1, 2, and 3 above, as well as University officers having the rank of Vice President or Chancellor or equivalent rank;*
- (14) *Approve compensation policy for faculty and staff, honorary faculty titles, and extension of service;*
- (15) *Approve all long-range development plans for the University including major capital projects;*
- (16) *Approve or delegate authority for approval of all major contractual relationships and other major legal obligations executed in the name of the University;*
- (17) *Approve or authorize the Executive Committee to approve all sales or purchases of real property, and ensure that all properties of the University are preserved and maintained;*

- (18) *Establish investment policies and procedures that will provide for the prudent investment and preservation of funds entrusted to the University;*
- (19) *Establish auditing policies and standards and appoint independent auditors; and*
- (20) *Establish and maintain within the administrative procedures of the University the policy and practice that the administrators of the University covered under Paragraphs 1, 2, and 3 above shall serve in such capacities at the will and pleasure of the Board; that the administrators of the University having the rank of Vice President, Chancellor, University Campus Dean, Academic Dean, Director or the equivalent thereof, and any other person reporting directly to the President, shall serve in such capacities at the will and pleasure of the President. It is understood that the employment of such administrators shall be on customary terms of University employment and there shall be no separate employment agreements; provided, however, it is further understood that no Athletic Department administrators will be given employment agreements in excess of one year without prior approval of two-thirds vote of the entire Board of Trustees (14 or more).*

The powers of the Board are prescribed by the provisions of Section 59-117-40, et seq., Code of Laws of South Carolina (1976), as amended.

The Executive Committee

The Executive Committee shall consist of the permanent Chair of the Board of Trustees, the Vice Chair of the Board of Trustees, the Chair Emeritus of the Board of Trustees, if applicable, and not more than three other elected members of the Board who shall be elected as hereinabove provided.

The Executive Committee, during the interim between meetings of the Board, shall have all the powers of the Board of Trustees not inconsistent with the established policies of the Board or with any action theretofore taken by the Board provided, however, that the Executive Committee shall not preempt the role of a standing committee as stated in Section 1 of Article VI except in those emergency circumstances which do not permit the handling of a matter in the normally prescribed manner. The Executive Committee shall function as a continuous planning and financial committee of the Board, exercising general supervision of the finances of the University; shall review in advance the proposed budget for the succeeding year; and shall review in advance the proposed application for appropriations for the succeeding fiscal year in the light of overall University plans. It shall make reports to the Board at each meeting on all such matters occurring since the previous meeting.

The Executive Committee shall provide for an appropriate fidelity surety bond or bonds covering all officers, agents, and employees of the University who at any time shall hold any property or funds of the University and for appropriate officers' and directors' insurance to insure the officers and members of the Board against liability arising by virtue of the acts of such officers or Board members in their official capacity with the University.

The Academic Affairs and Faculty Liaison Committee [Authorized by Article XIV of the Bylaws of the University of South Carolina, revised February 19, 1993, as amended.]

The Academic Affairs and Faculty Liaison Committee shall consist of not less than three or more than eight members of the Board appointed by the Executive Committee following the October Board meeting of each even year. The members so appointed shall elect a Chair of the Committee at the first scheduled meeting following such appointment. The term of the office of Committee Chair shall be for two years from the date of election until the appointment of Committees by the Executive Committee in the next even year. The Committee Chair shall be eligible for re-election for not more than one additional consecutive term. In the event a vacancy occurs in the office of Committee Chair, the remaining members of the Committee shall elect a new Chair to complete the term of the vacating Chair at the first meeting of the Committee following the occurrence of such vacancy. Such service in completing a term shall not limit the Board Member so elected from serving two additional consecutive terms as Chair provided above.

The Committee shall be kept informed of all academic programs; of the conditions affecting recruitment and retention of faculty members; of the adequacy of instructional facilities; of the proposal of new degrees, major programs, or institutes; of the proposal to eliminate existing degrees, major programs, and institutes; and of such other matters relating to the educational policies and programs as may be brought before it or referred to it by the Board. It shall consider the development of new programs, degrees, institutes, and research for submission to the State Commission on Higher Education.

It shall consider and make recommendations to the Board with respect to the naming of any academic centers, institutes, or other such programs. It shall report on all such matters to the Board from time to time with such recommendations as it may consider relevant to the achievement of the University's goal of academic excellence. The Committee shall consider recommendations for tenure and promotion; honorary faculty titles; extensions of service; and appointments with tenure.

The Committee shall meet from time to time with the faculty-designated representatives, who shall have been chosen by the University faculty, on matters of concern to the faculty, and to the Board, and shall keep the Board informed of all such matters. The Committee shall review from time to time all recommendations made by the President or the Faculty Committee on Honorary Degrees and shall recommend therefrom to the Board appropriate recipients of such degrees. Approval by a three-fourths vote of the members present at the Board meeting next following the meeting at which the recommendation is made shall be required to approve the granting of such honorary degrees.

The Committee shall likewise serve as the final forum of appeal in all faculty matters pertaining to revocation of tenure and dismissal of tenured faculty members.

Faculty and Student Representatives to the Board of Trustees

The board, in June 1976, adopted a resolution clarifying references in its bylaws to temporary and non-voting representation at open meetings of the board from the University faculty and student government. The president of the student government at Columbia and the chair of the Faculty Senate shall be invited to sit personally in all meetings of the full board,

except executive sessions thereof, with full right to participate in the board's discussions but without the right to vote on any matter. It is a non-transferable privilege.

SPARTANBURG COUNTY COMMISSION FOR HIGHER EDUCATION

Composition

The Spartanburg County Commission for Higher Education is composed of seventeen members appointed by the Governor on the recommendation of a majority of the Spartanburg County Legislative Delegation. The membership includes one resident from Greenville County and one resident from Cherokee County.

Terms of Members

The terms of service for each member shall be four years, or until their successors shall have been appointed.

Powers and Duties

The Commission is empowered to enter into contracts, make binding agreements, negotiate with educators and educational institutions, subject to existing legislative authority and generally, to take such actions in its name as are necessary to secure for Spartanburg County and adjacent areas the necessary educational facilities to provide higher education. It shall act in the encouragement of higher education in Spartanburg County and adjacent areas.

The Commission shall approve or authorize the Executive Committee to approve all purchases, sales or leases of real property, and ensure that all properties of the Commission are preserved and maintained.

Board of Advisors

The Commission is authorized to appoint from Spartanburg County and adjacent areas a Board of Advisors (referred to in Act No. 36 of the 1967 Session of the General Assembly of South Carolina as the Educational Advisory Committee), which shall meet and consult with the Commission from time to time, as may be required.

Compensation

All members of the Commission and the Board of Advisors shall serve without compensation or fees.

UNIVERSITY OFFICERS

President

The President of the University is the chief executive officer of the University System and shall exercise such executive powers as necessary for its appropriate governance under the authority of the Board. The President shall be the primary spokesperson for the University to the alumni of the institution, the news media, the educational world, and the general public and shall administer University policies as promulgated by the Board, speak for the University as its official head, and coordinate all activities of each campus of the institution directly or

through designated representatives. The President shall report directly to the Board of the current affairs of all components of the University System and shall discuss with the Board basic issues, new or alternative directions, and recommendations on new policies. The President shall direct, coordinate and implement the planning, development, and appraisal of all activities of the University System and shall be directly responsible to the Board for its operation. The President is assisted in directing the affairs of the University by an Executive Assistant and the Vice President of the University.

Vice President for Academic Affairs and Provost

The vice president for academic affairs and Provost is the second ranking officer of the University and is empowered to act for the president in the absence of the chief executive officer. The Provost has the responsibility for the overall supervision of academic affairs of the University and for ensuring the integrity of the academic mission of the institution. This officer is appointed by the president and confirmed by the Board of Trustees. The Provost is responsible for curriculum development and academic standards in the schools and colleges of the Columbia campus and represents all campuses of the University system on academic issues to the Commission on Higher Education. The Provost provides budgetary oversight for all USC Columbia academic units and academic support areas and manages the academic and strategic planning processes for those units. The Provost oversees the tenure and promotion process; the sabbatical, faculty awards and endowed chairs programs; faculty recruitment and retention; academic leadership development; the development and approval of all academic programs, University policy and procedures; and University accreditation. The Provost also supervises such academic support services as the University libraries, records and registration, and the University press, and will, when requested to do so by the president, represent the president at such times and places as may be appropriate.

Serving under the vice president for academic affairs and Provost are the vice, associate and assistant Provosts, the academic deans and the department chairs.

Secretary of the University and the Board of Trustees

The Secretary of the University and of the Board of Trustees shall be elected by the Board to serve at the will of the Board and shall be one of the principal officers of the University System. The Secretary of the Board shall serve as the official medium of communication within the University System between the Board of Trustees, on the one hand, and the University faculty, administrative officers, individual members of the staff, student organizations, and students, on the other.

The sole exception to this rule of procedure shall be communications made directly to the Board or its members by the President. The Secretary shall perform other duties as may be assigned to him to the Board or by the President.

Treasurer of the University

The Treasurer shall be elected by the Board. Under the supervision of the President, this officer shall be responsible for all accounting functions and for all funds of the University System and shall furnish to the Board or to the President at any time requested a financial statement of the University and shall at least once during each fiscal year supply all members of

the Board with a combined revenue and expenditure report of the University. The Treasurer shall also perform other duties as may be assigned by the Board or by the President.

Chancellor

The Chancellor for USC Upstate is the chief administrative officer of the campus. The Chancellor is responsible for the operation and development of the campus and the implementation of applicable University policies. The Chancellor reports to the President.

Provost and Senior Vice Chancellor for Academic Affairs

The Provost and Senior Vice Chancellor is appointed by the Chancellor. The Provost and Senior Vice Chancellor is responsible for curricula planning and development of the total educational program, responsible for faculty, library, and other academic services, including extended learning and continuing education. The Provost and Senior Vice Chancellor for Academic Affairs represents the Chancellor when appropriate.

Vice Chancellors

Vice Chancellor for Administrative and Business Affairs is appointed by the Chancellor and is responsible for the planning, management and supervision of financial and facilities operations, auxiliary services, campus safety and security and related administrative operations.

Vice Chancellor for University Advancement is appointed by the Chancellor and is responsible for fundraising, University communications, alumni relations and special events, and also serves as executive director of the USC Upstate Foundation.

Vice Chancellor for Information Technology and Services is appointed by the Chancellor and is responsible for the design, management, maintenance, and continuous improvement of the technology and software infrastructures supporting the University's information and communication systems.

Vice Chancellor for Greenville Campus is appointed by the Senior Vice Chancellor for Academic Affairs and is responsible for the coordination of advisement, student affairs and facilities management within University sites in Greenville.

Dean of Students

The Dean of Students is appointed by the Chancellor and is responsible for student life, counseling services, health services, disability services, judicial and related student affairs.

Director of Athletics

The Director is appointed by the Chancellor and is responsible for the supervision of the University's Division I athletics program.

Director of University Boards and Public Affairs

The Director is appointed by the Chancellor and is responsible for the management of the affairs of the Spartanburg County Commission on Higher Education, for legislative and governmental liaison and for special projects of the Office of the Chancellor.

Academic Deans

Deans are appointed by the Chancellor upon recommendation from the Senior Vice Chancellor for Academic Affairs following the prescribed search procedures (see Chapter 5, *Procedures*). The dean is the chief academic administrator of a college or school. Deans report directly to the Senior Vice Chancellor for Academic Affairs. Deans are responsible for the personnel and program administration of the college or school; they review curricula and programs in the school or college; they appoint chairs of departments and assign their duties; they supervise the use of funds, space, and equipment; and prepare the budget of the school or college. Deans are the presiding officer of the faculty of the school or college. Deans of colleges or schools that are not departmentalized also have the duties and responsibilities of department chairs (see below). Deans consult the faculty of the college or school on significant matters concerning academic personnel and curricula.

Dean of Library

The Dean of Library is appointed by the Senior Chancellor for Academic Affairs and serves as the chief librarian of the University and as a member of the Information Technology Team.

Department/Division Chairs

Department/Division chairs are appointed following the prescribed procedures. The chair is responsible for implementing University policies as they apply to the affairs of the unit. The chair is responsible for personnel and program administration within the unit. The chair consults and seeks the advice of the faculty with respect to educational policy and unit governance. When delegated by the dean, they represent the dean of their school.

APPENDIX II – BYLAWS OF THE FACULTY SENATE

See also the description of the Faculty Senate in Chapter 2 of the Faculty Manual.

Purpose and Responsibilities

The Faculty Senate of the University of South Carolina Upstate, having been created by direction of the University faculty to act by and for that body, is endowed with all the powers and responsibilities of the University faculty except for those powers specifically reserved by that body to itself, provided that the University faculty may amend or repeal any actions of the Faculty Senate. Powers specifically reserved by the faculty include, but are not limited to, election of faculty officers and committee members.

Members

The Faculty Senate membership is composed of full-time faculty members elected from each academic unit.

Representation on the Faculty Senate shall be allocated as follows: one representative for every seven full-time faculty members (or portion thereof) for each academic unit. Representatives of academic units shall be elected by the members of that unit. These representatives shall be elected prior to the General Faculty Meeting of the fall semester, except that a vacancy shall be filled as soon as practicable according to the procedure described above.

The Faculty Chair shall designate terms of one, two, and three years for Senate members so that approximately one-third of the members will be elected each year. This designation shall be made so that each electoral unit will have a reasonable balance of experienced members each term. Thereafter members of the Senate shall have terms of three years, unless chosen to fill an unexpired term.

Beginning in 2012, the Faculty Senate will be re-apportioned every three years. At the request of the Faculty Chair, administrators of each academic unit will provide a list of all voting members in the unit. The Faculty Chair shall notify the administrator of any decrease or increase in the number of the unit's senators.

A reduction in voting membership of an academic unit shall not result in the removal of any senators until the expiration of their terms. An increase in voting membership of an academic unit during the year shall not increase the number of representatives to which that unit is entitled for that year.

Officers

The presiding officer of the Senate shall be the Faculty Chair. The Faculty Chair-elect shall serve as presiding officer in the absence of the Faculty Chair and as parliamentarian for meetings of the Faculty Senate. The recording Secretary shall record and distribute to the faculty written minutes of Senate meetings, and annually compile and publish a summary of Senate actions. The immediate past Faculty Chair continues to serve as a faculty officer.

The four aforementioned officers are voting members of the Senate, except that the

presiding officer shall vote only to break a tie.

Procedures, Stipulations, and Conduct of Business

The Senate shall follow Robert's Rules of Order (Revised) unless otherwise stipulated.

Only members of the Faculty Senate may present motions and vote. Any member of the University faculty may attend any Senate meeting and speak on matters brought before the Senate.

Votes taken in the Faculty Senate may be by voice, show of hands, or electronic means. Any senator may request a secret ballot. Voting in elections must be conducted by secret ballot.

Faculty Committees shall report directly to the Faculty Senate. An agenda is prepared prior to the Senate meeting by the Faculty Chair and is distributed to all faculty members at least five business days prior to the Senate meeting. Senate members may contribute to the agenda by submitting items to the Faculty Chair ten days prior to the meeting.

The Faculty Chair shall call a faculty meeting for the purpose of reconsidering an action of the Senate upon receipt of a petition signed by 25% of the voting members of the faculty; a decision made by the Senate may be overruled at a regular or called general faculty meeting by a majority of the full faculty membership.

Meetings

Regular meetings of the Senate shall be held monthly during the academic year.

A majority of the members of the Senate shall constitute a quorum.

Special meetings of the Senate can be called by the Faculty Chair upon the written request of ten members of the Senate or by the Chancellor, Senior Vice Chancellor for Academic Affairs, or the Faculty Chair. The specific purpose of the meeting must be stated in the call.

At least three business days' notice shall be given to the faculty and the meeting must be held within eight business days from the receipt of the written request.

Committees of the Senate

The Faculty Chair may create ad hoc committees when the need for such committees arises.

Amendment of Bylaws

These bylaws can be amended at any regular meeting of the Faculty Senate by a two-thirds vote, providing that the amendment has been submitted in writing at a previous regular meeting.

Publication of Bylaws and Rules

The bylaws of the Faculty Senate shall accompany the Faculty Manual in such form as may be convenient for distribution.

APPENDIX III – EMPLOYMENT LEAVE PROCEDURES

More information on employment-related policies and procedures for USC Upstate faculty can be found in Chapter 3 of the *Faculty Manual*.

Sabbatical Leave

The purpose and eligibility requirements for sabbatical leave are discussed in Chapter 3 of the *Faculty Manual*.

Each academic unit may have no more faculty members on sabbatical leave in any academic year than is determined by reference to the following table:

Number of Faculty Eligible for Sabbatical Leave in the Academic Unit	Number of Sabbatical Leaves Available Pending Availability of Funds
0-7	1
8-14	2
15-21	3
22-28	4

In case more faculty members in a given academic unit apply for a sabbatical leave in a given year, the priority order will be determined in order of preference by the quality of the proposal, by rank (professors to be selected before associate professors, etc.), and finally, by the number of years of service since the last sabbatical leave.

Faculty members notify their supervisors by the first Wednesday in September of their desire to take a sabbatical the following academic year so that budget planning may begin. They also begin making appropriate contacts and tentative arrangements at this time so that a detailed proposal can be submitted to the chair of the Faculty Excellence Committee by the first Monday in October.

A sabbatical proposal includes a statement of the purpose and nature of the sabbatical project; a description of the importance of the work to the mission of USC Upstate; a description of the methodology to be used; a statement of the results anticipated from the sabbatical; and an indication of why a sabbatical leave is necessary for the conduct of the project (i.e., why the project is not within the normal scope of scholarly or service activities expected routinely of faculty members). The proposal should include the following attachments:

- a vita, including dates of employment at USC Upstate and previous sabbaticals
- a signed letter of support from the dean (and unit chair if appropriate)
- a timeline for the work to be done
- a budget (if additional funding will be needed)

- if another agency, organization, or institution will be involved, a letter indicating its intent to cooperate with the project
- a statement detailing any expected outside compensation or reimbursement

The Committee reviews and ranks the proposals according to the following criteria:

- quality of the proposal (clarity of work to be done, completeness of proposal, justification of need for sabbatical)
- contribution the sabbatical will make towards strengthening the faculty member as a scholar and teacher
- contribution the sabbatical will make towards fulfilling the mission of the University
- practicability of the proposal in light of available resources for the project
- number of years faculty have served at USC Upstate since their last sabbatical, if any
- results of earlier sabbaticals, if any

The Committee forwards the ranked proposals to the Provost by the first Monday in November. The Provost decides if sabbatical release can be accommodated through the reassignment of faculty, hiring of part-time faculty, or by other means and notifies the faculty of approval or disapproval of the sabbatical leave request by the first Wednesday in December. If approved, well before beginning the sabbatical leave, the faculty member meets with the dean to assure that normal responsibilities are covered, and with the Director of Human Resources to make arrangements for continued insurance coverage (including notifying the host organization, if any, of such arrangements), and for continuing retirement payments (for year-long leaves), etc.

Proposals rejected by the Provost will contain a clear statement as to the reasons for the rejection, either (1) logistical (e.g., insufficient funds) or (2) substantive (e.g., proposal was without sufficient merit or failed to meet appropriate criteria).

Within two months after the start of the major semester in which the faculty member returns the faculty member who received the sabbatical must submit a report describing accomplishments and the current status of the project to the Chair, Faculty Excellence Committee. The Committee reviews the reports and forwards them to the Provost. The Provost distributes the reports to the heads of the appropriate voting units, and places copies in the archives of the USC Upstate library.

Modified Duties

Documentation required for Modified Duties includes the Modified Duties Semester Form, a letter of request or explanation and documentation as to the circumstances relevant to the request.

1. The Modified Duties Semester Form must be completed by faculty eligible for an automatic modification of duties semester or who need to request a modification duties semester.

2. A letter from the faculty member should be addressed to the faculty member's chair and/or dean outlining the reasons for the modified duties semester. This letter should be attached to the Modified Duties Request Form and the documentation relevant to the request. In the case of a birth or adoption, the faculty member should also attach a statement confirming their responsibilities as primary or secondary caregiver during the modified semester.
3. In all situations, documentation should be supplied of the relevant event(s) or circumstances necessitating the request for modified duties. Such documentation may be a letter from a physician or healthcare provider, adoption agency or law firm, or documentation of other situations as appropriate.

All documentation required for an extension must be submitted and approved by the chair and/or dean and the Provost. Once the Provost approves, a copy of the approved Modified Duties Semester Form is sent to the faculty member, the chair and/or dean's office. A copy of the approved paperwork is also sent to the provost's office in Columbia for notification of the approval.

Normally the budget of the academic area of the faculty member having a modified duties semester is responsible for funding the semester as to coverage of classes, etc., that arise as a result of this action.

See USC system policy for modified duties <http://www.sc.edu/policies/ppm/acaf160.pdf>

See USC Upstate procedures for modified duties:

<https://www.uscupstate.edu/globalassets/facultystaff/policies/modified-duties-semester-for-faculty.pdf>

Fellowship Leave

The procedures for pursuing Fellowship Leave are found in the "Compensation for Fulbright Scholars" (ACAF 7.09):

<https://www.uscupstate.edu/globalassets/facultystaff/policies/compensation-for-fulbright-scholars.pdf>

The University of South Carolina Upstate is committed to supporting faculty who are named Fulbright Scholars, and providing fair and equitable compensation for all awardees. This policy has been reviewed and supported by all deans at the University.

Upon notification of the award the faculty member submits a letter to the appropriate dean requesting a leave with partial pay as a Fulbright Scholar and completed Leave with Partial Pay Form. Copies of official Fulbright Award documentation are to be included with the letter and form.

Leave and compensation are documented with an approval Leave with Partial Pay form. The faculty member receives compensation of Leave with Partial Pay in the form of 50% of the

semester base for a semester leave of 50% of the academic year base salary for a year leave.

The appropriate dean will retain the salary savings as vacancy savings to hire temporary replacements (whether one half semester base salary or one half academic year base salary.)

This formula is not dependent on the number of required semesters as a Fulbright Scholar, the amount of the award, the country visited, or the expenses of the individual faculty member's circumstances.

APPENDIX IV – TEACHING, RESEARCH, AND SERVICE

More information on the three areas of responsibility – teaching/librarianship, scholarly and creative activities, and service can be found in Chapter 4 of the *Faculty Manual*.

Administration of Student Opinion Polls

All faculty members must have student opinion polls administered in every course they teach, including pass-fail courses, labs, performance courses, distance-education courses, practica, military courses, courses carrying one semester hour or more of credit, and team-taught courses, but not in courses with just one student. The administration is responsible for seeing that all polls are administered and that the appropriate procedures are followed.

A question mandated by the South Carolina Commission on Higher Education must appear on all student opinion polls: “The instructor is available during posted office hours, by appointment, or through email.

All student opinion polls must use the same evaluation scale.

If student opinion polls are administered during the regular face-to-face class time, the professor must remain outside the room.

Professors will not receive the results of the polls until after their grades have been turned in to the Registrar.

Research Policies

University Funds. Annually, the University assigns a moderate sum for research purposes through the Teaching and Productive Scholarship Fund (TAPS). Application for TAPS funding is made to the Faculty Excellence Committee.

Outside Funds. Faculty members interested in externally sponsored research should consult with their chair, dean, and administrators with responsibilities for research, grants and advancement. To facilitate such support, the University serves as the contracting authority, and the Office of Sponsored Awards and Research Support assists in the preparation of proposals and in locating interested sponsors. A University signatory authority must approve any commitment to an outside agency that involves University participation. The University contributes to sponsored research when the work involved is significant to the purpose of the University.

Payments for Research. Normally, payments to researchers are limited to the rate of pay they receive as members of the faculty.

Relation of Research to Teaching Duties. Faculty members who have received a reduction in teaching in order to conduct research or perform other University duties are permitted, with the approval of their dean and the Senior Vice Chancellor for Academic Affairs, to teach course overloads for additional compensation.

Grant Administration. The principal investigator or project director of sponsored research, training, or special projects is a faculty or staff member, normally the person who conceived and proposed the activity that resulted in the grant or contract. The principal investigator is not changed without the approval of the sponsor and the University. The principal investigator or project director is responsible for the technical direction of the project, for making all required technical reports, for administering all direct funds allocated to the project, and for complying with the terms and conditions of the grant or contract. The Office of Sponsored Awards and Research Support assists the principal investigator or project director in resolving procedural or administrative problems.

Conflicts of Interest. Upon requests made through a department chair or dean, the Office of Sponsored Awards and Research Support, considers all suspected conflicts of interest in the area of grants and research. Should the Office of Sponsored Awards and Research Support determine there is a possible conflict of interest, it asks the individuals concerned to clarify and, if appropriate, rectify the situation. If requested to do so, the office advises and assists individuals with consulting agreements and issues relating to potential conflicts of interest. See also *On Preventing Conflicts of Interest in Government Sponsored Research at Universities* (ACE---AAUP Joint Statement, December 1964); ACAF 1.50, *Outside Professional Activities for Faculty* (University Policy for Academic Affairs).

Use of Human Participants and Vertebrate Animals in Research. The USC Institutional Review Board for the Use of Human Subjects in Research (IRB), a USC system faculty committee coordinated by the staff of the Office of Research Compliance on the Columbia campus, is responsible for reviewing all research involving human participants before being conducted by Upstate faculty members, staff, and students. The purpose of the committee is to protect human participants in accord with a formal assurance provided to the U.S. Department of Health and Human Services by USC. Certain research projects may be exempt from IRB review.

The USC Institutional Animal Care and Use Committee (IACUC), a USC system faculty committee coordinated by the staff of the Office of Research Compliance on the Columbia campus, is responsible for reviewing all research involving animal subjects before being conducted by USC Upstate faculty members, staff, and students. The purpose of the committee is to protect animal subjects in accord with the Principles for the Utilization and Care of Vertebrate Animals of the National Institutes of Health. The committee has implemented the recommendations of *The Guide for the Care and Use of Laboratory Animals* (National Academy Press, 1996), the Public Health Service Policy on Humane Care and Use of Laboratory Animals and is complying, and will continue to comply, with the Animal Welfare Act and other applicable laws and regulations concerning the care and use of laboratory animals. Upstate faculty members are responsible for compliance issues (for their own projects and those student projects they might be advising or assisting with) associated with the use of human participants or vertebrate animals consistent with the USC IRB and IACUC protocols.

Statement on Public Scholarship

The following is a statement on the definition of public scholarship at USC Upstate,

created April 2, 2019.

USC Upstate Public Scholarship Definition

Institutional Issues:

- A clear definition of public scholarship provides core components that are translatable across disciplines but can be adapted to each discipline;
- A clear definition allows the creation of metrics to track progress on public scholarship at USC Upstate as relevant to the strategic plan;
- Public scholarship should be considered to extend, apply, and amplify more traditional research, not replace it – public scholarship takes a step further than traditional scholarship by finding a way to reach a larger audience and have a bigger impact for the public good.

Issues to Leave to Unit Discussions:

- Examples of public scholarship relevant to the unit;
- The role of public scholarship in unit criteria;
- The role of peer review in public scholarship;
- The distinction between community service and public scholarship;
- Whether or not compensation is inconsistent with public scholarship.

Overview:

USC Upstate serves as a resource for the Upstate region of South Carolina and beyond through a foundation of reciprocal partnerships with public, private, and service organizations in the area. The faculty provides leadership in promoting economic, social and cultural development through teaching, service, scholarship and creative endeavors.

Definition:

Public scholarship refers to a collaborative mode of creating and circulating knowledge with our community partners that is often interdisciplinary and is always informed by and anchored in methodologies of traditional peer-reviewed scholarship. Public scholarship extends, applies, and amplifies traditional scholarship to produce clear and tangible artifacts intended for the public good.

Examples:

- Extension and application of traditional scholarship – needs assessment; action research; scholarship of teaching and learning, assessment, advising.
- Amplification of traditional scholarship – public policy advocacy; op-ed articles.

APPENDIX V – GUIDELINES FOR FILE PREPARATION FOR PROMOTION AND TENURE

The Promotion and Tenure file comprises two binders, a summary binder and a binder for supporting documentation. The summary binder, which is a 1-inch white binder with tabs, is provided to the candidate at the Promotion and Tenure workshop in April of the candidate's penultimate year. It is only the summary binder that leaves USC Upstate and is submitted to the Board of Trustees.

For the complete set of guidelines and forms for the summary binder for the promotion and tenure file, see the "Promotion and Tenure: Summary Binder Organization for Classroom Faculty" document on the Promotion and Tenure Committee webpage. Additional guidelines for compiling the summary and supporting documentation binders appear below.

GUIDELINES FOR THE SUMMARY BINDER

- I. Promotion and Tenure Guidelines for Teaching Overview in Summary Binder
 - A. Supervisor Evaluation of Teaching
 - Tenure track faculty members applying for promotion and/or tenure will be responsible for inviting immediate supervisor to attend/observe a class period (or, in the case of online teaching, to view a course on BlackBoard) for use in evaluation of candidate's teaching.
 - Supervisors will base these evaluations on class observation, trends in SOPs, annual administrative reviews, and other appropriate measures.
 - B. Peer Review of Classroom/Online Teaching
 - Tenure track faculty members applying for promotion and/or tenure will be responsible for selecting a tenured faculty member who is not in a rating administrative role to provide a minimum of one evaluation of classroom, online, or clinical/lab teaching.
 - Individual units will select the method for peer review (e.g., narrative, rubric, template) to make a fair and informative assessment of teaching quality.
 - Recommended components include evaluation of instructional plan, communication of learning goals for class session, time management, classroom climate and level of student engagement, responsiveness to students, course syllabus and overall design.
 - Recommended components for evaluation of online courses include BlackBoard formatting for clear and accessible navigation, course content and workload, efforts to motivate student motivation and engagement, and/or sample instructor-student communication.
 - C. Candidate's Comment on Teaching
 - Create table, graph, or other effective method of compiling relevant SOP scores from the review period.

- Develop a narrative that demonstrates quality of teaching, including but not limited to the following components:
 - Description of teaching strengths and goals,
 - Summary of trends in SOPs, peer evaluation, and other relevant measures of teaching quality, as well as actions taken to maintain or improve quality of teaching,
 - Representative quotations from SOPs,
 - Short- and long-term impact of teaching quality on students (e.g., job placement, graduate school placement, enhancement of intellectual curiosity and/or overall quality of life)

II. External Reviewer Guidelines: USC Upstate requires a letter of evaluation by an individual external to USC Upstate of the candidate's scholarly or creative achievements and other professional activities (e.g. service to professional societies or professionally related community engagement).

A. Selection of Reviewers

- A list of potential external reviewers will be jointly created by the candidate and rating administrator.
- External reviewers must be tenured faculty members at accredited institutions. They must also be active scholars/artists/librarians in the field of research for which the candidate is being evaluated.
- External reviewers may not have been the candidate's co-author, research collaborator, or dissertation committee member.
- A minimum of one letter from an external reviewer is required. However, two letters should be solicited from external reviewers to guard against unexpected circumstances that might prevent one of the external reviewers from completing this task. Letters must be written in the calendar year of application for promotion and/or tenure.

B. Contacting External Reviewers

- The rating administrator will make all contacts with the external reviewers, using the standard templates provided below, and available on the Promotion and Tenure Committee's website.
- Neither the rating administrator nor anyone else should make informal contacts beforehand to determine willingness. Instead, the formal request with a partial packet of materials attached should be the first contact. Maintaining this practice avoids the appearance that the chair is picking particularly positive or negative reviewers. Should the reviewer agree to assist, a second standard letter with the full materials for review will be sent.
- It is the responsibility of the rating administrator to place these letters in the candidate's summary binder.

Initial Letter Template

[Letterhead]

[Date]

[Internal Address]

Dear Professor X:

Dr. ABC EFG, Assistant Professor in [Field] at University of South Carolina Upstate, is a candidate for Tenure and Promotion to Associate Professor during the 2018-19 academic year. This process requires comments on the quality and impact of the candidate's scholarly and creative contributions from experts in the discipline outside of USC Upstate.

You have been suggested as a reference who is knowledgeable and capable of evaluating Dr. EFG's research/scholarship contributions and stature in the profession.

I have included some information about the candidate, including a complete CV, to familiarize you with the scope of their work, so that you can determine if you have the correct expertise to provide an evaluation. If you agree to provide a letter, I will provide a more complete file including a collection of representative samples of scholarship and creative activity.

We would greatly appreciate your help with this evaluation process. Please let me know as soon as possible if you are willing, and I will send you the full file by [INSERT DATE] for your review.

Your recommendation will be due no later than [INSERT DATE]. Please let me know if you have any questions. Thank you for your cooperation.

Sincerely,

Rating Administrator
Title

Second Letter and Official Request Template
[Letterhead]

[Date]

[Internal Address]

Dear Professor X:

Thank you for agreeing to serve an external reviewer for Dr. ABC EFG, Assistant Professor in [Field] at USC Upstate. As you may recall, Dr. ABC EFG is a candidate for Tenure and Promotion to Associate Professor during the 2018-19 academic year. This process requires comments on the quality and impact of the candidate's creative contributions from experts in the discipline outside of USC Upstate. You have been suggested as a reference who is knowledgeable and capable of evaluating Dr. EFG's research/scholarship contributions and stature in the profession. To aid you in your task, I have included representative samples of scholarship and creative activity.

Please provide a candid assessment of the candidate's productivity, creativity, and overall impact on the field based on the intellectual products included in the package. It is important at this juncture to stress that USC Upstate is a teaching-focused institution. As such, Dr. EFG regularly teaches four courses per semester and serves as advisor to XX undergraduate students. Further, given that USC Upstate does not award doctoral degrees, any assistance to scholarly and creative efforts is typically provided by undergraduate students, if at all. Thus, the standard of performance in scholarly activities may not exactly match that of your institution. Please be mindful of these facts in crafting your assessment of the candidate's scholarly impact.

It is the policy of USC Upstate to maintain the confidentiality of your evaluation to the greatest possible extent permitted by law. Dr. EFG has [has not] signed a statement marking letters from outside referees as confidential. Additionally, we ask that you indicate in your letter that you desire that it be treated as a confidential personnel document by including the following wording: *"By signing and submitting this reference letter, I expect that my identity will be kept confidential and that my letter will be treated as a confidential personnel document."*

Your letter should be directed to me, and it will become part of the portfolio prepared for Dr. EFG. Please explicitly state your past/current relationship to the candidate in your letter. We also request from you a brief (maximum 100 word) bio sketch. Since your letter will be reviewed by others in the Institute who will not necessarily be familiar with you or your field, this information will provide perspective. I will appreciate your sending the recommendation at your earliest convenience, but no later than [date].

Due to the time-sensitivity involved, please email your letter to me at me@uscupstate.edu and follow up with a signed copy in the mail. Thank you for your assistance in this evaluation and cooperation with our policies.

Sincerely,

Rating Administrator

Title

GUIDELINES FOR THE SUPPORTING DOCUMENTATION BINDER

The Supporting Documentation Binder should begin with a Table of Contents, followed by dividers for each of the following sections: Teaching, Scholarship, and Service (subdividing as needed, without excessive use of blank pages or plastic sleeves). Cross-referencing the Summary Binder to materials within the candidate's Supporting Documentation Binder is also encouraged.

1) Scope

- a) Candidates will submit representative samples of their teaching, scholarship, and service activities within this file. Refer to unit guidelines and mentoring for specific guidelines on appropriate materials to make the strongest case.
- b) The Supporting Documentation Binder is not intended to be an exhaustive detailed record of every activity undertaken during the evaluation period.
- c) Rather, the Supporting Documentation Binder should highlight the candidate's most significant activities which align with their unit criteria and provide the strongest possible evidence to support the candidates' justification for promotion and/or tenure.

2) Size

- a) All materials in the Supporting Documentation Binder must be combined into a single three-ring binder no larger than 4-inch diameter (pages should turn easily).
- b) Again, the Supporting Documentation Binder is not intended to capture every illustrative detail of the review period. It is no longer appropriate, for example, to include a letter from every committee chair the candidate ever served on, every iteration of a course syllabus, or every Student Opinion Poll within one's Supporting Documentation Binder.
- c) However, if a candidate feels that, for example, including their SOPs will address concerns surrounding teaching effectiveness, that particular candidate may elect to include relevant SOPs, but still must remain within the total maximum binder size of 4 inches. Ultimately, the candidate must determine which evidentiary components are the most compelling for the application and include only those materials within the Supporting Documentation Binder.

APPENDIX VI – GUIDELINES FOR FILE PREPARATION FOR ALL OTHER REVIEWS

File preparation for all reviews draws on the guidelines for file preparation for Promotion and Tenure (Appendix V).

More information on procedures for submitting and conducting reviews can be found in Chapter 5 of the *Faculty Manual*.

Guidelines for Preparing Annual Review File

The Annual Review File should contain the following items:

- Completed Summary Tables for Teaching, Scholarly and Creative Activities, and Service Activities (item H in the Summary Binder organization guidelines)
- 1-2 page narrative memo describing faculty work in three areas of teaching/librarianship, scholarly and creative activity, and service

Documentation of activities should be available upon request.

Guidelines for Preparing Third-Year Review File

The Third-Year Review File should contain the following items (maximum 1 binder):

- Annual reviews from years up to peer review
- 2-3 page narrative memo describing faculty work in three areas of teaching/librarianship, scholarly and creative activity, and service
- A representative sample of documentation for work in the three areas

Guidelines for Preparing Post-Tenure Review File

The Post-Tenure Review File should contain the following items:

- A current c.v.
- The Annual Reviews from years up to the post-tenure review
- 2-3 page narrative memo describing faculty work in three areas of teaching/librarianship, scholarly and creative activity, and service during the five-year period

Documentation for the three areas should be available upon request.

Guidelines for Preparing Promotion to Senior Instructor File.

The Promotion to Senior Instructor File should contain:

- A 1-2 page memo to the unit supervisor and the Dean, summarizing performance for the past five years, including major activities in teaching/librarianship, service or scholarship (if appropriate), and any assigned administrative duties
- Current c.v.
- Copies of Annual Reviews for the past five years

Individual units may require additional documentation as specified.

APPENDIX VII – MASTER CALENDAR FOR FACULTY REVIEWS

	ANNUAL REVIEW	Third-Year PEER REVIEW	TENURE AND/OR PROMOTION	POST-TENURE REVIEW
FALL				
August		August 22 PRC Chair notifies Candidates of review	August 22 Candidate file due to PRC	
September			September 20 PRC review completed	
October		October 1 Candidate file due to PRC	October 11 Chair/Unit Supervisor letter completed	
November		November 1 PRC review completed, submits review to candidate, Chair, Dean and Provost	November 1 Dean review completed	
December			December 11 P&T Committee review completed	
SPRING				
January			January 27 Provost review completed	
February			February 17 Chancellor review completed	February 1 Candidates file due to PRC
March			March 13 Delivery of files to Columbia	March 1 PRC review completed, submits review to Chair, Dean, and Provost
April	April 1 Administrator notifies candidates		April 15 Academic Affairs Office notifies Candidates in penultimate year	
May	May 15 Candidate files due to Chair/unit administrator	May 1 Peer Review Committee and Chair established (for subsequent academic year)	May 1 Peer Review Committee and Chair established (for subsequent academic year)	
SUMMER				
July	July 1 Administrator Review Completed, submits review to Dean and Provost			

APPENDIX VIII – FACULTY REVIEW FORM

FACULTY REVIEW FORM - CLASSROOM FACULTY

Faculty Member:	Academic Unit:
Review: Annual () Peer year () Tenure and/or Promotion () Post-Tenure ()	Date:

Notes: Definitions of terms on reverse. Additional pages may be attached.

1. Teaching effectiveness. Refer to unit criteria for indicators of teaching effectiveness.

Excellent	Highly Effective	Effective	Less than effective	Ineffective
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Comments:

2. Service. Refer to unit criteria for indicators of service.

Excellent	Highly Effective	Effective	Less than effective	Ineffective
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Comments:

3. Scholarly Achievement and Creativity. Refer to unit criteria for indicators of scholarly achievement and creativity.

Excellent	Highly Effective	Effective	Less than effective	Ineffective
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Comments:

4. Overall Performance. Narrative assessment must be included. For candidates at Assistant Professor level, narrative must include statement about progress toward tenure and promotion.

Excellent	Highly Effective	Effective	Less than effective	Ineffective
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Comments:

DEFINITION OF TERMS

Excellent. Persons considered to be excellent significantly exceed the normal requirements of their position; the quality of their performance is such to make it worthy of special note. Their level of performance indicates extra thought, time, effort, and imagination; they make important contributions to the University and its mission. Refer to the individual unit criteria for examples of specific performance indicators.

Highly Effective. The category of highly effective is reserved for persons whose performance exceeds the normal requirements of their position. The quality of their performance makes significant contributions to the University and its mission. Refer to the individual unit criteria for examples of specific performance indicators.

Effective. The category of effective is reserved for persons whose performance clearly meets the requirements of their position. Their accomplishments support the mission of the University. Refer to the individual unit criteria for examples of specific performance indicators.

Less than Effective. Less than effective is applied to those persons whose performance falls slightly short of meeting the requirements of their position. Continued performance at this level risks impeding the mission of the university. Refer to the individual unit criteria for examples of specific performance indicators.

Ineffective. Ineffective is applied to those faculty members whose performance falls far short of the requirements of their position. Continued performance at this level would certainly impede the mission of the University. Refer to the individual unit criteria for examples of specific performance indicators.

SIGNATURES:

RELEVANT SIGNATURES	DATE
Unit Administrator	
Chair, Peer Review Committee	
Member, Peer Review Committee	
Member, Peer Review Committee	
Member, Peer Review Committee	
Member, Peer Review Committee	
Dean	
Provost	
Candidate	

APPENDIX IX – FACULTY PROCEDURES IN AIRBORNE PATHOGEN PANDEMICS

These procedures go into effect at the discretion of the Chancellor and Faculty Chair in periods when global and local health agencies indicate widespread need for social distancing, mask use, remote work, and other measures to mitigate the spread of airborne pathogens. Because they result from urgent public health measures, these procedures temporarily supersede corollary instructions in the body of the *Faculty Manual*. Faculty are expected to adhere to policies and procedures published in the [Risk Mitigation Plan](#). The following materials provide implementation guidance for classroom faculty.

TEACHING¹

Classroom Safety²

Faculty are authorized to enforce public health directives during periods of communicable disease outbreak on campus; these directives include physical distancing and the application of mandatory face coverings in public spaces on campus, including all university classrooms.

For face-to-face classrooms, strict adherence to the mask and safe distancing policy will be enforced to avoid exposure. Anyone within 6 feet for >15 minutes (mask or no mask) is considered exposed. To foster physical distancing in the classroom, seats must remain spaced six feet apart, and faculty will take attendance for every class period and maintain a seating chart to help Student Health Services identify students who need to be contacted if a classmate tests positive COVID-19. Attendance tools are available in both BlackBoard and Starfish.

If a student attempts to enter a classroom without a mask, the faculty member will ask the student to remain outside the classroom for the safety of others. If the student has a mask on their person (in a pocket or backpack) they will be asked to put it on. If the student has no mask or cannot retrieve one in a timely manner, the student will be offered a disposable mask. If the student refuses to wear a mask, instructors may proceed in one of several ways, depending on their assessment of the situation:

- tell the student to leave and come to the next class in a face covering and access the online content;
- tell the student to leave or faculty will report their disruptive behavior to the dean of students;
- dismiss the class and submit a referral to the dean of students.

Most surfaces and items in all classrooms will be cleaned twice a day by custodial staff members. Wipes, paper towels, and spray cleaners will be available for instructors and students to use between classes.

¹ See also *Risk Mitigation Plan*, “Teaching and Student Success,” p. 21 (July 2020).

² Adapted from UofSC document, “COVID-19 and the Classroom” (July 24, 2020). See also, *Risk Mitigation Plan*, “Face Coverings for Faculty and Instructors,” p. 17 (July 2020).

Office Hours

In order to maintain our commitment as a faculty to interacting with students outside of direct course instruction through various forms of mentorship, all faculty members must devise and disseminate procedures for remote or in-person office hours during periods of remote teaching. Faculty members are expected to establish, post, and hold weekly office hours, indicating specific channels of contact (e.g. email, chat, text, phone, videoconference, face-to-face, or other communication applications) and communicating these details to their students and department chair or dean.

Wherever possible, virtual contact is preferred. Selecting BlackBoard Collaborate and Microsoft Teams will permit the Office of Information Technology to provide the strongest possible support. Methods of holding office hours during periods of remote teaching should prioritize the safety of students, faculty, and staff by adhering to campus regulations regarding mask use and social distancing, as well as remaining flexible enough to accommodate student needs and maintaining appropriate levels of responsiveness to students.³

To implement this procedure, faculty and rating administrators are asked to keep the following in mind:

- Faculty should be permitted to opt for no in-person office hours
- Students should always be given the option of online appointments
- In contrast to the regular office hours policy, this policy offers full-time faculty flexibility to offer a mixture of set office hours and other forms of availability that might be considered “equivalent” to 5 hours per week

Academic Integrity and Testing/Assessment

The USC Upstate *Faculty Manual* empowers faculty to develop grading criteria characterized by “fairness and good judgment.” Airborne pathogens do not eliminate the need to assess student learning, nor do they eliminate student obligations under the USC Upstate Code of Academic Integrity. However, pandemic grading and academic integrity policy can benefit from data-driven adaptation, which may vary depending on the mode of course delivery. In this context, faculty should consider the following practices and are invited to use or adapt related syllabus templates corresponding to the following numbered list:

1. In online asynchronous courses, faculty are encouraged to develop testing procedures that provide students with a reasonably broad window of time in which to take an examination. Student work schedules, as well as family care schedules will benefit from a higher degree of flexibility during times of increased uncertainty.
2. In blended two-way delivery courses, as well as synchronous online courses, faculty should consider testing modalities that allow all students to complete an assessment at the same time. The completion of assessments in BlackBoard, for example, allows students, both in the classroom and online, to simultaneously complete an assessment.

³ Faculty should adhere to FERPA regulations and UofSC system Policy, [UNIV 1.52](#), “Responsible Use of Data, Technology, and User Credentials.”

3. When possible, faculty should adopt assessment make-up policies that recognize that airborne pathogens can create exigent circumstances that are not typical and may be less amenable to documentation. Extended deadlines on assignments and other similar modes of flexibility will be necessary to support students who are sick, under quarantine, or providing essential caregiving services to close family members. Likewise, faculty who penalize unexcused absences should clearly define that term in the syllabus. Examples of unexcused absences might include work, oversleeping, vacations, and family events. To be clear, these are merely examples, not a proposed definition of the term unexcused absence. Faculty should also recognize that students under quarantine may face changes in access to the internet and other computer technologies, especially if the quarantine forces a student to change residences. Recording lectures in BlackBoard Collaborate provides an option to faculty who wish to make class meetings available to absent students.
4. Faculty are encouraged to use services such as the Respondus Lockdown Browser and Respondus Monitor as necessary to maintain academic integrity during the completion of an assessment. In all cases, faculty should obtain training in the use of these tools if they intend to use them and should make clear syllabus statements concerning the use of these technologies. Both Respondus Lockdown Browser and Respondus Monitor have limitations, including the inability to use these tools on a USC Upstate virtual interface or on Spartan Greensky in general, the lack of compatibility with Chromebooks, and the need for a webcam in the case of Respondus Monitor. In this context, faculty using either of these tools will need to prepare alternate testing arrangements for students logging in through Spartan Greensky or using one of the virtual interfaces on campus. Faculty are encouraged to be cognizant of potential privacy concerns and security breaches with regard to the use of Respondus Monitor and to encourage students to take advantage of free anti-malware software provided by the helpdesk at <http://uscupstate.edu/its>. Faculty are also encouraged to be cognizant of access issues. Faculty should plan to accommodate students who do not have required technology, e.g. compatible device, webcam, and microphone, or to make students aware if this technology is available for checkout from the Office of Information Technology.
5. Faculty should consider using online resources related to academic integrity to supplement those resources that may be been traditionally provided face to face. The USC Upstate Library's Plagiarism Prevention Module is one such example. Faculty may wish to specifically prohibit the sharing of recorded live streams or other course material in online synchronous courses with anyone not currently enrolled in the course. Faculty may also wish to specifically prohibit the sharing of online recordings or other course materials with anyone not currently enrolled in the course.
6. It is important to recognize that Spartan Safe Start is a plan of action based on current conditions. Faculty should prepare, to the extent possible, for the interruption of blended two-way delivery and its implications for student assessment. For example, faculty may wish to prepare for their courses as if they were online (regardless of delivery method), punctuated by periodic synchronous elements. Faculty may also want to consider

developing an entirely online testing regime to allow for interruptions, as appropriate for their course.

7. Faculty should recognize that high-stakes assessments are more prone to academic integrity violations, including various forms of electronic cheating. Alternatives to high-stakes testing include frequent lower-stakes assessments, professional presentations, peer-to-peer teaching and test preparation (and accompanied faculty evaluation), periodic integrative reflective assignments, and multiple forms of the same substantive instrument.
8. Faculty teaching hybrid courses with an in-person component should integrate the campus mask requirement into their syllabi as a matter of student and faculty integrity.

Final Examinations and Testing Restrictions – Adapted from course catalog (p.46)

Final examinations are scheduled at the end of each semester and term. A calendar of examination times for full-term courses is published on the USC Upstate website. Examination dates for half-term courses are published in the session calendar on the USC Upstate website. During periods of airborne pathogen transmission, faculty teaching blended (options A and B) and synchronous (option C) courses should administer final exams during the time period designated in the calendar of examination times. Faculty teaching asynchronous courses (option D) are encouraged to administer final exams during a reasonably broad window of time. If the window of time is constrained to a single day, the exam window should be consistent with the calendar of examination. Students with 3 or more exams scheduled on the same day should be allowed a makeup exam at their request.

Instructors may allow students to switch from one examination section to another when that instructor teaches multiple sections of the same course. Exceptions from this policy should be addressed to the senior vice chancellor for Academic Affairs. Laboratory examinations are normally scheduled during the last meeting of the lab. A student who is absent from a final examination will receive a grade of F in the course if an excuse acceptable to the instructor, as defined in the syllabus, is not offered. When the instructor excuses an absence from the examination, a grade of I (incomplete) is awarded until the examination is made up. A student who is excused must take the examination at the convenience of the instructor. In any case, the examination must be made up within one year. Reexamination or the assignment of additional work for the purpose of removing an F or for raising a grade is not permitted.

Faculty teaching full-term courses are restricted in the scheduling of tests only during the final week of classes of a regular semester.

Class Meetings Per Week	Testing Restrictions
1	No testing during the last class meeting
2	No testing during the last 2 class meetings
3	No testing during the last 2 class meetings
4 or more	No testing during the last 3 class meetings
<i>Asynchronous</i>	<i>No testing during the last week of classes</i>

These restrictions do not apply to laboratory examinations which may be administered during the

last week of classes.

SERVICE

Committee Work

In order for faculty governance to sustain reasonable levels of productivity, faculty members will continue to participate in regularly scheduled meetings to conduct business. Wherever possible, virtual meetings are preferred.⁴

Committees are therefore permitted to communicate information by email, deliberate and vote in virtual settings, and provide digital signatures. More specific procedural details will be developed and shared by committee chairs with their committee members.

During a pandemic, many faculty members will face new and difficult challenges in the area of work-life balance. Faculty caregivers who wish to reduce their service loads should be accommodated where possible. Likewise, faculty caregivers who wish to continue their usual service commitments, but whose schedules are limited by caregiving responsibilities, should be accommodated (in meeting scheduling requests, for example) where possible.

Units are encouraged to identify and postpone non-essential service (non-urgent curriculum revision, for example) in order to decrease overall service pressures within the institution where possible.

RESEARCH

Human subjects research protocols should be adapted to online data collection and remote interactions as much as possible. See current IRB guidance on resuming in-person human subjects research.⁵

Faculty are encouraged to document the impact of the pandemic on their research agendas, rate of productivity, and research outcomes. Faculty and administrators who conduct faculty reviews should take this global incident into account in the interest of maintaining fair and reasonable review processes on campus. For example, conference papers and workshops canceled due to the pandemic should count toward the promotion and tenure process. Moreover, the impact of a pandemic on faculty research will reverberate across a span of years and cannot be fully accounted for by the obvious short-term matter of canceled presentations.

Units are therefore encouraged to review unit guidelines and develop clear adjustments for these challenging circumstances, both in the interest of fairness and in an effort to reduce or eliminate disproportionate impacts on research by faculty caregivers. These adjustments should also be considered by rating administrators when conducting annual reviews for the current

⁴ See also Risk Mitigation Plan, "Meetings," p. 19 (July 2020).

⁵ See also Risk Mitigation Plan, "University Research," p. 30 (July 2020).

academic year and subsequent years impacted by the current pandemic.⁶

⁶ References to faculty caregivers are adapted from “In the Wake of COVID-19, Academia Needs New Solutions to Ensure Gender Equity” ([Malisch et al., 2020](#)) and supporting materials.