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### Comprehensive Standard 3.7.3

**The institution provides evidence of ongoing professional development of faculty as teachers, scholars, and practitioners.**

**Judgment:** Compliant

**Response (Columbia Campus):**

#### Overview

The Senior Vice Provost provides leadership in matters of faculty recruitment and retention, diversity and equity, and academic leadership development. In recent years, the university's **Centenary Plan (CP)** program and **Faculty Excellence Initiative (FEI)** were successful in recruiting new research faculty and tenure-track faculty, respectively. As part of its strategic planning process, *Focus Carolina/Advance Carolina*, the university is creating and promoting programs to develop and retain a strong faculty. As described below, evidence of success includes policies and procedures for faculty professional development and activities for ongoing professional development of faculty as teachers, scholars, and practitioners.

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#### Polices and Procedures for Faculty Professional Development

##### **USC Columbia Faculty Manual**

All unit criteria for tenure and for faculty promotion provide clear standards for the assessment of past achievements. Criteria for all tenure and promotion decisions require a record of accomplishment indicative of continuing development of the faculty member in research, teaching, and service. Annually, each faculty member, including tenured faculty and those in departmental administrative positions, receives a written review that provides specific evaluative information and an administrative assessment of the faculty member's performance in the categories of teaching, research/creative activities, and service. The review should be sufficiently detailed to aid the faculty member in professional growth and development.

The **Faculty Committee on Instructional Development** is also established by the *Faculty Manual*. This standing committee is charged with initiating studies and making recommendations to the faculty and administration on enhancing the practice and status of teaching. Activities of the committee vary by year. The committee currently serves in an advisory role to the **Center for Teaching Excellence**, discussed below.

**Sabbatical leave processes** are also defined in the *Faculty Manual*. Sabbatical leave allows full-time faculty members relief from normal duties in order to pursue significant projects designed to improve them as teachers and researchers and increase their contributions to the university. It permits faculty members to achieve educational goals that could be reached only over an extended period of time when pursued under the demands of regular university duties. A faculty member requesting such leave shall demonstrate, by means of a written proposal, how planned activities will serve the purposes for which the leave is intended. A sabbatical leave provides half pay for a full academic year or full pay for half an academic year.

Within three months of completing sabbatical leave, a faculty member shall submit to the chair or, if none, the dean, a **written report** describing the faculty member's accomplishments during the leave. Evidence of the success of the sabbatical leave program can be found in these reports.

In addition to the manuals and websites listed throughout this narrative, faculty can also refer to the **Office of the Provost Event Calendar** to learn about upcoming professional development opportunities.

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#### Institutional Support of Faculty Professional Development

##### Opportunities for Faculty as Teachers

##### New Faculty Orientation

At the beginning of each fall and spring semester, the university conducts a New Faculty Orientation. Prior to the event, each academic dean provides information about new hires to the Provost's Office,

which extends an [invitation](#) to new faculty to participate in the orientation. The orientation introduces new faculty to the resources available at the university to support their success and growth as faculty members. [Topics](#) typically include campus logistics, university support offices and services to support faculty research and teaching activities, an introduction to campus [instructional technology](#), [emergency preparedness](#) and safety, information about our undergraduate and graduate students, and a [workshop](#) on teaching effectiveness. New Faculty Orientation also includes multiple sessions throughout the semester that are designed specifically for new faculty that focus on specific support services, such as the [library](#) and specific instructional technologies, and on the tenure and promotion process.

#### [Center for Teaching Excellence](#)

The Center for Teaching Excellence (CTE) was established to support a university culture that values and rewards excellent undergraduate and graduate teaching. The CTE offers a variety of engaging programs and convenient resources for novices and veterans to be a helpful part of the teaching life of the University of South Carolina. The CTE informs faculty of its services through its website, a listserv, through email distribution lists in each college, school or department, through newsletters each semester, through the [announcements section of the USC homepage](#), through the newspaper *USC Times*, and through visits to faculty meetings.

In fiscal year 2009, the Center for Teaching Excellence sponsored and cosponsored 27 colloquia, seminars, and workshops; 13 events for new faculty; 10 events for teaching with technology; eight events for graduate students; five cohort programs; three teaching grant and technology loan programs; and other professional development events. CTE affiliated faculty and staff also provide confidential consultations for faculty, instructors, and graduate teaching assistants to discuss specific teaching concerns and effectiveness as they relate to a particular class. The CTE contributed to over 2,830 hours of in-person professional development for faculty, instructors, and graduate students.

Many of the colloquia, seminars, workshops, and events—especially those specifically addressing teaching with technology—are particularly directed to faculty who incorporate distance learning in their classes. In-person professional development is also utilized by faculty offering distance learning courses. The [Distance Learning White Paper](#) proposes a variety of quality assurances and a strategic initiative related to faculty development for distance courses, which are based on data collected related to distance learning activities of the academic units, University Technology Services, and System Affairs. The Vice Provost and Director of Distance Learning coordinates distance learning faculty development efforts of the academic units, the Center for Teaching Excellence, and University Technology Services.

Additional professional development hours are provided through the CTE website. For example, colloquia and seminars are streamed live and hosted after the event in a video archive. Online resources also include a teaching guide that is enhanced with multimedia such as teaching tips from recipients of the [Michael J. Mungo Undergraduate Teaching Award](#), [Michael J. Mungo Professor of the Year Award](#), and a [video archive](#) of past colloquia and seminars.

A novel program offered through the Center for Teaching Excellence is the [Accent Reduction Course](#). This course is offered once or twice a year, depending on demand. Groups of up to 10 non-native English speaking faculty meet twice a week through the semester with an English as Second Language instructor to improve their ability to communicate with USC students. Participants receive practical, individualized strategies in an interactive environment to help them achieve greater accuracy in English pronunciation. Full-time faculty teaching at any USC campus are eligible to apply for this fee-free course.

#### [Evaluation of the CTE](#)

In January 2009, a university-wide survey was administered to evaluate CTE services. The survey was completed by 226 individuals. Detailed results of that survey are included in the [CTE's FY10 Blueprint for Service Excellence](#). The following table shows results for a set of questions that asked respondents to rate the helpfulness of CTE services which they received. On average, 92% of the responses indicate that CTE services are either very helpful or helpful.

	<b>Very Helpful</b>	<b>Helpful</b>	<b>Not Helpful</b>
Tablet PC Loan Program	67%	22%	11%
Individual Consultations	57%	29%	14%
Communities of Practice	56%	37%	7%
Grant Programs	54%	29%	17%
Seminars and Workshops	50%	43%	7%
Accent Reduction Course	50%	50%	0%
Online Video Archive	45%	48%	7%
Online Teaching Guide	45%	42%	12%
Vice Provost's Teaching Lunches	36%	60%	4%
Preparing Future Faculty	33%	58%	8%
CTE website (other sections)	32%	66%	2%
Teaching Professor Newsletter	28%	66%	6%
Reading Library in CTE	27%	64%	9%
CTE Newsletter	25%	65%	10%

Assessment data have been used to improve the CTE. For example, the university-wide survey included the open ended question: "What are your greatest challenges in teaching? Please be as specific as possible." The responses were categorized into nine different areas, and then sorted by those who had taught less than seven years and those who had taught for seven or more years. Both groups indicated that the top two challenges in teaching are: (1) balancing the demands on their time; and (2) issues related to motivating or engaging students. As a result, the CTE developed and implemented workshops on these topics and added information about them to the online Teaching Guide. This and other data from ongoing assessment are used to continuously improve the CTE's effectiveness.

### UTS Academic Services

Academic Services (AS) provides advanced support to the university community in core technologies used in instruction and research. Supported technologies include **Blackboard** (a learning management system), **Adobe Connect** (for online meetings and voice over PowerPoint), **Camtasia** (for creating content with still and video screen captures), **LISTSERV** (for streamlining email communication with students and colleagues), **SAS and SPSS** (for data collection, management and analysis with statistical packages). AS offers classes in the software and systems supported.

AS offers the **Blackboard and Educational Software and Technology (BEST) Institute**, a multi-day professional development event twice each year. Over the course of the last calendar year, 55 BEST sessions were completed with 432 registrations (these are not necessarily unique participants). At least two sessions are planned per month during spring and summer 2010. The sessions range from Blackboard Basics to very feature-focused sessions, such as how to use the Blackboard Grade Center more effectively. Additional sessions cover other instructional technology supported and promoted by the university. AS also provides at least one, and sometimes several, stand-alone classes almost every month throughout the year.

AS also provides support with the development and implementation of Distance Education classes offered by the University. The AS works with all USC faculty to assist them with innovative and evolving instructional technology uses for their traditional courses as well as hybrid or distance education courses. This assistance includes determining an appropriate mix of technologies for course delivery to facilitate learning, consulting with faculty on developing high-quality courses based on best practices, incorporating assessment practices, and incorporating appropriate pedagogical advice on teaching methods. Consultations and training can be conducted in a group setting, such as workshops or seminars, or on a one-to-one basis.

The services provided by Academic Services mentioned above are key supports to developing faculty who can take advantage of the technology required for quality distance learning offerings. The **Distance Learning White Paper** proposes a variety of quality assurances and a strategic initiative related to faculty development for distance courses, which are based on data collected related to distance learning activities of the academic units, University Technology Services, and System Affairs. The Vice Provost and Director of Distance Learning is responsible overseeing distance learning quality assurances.

### University 101 Faculty Workshops and Training

University 101 Programs supports the ongoing professional development of faculty and staff by providing workshops, trainings, and resources aimed at improving the quality of instruction in courses taught at the University of South Carolina. Specifically, University 101 offers a three day **Teaching Experience Workshop** that prepares faculty to effectively teach a first-year seminar. Many of the theories and practices addressed can be applied to any course the faculty member may teach. In addition, all University 101 instructors are required to attend a **one-day conference** that provides sessions on evidence-based best practices in teaching and learning. Instructors are given the opportunity for additional support through summer workshops, fall faculty meetings, small group mentoring teams, and one-on-one sessions with the director or assistant director.

In addition, instructors receive a **Faculty Resource Manual** with best practices, assignments, lesson plans, and activities for achieving each course outcome, as well as chapters on understanding first-year students, teaching and learning theory and practice, classroom management, grading and assignments, utilizing a peer/graduate leader, building community, campus resources, syllabus preparation, and evaluations and feedback. Instructors report that they learn new skills by teaching University 101 and through our professional development offerings that they apply to their discipline-based courses and/or to their other professional responsibilities.

### National Resource Center for The First-Year Experience and Students in Transition

Professional development of faculty and staff is a critical component of the National Resource Center (NRC) for The First-Year Experience and Students in Transition's pursuit of its mission to "support and advance efforts to improve student learning and transitions into and through higher education." Given its location and close partnership with the University of South Carolina, the NRC supports the professional development of faculty and staff at its host university in a number of ways. First, any faculty or staff member at the University is offered a significantly-reduced rate to attend any of the NRC-sponsored **conferences, institutes, and events**, which provide new ideas and information on pedagogy, research, policy, and best practices related to the learning and success of students in transition. Second, the Center **publishes** a range of scholarly and practitioner-focused editorial content (e.g., monographs, a peer-reviewed journal, an electronic newsletter, guides, and books), which are made widely available to our USC colleagues. A copy of each new NRC publication is given to the Thomas Cooper Library, and one complimentary copy of each publication is available to each campus department upon request. Current and archived issues of Center periodicals are available from any USC-networked computer. Third, USC faculty are often invited to both lend and further develop their expertise by serving as reviewers for the recognition programs that are sponsored by the National Resource Center, including our **Outstanding First-Year Student Advocate** campaign (co-sponsored by **Cengage Learning**) and the **Excellence in Teaching First-Year Students** award (co-sponsored by **McGraw Hill**). Finally, the staff of the National Resource Center regularly provides professional development presentations for colleagues in the university community on topics related to student characteristics, transitions, and success.

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### **Opportunities for Faculty as Scholars**

#### **Arts, Humanities, and Social Sciences Grants**

The Office of Provost began sponsoring two programs in 2010 to support faculty development through scholarship and creative achievement in the **Arts and Humanities** and the **Social Sciences**. The purpose of these programs is to provide funding to assist Arts, Humanities, and Social Sciences' faculty in achieving their scholarship goals, with particular emphasis on those activities that support work needed for tenure, promotion, completion of an ongoing project, and/or in exploring new areas of scholarship or creative work. Eligible applicants include all full-time tenured or tenure-track faculty on the USC Columbia and USC Regional Campuses. Total funds of \$300,000 for the Arts and Humanities grant program are available to be awarded up to \$20,000 per project selected. Total funds of \$200,000 for the Social Sciences grant program are available to be awarded up to \$20,000 per project selected. An applicant may request a project period of up to twenty-four (24) months. For the 2010 cycle, the **Office of the Provost** allocated \$200,000 for each program and the **Office of the Vice President for Research and Graduate Education** allocated \$100,000 for the Arts and Humanities program.

#### **Promising Investigator Research Award (PIRA) Research Funding**

The Office of Research and Graduate Education has sponsored a variety of internal funding programs beginning in 1988 with the **Venture Fund**, **Research Opportunity Program**, Small Grant Program, Equipment Program and evolving to the current Promising Investigator Research Award (PIRA). During this time, USC has awarded nearly \$5 million for more than 750 projects. From 2005-2008, this investment in faculty has produced 3 patents, 189 presentations, 96 publications, 88 extramural proposals, 40 extramural awards, and extramural funding totaling over \$6.5 million. The PIRA program was launched in late 2009 to encourage faculty (especially junior faculty) to develop individual research projects leading to the pursuit of external funding and/or the promotion of scholarly activities.

PIRA Submissions and awards are organized into three "Tracks." Track I funds are considered "seed" monies and are awarded to faculty with the stated objective of enhancing competitiveness of a subsequent submission of a new or renewal proposal for external funding. Priority is given to junior researchers who have received optimistic reviewers' comments from a sponsor. Track II funds support general development, expansion or enhancement of faculty research and creative activity. These funds are focused on research contributions that increase academic, intellectual and scholarly activity. Track III funds support the creative and performing arts, and may include costs associated with creating an exhibit, a performance, a musical work, etc.

Total funds available to be awarded are: Track I up to \$20,000 per project selected, Track II up to \$10,000 per project selected, Track III up to \$5,000 per project selected. An applicant may request a project period of up to fifteen (15) months beginning April 1, 2010 and ending June 30, 2011. Award budgets are transferred from the Office of Research and Graduate Education to department accounts as specified by the awarded faculty's business manager. For the fiscal year 2008-09, faculty submitted 124 proposals for a total request of \$1,722,539. In Track I, priority was given to researchers who had received optimistic reviewers' comments from a federal sponsor. Proposals were submitted via the USCeRA system by March 24, 2009. **Dr. Amit Almor**, Psychology, served as Chair of the 15 member Review Committee, which included faculty from seven colleges and two campuses. The reviewers used the **RS Project Manager** system to access proposals and upload scores and comments. A total of \$394,729 was awarded for 31 projects.

#### **Gamecock Research Administrators Network Training**

Gamecock Research Administrators Network Training (GRANT) is a comprehensive training program developed to meet the research administration needs of University of South Carolina faculty and staff. GRANT's 34 instructors are drawn from the University's faculty, research staff, business and finance staff, and the program's graduates.

Originally launched in 2005 to provide participants a deeper understanding of regulations, policies, and procedures; a fundamentally more unified and streamlined sponsored projects system; and access to vital resources and contacts for further assistance, GRANT was upgraded for 2009. Improvements center on grouping existing classes into Beginner, Intermediate, and Advanced skill-based tiers with the Advanced tier composed of issue-driven classes focused on current "hot topics" in research administration. As of January 12, 2010, a total of 180 USC staff members had graduated the GRANT program.

GRANT Faculty Educational Programs include agency specific workshops, proposal development workshops and Special Interest Workshops. E-Learning courses are also provided and updated periodically to reflect the latest thinking in research administration, as well as the most current requirements for application preparation and submission at USC. As of January 2010, a total of 818 faculty members had received training through the GRANT program.

#### **Evaluation of the GRANT**

At the end of each class/workshop participants are asked to complete an evaluation form. The following table shows results from the evaluations completed during 2009. Overall, the responses indicated that every area of the classes/workshops were excellent or good.

	Excellent	Good	Poor
Overall effectiveness of the workshop in achieving its purpose	96%	4%	0%
Usefulness of Content	97%	3%	0%
Effectiveness of Instructor(s)	95%	4%	1%
Method of Presentation	95%	5%	0%
Organization of Materials	96%	4%	0%

Assessment data has been used to improve the GRANT Program. For example, the evaluation forms include the open ended question: "Can you make suggestions that would improve this training? Please be as specific as possible." In response to several comments that the budget class needed more time and examples, the budget class was divided into two classes. This allows the participants to have more time for hands-on activities and real world practice applications. This and other data from the evaluations are used to continuously improve the GRANT program's effectiveness.

#### [Health Sciences Research Core](#)

The Health Sciences Research Core (HSRC) is a component of the Office of Research and Graduate Education in collaboration with the Health Sciences' schools and colleges. It was developed to provide a central core of methodological, biostatistical, and epidemiologic research and support including, but not limited to, consultation, collaboration, research, and services in the areas of research design, implementation, analysis, interpretation, and data management.

#### [Women's Faculty Organization \(WFO\)](#)

The mission of the WFO is to develop and sustain a community of women faculty scholars at the University of South Carolina.

#### [Early Career Faculty Network \(ECFN\)](#)

The mission of the ECFN is to maximize the success, retention and quality of life for early career faculty at the University of South Carolina.

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### [Opportunities for Faculty as Practitioners](#)

#### [Academic Leadership Development Program](#)

The University of South Carolina led the effort to develop the Academic Leadership Development Program (ALDP), which was established by the [Southeastern Conference Academic Consortium](#) (SECAC) in 2007. The SECAC is a consortium of 12 universities (in 9 states) of the [Southeastern Conference](#) (SEC). SECAC is guided by the Provosts of the member universities. The [mission](#) of SECAC is to advance academic excellence and distinction through collaboration of SEC universities. The ALDP is specifically designed to help develop the leadership skills of tenured faculty on SEC campuses who have demonstrated exceptional ability and leadership promise. The ALDP mission is to identify, develop, prepare, and advance faculty as academic leaders in, and for, the SEC universities. Each year, three to five faculty members from USC are nominated to participate in the ALDP series of professional development workshops and meetings with successful college administrators. Participants also meet to discuss common readings, such as C. K. Gunsalus's book, *The College Administrator's Survival Guide and Breakthrough Advances in Faculty Diversity*. The SECAC ALDP hosts annual workshops (for example, the [2010 workshop](#) hosted by the University of Alabama) to advance collaborative initiatives and build affiliate groups to enhance our infrastructure and operations. Assessments of the workshops and activities are conducted to ensure that the content and delivery of the material meet expectations and are relevant to the ALDP fellows. The goal for these programs is to be premier models for the development of academic leaders and all efforts on the part of coordinators and the SECAC leadership are aimed toward this goal.

#### [Academic Leadership Workshops](#)



USC Academic Leadership Workshops designed to increase the knowledge and skill set for Associate/Assistant Deans, Chairs, Faculty Committee Chairs, Special Advisory Committee Chairs, Senior Faculty, and any other interested academic leader on the Columbia and Regional Campuses were expanded in the 2009-2010 academic year. Three workshops presented by USC experts were held in the 2009 fall semester: "Ethics and Employment Issues in Higher Education", "Student Retention and Support", and "Emergency Preparedness and Active Shooter". In the 2010 spring semester, three additional seminars were presented by USC vice presidents: "Communication You Can Use - Yes, Even Twitter!", "Voyages into the Technology Frontier: Briefings from Faculty and Staff Who Are on the Journey", and "Research and Graduate Education". During 2008-2009, the Vice President for Development presented two seminars for education chairs and faculty on how to participate effectively in development.

#### USC Professional Development

The mission of Professional Development is to lead and support the development of knowledgeable, skillful, and productive University employees through lifelong learning. The University's professional development programs are designed to improve individual and organizational performance and help USC achieve overall institutional goals. Training programs have been carefully developed to help faculty and staff increase their effectiveness by building and refining job skills and by gaining greater knowledge of USC operations. Developmental programs prepare personnel for increased or new responsibilities and broaden individuals as a whole. USC professional development programs help all employees adjust to new work situations more easily and create a greater sense of community through a systematic orientation program. They provide knowledge of the appropriate application of operating procedures so faculty and staff are able to function more quickly and efficiently in various University departments, and encourage them to hone skills by providing instruction and practice in work-related areas such as leadership, teambuilding, writing, or computing. Programs also improve interpersonal skills through human relations training and increase productivity by improving communications between managers and employees.

#### School of Medicine New Faculty Professional Development Program

New and experienced faculty members have a variety of ways to improve their skills in teaching and evaluation. All new **School of Medicine** (SOM) faculty participate in a New Faculty Professional Development Program that is sponsored through the **Continuing Medical Education** (CME) Organization's Office of CME and Faculty Development. Ongoing institutional support is available through the Center for Teaching Excellence on the main university campus. Many of the sessions held on main campus are video recorded and archived for internet access by faculty at their convenience. There are faculty development series that are held on the SOM campus and a comprehensive development and mentoring program that is regularly held on the **Greenville campus**. Within departments there is consistent attention to establishment of mentoring relationships between senior and junior faculty, with this being particularly well developed on the basic science campus. Course directors often serve in this role for education. On the clinical campus, periodic training sessions and journal clubs on teaching are held within departments and interdepartmentally. The SOM has recently hired a new course director for the **M-II pharmacology** course who has also been appointed as assistant dean of innovative education and faculty support. This individual has over 25 years of medical education experience and served as director of the Teaching and Academic Support Center at a major university prior to joining the USC SOM. He will be a tremendous resource to all faculty in their educational endeavors.

#### Counseling and Human Development Center

The Counseling and Human Development Center (CHDC) is the primary counseling service at USC. The CHDC provides a variety of confidential services with a staff of counseling psychologists, a psychiatrist, a social worker, counselors, and supervised interns. Services are available to faculty and staff on a limited basis. The center offers consultative services to faculty members and has a variety of programs and workshops which may be requested by faculty in support of their personal professional development as well as for use in conjunction with their classes.

#### Judicial Programs and Academic Integrity

The Office of Student Judicial Programs and the Office of Academic Integrity engage faculty in the student judicial process and the Honor Code process through volunteer opportunities to serve on the **Carolina Judicial Council**. This is a hearing body comprised of students, faculty, and staff that adjudicate student code of conduct cases and student honor code cases. These faculty members not only become part of a process outside of their regular duties, but they help set the behavioral standards for the campus as stated in the **Carolinian Creed**. For faculty who are nominated to serve on the Council, the office provides annual training on hearing skills, the judicial process, and the Honor Code process that holds students accountable for violations of the codes. A judicial hearing panel is comprised of three students and two faculty/staff members, and an Honor Code College Committee is comprised of three faculty members and two students. The Office of Academic Integrity provides outreach and professional development to faculty about academic integrity issues through New Faculty Orientation, seminars at the Center for Teaching Excellence (one of which is available online), and through informal venues such as faculty meetings.

#### Distance Learning

In addition to faculty development/support opportunities offered through the **Center for Teaching Excellence** and **University Technology Services Academic Services**, the academic units with distance learning offerings typically have technology and other support staff who provide individualized training and support, which is tailored to the learning requirements of particular disciplines. The Vice Provost and Director of Distance Learning coordinates such faculty development efforts of the academic units.

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**Response (Regional Campuses):**

The following opportunities for professional development discussed above also pertain to Regional Campus faculty:

- [Sabbatical Leave](#)
- [New Faculty Orientation](#)
- [Center for Teaching Excellence](#)
- [Teaching and Technology Services](#)
- [Arts, Humanities, and Social Science Grants](#)
- [Promising Investigator Research Award Research Funding](#)
- [Gamecock Research Administrators Network Training](#)
- [USC Professional Development](#)
- [Counseling and Human Development Center](#)

In addition, regional campus faculty are eligible for [Palmetto Programs Faculty Training](#). Palmetto Programs, housed in the [Division of System Affairs and Extended University](#), is an opportunity through which Regional Campuses students have broader access to baccalaureate degrees. Faculty members from [Lancaster](#), [Salkehatchie](#), [Sumter](#), and [Union](#), as well as [Extended University](#) in Columbia, use two-way interactive [video](#) and other technology-assisted delivery to teach students at multiple sites simultaneously. A two day workshop is held each summer to provide training on the home campus as well as on the Columbia campus in Adobe Connect and Blackboard. As software updates are released, additional training is provided. The online Blackboard course features the training documentation as well as a blog and wiki for faculty to discuss issues and share ideas regarding teaching using the video conferencing equipment.

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**Supporting Documentation:**

Description	Source
<b>Faculty Manuals/Policies</b>	
Faculty Manual	<a href="http://www.sc.edu/policies/facman/Faculty_Manual_Columbia.pdf">http://www.sc.edu/policies/facman/Faculty_Manual_Columbia.pdf</a>
Faculty Resource Manual	<a href="http://www.sc.edu/univ101/instructors/manual.html">http://www.sc.edu/univ101/instructors/manual.html</a>
Sabbatical Leave Processes	<a href="http://ipr.sc.edu/pdf/FacultyManualColumbia.pdf#Sabbatical">http://ipr.sc.edu/pdf/FacultyManualColumbia.pdf#Sabbatical</a>
Regional Campuses Sabbatical Leave	<a href="http://ipr.sc.edu/pdf/FacultyManualRegCamp.pdf#Sabbatical">http://ipr.sc.edu/pdf/FacultyManualRegCamp.pdf#Sabbatical</a>
Leave Written Report	<a href="http://sc.edu/provost/forms/sabbaticalreport.pdf">http://sc.edu/provost/forms/sabbaticalreport.pdf</a>
Emergency Preparedness	<a href="http://www.sc.edu/emergency/">http://www.sc.edu/emergency/</a>
<b>New Faculty Resources/Recruiting</b>	
Faculty Excellence Initiative	<a href="http://www.sc.edu/provost/fei.shtml">http://www.sc.edu/provost/fei.shtml</a>
New Faculty Orientation	<a href="http://www.sc.edu/cte/newfaculty/">http://www.sc.edu/cte/newfaculty/</a>
Invitation to Orientation	<a href="http://www.sc.edu/cte/newfaculty/faculty.php">http://www.sc.edu/cte/newfaculty/faculty.php</a>
Orientation Agenda	<a href="http://www.sc.edu/cte/newfaculty/doc/NFOagendaFall2010.pdf">http://www.sc.edu/cte/newfaculty/doc/NFOagendaFall2010.pdf</a>
Early Career Faculty Network	<a href="http://www.sc.edu/provost/faculty/ecfn/">http://www.sc.edu/provost/faculty/ecfn/</a>
School of Medicine New Faculty Development Program	<a href="http://cme.med.sc.edu/ProfDev_3-09.htm">http://cme.med.sc.edu/ProfDev_3-09.htm</a>
<b>Research Programs/Plans</b>	
Centenary Plan	<a href="http://rfp.research.sc.edu/cp.shtml">http://rfp.research.sc.edu/cp.shtml</a>
National Resource Center for The First-Year Experience and Students in Transition	<a href="http://www.sc.edu/fye/">http://www.sc.edu/fye/</a>
NRC Events	<a href="http://sc.edu/fye/events/index.html">http://sc.edu/fye/events/index.html</a>
NRC Publications	<a href="http://sc.edu/fye/publications/index.html">http://sc.edu/fye/publications/index.html</a>
Outstanding First-Year Student Advocate Campaign	<a href="http://www.sc.edu/fye/centerinitiative/advocates/currentyear/index.html">http://www.sc.edu/fye/centerinitiative/advocates/currentyear/index.html</a>
Cengage Learning	<a href="http://cengage.com/">http://cengage.com/</a>
McGraw-Hill Learning	<a href="http://mcgraw-hill.com/">http://mcgraw-hill.com/</a>
Arts, Humanities, and Social Sciences Grants	<a href="http://www.sc.edu/provost/faculty/grants/">http://www.sc.edu/provost/faculty/grants/</a>
Social Sciences	<a href="http://www.sc.edu/provost/faculty/grants/SocialSciencesGrantProgram.pdf">http://www.sc.edu/provost/faculty/grants/SocialSciencesGrantProgram.pdf</a>
Arts and Humanities	<a href="http://www.sc.edu/provost/faculty/grants/">http://www.sc.edu/provost/faculty/grants/</a>

	<a href="#">ArtsHumanitiesGrants.pdf</a>
Office of the Vice President for Research and Graduate Education	<a href="http://www.sc.edu/research/VPoffice.shtml">http://www.sc.edu/research/VPoffice.shtml</a>
Health Sciences Research Core	<a href="http://www.sc.edu/hsrc/">http://www.sc.edu/hsrc/</a>
Gamecock Research Administrators Network Training	<a href="http://grant.sc.edu/">http://grant.sc.edu/</a>
Promising Investigator Research Award	<a href="http://www.sc.edu/researchdev/pira.shtml">http://www.sc.edu/researchdev/pira.shtml</a>
Dr. Amit Almor, Psychology	<a href="http://people.cas.sc.edu/almor/">http://people.cas.sc.edu/almor/</a>
RS Project Manager	<a href="http://www.sc.edu/rref/">http://www.sc.edu/rref/</a>
Venture Fund	<a href="http://ip.research.sc.edu/funding.shtml">http://ip.research.sc.edu/funding.shtml</a>
Research Opportunity Program	<a href="http://rfp.research.sc.edu/rop.shtml">http://rfp.research.sc.edu/rop.shtml</a>
<b><i>Institutional Supporting Offices/Services</i></b>	
Office of the Provost	<a href="http://www.sc.edu/provost/index.shtml">http://www.sc.edu/provost/index.shtml</a>
UTS Academic Services	<a href="http://uts.sc.edu/academic/index.shtml">http://uts.sc.edu/academic/index.shtml</a>
Instructional Technology	<a href="http://www.uts.sc.edu/academic/instructionaltechnology.shtml">http://www.uts.sc.edu/academic/instructionaltechnology.shtml</a>
Blackboard	<a href="http://www.uts.sc.edu/academic/blackboard/">http://www.uts.sc.edu/academic/blackboard/</a>
Adobe Connect	<a href="http://www.uts.sc.edu/conferencing/#adobecon">http://www.uts.sc.edu/conferencing/#adobecon</a>
Camtasia	<a href="http://www.uts.sc.edu/academic/instructionaltools.shtml#camtasia">http://www.uts.sc.edu/academic/instructionaltools.shtml#camtasia</a>
LISTSERV	<a href="http://www.uts.sc.edu/academic/listserv/index.shtml">http://www.uts.sc.edu/academic/listserv/index.shtml</a>
SAS and SPSS	<a href="http://www.uts.sc.edu/academic/researchtools.shtml#sas">http://www.uts.sc.edu/academic/researchtools.shtml#sas</a>
Blackboard and Educational Software and Technology (BEST) Institute	<a href="http://www.uts.sc.edu/docs/BEST_Institute_2010_Brochure_Final.pdf">http://www.uts.sc.edu/docs/BEST_Institute_2010_Brochure_Final.pdf</a>
University Library	<a href="http://www.sc.edu/libraries/">http://www.sc.edu/libraries/</a>
School of Medicine	<a href="http://www.med.sc.edu/">http://www.med.sc.edu/</a>
Continuing Medical Education	<a href="http://cme.med.sc.edu/">http://cme.med.sc.edu/</a>
Greenville Campus	<a href="http://electivecatalog.med.sc.edu/electives.greenville.asp">http://electivecatalog.med.sc.edu/electives.greenville.asp</a>
Medical Pharmacology	<a href="http://ppn.med.sc.edu/Medpharm/Medpharm.shtml">http://ppn.med.sc.edu/Medpharm/Medpharm.shtml</a>
Counseling and Human Development Center	<a href="http://www.sa.sc.edu/shs/chdc/">http://www.sa.sc.edu/shs/chdc/</a>
Judicial Programs	<a href="http://www.housing.sc.edu/osjp/">http://www.housing.sc.edu/osjp/</a>
Carolina Judicial Council	<a href="http://web.sa.sc.edu/judicialcouncil/">http://web.sa.sc.edu/judicialcouncil/</a>
Carolinian Creed	<a href="http://web.sa.sc.edu/judicialcouncil/creed.html">http://web.sa.sc.edu/judicialcouncil/creed.html</a>
Academic Integrity	<a href="http://www.housing.sc.edu/academicintegrity/honorcode.html">http://www.housing.sc.edu/academicintegrity/honorcode.html</a>
Distance Learning White Paper	<a href="http://lpr.sc.edu/pdf/evaluations/DistLrn5YrPlan.pdf">http://lpr.sc.edu/pdf/evaluations/DistLrn5YrPlan.pdf</a>
<b><i>Faculty Development</i></b>	
Center for Teaching Excellence	<a href="http://www.sc.edu/cte/">http://www.sc.edu/cte/</a>
Academic Leadership Development Program	<a href="http://www.sc.edu/provost/faculty/aldp.shtml">http://www.sc.edu/provost/faculty/aldp.shtml</a>
Southeastern Conference Academic Consortium	<a href="http://www.secsports.com/the_sec/academic_consortium.aspx">http://www.secsports.com/the_sec/academic_consortium.aspx</a>
SECAC Mission	<a href="http://www.secac.uark.edu/site_docs/aboutsecac.aspx">http://www.secac.uark.edu/site_docs/aboutsecac.aspx</a>
Southeastern Conference	<a href="http://www.secsports.com/default.aspx">http://www.secsports.com/default.aspx</a>
Women's Faculty Organization	<a href="http://www.sc.edu/provost/faculty/wfo/index.shtml">http://www.sc.edu/provost/faculty/wfo/index.shtml</a>
Professional Development	<a href="http://hr.sc.edu/profdevp.html">http://hr.sc.edu/profdevp.html</a>
Regional Campuses – Palmetto Programs	<a href="http://pp.sc.edu/facstaff/training.html">http://pp.sc.edu/facstaff/training.html</a>
Video Training	<a href="http://pp.sc.edu/videos/index.php">http://pp.sc.edu/videos/index.php</a>
<b><i>Faculty Workshops/Courses/Seminars</i></b>	
Teaching Excellence Workshop	<a href="http://www.sc.edu/cte/workshops/iGoogle/index.shtml">http://www.sc.edu/cte/workshops/iGoogle/index.shtml</a>
Academic Leadership Workshops	<a href="http://www.sc.edu/provost/acadadmin/workshops/index.shtml">http://www.sc.edu/provost/acadadmin/workshops/index.shtml</a>
Teaching Experience Workshop	<a href="http://www.sc.edu/univ101/instructors/training.html">http://www.sc.edu/univ101/instructors/training.html</a>
University 101 Workshop	<a href="http://sc.edu/univ101/instructors/workshop.html">http://sc.edu/univ101/instructors/workshop.html</a>
Building Connections Conference	<a href="http://sc.edu/univ101/instructors/building.html">http://sc.edu/univ101/instructors/building.html</a>
Accent Reduction Course	<a href="http://www.sc.edu/cte/accent/">http://www.sc.edu/cte/accent/</a>



SECAC Workshop	<a href="http://www.secac.uark.edu/Lists/Calendar/DispForm.aspx?ID=32&amp;Source=http://www.secac.uark.edu/Lists/Calendar/calendar.aspx">http://www.secac.uark.edu/Lists/Calendar/DispForm.aspx?ID=32&amp;Source=http://www.secac.uark.edu/Lists/Calendar/calendar.aspx</a>
Video Archive of Teaching Seminars	<a href="http://www.sc.edu/cte/videoarchive/">http://www.sc.edu/cte/videoarchive/</a>
Teaching Excellence Seminar	<a href="http://www.sc.edu/cte/mungo09/">http://www.sc.edu/cte/mungo09/</a>
<b>Faculty Development Assessment</b>	
Faculty Committee on Instructional Development	<a href="http://ipr.sc.edu/pdf/FacComm0910.pdf#InstructDev">http://ipr.sc.edu/pdf/FacComm0910.pdf#InstructDev</a>
From Faculty Handbook	<a href="http://ipr.sc.edu/pdf/FacultyManualColumbia.pdf#InstructDev">http://ipr.sc.edu/pdf/FacultyManualColumbia.pdf#InstructDev</a>
CTE's FY10 Blueprint for Service Excellence	<a href="http://ipr.sc.edu/docs/blueprints/CTE.doc">http://ipr.sc.edu/docs/blueprints/CTE.doc</a>
<b>Professional Development Opportunity Outreach</b>	
Office of the Provost Calendar	<a href="http://www.sc.edu/provost/calendarlist.php?m=1&amp;y=2010&amp;c=0&amp;show=list">http://www.sc.edu/provost/calendarlist.php?m=1&amp;y=2010&amp;c=0&amp;show=list</a>
University of South Carolina Announcements	<a href="http://www.sc.edu/news/">http://www.sc.edu/news/</a>
USC Times	<a href="http://www.sc.edu/usctimes/">http://www.sc.edu/usctimes/</a>
<b>Regional Campus Sites</b>	
Division of System Affairs and Extended University	<a href="http://ced.sc.edu/">http://ced.sc.edu/</a>
Lancaster	<a href="http://usclancaster.sc.edu/">http://usclancaster.sc.edu/</a>
Salkehatchie	<a href="http://uscsalkehatchie.sc.edu/">http://uscsalkehatchie.sc.edu/</a>
Sumter	<a href="http://www.uscsumter.edu/">http://www.uscsumter.edu/</a>
Union	<a href="http://uscunion.sc.edu/">http://uscunion.sc.edu/</a>
Extended University	<a href="http://saeu.sc.edu/extuniv/">http://saeu.sc.edu/extuniv/</a>

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