

1 https://teams.microsoft.com/l/meetup-join/19%3ameeting_Mml4NWQ0ZGI4NTI4ZS00Yjk2LTk2MTU0OGE4NGU4N2Q0Y2Uz%40thread.v2/0?context=%7B%22Tid%22%3A%224b2a4b19-d135-420e-8bb2-b1cd238998cc%22%2C%22Oid%22%3A%220bb698ef-7d87-46c5-9dd6-1e40607d2783%22%2C%22IsBroadcastMeeting%22%3Atrue%2C%22role%22%3A%22a%22%7D&btype=a&role=a

7

8 **THE UNIVERSITY OF SOUTH CAROLINA FACULTY SENATE**

9 Wednesday, December 6, 2023

10 This session was held in person at the Close-Hipp Building

11 PRESIDING CHAIR WAYNE OUTTEN

12 CHAIR Wayne Outten called the meeting to order at 3:00pm EST.

13

14 **Called Meeting of the Faculty Senate**

15 CHAIR OUTTEN welcomed the members to the Faculty Senate meeting.

16 **Approval of the November 1, 2023, Faculty Senate meeting minutes:** The minutes
17 were approved.

18 ***Report of President Amiridis***

19 PRESIDENT AMIRIDIS thanked the Senate and apologized for missing a few meetings.
20 The university has entered a silent four-year campaign. With everything that has been
21 happening in Washington and nationally, President Amiridis was traveling extensively
22 throughout the last few weeks, resulting in missing Faculty Senate meetings.

23 PRESIDENT AMIRIDIS brought up the topic of affordability. This topic has been at the
24 forefront since his arrival at USC. Affordability and accessibility of higher education are
25 extremely important. These two concepts go together. Without access, affordability of
26 an education is meaningless. In September 2023, the university made a statement
27 about accessibility of higher education. That is, all South Carolinians in the top 10% of
28 their high school will be automatically accepted into USC.

29 Affordability was addressed as well. Of the top 10% in their class, if they're coming from
30 families with income of 80,000 or less, USC guarantees students free tuition and fees.
31 This is called the *Carolina Commitment*. It's a statement the state supports its students,
32 regardless of financial background. This is also a commitment to rural areas of the state
33 because in many cases students who are among the top in the class do not attend
34 college, given the affordability issues that they are facing.

35 These initiatives were received in a very positive way from both sides of the aisle (in SC
36 government). Bringing bipartisan agreement on an issue like this was very, very
37 important.

38 PRESIDENT AMIRIDIS thanked Faculty Senators for the effort and speed with which
39 three additional certificates were approved. The Digital Skills Certificate has been

40 implemented. This action was important because, according to President Amiridis, when
41 it comes to how we prepare our students, of course we are educating the students.
42 We're not training students.

43 The liberal arts model that we have in higher education in the US has served everybody
44 well and we are preparing our students for careers; careers that will last 40 years. In
45 many cases, careers that include jobs, and corporations, or different organizations
46 where they're going to work that we cannot even imagine today. It is critical that we
47 prepare and educate students for a long-term career. At the same time there's nothing
48 wrong in adding to these same skills that they can use for their first job. It is their first job
49 that requires your approval to develop these certificates right and give them the option
50 to prepare for their first job.

51 The topics discussed and have been approved include digital skills data analytics,
52 effective communications project management and people management. These are the
53 types of skills saying this is progress. It's not the committee that approved the topics,
54 rather there are national studies documenting the importance of these skills. USC
55 students will be better prepared with them. The speed with which the Senate responded
56 to this and gave the approval is fantastic. The action tells us that when we agree on
57 something, we can achieve things very quickly. President Amiridis has been advertising
58 this across the country.

59 Last week, PRESIDENT AMIRIDIS was in Germany together with the Secretary of
60 Commerce, talking to German corporations who have been active in South Carolina.
61 President Amiridis brought up this fact; it received a very strong positive reaction from
62 the people (i.e., who are hiring our students throughout South Carolina). Together with
63 the initiatives that we have taken to incentivize internships, it brings 1) a package that
64 helps our students to get their first job and 2) develops preference for many students to
65 stay in the state of South Carolina and work in this state. Thank you for what you have
66 done to make this possible.

67 Since we are talking about the liberal arts, PRESIDENT AMIRIDIS repeated the
68 commitment USC has to humanities and the arts. It has been well-known regarding
69 what happened at West Virginia and the University of Arizona with a \$200,000,000
70 deficit. At these institutions, discussions have been held regarding reevaluating
71 programs and some extra curriculum activities like athletics to balance their budget.
72 President Amiridis stated that some faculty at USC may be a little bit jittery. According to
73 President Amiridis, USC has made a commitment to the liberal arts education and to
74 our humanities and social sciences and arts programs. USC's physical position is very
75 strong.

76 PRESIDENT AMIRIDIS cannot believe, quite frankly, how one can say that a university
77 didn't know what kind of a deficit it had for years. You will not hear anything like this
78 from USC. The reason that USC is in a very strong position is because of the reputation
79 of the institution and because its students and families vote with their SUVs. They line

80 up every fall and they'll come to us with great numbers. Don't worry about what you see
81 elsewhere. You will see more of this in different states, but it's the demographics of the
82 state. USC can be attractive; USC has the number of students that keeps the institution
83 fiscally healthy.

84 Nexus is a statewide effort where USC had been trying to obtain designation from the
85 federal government as a regional innovation and technical hub. Four hundred
86 applications were submitted; 31 were approved. USC was one of the 31 approved
87 applications. The state of South Carolina led the effort. USC organized the universities.

88 USC went to commerce and asked to lead the effort. Of the 31 federal designated
89 hubs, only three are in the Southeast (Alabama Birmingham is about biotech and Miami
90 that is related to climate change). The USC/South Carolina hub focuses on energy from
91 generation to distribution, through smart grids to storage through batteries. This is not a
92 big proposal; it is just a designation. It's not a big fish, it's a license to fish. USC can
93 compete with other hubs for significant funding from the federal government.

94 The first round of proposals is designed to create infrastructure for these hubs.
95 PRESIDENT AMIRIDIS believes the deadline is at the end of February with an
96 estimated \$70 million per proposal.

97 Several weeks ago, the provost sent a message to Deans asking for proposals to hire.
98 This year, 50 new tenure track faculty members were hired. These are going to be net
99 gain positions. They are not going to replace retired people. The provost is to make
100 sure that they don't get eliminated in any way, shape or form and make sure these are
101 on top of existing faculty.

102 Of the faculty members employed by USC right now, criteria are simple. Both teaching
103 and research are emphasized. The administration wants to make sure that tenure track
104 faculty members continue to be at the front lines of teaching.

105 Discussions are being held with the provost about potentially providing some incentives
106 to make sure senior faculty members are teaching early 100 level courses. Students
107 want to see research faculty earlier in their academic career. This is happening at the
108 University of Wisconsin. USC administration would like to have a similar balance of
109 tenure track faculty teaching throughout the course levels. This is not a criticism of
110 professional faculty. They do a fantastic job. Students want exposure to researchers as
111 well.

112 PRESIDENT AMIRIDIS stated that USC's 50 new faculty positions were approved. An
113 additional 50 positions will be approved for next year. This means the university will
114 have a net increase of 100 new faculty tenure track members within the next two years.

115 It has been quite some time that a college has been named. PRESIDENT AMIRIDIS is
116 grateful to the Rice family (Charleston) for their donation and the vote of confidence to
117 USC and the law school. The gift is \$30 million to the school, of which \$20 million will be
118 used for scholarships; the rest will be placed in the endowment.

119 PRESIDENT AMIRIDIS is confident that this gift will lift the school further up and
120 together with the funds available to hire new faculty as well. The University is moving in
121 a direction with the law school that the administration would like the rest of the university
122 to follow. That is, be recognized nationally for the work being accomplished. This is not
123 the end; this is just the beginning. President Amiridis anticipates additional college
124 namings will be in the future. This belief is based on support of colleges, departments,
125 and programs.

126 Starting next year the university will have a change in the calendar. There will be extra
127 days at the beginning of the fall semester. Fall semester will begin on Tuesday instead
128 of Thursday. This will result in offering students the entire week of Thanksgiving without
129 classes. Justification for the change in the calendar include:

- 130 • Students arrive on Sunday for the fall semester. Having Sunday night, Monday
131 night, Tuesday night and Wednesday night without anything else to do poses a
132 risk to some extent.
- 133 • Regarding Thanksgiving break, giving students the opportunity to travel to their
134 homes earlier makes it less expensive to travel home. Travel is easier and safer.
135 If they're driving outside of the state, the calendar change gives them the
136 opportunity return on a day other than Sunday or Saturday when the fares in
137 airlines and again the traffic are very heavy and make it more convenient.
- 138 • Faculty and staff, although will be here and will be working until the Wednesday
139 before Thanksgiving, will prepare to do this without classroom so that they can
140 catch up right and prepare for the exam period.
- 141 • In the last couple of weeks of teaching after Thanksgiving, the Provost is going to
142 give more details to are not starting.

143 A discussion with the student government was held. They strongly supported the
144 change in the calendar.

145 The libraries will be open for 24 hours a day for the next couple of weeks during exams.
146 Students made it very clear that this is a place where they spend time studying.
147 PRESIDENT AMIRIDIS thanked the library faculty and the Dean for working well with us
148 to make sure that there is the required the safety and the security that is needed while
149 simultaneously being open 24 hours during this period.

150 The university is approaching commencement time. PRESIDENT AMIRIDIS is quite
151 frankly, a little bit embarrassed when the announcer says here is the faculty. The
152 administration almost looks like the ratio of faculty to administration is one to one.

153 Students don't know the provost. Come to commencements; this is the biggest party
154 USC has every year. After four years, five years or six years, we owe students a party
155 and they want you to be at the party. So please keep it in mind.

156 SENATOR CAROL HARRISON (History) asked about the comprehensive statewide
157 transfer agreement and agreement and what is means for general education curriculum.

158
159 PRESIDENT AMIRIDIS stated that this topic is more of a provost issue. The
160 comprehensive agreement was assigned by the Commission of Higher Education. It did
161 not include USC – Columbia. USC-Columbia did not disagree with the notion and the
162 effort to create an agreement. The technical colleges asked USC and Clemson to get
163 together. Some of the issues faced by the research universities are different from what
164 the comprehensives are facing. USC signed an agreement among the technical
165 colleges, USC and Clemson. The technical colleges invited Clemson and USC to this
166 three-party agreement. There was no point in signing the other agreement. Columbia
167 signed a separate agreement.

168 SENATOR MARK MINETT (English) appreciated about what the president said about
169 the humanities and that our fiscal situation is strong. Is there more that PRESIDENT
170 AMIRIDIS can do to advocate for the humanities at the same time advocating for career
171 readiness? Senator Minett asked for more concrete examples when discussing the
172 value of a career at USC and the value of a humanities education. This may be
173 something already being worked on with the executive committee. Senator Minett
174 wondered if humanities are not mentioned because there would not be a reception
175 audience for the topic. However, the more the topic is left out, the more humanities lose
176 ground.

177 PRESIDENT AMIRIDIS stated that he has spoken publicly that the USC mission and
178 goal is to advance science, culture, and society. It is not possible to advance culture
179 without the humanities. President Amiridis views the humanities as our moral compass.
180 Humanities will solve some of the most difficult problems that we are facing today.
181 There are people today that believe every problem can be solved with an app. This is
182 not true. There are much deeper problems. These are the problems that affect
183 everything we do, from the economy to technology. In many cases, we are running with
184 technology ahead of culture. AI is a good example. Humanities advances the quality of
185 life. If we manage to have only STEM students, President Amiridis will move to another
186 country because life will not be interesting without the artists and without the humanist.
187 President Amiridis makes these statements frequently and in public.

188 According to PRESIDENT AMIRIDIS, it is critical however for the humanities to work
189 their schedule and curricula make sure that their students are employable. Otherwise,
190 the humanities will lose students; you have seen the decrease in the number of
191 students. One of the reasons that we talked about the certificates was exactly this to
192 give some additional skills to the students who are in the humanities to help them get a
193 first job.

194 PRESIDENT AMIRIDIS used the digital skills certificate an example. A student can earn
195 a BA in philosophy; he used philosophy because his wife has degrees in philosophy.
196 You can get a BA in philosophy, and a certificate in digital skills. This way you become
197 attractive. The corporation may want somebody that these type of skills as well and I'm
198 glad that we are all in agreement. He was glad that we all approved these certificates

199 and hoped that these certificates also would help the students in humanities for
200 employment.

201 ***Report of Provost Arnett***

202 PROVOST ARNETT commented that she missed the last meeting but was ably
203 represented by the Dean of the Faculty and Interim Vice Provost Mary Anne Fitzpatrick.

204 Provost Arnett thanked the faculty for feedback regarding First Day Complete. The
205 bookstore committee and student government also provided feedback. First Day
206 Complete is a program where all students' books would be put into blackboard and be
207 available at a fixed cost between \$15 - \$30 per credit hour. Feedback showed that
208 members were resoundingly opposed to this program. The provost listened to the
209 feedback. This university is not moving forward with this program.

210 Regarding books and literature, USC has a fabulous press. Its specialty is the
211 humanities; specifically civil rights and African American as well as some culinary. If
212 you're looking for presents for the holidays, there is a beautiful book that's just been
213 released called *The Garretts of Columbia*. Provost Arnett highlighted the quality of the
214 work accomplished at the press and encouraged faculty as you're thinking about
215 publishing your next book, to consider the press.

216 In Provost Arnett's opinion, this book is a beautifully written and carefully researched
217 book. It's about Garrett's great grandparents, Casper George Garrett and Anna Marie
218 Garrett. Garrett and Anna Maria. Papa Garrett as Casper George Garrett was known to
219 his family, was a professor at Allen University, a lawyer, and an editor of three
220 newspapers. Dubbed Black South Carolina's most respected disliked man. When his
221 idealism and a service editorial resulted in his dismissal from Alan University, his wife
222 Anna Maria, who was called Mama, came into her own as a family breadwinner. At the
223 age of 51, she was appointed supervisor of rural colored schools, trained teachers, and
224 oversaw the construction of schoolhouses. This remarkable woman learned to drive,
225 taking the back roads outside Columbia to supervise classrooms, conduct literacy drives
226 and instruct rural farm women in the basics of home economics. It's a great book.

227 The provost brought the book to the senate to 1) demonstrate how much we value
228 history at the University of South Carolina and 2) how much we value our press.

229 The President mentioned commencements. Go to our website and see where you can
230 register to attend commencements.

231 Another fun activity is happening this Friday. If you want to sign up, this is a very special
232 event that started in the spring semester. It's called *Breakfast at Midnight* and will occur
233 Friday night at midnight. Please show up at 10:30 PM. Last year this event was held in
234 the Russell House. This year, the event will be held in two locations: 1) Russell House,
235 and 2) the new campus village. Breakfast is served for about two hours with the
236 president. It's great to see our students. It's the last day of class and students are
237 getting ready to launch into their studying for exams, so it's fun. It's great. Sign up. It's
238 also somewhat heartbreaking to hear some students come through the line and say,

239 can I have another pancake? I ran out of swipes and I'm hungry. So, you get real life
240 experience with students.

241 The President mentioned there is a change in the academic calendar. This is just a two-
242 day change but it's a very important change for us to be aware of and to plan. The
243 administration is "on it and planning for it". The Provost's Office is "on it" and planning
244 for the change.

245 The reason the change in the calendar matters:

- 246 • Last year there were 132 new faculty when we started the year. This year their
247 official start date will be Friday before they will start teaching on Tuesday.
- 248 • Careful planning is needed get faculty 1) an email address to get Blackboard, 2)
249 Ultra course view access, 3) onboarding completed through HR, and 4) be ready
250 to launch courses on Tuesday.

251 The new faculty orientation will be moved probably to the second or third Friday of the
252 semester. This will enable faculty to get into their departments and become familiar with
253 the campus.

254 Classes will not be held during Thanksgiving week. This calendar change is applicable
255 to Columbia as well as all our sister campuses at Beaufort, Upstate, Aiken, and all two-
256 year regional campuses.

257 PROVOST ARNETT has been conducting biweekly check-in calls with leadership
258 around campus. If you've not heard of the information presented in these calls, ask your
259 supervisor.

260 The calls are 15 minutes and designed to impart important information applicable to
261 faculty. Chairs are asked to distribute information down. Provost Arnett is a strong
262 believer that cascading information from administration down through the ranks is vital
263 for faculty to understand what's going on throughout the university.

264 This past month the topic was about living learning communities. Dr. Lara Lomicka
265 Anderson, Vice Provost for Undergraduate Studies, has written a textbook on living
266 learning communities (LLC). USC's living learning communities are ranked in the top 10
267 nationally for best practices. A First Gen LLC will be launched fall 2024.

268 USC's two state lobbyists, Craig Parks and Derek McGee, talked about the upcoming
269 legislative agenda and what to expect. Ask your chairs about this issue.

270 Graduation retention is always an important issue. Retention touches students in
271 various ways (e.g., the bursar, financial aid registrar, mental health of every aspect of
272 our students experience here at USC). One aspect that USC has been focusing on is a
273 first-generation center. USC was just awarded by the National Association of Student
274 Professional Agency (NASPA) designation as a first-generation campus. This is "a big
275 deal". It's a foundation that supports this work. There are only a few other institutions in
276 this group (e.g., University of Florida, University of Michigan). NASPA provides

277 resources regarding how to run centers and how to take care of First Gen students. This
278 is important for South Carolina because 20% of our students are First Gen. It is
279 important to retain and graduate First Gen students.

280 Great news from enrollment management! For the first time ever USC-Columbia has
281 surpassed 50,000 applications. This is an increase of 14% from last year. That's a
282 tremendous testament of confidence that people have in the University of South
283 Carolina. It's not only of our great enrollment management staff that we have but also
284 because of the great faculty. It also means job security.

285 In other news:

- 286 • The university is transitioning to Blackboard Ultra effective Fall 2024. An email
287 has been sent outlining the transition.
- 288 • Be the end of this week, an announcement will be made regarding the selection
289 of the Vice Provost for Global Affairs. This person will report to the President.
- 290 • Please have a restful break. Do not text message work items during break. The
291 administration wants everyone to connect with families and friends.

292 SENATOR ABBAS TAVAKOLI (Nursing) asked whether the university requires the ACT
293 or SAT, and how will this influence scholarship applications. There are some
294 scholarships that require a score.

295 PROVOST ARNETT stated that the university continues to be test optional. As of now
296 approximately 56% of USC students were test optional this year.

297 SENATOR ABBAS TAVAKOLI (Nursing) inquired if this policy will change. If a student
298 is in the top 30% but doesn't post the SAT how will the student obtain a scholarship.

299 PROVOST ARNETT will talk to our financial aid and enrollment management team and
300 figure that out. In-state enrollment is up 6% and the university's goal is to embrace the
301 state and make students in rural areas know that if they're in the top of their class,
302 they're welcome here at USC.

303 REBECCA STERN (English) asked for addition information about the 50 tenure track
304 lines discussed by President Amiridis. PROVOST ARNETT stated that she asked at
305 one of the provost check-in meetings and to the Deans at the Deans Council. Requests
306 were also made for fields such as AI because AI is going to transform 1) how we teach,
307 2) what we teach, and 3) how students learn. USC is already doing some of this; Arts &
308 Sciences is ahead of the game. The provost believes A&S has seven courses in AI for
309 the spring semester. A call went out for proposals.

310 Regarding the process for the new 50 tenure track faculty members:

- 311 - The call for positions went out to deans.
- 312 - Approximately 75 proposals were received.
- 313 - All colleges and the libraries were represented.

- 314 - The President and VPR reviewed the proposals and prioritized them according to
- 315 the teaching loads, current student faculty ratios and the department
- 316 undergraduate enrollment as well as how large the department already is, which
- 317 is kind of associated with student-to-faculty ratio.
- 318 - Some narrowing down of the proposals has occurred. More needs to be done.

Committee Reports

Committee on Curricula & Courses

The Committee on Curriculum Courses met on November 8th and brought forward a motion to approve 150 proposals for courses and programs, broken down as in the table below.

Unit	Proposals
Arts & Sciences	76
Arnold School of Public Health	2
CIC	5
Darla Moore School of Business	6
Education	5
Engineering & Computing	20
HRSM	1
Interdisciplinary Studies	1
Music	23
Nursing	5
Palmetto	4
Social Work	1
Honors College	1

One typographical error was identified. The proposal stated Chinese classical. The title should be Classical Studies. This fits with the actual degree description. Appreciation is given to the faculty member who messaged a C&C committee member of the error.

The proposal with the typographical error corrected was approved.

Of the 150 proposals received, many of the proposers suffered more than they should have, much like a student who doesn't get a syllabus or rubric for a project. During spring 2024, C&C plans to gather the advice and rules and place them in one location on the website.

Advisory Committee and the University Committee on Professional Track Faculty.

DR. TIM BAKER (Chair of UCPTF) brought information to Faculty Senate and is asking for feedback. In addition, BILL SUDDUTH(FAC Chair) will be holding a town hall in January. A motion will be made on the document.

337 The document is 12 pages in length. The second paragraph is somewhat important.
338 This takes language from the AUP. There are members in some units that are full-time
339 equivalent with only instruction obligations (i.e., no service requirements). What
340 happens if that person is given a service requirement? Would this individual have a
341 change in duties and can have a change in pay?

342 This committee is trying to address this issue. There is also some standard language
343 about tenure. We have a teaching professor track. The university uses the term clinical.
344 Almost throughout the university for those that have a terminal degree, the professor
345 designation is used; accordingly, the goal is that those who teach would be a teaching
346 professor. Those who are in the medical professions and school of pharmacy would still
347 be called clinical professors. Clinical title new hires would become teaching faculty or
348 teaching professors. There would later be a policy which allows a preexisting title (e.g.,
349 teaching Professor title). This may lead to questions about what do you do for a living,
350 right? It would be clear.

351 For new hires we would use the clinical track in pharmacy and medical professions,
352 including clinical instructor and lecturer. There are two changes here: 1) the addition of
353 a third track (currently there are two levels) and 2) instructor or lecturer and senior.
354 There is a suggestion to add a principal instructor or principal lecturer as a third level
355 and require nine years. The previous document recommended 10 years. Senior lecturer
356 requires six years. Five years in the clinical and teaching professor tracks those are the
357 two changes effective there.

- 358 • Instruction librarian in legal writing,
- 359 • Professor,
- 360 • Clinical professors
- 361 • Clinical lecturers
- 362 • Research track,
- 363 • Professor practice track.

364 The committee realizes that units are different, and the roles of professional track
365 faculty are broad. It is important to give autonomy to units. Please note the fourth
366 paragraph. At the unit level there will be a professional track committee. It addresses
367 the committee consisting of both professional and tenure track faculty members. The
368 issue is not regarding tenure status but the expertise of the faculty member.

369 There is a section on appointments, reappointments, and promotions. Unit criteria and
370 procedures are very important. Many schools and colleges are undergoing this process.
371 This provides a framework for the work. This is at the request of the Provost's Office.

372 Other items include general standards for assessment. One item to note is the five
373 levels of performance measurement for schools or colleges. This measurement is an
374 increase from three or four. The goal is to obtain a standard specifically related to the
375 evaluation of teaching, research, and scholarship where applicable.

376 Clinical practice and other activities addressed by the committee include identification of
377 criteria for reappointment promotion and the promotion file process.

378 Faculty Senators are asked to reach out to BILL SUDDUTH or DR. BAKER with
379 questions prior to the Town Hall.

380 DR. BAKER thanked the UCPTF members for their work on this document. Dr. Baker
381 believes the document has been much improved since last spring. Please share the
382 document with faculty in your department.

383 The town hall meeting will be held January the 18th. You can attend virtually or in
384 person. The town hall will be held between 9:00am – 9:00 pm. It is always difficult to
385 find a good time for everyone's schedule. The committee believes if the town hall is
386 open for 12 hours, availability is open to all. The location will be Hollings Library.

387 SENATOR JEANNE GARANE (Languages, Literature, and Cultures) asked for contact
388 information of BILL SUDDUTH and TIM BAKER.

- 389 - Bill Sudduth sudduthw@mailbox.com, 777-1715
- 390 - Tim Baker timothy.baker@moore.sc.edu

391 LAURA BRASHEARS (Sociology) stated that for instructor of teaching, a Master's
392 degree is required. What is required for the teaching professor track? Depending on the
393 criteria, will current instructors (who have a Ph.D.) automatically get transferred?

394 DR. TIM BAKER stated that in the proposed document, a terminal degree is required for
395 a clinical position or a teaching position track. An instructor position track would be a
396 master's degree with 18 hours in the field.

397 Unit criteria will be used, further defined the titles and must be authorized.

398 LAURA BRASHEARS (Sociology) stated that the information makes sense, however,
399 as the leader of Sociology PTF criteria, she has been told by CAS to just complete three
400 levels (instructor, senior instructor, distinguished instructor). Reviews are due in March.
401 A recommendation is made to reach out to Dr. Fitzpatrick for answers.

402 Timeline issue if the Faculty Senate passes this change:

- 403 • The document must go before the general faculty in April,
- 404 • It must be approved by the Board of Trustees usually in the June meeting.
- 405 • If a department, program or school is working an accreditation, reaccreditation or
406 whatever Mary Ann Fitzpatrick in the Provost office is how that may be affecting
407 the unit.
- 408 • The final stamp won't happen until it passes by the board of trustees.

409 SENATOR CATHERINE MCCLUNG-SMITH (Medicine) stated that she is more
410 comfortable in the operating room. Under clinical faculty, a lot of the others have good
411 descriptions about the difference between the clinical professor track and clinical

412 instructor lecturer tract. There's not a good description there, and she believes the
413 question is going to come up. The previous format just had the clinical professor track.
414 The difference between the two:

- 415 • Does a faculty member teach more if the person is designated as a clinical
416 instructor?
- 417 • What are the criteria that a clinical instructor would be more lent towards the
418 teaching aspects and lesser in research and in pharmacy?
- 419 • Are you not considering the addition of clinical instructors?

420 DR. TIM BAKER solicited suggestions that will enhance that or refine the document.

421 SENATOR JILL MICHAELS (Pharmacy) Pharmacy has instructors who work in the lab
422 and teach. There are many instructors in the classroom; it is more lab-based with our
423 instructors. Dr. Michaels is a clinical associate professor of pediatric neurosurgery. Her
424 duties include: 1) primarily teach in the operating room, 2) teach in the lecture hall, 3)
425 conducting research, 4) sit on the guidelines committee and 5) participate on the IRB.

426 FACULTY SENATE CHAIR OUTTEN requested that Faculty Senate get everything
427 assimilated into the document to have a parallel document by February to consider.

428 FACULTY SENATE CHAIR OUTTEN reminded members that there are two vacancies
429 coming up in the spring semester. Please send him the names of potential volunteers.

430 ***Admissions Committee***

431 LAURA HERBERT (Sociology) Chair of the Admissions Committee, presented two
432 motions. The first motion is in relation to readmission. This motion makes it clear that
433 acceptance by admissions does not supersede or override other university actions that
434 prevent a student from re-enrolling (e.g., financial conduct or public, public safety
435 restrictions). This stems from some cases recently where students were academically
436 eligible to return to USC, but they had outstanding conduct issues. This made them
437 ineligible to enroll. The motion before the Senate today addresses admission or
438 readmission to the university is contingent on being otherwise eligible to enroll students
439 must be in good standing with the university and have no unresolved obligations or
440 restrictions that prevent or prohibit enrollment.

441 ***The motion passed***

442 The university is discontinuing its Columbia based associate of Arts and Associate of
443 science degrees that are currently offered to soldiers based at Fort Jackson. These
444 students will likely continue to be served through Palmetto College for the first one or
445 two years that they need to complete the degree. Students will be able to transfer to our
446 Columbia campus and complete the bachelor's degree upper division requirements.

447 It is important to align the language with our other regular transfer requirements. Special
448 requirements include students who need 45 semester hours and a minimum of a GPA
449 of 2.0 to align them with USC regular transfer requirement. Some changes in the

450 document include 1) To complete at least 30 semester hours, and 2) and a minimum
451 grade point of 2.25 is required or 2.0 if they're within the USC system and they transfer,
452 but if a student on the outside, the student needs a 2.25 GPA.

453 ***The motion passed***

454 FACULTY SENATE CHAIR OUTTEN brought forward a motion on behalf of the
455 Steering Committee. This is a modification to the Senate standing rules regarding
456 agendas. According to the current language and the standing rules of the Senate, the
457 agenda is set (refer to the back of the faculty manual and the appendices).

458 The order contains committee titles that are no longer in existence. The Steering
459 Committee would like to change the language thereby allowing the Faculty Senate
460 Chair or Steering Committee to set order of the Faculty Senate agenda. This would
461 result in no longer having a set order for committee reports or special committee
462 reports. The agenda would be set per meeting based on the needs of the Senate for
463 that meeting.

464 ***The motion passed***

465 ***Faculty Welfare Committee***

466 SENATOR LIAM HEIM (Nursing) addressed a unit formally called “Behavioral
467 Intervention Team”. This unit has been rebranded as “Student Care Outreach Team”.
468 This team will help with additional resources such as social work and resources
469 counseling. If it is an emergency, call 911.

470
471 VICE PROVOST FITZPATRICK addressed harassment via social media. There are
472 various situations that many of us have run across. Somebody on social media calls you
473 out; some Joe Schmo. We all deal with that. Block this person; that is how you can end
474 the situation. We block them and that's the end of it.

475 SENATOR MARK MINETT (ENGLISH) inquired what happens if it's some big wig at the
476 statehouse or at the Senate? How can you handle this situation?

477 VICE PROVOST FITZPATRICK stated that there is guidance for the different levels
478 (e.g., Chairs, Dean). HR should handle the situation and help guide your actions.

479 The provost is very concerned about the tension that many faculty are feeling in this
480 kind of complicated world of freedom of expression and academic freedom. We have
481 faculty who have been involved in complicated situations with external harassment.

482 VICE PROVOST FITZPATRICK stated that the university has structures and processes
483 for things that happen on campus. The administration is concerned about how we can
484 show the commitment that the institution has to its faculty. The important thing about
485 this document is it does not just emerge from the provost but rather it has been vetted
486 and approved across all the levels of the organization.

487 This document is based on a document that is used widely in the Big Ten programs. It is
488 considered a model. It says very much. We are really concerned if you're, if you have
489 any fear for your safety, you immediately contact the Chief of Police office. We have
490 people and threaten violence areas that will help you if you're worried about your safety
491 at home because of something that's happened. They will coordinate with your local
492 police.

493 This says if you're really concerned and you want to make a public statement, our
494 strategic communication people will help you with that. You can come to me if it's too
495 complicated to figure out what to do. I mean, it shows the commitment of every office on
496 this campus to you and to help you navigate these situations.

497 Advice in which we say very large numbers of people are harassed on social media in
498 the United States of America. The hope of the Internet as the free exchange of
499 wonderful information has really been given up. There are some of us who had that
500 hope initially have kind of given that up. The mayor of Paris just said she's getting off
501 social media because it's a sewer, which kind of sums it up. But we want you to know
502 we say don't engage with trolls. Don't get involved with these things. This is negative if
503 you become worried about your reputation, we have people who are experts in this who
504 can help you think about a statement.

505 Some of the senior leaders said that faculty don't have to answer the newspapers, don't
506 have to give appointments and similar things. I think this is a document that is a good
507 faith document. We are ready. We are really reorganizing the entire faculties. Our
508 commitments are clear to you in the office of Faculty Affairs and academic priorities and
509 other kinds of things.

510 If the document is quite repetitive, because it says the same thing over and over again.
511 Think about the web. We want to have a section that says for the faculty and then for
512 the chairs and then for the Deans.

513 I know as your leader how to handle that when it happens on campus, the social media
514 world is where we'll work on together. So, I want one of the things that one of the great
515 members of the committee said was, I think you should define this more narrowly. And I
516 said no, I don't want to because I don't want people to feel they can't come to me or
517 come to us if it's one, it can be one serious message that's problematic for you.

518 MARK MINETT (English) provided thanks so much for your hard work on this effort.
519 What would be different about the administration's responses to certain situations now
520 under these new guidelines. USC had a faculty member (and courses taught) who was
521 named in a public open letter tweeted by all members save one of the South Carolina
522 congressional delegations. A lot of faculty members perceived there was a lack of
523 response to faculty naming, shaming, harassment. Is there a substantive change
524 because of these policies in the way the administration would respond to that mark? I've
525 been here since January 1st, 2005, and I would say what I tried to do was demonstrate

526 and lay out and get the commitments across all the university offices that they are ready
527 to help you.

528 VICE PROVOST FITZPATRICK stated that she is unaware of the consequence of that
529 situation, but one of the problems we have is nobody knows where to go. Nobody
530 understands that there are people willing to talk with you about it and help direct
531 responses to the situation. One of the things VP Fitzpatrick tried to do in this document
532 is to make this process clear. This is part of the provost's commitment to faculty.

533 It's a very complicated world and we have an open carry state and therefore it could be
534 one serious message from some high-end person with you. This will be worked out in
535 an example of things that happen to people; we can step up. I want you to know that
536 these are the steps you can take. The very first thing we say is, if you're worried about
537 your safety immediately go here. I'm going to call every week about all the complaints
538 that come across my desk. I'm not trying to sell anything to you; except nothing is
539 written down here in quite this way. I think this is really a first step toward making sure
540 where to go, what to do.

541 SENATOR MARIANNE BICKLE (HRSM), stated that in her opinion the negative actions
542 happening on some campuses nationwide are not happening on the USC campus.
543 People (non-academics) ask if it is safe at USC. Dr. Bickle responds that 1) USC wants
544 us to be safe, 2) she doesn't feel threatened when walking, and 3) it feels good that the
545 administration is being proactive.

546 SENATOR BICKLE stated that having been out of administration and coming back to
547 faculty, no one's anxiety is being discounted. Everyone has a different story, different
548 level of viewpoint or anxiety level. She is just grateful that USC is a safe environment.

549 SENATOR REBECCA STERN (English) stated that she has colleagues who have
550 received credible threats. There are actual issues that do happen on this campus. Dr.
551 Stern has not encountered them, but they are substantial, and they are real.

552 ***InDev Committee***

553 MARK MINETT (English) Chair of InDev, provided a report designed to lead the
554 groundwork for improving teaching, assessment, and teaching effectiveness. The
555 committee was given a task to review the status of teaching assessment in relation to
556 three aspects:

- 557 • A consensus on student evaluations of teaching and the substantial body of
558 literature. There's a bibliography provided in the section of the report (20
559 sources).
- 560 • A consensus of best practices along with some emerging solutions in relation to
561 problems with assessment. The committee examined six statements of best
562 practices.
- 563 • Relevant policies on teaching assessment here at USC in relation to the faculty
564 manual language, academic affairs policy and what our units are doing.

565 On student evaluations of teaching, there are notes on terminology. These are available
566 on the summary page of the report. The committee is looking at teaching assessment.
567 The committee thought it would be helpful to provide guidance. For our purposes, all
568 processes used in the assessment of teaching are developmental and then summative
569 tenure and promotion, merit-based awards and raises.

570 Thanks are provided to Nate Carnes at the Center for Teaching Excellence for 1)
571 getting InDev up to speed on the language, and 2) explaining what we mean by student
572 evaluations of teaching. This is commonly known as course evaluations or student
573 evaluations. Terms tend to be used interchangeably. They're conventional and largely
574 quantitative using Likert scale ratings (e.g., course surveys from our primarily used for
575 summative purposes) as opposed to student assessment of teaching.

576 In the report, the teaching assessment refers to student assessment of teaching. This is
577 a more general category than evaluation. Depending on context, design, and
578 interpretation, it can provide valuable information for both formative and summative
579 purposes. It can be gathered at any point during or after a specific course as students'
580 progress.

581 Based on the literature, there's a much broader understanding of student assessment of
582 teaching and what it can accomplish. Assessment does not measure teaching
583 effectiveness. It provides a poor measure of student learning and likely leads to grade
584 inflation and work deflation.

585 There are many articles on the topic (as revealed by the bibliography), including a
586 recent newsletter from the Chronicle of Higher Education. Research demonstrates
587 systemic biases including gender and racial biases against nonnative English speakers.
588 Discrimination lawsuits have been in the news (e.g., Vassar, SAT's being used for
589 summative purposes there, evaluation, promotion, raises). Evidence supports
590 discrimination against protected classes. One example is gender bias in evaluations of
591 female identifying instructors; they're typically evaluated on measures related to
592 instructor student reaction. In the open field response, kind words (e.g., nice person)
593 tend to be used in relation to female identifying instructors. When evaluating male
594 instructors, words used typically relate to effectiveness and knowledgeability. This is not
595 old research. This is not antiquated research before we became enlightened.

596 SAT scores are influenced by factors such as disciplined modality, weather, and sugar
597 intake. Faculty members may realize that statistical data are prone to misinterpretation
598 and misuse. Assessment and the SAT exams are often poorly designed. They confound
599 factors and consolidate responses that should not be consolidated into an over overall
600 score.

601 There is no consensus regarding how to conduct teaching assessment. Indeed,
602 teaching assessment at USC is dependent on the use of statistical data.

603 Teaching assessment is prescribed by policy and USC's accrediting body. However, it
604 is understood that institutions reporting reliance solely on student evaluations of
605 teaching are inadequate.

606 MARK MINETT (English) stated that a consensus of best practices for teaching
607 assessment should be valued and solicited at multiple points during the semester over
608 the course of the student's career. Peer assessment should integrate classroom
609 observations by trained observers. For best practices, there are general principles and
610 consensus of best practices around student assessment of teaching, peer assessment
611 of teaching, and self-assessment of teaching. Oftentimes, peer assessment of teaching
612 is criticized.

613 Best practices call for a thoughtful approach, often relying on rubrics, and the training of
614 faculty and observing their peers. Assessment should be holistic, incorporating peer
615 student and self-assessment. Self-assessment is usually understood not just as you
616 rate yourself right, but provide a thoughtful response to the feedback given (i.e.,
617 incorporate feedback into teaching)

618 MARK MINETT (English) stated that assessment should be evidence based, efficient,
619 and not prohibitively labor intensive. Faculty should play a central role in assessment of
620 policies and processes.

621 Assessment should primarily serve formative, that is developmental purposes.

622 The institution and its units should provide the necessary conditions and support for
623 proper assessment and its use in faculty development. There's a lot of language around
624 our responsibility for institution and its units to provide resources; to provide a frame that
625 involves the assessment of teaching as one component.

626 Many institutions, including peers and peer aspirants, while still valuing student
627 feedback on teaching, are rethinking their dependence on student teaching evaluations.
628 They are developing new policies and frameworks for teaching assessment around
629 consensus best practices. In the best practices part of the report, links to statements
630 and organizations are provided. Descriptions are included regarding principles and best
631 practices.

632 Links to websites for universities where they summarize their approaches are included
633 in the document.

634 There's a question mark here for next steps because this is where faculty feedback
635 comes into possible longer-term responses to the findings (e.g., revisions to the faculty
636 manual, language on teaching assessment, revisions, and additions to academic affairs
637 policy).

638 ACAF 1.04 is the only academic affairs policy InDev found that addresses the
639 assessment of teaching. It focuses on course evaluations. The faculty manual language
640 mentions peer assessment and student assessment and student evaluations. The

641 language suggests student evaluations be quantitative and mandates the use of
642 contextualizing statements around scores. Best practices don't call for the use of this
643 kind of numerical data in a summative assessment.

644 Revisions, active policy, encourage units to review, revise their tenure, permission,
645 hiring, appointment and reappointment policies and procedures relating to the
646 assessment.

647 SENATOR MILIND KUNCHUR (Physics and Astronomy) You made a distinction
648 between student teaching evaluation and student assessment (refer slide 12 or 13).
649 What is the distinction?

650 MARK MINETT (English) explained that SET was rated based on a Likert scale (1-5). At
651 the end of every semester student assessment of teaching is a potentially broader
652 range of practices so it can involve student feedback surveys rather than student ratings
653 (i.e., SET). It can involve targeted questions. For example, what did you think of this
654 particular assignment and the way in which it was framed? Which part of this class?
655 Useful for the instruction is an open-ended question that is specifically tailored to the
656 course and the discipline.

657 SENATOR MILIND KUNCHUR (Physics and Astronomy) brought up student retention.
658 The Department of Physics had a huge exodus of students. If 100 students join, in the
659 end, five would survive basic dropout. So as part of that assignment. Senator Kunchur
660 had long conversations with our undergraduates. It took a long time to develop a rapport
661 to discuss why people are not filling out student evaluations. In Senator Kunchur's
662 words: I talked to them, and the perception is there is no consequence. No useful action
663 comes out the evaluations; what students write is dismissed as opinion. So, what you
664 said about the numerical scores, I agree. But I would say just the opposite, more
665 attention needs to be paid to the student evaluation comment section because students
666 are saying something very specific. I met with students, wrote a long report and
667 discussed with faculty the general view. These are opinions. It's not science but if 20
668 people out of 20 are saying something "this specific" that troubles you. It's more reliable
669 than an Amazon review. Students need to be listened to and they need to know we are
670 listening. That's part of the reason they don't pay attention to this process. At some
671 universities, for example Stanford, all evaluations are open. I'm not recommending that,
672 but every student can see every evaluation for every professor, not for sport but to
673 decide which person to sign up for the following term. So, I'm not saying we should do
674 that, but more attention needs to be paid to what students are saying (i.e., qualitative
675 comments).

676 MARK MINETT (English) thanked the senator for the input. It's a concern that the
677 committee recognizes. InDev believes student feedback on teaching right should be
678 solicited multiple times during the semester. It shouldn't just take the form of surveys,
679 though that's one way to do it. Discussions like the one that you had are important. A
680 unit that reviews its teaching effectiveness at the unit level and conducts conversations

681 with students typically yield significantly different outcomes than the SET. To reinforce
682 this distinction SET and student assessment of teaching. Best practice suggests
683 student feedback on teaching should be solicited more than we're currently doing. It
684 should be in a different form and should be used for different purposes. That is, not for
685 summative purposes but for developmental purposes. Faculty should interpret the
686 student assessment of teaching, whatever form it takes. The idea of interpretation is
687 there and best practices.

688 SENATOR NANCY BUCKIN (Business School) asked if anyone has studied or
689 compared the evaluations that universities use versus *Rate My Professor*.

690 MARK MINNETT (English) stated that the literature reveals a very strong correlation
691 between results on *Rate My Professor* and student evaluations of teaching. The
692 correlations provide justifications for thinking about what rate my professor indicates
693 about how students use student evaluations (i.e., an overlap). Academics may be
694 fooling ourselves if we don't think we're just providing a *Rate My Professor*.

695 SENATOR CATHY ARNOT (Exercise Science) stated her appreciation for the
696 committee's work. Participation in student evaluations in her department has decreased
697 significantly. Only 5-10% of students are participating in the evaluation process. It is
698 important to be cautious on interpreting the evaluations because the few that do
699 complete the evaluation tend to be the extreme responses (e.g., love or hate).

700 SENATOR MINETT (English) stated that comments can be an issue in relation to
701 student evaluations of teaching. Comments are also beside the point; they do not
702 measure teaching effectiveness. Research reveals that students with the strongest
703 feelings are the ones that fill out the surveys. InDev was invited to work with the provost
704 office on ways to think about improving response rates. Some guidance should have
705 been or is going to be sent out or probably was, because faculty teaching evaluations
706 are happening now. It's valuable to obtain student feedback. It is important to obtain as
707 much student feedback as possible.

708 To SENATOR ARNOT'S point about the language, SENATOR MINETT has heard
709 horror stories from faculty anecdotally about racially charged language being used, not
710 overtly, because that's not how systemic racism works but faculty members being
711 described in certain ways and administrators saying things like "be nicer".
712 Administrators need to be trained in how to interpret student feedback particularly in
713 relation to biases.

714 SENATOR ABBAS TAVAKOLI (College of Nursing) asked if there is a correlation
715 between teachers and course evaluations or is this only about the course evaluation
716 (i.e., different teachers, same course but different sections). Senator Tavakoli believes
717 it is important to evaluate every course every semester. You may teach the same
718 content in the same course; if you get lower evaluation one semester to another
719 because it's related to the faculty who's teaching the course.

720 SENATOR MINETT stated that frequency is a question that is raised in relation to best
721 practice. I don't think there's a definitive answer to that other than student feedback.
722 Teaching should be gathered for every course but again, these problems with
723 summative student evaluations of teaching and how they're used.

724 FACULTY SENATE CHAIR OUTTEN thanked SENATOR MARK MINETT and the
725 InDev Committee for the tremendous amount of work conducted on important issues
726 this semester.

727 ***Nate Carnes from CTE***

728 DR. CARNES provided a reminder that USC is transitioning to Blackboard Ultra
729 effective Fall 2024. Assistance is available through CTE. The instructional design team
730 has been active in providing services across campus. The team will provide one-to-one
731 consultations or group consultations with the focus on BBUltra. In person as well as
732 virtual presentations are possible.

733 Faculty can have a sandbox set up. This enables the faculty member to work on the
734 technology prior to posting on the course.

735 A CTE member will come (at your request or the request of the Chair) to give
736 presentations on BBUltra, including a workshop. If your unit leader wants to devote time
737 when people bring their computers, that is also an option.

738 DR. CARNES mentioned that a waiver form will become available for instructors who,
739 for pedagogical reasons, need to use a Learning Management System, other than
740 BBUltra. The form will be posted on the website.

741 DoIT has been offering presentations through CTE as part of the schedule of events.
742 Faculty can join the events. Resources that are posted on the CTE website.

743 SENATOR ABBAS TAVAKOLI (Nursing) inquired about the app for the course
744 evaluation. Will the app be accessible on BBUltra? The course evaluation app is on the
745 current BB.

746 DR. CARNES stated that CTE doesn't handle that part of the system. DoIT is
747 responsible for pedagogical components of course design on BB. SENATOR ABBAS
748 TAVAKOLI (Nursing) believes the app is important to a high (or higher) response rate.
749 Dr. Carnes will relay this information to DoIT.

750 SENATOR MARCO VALTORTA (Department of Computer Science and Engineering)
751 inquired if training would be available for teaching assistants. DR. CARNES stated that
752 teaching assistants would have access to training.

753 ***Faculty Senate Chair's Report***

754 CHAIR OUTTEN stated that Faculty Senate meetings during spring 2024 will be held at
755 the Russell House Theatre due to space issues.

756 Faculty Senate continues to seek a secretary elect.

757 SENATOR MARCO VALTORTA volunteered for the secretary-elect position. There are
758 nominations for two additional committee positions. Nominations from the floor are
759 closed at this meeting. Faculty need to vote on Senator VALTORTA's candidacy.

760 ***Senator Valtorta was voted as secretary-elect***

761 **Secretary's Report:** Nothing to report.

762 **Old business:** No old business.

763 **New business:** No new business

764 **Good of the order:** none.

765 The meeting adjourned at 5:04pm EST.