

**FACULTY SENATE MEETING**  
**April 1, 2009**

**1. Call to Order**

CHAIR ROBERT BEST (School of Medicine) called the meeting to order.

**2. Corrections and Approval of Minutes**

CHAIR BEST asked for corrections to the minutes of the meeting of March 4, 2009. There were no corrections and the minutes were approved as written.

**3. Invited Guests**

CHAIR BEST introduced Anna Hecksher, Chair of the Student Government Academics Committee, who was attending on behalf of her committee.

Chair Best then introduced Darrin Horn, Head Coach of USC's men's basketball program. Coach Horn expressed his regard and appreciation for the cooperation that exists between athletics and academics at USC, and explained his approach to student athletics. The Coach noted that he would prefer to be considered an educator rather than a coach because his ultimate goal is prepare his players for life after basketball. Even for those whose next phase is still basketball, the coach wants them to go to that next phase with a degree.

Coach Horn emphasized that, although the athletic component is an important part of the student athlete's experience at USC, the goal is a college education. He feels that young people are cheated if they are not taught to be responsible students, and he discussed two factors that influence recruitment to his program. The first is ability: does the person have the ability to be a college student? The second is desire: is the person interested in being a college student? Coach Horn recounted instances in which he has seen firsthand how a person's native ability and desire can overcome a disadvantaged background, and how a person's lack of interest in academics has resulted in non-recruitment for USC.

Coach Horn observed that while the goal of the basketball program is to win and to be a team in which the University can take great pride, he does not believe that he can ask his students to be great athletes but neglect the academic component of their education. He wants his players to understand the importance of being the best in every endeavor. He does not believe a student can be at his best on the court until he is at his best in the classroom. The basketball team currently maintains the highest GPAs that they have had in 10 years. Even beyond this, Coach Horn feels that one of their proudest achievements is the level of student involvement that he's seen at the games. This experience of unity with the entire student body is important to the team. Coach Horn closed his remarks with the observation that students will generally perform to the expectations that are set for them. This concept is simple, but not easy. If expectations are low, students will fulfill them. If expectations are high, students will fulfill them, especially if

students know that their coaches and mentors care about them and want them to succeed – not just in athletics but in academics and in every aspect of their lives.

CHAIR BEST congratulated USC’s athletics director, Eric Hyman, on choosing Coach Horn, an Academic All American, to lead the men’s basketball program, and congratulated Coach Horn on the rising GPAs of the basketball team.

#### **4. Reports of Committees**

##### **a. Committee on Curricula and Courses, Professor Gail Wagner, Chair**

PROFESSOR WAGNER (Anthropology) reported changes in courses and curricula from the College of Arts and Sciences, the Moore School of Business, and the College of Mass Communications and Information Studies, (please see attachment, pages 10-18).

The Committee recommended that the Faculty Senate accept the changes. The changes were approved as written.

##### **b. Faculty Advisory Committee, Professor Harold Friedman, Chair:**

PROFESSOR HAROLD FRIEDMAN (School of Medicine – Surgery) reported on the activities of the committee during the past semester. The committee has taken up issues related to promotion and tenure; this information will likely come before the Senate during the next semester. Additionally, the committee is making progress on its changes to the language of the Faculty Manual. Many of these changes are of a housekeeping nature. An additional change regards the addition of the Carolinian Creed as a preface to the Faculty Manual. Professor Friedman asked Professor William Rivers to address the Senate as to why the committee is including the Creed in the Faculty Manual.

PROFESSOR WILLIAM RIVERS (English) reported as the chair of the Special Issues Subcommittee of the Faculty Manual. One of the charges of the subcommittee was to investigate the possibility of a faculty code of conduct. That charge was initiated by the Office of the Provost and by the University Ombudsman Office, who thought that a clear, and mainly inspirational statement regarding faculty conduct, would further the goals of the University. The subcommittee considered various codes from universities around the country, and eventually realized that the Carolinian Creed was the place to start. Professor Rivers noted that the subcommittee is not using the phrase “Code of Conduct;” rather, it is affirming our allegiance to the principles advanced in the Creed, and holding up these principles as inspiration for us regarding what we stand for, what we are trying to accomplish, and how we want to deal with each other.

CHAIR BEST provided some background on the history of the inclusion of the Carolinian Creed in the Faculty Manual: 10-15 years ago, the Creed was presented to the Faculty Senate for inclusion and was adopted by this body, although not formally put to a vote. The Board of Trustees subsequently accepted it and it became a part of formal policy. Chair Best mentioned the recent history of another piece of policy, the University’s affirmative action statement, which

had been the subject of some temporary confusion regarding existing policy and has now been harmonized through various procedural channels, including Legal Council, the Provost's Office, and the Minority Affairs office.

Chair Best noted that the subject of the Faculty Manual will be presented again at the General Faculty meeting on April 28, as changes to the manual require a vote of the General Faculty. This meeting will be held at 2:00 p.m. on the 28<sup>th</sup>, with the Faculty Senate meeting to follow.

PROFESSOR STEPHEN SHEEHI (Languages, Literatures, and Cultures) asked whether, when the Faculty Manual changes are presented at the General Faculty meeting, the vote would be for the changes en masse or for one issue at a time. Chair Best suggested that the vote would probably be handled much as the Faculty Senate votes on changes recommended by Curricula and Courses. As the Faculty Manual represents the employment contract between the faculty and the University, the General Faculty will consider the changes slowly and deliberately, with opportunity for discussion.

**c. Faculty Budget Committee, Professor Andrew Gowan, Chair**

PROFESSOR GOWAN (Music) reported on a series of meetings that he and Chair Best have attended in which the deans of USC's academic units, colleges, schools, and the service and administrative units have presented their 5-year strategic plans. Professor Gowan has so far attended about half a dozen of these meetings and reiterated how impressed he has been with the quality of thought and the ability to articulate these strategic plans. The plans are realistic given the current circumstances and yet are not without vision and are not without real goals for improvement. Professor Gowan emphasized his conviction that the University has good leadership and that there is a great deal of understanding of the issues experienced within the units.

Professor Gowan reminded the Senators that the Faculty Budget Committee represented the faculty voice, and encouraged Senators to send to the committee their concerns and the issues that they would like for the committee to examine, discuss or present to the administration. He reminded the Senators of the recent survey from the Focus Carolina Quality of Life Committee and suggested that the Faculty Budget Committee could do a similar survey to gather input from the faculty if the Senators think the idea is worthwhile. He read the names of the members of the current committee:

Professor McKinley Blackburn (Economics)  
Professor Duncan Alford (Law Library)  
Professor Robert Best (Medicine)  
Professor Patrick Nolan (Sociology)  
Professor Harold Friedman (Medicine)  
Professor Charley Adams (Public Health)  
Professor Beth Bilderback (Libraries)  
Professor Camelia Knapp (Geological Sciences)  
Provost Ted Moore

PROFESSOR STEPHEN SHEEHI (Languages, Literatures, and Cultures) asked, when Professor Gowan spoke of a survey, what would be the capacity of the survey? Would the survey address the faculty?

PROFESSOR GOWAN confirmed a faculty survey, and perhaps a slightly different version for staff, as frequently the concerns of the two groups were the same.

**d. University Athletics Advisory Committee, Professor Manton Matthews, Chair:**

PROFESSOR MANTON MATTHEWS (Computer Science & Engineering) asked the faculty to please submit book orders in a timely fashion. Books are prepackaged for student athletes and when a required book is not available for packaging, it causes a real delay in the students getting the books.

Professor Matthews outlined the procedure regarding faculty getting tickets at baseball games, which is done by presenting a faculty ID at the ticket window and receiving tickets. One faculty member can get as many as four tickets per game for family members for any game. Professor Matthews has been assured that there are at least 60 tickets reserved for faculty, even for popular games like the Clemson game, and none of these are distributed early but are distributed on the day of the game.

## **5. Reports of Officers**

PRESIDENT HARRIS PASTIDES greeted the Senators throughout the University system. He observed that the University is in a poignant time in its history. The University is waiting to learn whether the stimulus funds provided by the Federal Government will be certified and received by our State. While the President did not have the answer to that question, he assured the Senators that he has entered the fray and has become increasingly outspoken in favor of the stimulus funds. He has been engaged in communications and in interviews with the national media all week.

The President provided a recap on the University's budget situation: at the end of last year, our closing base budget was about \$223 million. Today, a little more than a half-year later, we are at \$169.7 million. That is a \$55.4 million cut, or a 24.85% cut, to our state appropriations with no time to do critical planning. In percentage terms, this may be the highest cut sustained by any university in the United States of America. President Pastides displayed for the Senators a map that appeared in the *Chronicle of Higher Education* that documented cuts to university appropriations around the country. The map showed South Carolina with the deepest cuts, followed by Alabama, Florida and Rhode Island. However, the map also showed the states that had increased support to their public universities during the same time period (from the last fiscal year to the current one).

The President noted that while engaging with the media, he had not been ad hominem, had not attacked the Governor, had not advocated for any political party, and had not spoken as a

taxpayer. He has used a simple analogy that anyone could understand: he has likened the University of South Carolina and all public education in the State to a raft in turbulent waters. The winds are high, the seas are high and the Federal government is poised to cast out a lifeline. There are 50 rafts in the water and 49 of them are eagerly awaiting the lifeline. Forty-nine of them are likely to receive it, but one is arguing that perhaps it doesn't want or doesn't need the lifeline. The federal stimulus funds could restore approximately two-thirds of the cuts to that the University's appropriations. During the next fiscal year and the year thereafter, \$35 million of the \$55 million would be sent back to the University of South Carolina. The President refers to these funds as a lifeline because, even though they are not monies with which to make permanent commitments, they could restore the quality of education that the University aspires to deliver.

President Pastides thanked the Senators and the faculty in general for going beyond belt-tightening to volunteering to go beyond the call of normal duty. Faculty have volunteered to do more in terms of teaching, advisement, service, and many other activities to sustain their units and their programming. The President noted that we are hanging together very well for now. However, if we enter the next fiscal year and 49 other systems of public higher education have had their budgets restored – even at a level of two-thirds – and the University of South Carolina is sitting here looking at another gapping hole, it will be a different story.

President Pastides announced a 5:30 pm rally at the statehouse of proponents of K-12 and higher education. The rally is to urge the Governor to accept stimulus funding for education and health care. The President plans to attend and may speak in a reasonable way in support of the stimulus funding, and encouraged all interested faculty and staff to attend. USC's alumni have flooded the Governor's Office with calls, emails and letters urging him to accept the funding, as have alumni of the state's other public colleges and universities. The President pledged that, should USC receive the stimulus funding, we will spend it very wisely and strategically. He noted that every dollar will be tracked and monitored, and vowed to keep the process transparent and receptive to the input of the faculty through the Budget Committee, deans, unit heads and department chairs. President Pastides expressed 100% confidence that not only can we be transparent and accountable but that we can use the funding to be a better University for the people of South Carolina.

The President then reported on his recent address to the Senate Education Committee, in which he stated that the University would not be closing campuses. He explained that closing the front door to a campus is also closing a door to a library, to classrooms and to teaching laboratories at a time when South Carolina needs ever more college attainment. President Pastides observed that South Carolina ranks 43<sup>rd</sup> in the United States in the number of adults aged 25 or over with a college degree, about 23.3%. Many other states have college attainment figures between 30 – 50%, so why would we close colleges when South Carolina needs more college education? The President pointed out that USC's 4 stalwart 2-year colleges in Union, Sumter, Lancaster, and Allendale/Walterboro comprise only about 5% of the University's state appropriation. The Salkehatchie campus provides a 2-year education to approximately 1,000 people a year from 5 of the most impoverished counties in South Carolina – counties where unemployment ranges close to approximately 20% of the citizenry. Fifty percent of Salkehatchie's students are African-American. To take a small amount of funding away and to close the front door of USC

Salkehatchie in both its Allendale and Walterboro campuses would be a tremendous disservice to those counties and to the communities of South Carolina.

President Pastides again cautioned that, should we receive the stimulus funding, we will not be able to use it for continuing commitments (such as increasing the size of the tenure-track faculty), but could do a tremendous amount of good with respect to hiring instructors, improving infrastructure, technology, renovation, making advances and seeding the great ideas of the faculty and the units.

The President reported that he had another media interview scheduled following the Faculty Senate meeting, this one with Fox News. He noted that the issue regarding the stimulus funds is truly a national story and that when all eyes are on the State of South Carolina, he wanted them to be on the University of South Carolina as well. President Pastides then asked for questions and comments from the Senators.

PROFESSOR WANDA HENDRICKS (History) thanked the President and Dean of Libraries Tom McNally for ensuring continued access to the African American Biographical Database.

PROFESSOR BETH POWERS-COSTELLO (Education) thanked the President for his report on the stimulus funding and the clear-headed path that President Pastides is taking to support the University and the Carolina Family. She asked if there were ways that the faculty could help support his efforts, aside from attending the afternoon rally.

PRESIDENT PASTIDES replied that he had been thinking a great deal on that subject, and felt that it would be appropriate for faculty to attend the rally if they wished. He felt that emails and neighborly messages to legislators would be appropriate, although the majority of our elected officials are squarely in our camp already with regard to the stimulus funds.

INTERIM PROVOST TED MOORE began his remarks with an anecdote related to Coach Darrin Horn's presentation. Athletic Director Eric Hyman, when approached about scheduling Coach Horn for an address to the Faculty Senate, agreed to "have Darrin there if I can come, too." The Provost thanked Director Hyman and Coach Horn for their positive impact and progressive philosophy of student-athletes.

Provost Moore reminded the Senators that the Focus Carolina Goal Teams would be having public forums on Monday, April 6, and Thursday, April 9, in the Russell House Theatre. The forums will be held at 3:30 in the afternoon. The Provost encouraged Senators to come and hear the teams present the draft initiatives that they have been developing since the fall.

Provost Moore then announced three new initiatives. The first is the Campus System Review. Each of the USC campuses will be getting a comprehensive review, to include such questions as: What curriculum is offered at each campus? What curriculum should be offered at each campus? What is the economic impact of each campus? What is the capacity of each campus? What is the demand in the region in which each campus lives? How should the campuses be organized? This type of information is being collected for all of the University's campuses and by the end of

the spring or early summer the Provost's Office will have some preliminary suggestions and recommendations for the President on how to move forward.

A second new initiative is the Service Delivery Task Force. The University has a long list of different services that are provided in support of the academic mission – Human Resources, Payroll, Information Technology, Legal Services, Facilities, Maintenance, and Custodial are a few examples. For the first time in recent history, the University is asking the question, “How should those services be organized to deliver the best product at the best price?” A fundamental question that underlies the first is, “What services should be centralized and what services should be decentralized?” Provost Moore gave the following examples: All of us live in academic units which have some IT staff, and we also know there is a Vice President's Office for Information Technology at the central level. Almost all the colleges have at least one HR person, at least one budget analyst, but we also have a University Budget Office and a University HR Office. The fundamental questions are fairly interesting and they are important not just financially but to ensure that we can deliver services to support the academic mission in the best possible way. The task force will have a system-wide reach – not only for Columbia but for every campus in the USC system.

Finally, the President has launched a third initiative in the form of a task force to examine health sciences at the University – not just Columbia and the Medical School but the full University system. There are five health sciences colleges at USC-Columbia and there are numerous health sciences degree opportunities as well as research opportunities throughout the whole system. The task force will examine the question of what should be the proper role for health sciences throughout the system. How should the health sciences be organized to fulfill their mission in support of the broader University mission?

## **6. Report of the Chair**

CHAIR ROBERT BEST reported on the recent budget discussions and strategic planning meetings that he has attended. He echoed the perception of Professor Andy Gowan that these are good, fair, and thorough reviews, and that the units' leaders are advocating the interests of their faculties.

Chair Best has also been engaged in the work of Focus Carolina. He serves as a member of the Quality of Life Committee and reminded Senators of the Quality of Life Survey that has been recently deployed through email. He urged Senators and faculty to respond to the survey and help the committee to assess where we are in terms of our satisfaction with the University – what is good, what is not so good, and what needs improvement most. Chair Best also serves on the steering committee for the 5 primary Goal Teams of Focus Carolina, and he reported that the teams' work is proceeding very well. The work of the Goal Teams is the first system-wide effort to try to be sure that we are putting our resources in the best possible places.

Chair Best noted that the Senators have heard from several directions today that their voice is really needed, that the strength of the University reflects the strength of the faculty. He observed that we are very fortunate to have an exceptional administration, particularly in the way they are

listening to the faculty voice. The Chair urged all Senators and faculty to be engaged as much as they can because that engagement makes a huge difference, especially in these difficult financial times.

Chair Best planned to go to the statehouse rally and urged the Senators to attend, noting “we are not small in number.” Faculty of the public universities in South Carolina number in excess of 10,000 very articulate, well-reasoned people and that is not an insignificant force. The Chair encouraged Senators and faculty to interact in positive ways with legislators to try to bring forth the best issues.

## **7. Report of the Secretary**

There was no report of the Secretary.

## **8. Unfinished Business**

There was no unfinished business.

## **9. New Business**

CHAIR BEST introduced the Co-Chairs of the General Education Committee, Michael Matthews and David Lee Miller, to report on the work of the committee on the revision of the general education curriculum.

PROFESSOR MICHAEL MATTHEWS (Chemical Engineering) introduced two reasons for the committee's report: to formally present the proposal for revision for the general education curriculum to the Faculty Senate and to request that the Faculty Senate approve the seven core components and the associated learning outcomes in the General Education proposal (please see attachment, pages 19 - 27).

Professor Matthews provided an overview of the Gen Ed curriculum revision process, which began in 2005 when then-Provost Mark Becker presented the question, “What do our students need to know to thrive as well-educated citizens in the twenty-first century?” A broad and comprehensive effort began to consider the question in the context of several specific core areas, involving over 100 faculty members in several task forces. Their work concluded in 2007 and each task force produced a report, many of them producing a number of learning outcomes associated with their particular core area. The current Gen Ed Committee was formed by President Sorensen in early 2008 and given the task of assimilating these reports, comments discussion, and 20 to 30 specific possible learning outcomes. The task of the current committee has been to try to provide a meaningful and comprehensive, yet manageable and concise set of core components and learning outcomes. The Carolina Core, and the learning outcomes, will form the basis for further detailed development of the revised Gen Ed curriculum, the courses and the Gen Ed experience at USC.

The committee desires to carry out its task with an open and representative process. The Gen Ed Committee has a website (<http://www.sc.edu/generaleducation/>) and the revision was posted to



the site in January, 2009. Two public forums on the revision were held in January. The website is designed to accept comments and input and the committee has taken feedback by way of phone calls and email. The document before the Faculty Senate was modified using the input received, especially feedback received since the January forums.

The core components and learning outcomes have been carefully considered by subcommittees and by the full Gen Ed Committee. The wording has been refined to reflect as much as possible the faculty comments and the input that the committee has received. The committee's working group reports are posted on its website and provide context in which to understand and interpret the presentation of the Carolina Core and its learning outcomes. The wording was chosen to be as inclusive as possible to encourage faculty creativity in modifying existing courses or in proposing new courses for the Carolina Core. The Committee strives to be objective and inclusive. There was no intent either to promote or diminish any existing course or program.

Following the approval of the Carolina Core and the learning outcomes, the Gen Ed Committee will begin proposing distribution requirements and more specifics about the core, which will be brought to the Faculty Senate through the Committee on Curricula and Courses. The Gen Ed Committee will also be working on the development of a general education guidebook to assist faculty and programs in developing courses, assessing courses, and ensuring that the learning outcomes are addressed in the various programs. The committee's website currently has a list of frequently asked questions; the guidebook would serve as an expanded resource tool, a living document that grows with the curriculum.

The Gen Ed Committee will work as needed between programs within the USC system and with the administration to assist with assessment of the General Education Outcomes. Assessment is a necessary component of the process, not only for SACS but for our important stakeholders, such as our parents, government and benefactors. It is our vehicle for showing what a good job we do with general education.

The Gen Ed Committee would also like to propose that, at the appropriate time, the University develop a campaign to promote the Carolina Core and to educate students, faculty, and advisors about the essential nature of general education. The committee hopes that such a campaign would encourage USC students to approach general education holistically and not just as a laundry list of courses to choose from. Modification and improvement of the General Education Curriculum is going to be an open and ongoing process. The Senate's approval of the Core and the learning outcomes is an important first step in the process, but the opportunities will be ongoing for faculty input.

CHAIR BEST invited questions for Professor Matthews and Professor Miller.

PROFESSOR JOHN HSIEH (Political Science) noted that the list of core components did not include reference to instruction in essentials of the United States Constitution, the Declaration of Independence, and the Federalist Papers, as mandated by the South Carolina code of Laws, Title 59, Chapter 29, Section 120.

PROFESSOR MATTHEWS explained that the Committee was aware of the State provision and intends to address inclusion of this instruction in the next step of the process, that of discussing specific courses and distributional requirements.

PROFESSOR AUGIE GRANT (Journalism & Mass Communication) moved that the Faculty Senate accept and endorse the proposed University of South Carolina General Education Curriculum. The motion was seconded and the Senators commenced discussion on the motion.

PROFESSOR JERRY HACKETT (Philosophy) asked for and received assurances that the term “analytical” in the Analytical Reasoning and Problem-Solving core component is intended to include the concepts of logical, statistical, and algorithmic reasoning.

PROFESSOR YVONNE IVORY (Languages, Literatures, and Cultures) asked for and received assurances that courses that include a component of multicultural understanding that are taught through the Department of Languages, Literatures, and Cultures will be considered courses that deal with diverse cultural identities.

PROFESSOR DON EDWARDS (Statistics) moved to change the wording of the Analytical Reasoning and Problem-Solving core component to add the words “and statistical” after the word “mathematical”. Following discussion, the motion carried and the wording will be amended to read: “Applied mathematical and statistical methods and analytical reasoning to critically evaluate data, solve problems, and effectively communicate findings verbally and graphically.”

The Gen Ed Committee will be presenting further information to the Senate in the fall.

## **10. Announcements**

THOMAS CHANDLER (Green Quad Learning Center for Sustainable Futures) announced that the Green Quad is partnering with the new Student Environmental Committee. This committee is a coalition of seven student organizations that are focusing on environmental issues. The coalition is hosting a teach-in on climate change, to be held on April 16 and 17 (Thursday and Friday). The Thursday will be a day of exploration where students are networking with their professors and requesting that professors spend 10 minutes of class discussing climate change from the perspectives of their individual disciplines. The 10 minutes of exploration would be followed by 20 minutes of open discussion among the students in the class focusing on how different disciplines are addressing environmental issues. The student organizations will also sponsor interdisciplinary panels that will be held on Thursday the 16<sup>th</sup>. Two panels are already scheduled – one by Net Impact focusing on responsible business issues in the context of climate change, and one by the student advocacy group SAGE, which is entitled “What Motivates Action: Art, Morality, Money, Media or Leadership?”

The teach-in’s more formal events will be held on Friday the 17<sup>th</sup>. President Pastides will speak on the climate commitment of the American College of University Presidents. Mayor Bob Coble will speak about his signing of the Mayor’s Climate Protection Agreement of October 2006.

Both these initiatives are executive-level climate solution plans that are in different stages of progress. Also on Friday morning, a roundtable is scheduled from 9:00 am to 10:20 am, focusing on the impacts of climate change in South Carolina, present and future. Panelists for the roundtable represent business, media, science, energy policy, agriculture and student organizations.

Mr. Chandler encouraged attendance and participation of all interested Senators and faculty. The Green Quad is located at the corner of Sumter and Wheat Streets. More information is available on the Green Quad website at <http://www.greenquadcommunity.org>.

PROFESSOR WANDA HENDRICKS (History) made a statement in recognition of the death of John Hope Franklin, one of the most important historical scholars of the 20<sup>th</sup> Century, who died on March 25<sup>th</sup> at the age of 94. Dr. Franklin's book *From Slavery to Freedom*, written in the 1950s, remains a seminal work in the area of African American history. Dr. Franklin was a faculty member at the University of Chicago and Fisk University before ending his career at Duke University. The Duke website offers a memorial page to Dr. Franklin's life and accomplishments at <http://www.jhfc.duke.edu/>.

The next meeting of the Faculty Senate will be on April 28, 2009, at approximately 3:30 pm (following the General Faculty meeting at 2:00 pm).

## **11. Adjournment**

A motion to adjourn was seconded and passed.