

**FACULTY SENATE MEETING**  
**November 2, 2016**

**1. Call to Order.**

CHAIR AUGIE GRANT (Journalism) called the meeting to order.

**2. Corrections to and Approval of Minutes.**

There were no corrections to the minutes and they were approved.

**3. Invited Guests**

GUEST RACHEL BRUNSON AND KRISTEN NORRIS (Student Success Center) provided an overview of the Student Success Center and Success Connect which is an early academic alert initiative in the center.

The Student Success Center is a comprehensive learning center on campus with a variety of services for academic support for undergraduate students. Services include help with courses, help with study skills, and help with financial education. For help with courses, there is a tutoring program, which supports over 80 courses every semester. Tutoring is delivered on a one-on-one appointment basis and a drop-in basis in many residence hall locations throughout the evening hours throughout the week and online as well.

A new initiative is the Course Assistance Request Process (CARP). If there's a student that needs support in a course that's not already on the supported course list they can go through the Course Assistance Request Process and meet with a Success Consultant to share the needs for the course, and what they've done so far. The Center then makes efforts to find them a tutor and potentially adds that course into the supported course list long-term.

Supplemental Instruction is one of the largest programs in the office, supporting 25 courses on campus. It's a national model and our program is actually one of the largest in the nation. It supports courses that have high DFW rates and the Center embeds student leaders into the course. They don't re-enroll but are paid to sit back through the course and they hold supplemental sessions each week that is aligned with the curriculum and is also directly aligned with what the faculty member helps deem necessary for the SI sessions. The SI Program has about 90 student leaders working within it. It supports 25 courses on campus that are historically the most difficult ones for students. They are the high enrollment courses, and typically the gateway courses to progress in a student's major. The SI Program helps students stay on track and have a strong start from the very first semester that they are here with us at Carolina.

The Peer Writing and Communications Program is in its second year, and the PWC Lab is located in the Center's satellite location in Sims Hall. This program was built from a partnership with the University Writing Center. It recruits high quality undergraduate students to serve as tutors, and there is a cross-training process at the beginning of each semester to prepare the tutors similarly to how the university Writing Center does.

Peer Writing and Communications Tutors are from a variety of academic disciplines. Students can bring assignments to this program at any stage of the composition process, and the support is not just for writing assignments. Students can bring presentations in and do a practice round with a tutor to get some feedback before their in-class presentation. They can also bring in their lab reports or any sort of speaking engagement that they're doing on campus.

For help with study skills, there are Success Consultants in the center, both undergraduate peer consultants and professional staff. One on one appointments take place to help students do some academic planning, talk through study skills, talk through time management strategies and also talk through anything that has to do with making an academic plan for the semester. The Center also hosts workshops to help with study skills as well. So students can come in and learn more how to manage their time, how to manage their work load and even if they are halfway through the semester consultants can talk through strategies for the second half of the semester so they can finish strong as well.

There is also help with financial education through the Financial Literacy Program. There are one-on-one consultations and workshops for helping students develop financial wellness strategies.

The Center also houses the Gamecock Gateway Residential Bridge Program from Midlands Technical College into Carolina, and provides support for transfer students, sophomore students, and veteran students, as well.

Through every academic year the Center sees an average of 50,000 student visits.

GUEST KRISTEN NORRIS spoke on the Success Connect Program, an early academic alert program designed to assist faculty in connecting students with academic resources through a coordinated referral network.

The goal is course persistence - helping students succeed in their courses as its going to relate to their progression within the major and their retention at the University. They do this by trying to identify students early in the semester who are at risk of potentially not persisting and providing an intervention that includes academic skill development and connection with the course specific resources that Rachel just shared.

Students are coming to the university with a great wealth of knowledge and academic preparedness and but they are struggling a lot with the engagement with resources on campus, the academic expectations, and the underlying understanding of why they are in

college. The Center's staff has a lot of conversations around these topics with students in efforts to help them persist in their courses and within their degree.

The success connect model has four tiers. The first tier is course specific outreach. Staff is doing some targeted outreach to students who are in the historically difficult courses to let them know they can reach out to the Center at any point in their academic career.

The second tier is with a faculty referral process. The staff is intentional in creating partnerships with other academic units and departments on campus to work together to identify students who are already experiencing and may experience academic difficulty based on their past experiences and performance at the university. There is a very similar approach with financial assistance. Center staff works closely with the office of financial aid and scholarships and other programs that have financial measures such as study abroad, and explains their finances to help students become well informed financial decision makers and help them start planning for their future financial status.

With the faculty referral process, the Center reaches out to all faculty teaching 100 and 200 level undergraduate courses and invites them to submit referrals for any student that they perceive as missing classes, has poor performance, or low participation in class or is maybe is missing assignments, not turning assignments in. However, any undergraduate faculty member is invited to refer any student whether they are a first year or a senior. Faculty can refer any student when there's an academic concern.

There are two types of referrals. There is the Success Connect which is the name of the program. This is the referral that is available throughout the entire semester. There is also a mid-semester report that staff invite faculty to share specifically a few weeks prior to the midpoint of the semester where students have the opportunity to drop courses - any student who's at risk of earning a C or below so that Center staff can have an intentional conversation with them about their progress in the course thus far, what's worked, what hasn't worked and how they're going to be successful moving forward in that course.

The web address is [www.sc.edu/success](http://www.sc.edu/success). On the left side of the screen are three buttons that are on every page. "Make a referral" is how faculty can submit a referral. Faculty will log into an online referral system that is a secure online system and pull up the course roster, click the student to refer, and the right side of the screen shows what the actual refer will look like. Faculty can share as much or as little information as they'd like, including how many class absences, estimated grade, why is the referral being made - incomplete assignments, missing assignments, poor performance, just a concern in general.

After the referral is submitted the student receives an automatic email letting them know that one of their professors is concerned about their progress and that the Center's staff want them to do two things: talk with the professor and visit the Student Success Center for a success consultation. Center staff also calls them 3 times and this call process spans for about the next two weeks. If the student lives on campus they are sharing information with the residence life staff so that they can send one of their staff members to the

student's resident hall and knock on the door and try to get in touch with them as well and they will also make 3 attempts. The ultimate goal is to help the student connect with the Student Success Center, have a one on one conversation so they can be connected with the resources that are going to support their persistence in their classes.

GUEST RACHEL BRUNSON stated that they brought referral cards with a synopsis of the information presented, and "I Refer" cards faculty can put on their doors or somewhere in their offices so that if students come to them they can see that they are someone that will refer them because they care about them.

CHAIR ELECT VALTORTA asked if the Center also deals with students who need mental health help since it is sometimes part of the academic issues.

GUEST RACHEL BRUNSON replied that anytime they meet with a student who discloses a mental health concern or if staff is perceiving that that could be an issue those students are referred to the counseling center which has licensed counselors and psychiatrists on staff to support students. Undergraduate students have these services included with fees they have already paid so there's no additional cost to them. It is certainly something they look for but it is not something they are licensed to provide.

CARRIE QUEENAN MANAGEMENT SCIENCE asked if there is an advantage to referring students in addition to talking with them directly, especially for a 300 level or 400 level class.

GUEST KRISTEN NORRIS replied that it is at the faculty member's discretion. They encourage faculty to contact the student and discuss with them one on one. The advantage would be that they are hearing from another resource on campus directly from the resource that can provide additional support from them as they strive to succeed in that class.

GUEST RACHEL BRUNSON added that they like to tell students to be proactive and come early and often so the earlier that they can into a tutoring appointment or into a success consultation appointment, the better.

CARRIE QUEENAN MANAGEMENT SCIENCE stated that it sounds like the Center wants faculty to encourage this even at the beginning of the semester before they see any evidence of anything, that these resources are available and then also faculty will refer students who get to this level.

GUEST RACHEL BRUNSON agreed.

GUEST KRISTEN NORRIS added that they can provide some language that can be included in course syllabi.

SIMON TARR MEDIA ARTS stated that he uses the referral program a lot and it works great but asked what faculty can do if they have a course that might be one of the courses that don't have Supplemental Instruction.

GUEST RACHEL BRUNSON responded that they can meet with faculty on that subject.

CHAIR GRANT asked if there were no FERPA issues associated with contacting the Center.

GUEST KRISTEN NORRIS replied that Center staff have had many conversations with the Registrar's Office regarding the FERPA law and USC's interpretation and how they are upholding that and they all have a shared educational interest in USC students. They are helping support students and therefore sharing any kind of grade information or academic concerns with the Student Success Center in the spirit of supporting that student's educational endeavors is not a violation of FERPA, that is certainly information that is valuable to the Student Success Center as they try to support the student's best educational interests on campus.

CHAIR GRANT asked if the Center is connected to the athletics department for student athletes or is there a possibility that what they're using could be extended so there's more proactive opportunity for faculty to report.

GUEST KRISTEN NORRIS replied that athletics provide their own unique support for the student athletes on campus so it's rare that the student populations are overlapping. Some of the programs that are ongoing routine visits for students do include course progress reports so that's where the Center will be reaching out to faculty asking how the student is doing.

Athletics does use a technology platform that the university is moving forward with purchasing and implementing. It's actually in its pilot phases this semester that has some really great tools to ease the process for faculty and sharing those faculty progress reports as well as referring students to key student support services on campus as well.

CHAIR ELECT VALTORTA asked if she is referring to is the EAB advisement platform and if they are going to tie in and be proactive and notice students based on their EAB analysis are at risk.

GUEST KRISTEN NORRIS replied that the University and the leadership council for the Educational Advisory Board (EAB) is working closely to identify the success markers for each course and major progression requirements and using the analytics in that system is going to allow them to identify students who are just based on their course work are repeating courses and are going to struggle in progressing within their degree. As well as students who are going to struggle academically there are a lot of analytics associated with the Educational Advisory Report that are going to help them do that. The online referral system is going to move over to the EAB in the coming semesters and that will

help them have a more comprehensive look at each individual student's academic experience whereas right now it's a very decentralized system.

CHAIR GRANT thanked the speakers and reminded Faculty Senators to take information like this back to their units. He can send the information via email.

He then introduced the next speaker, Professor Christine Reinhart, Chair of the Research and Productive Scholarship Committee at USC Union and an Assistant Professor in Political Science.

GUEST PROFESSOR CHRISTINE SIXTA RINEHART provided an overview of USC Union. She is actually located at the Laurens Campus, which is the smallest of all the campuses, and is a satellite campus of a satellite campus. She is the only full-time faculty member at the Laurens location.

The Union mascot is the Bantam, a smaller version of a Gamecock. The new campus Dean is Professor John Catalano, from USC Lancaster. He's also Distinguished Professor Emeritus and Regional Campus Dean Emeritus. They are doing a tremendous amount of improvements and updates at Union including a new Student Success Center and construction of student housing. Union has a baseball team and a soccer team is coming. New science labs are coming up as well.

There are approximately 15 faculty; 4 of those faculty currently occupy administrative positions and there are about 11 full-time tenure track and or tenured faculty. Three of those are full-time instructors so approximately 11 tenure or tenured faculty across disciplines.

Enrollment is up, to about 839 at this time. Besides service and teaching, Union also has a lot of scholarship going on including a full-time instructor (Instructor Randy Ivey) who just recently published three books. Union hosts the Union Literary Festival every year where poets come from all over the nation to present their research and read poetry. Professor Sixta Rinehart's second book will be published in December 2016, titled *Drones and Targeted Killing in the Middle East and Africa: An Appraisal of American Counterterrorism Policies*, which includes seven Middle Eastern countries and it looks at whether or not this policy is effective.

CHAIR GRANT asked what percentage of the students on the Union campus are the first in their family to go to college.

GUEST PROFESSOR CHRISTINE SIXTA RINEHART did not recall the number exactly but it is extremely high, possibly 75-80%.

CHAIR GRANT stressed that one of the functions of all of the regional campuses is they provide an opportunity for students who might not otherwise occur to them to go to college.

GUEST PROFESSOR CHRISTINE SIXTA RINEHART added that since Union is part of Palmetto College they offer approximately 14 degrees both online and in person and through broadcasting and faculty throughout all the Palmetto College campuses contribute to those programs.

#### **4. Report of Committees.**

##### **a. Senate Steering Committee, Elizabeth West, Secretary:**

PROFESSOR ELIZABETH WEST (South Caroliniana Library) reported that John Gerdes from Hospitality, Retail, and Sport Management has been appointed by Senate Steering to the Committee on Curricula and Courses to complete a term that expires on August 2017. Appointments to fill terms for less than a year do not need a vote. Bill Sudduth, University Libraries, has been nominated to fill a new position on the Faculty Advisory Committee that expires in 2018. This is a two-year term because this position and a second three-year term have been added to the committee. The three-year term is still vacant and nominees are needed for that term.

##### **b. Committee on Curricula and Courses, Professor Kathleen Kirasic, Chair:**

PROFESSOR KATHLEEN KIRASIC (Psychology) presented the October report of 6 proposals: 3 from the College of Arts and Sciences, 2 from the College of Engineering and Computing and 1 from the School of Music.

There was no discussion and the proposals were approved as submitted.

PROFESSOR KATHLEEN KIRASIC brought forward the report for November:34 proposals, 22 from the College of Arts and Sciences, 1 from the Moore School of Business, 1 from the College of Education, 4 from the College of Engineering and Computing, 1 from the College of Hospitality, Retail and Sports Management, 1 from the College of Information and Communication, 1 from the School of Music and 3 from the Arnold School of Public Health, totaling 34.

There was no discussion and the proposals were approved as submitted.

##### **c. Committee on Instructional Development, Professor Don Jordan, Chair:**

PROFESSOR DON JORDAN (Science Education) brought forward the report from October 5 from the Instructional Development Committee: 1 course Religion 270.

There was no discussion and the report was approved as submitted.

PROFESSOR DON JORDAN brought forward the report from November 2: 7 courses, 3 from College of Arts and Sciences, 1 from Darla Moore Business, 1 from Engineering, 1 from Hospitality and 1 from Library Science, 7 in all.

There was no discussion and the report was approved as submitted.

**d. Committee on Scholastic Standards and Petitions, Professor Kathy Snediker, Chair:**

PROFESSOR KATHY SNEDIKER brought forward a proposal to amend the Undergraduate Bulletin language regarding the Carolina Core requirements. These changes were proposed by the Carolina Core Committee and the CSSP encourage the committee to continue their work finding additional ways to integrate core learning outcomes throughout the curriculum and looking at how to assess that students are meeting these outcomes at graduation. The rationale for these changes is to allow more transparency and transfer equivalency which allow a better understanding of time to degree completion and associated costs for those students considering a USC degree.

JOHN GERDES (HRSM) expressed concern about the section that's underlined at the end where any course that's transferred in would automatically get any Carolina Core equivalency to USC current courses given that USC's current courses have to go through various changes to get up to the Carolina Core characteristics that were required. It does not seem logical that all courses coming in would automatically have those characteristics. Gerdes added that the university should be analyzing those and make sure that they do have those characteristics of transferred in courses.

PROFESSOR KATHY SNEDIKER replied that it was considered by the Carolina Core Committee. They did do some analysis on the two most effected courses, English 102 and Poli Sci 201, that are overly eligible. For the INF requirement which is one of the core learning outcomes that this affects they looked at the syllabi from the top 20 transfer institutions and found that the majority of them did in fact have content in their version of their equivalent course to USC's English 102 that did address the INF. It wasn't 100% across-the-board that is and has been a concern of the Carolina Core Committee also for Poli Sci. It is the VSR learning outcome and they also looked at American Government curricula and syllabi and found that again those courses transferring in were in fact meeting the learning outcomes as well as the AP and IB exams so that was definitely a concern and was taken into consideration when drafting these changes.

JOHN GERDES asked if the other courses that were identified as not having those criteria are now not accepted as equivalent, since they do not have the proper characteristics.

PROFESSOR KATHY SNEDIKER stated that her understanding from the Registrar is that USC can't have certain courses that only get certain criteria and others that don't. It is not necessarily a perfect solution to all of the issues that came up with the transfer

equivalency for students who are looking to transfer to Carolina. USC has transfer agreements across the state that say USC will take your English course for our English 102 and what's happening is that students are coming to Carolina, getting credit for the English 102, getting the written communication requirement but then finding out later on that they didn't in fact get the full transfer equivalency to the USC course and so then they're being asked and/or forced to take an additional elective not in their program of study to complete that requirement. So that's what this is addressing as to try to create that full transfer equivalency so that when students are transferring in and getting credit for an English 102 or Poli 201 they know what they're getting and they're getting all of the requirements that a student at Carolina would get if they took that equivalent course.

There was no further discussion and the proposal passed.

## **5. Reports of Officers.**

PRESIDENT HARRIS PASTIDES welcomed a friend and colleague Dr. David Horner who is visiting USC. He is the President of the ACG the American College of Greece and American accredited institution in Athens, Greece that serves roughly 5000 students both in secondary school and at the baccalaureate and graduate level and they have an MBA and Graduate Business school as well. He is a three-time president. He also served as President of North Park University in Chicago and Barrington College one of his alma mater's earlier in life.

The President stated that the university had no choice but to close for three days related to Hurricane Mathew, due to the Governor's orders. This was a particular hardship for the faculty not to mention that this was followed by fall break the very next week. The university hosted 70 students from the College of Charleston who were embedded in our residence halls around campus and were treated to a deferred football game for free as well on the following day.

The administration is taking an assertive and aggressive approach, a little bit differently this year. They will be working with the other public universities more in tandem more in unison because as one of us goes so do all of us go with respect to funding. They are contemplating a more orchestrated lobbying approach; rather than USC needs more money it will be public higher education needs more money. Although roads need fixing and health is not fully funded and the retirement system has a \$20- billion dollar deficit, higher education is every bit as important to this state's well-being and future.

The Provost and her staff and the CFO and the COO are also going to be looking at the USC budgeting model. Before the beginning of the great recession USC had a budgeting model called VCM or value centered management that pushed more of the revenue that was earned by teaching directly to the units. During the recession the administration felt there needed to be more central control so that there wouldn't have to be furloughs and widespread layoffs. Now it's time to reconsider again what is the best financial model for the University of South Carolina. They will be working with outside some consultants as

well as with faculty and appropriate Faculty Senate subcommittees to think about something that incentivizes growth a little bit more than what is in place now. They will think about it not so much as who gets the money but who earns the money and to have Dean's and unit heads and other directors think entrepreneurially about their teaching, about their other activities.

This year and probably next year as well they will be in the throes of these kinds of vigorous conversations and the President pledges to work closely with the Faculty Senate and of course the Deans and other unit heads on that.

A topping off ceremony was held for the new student health center a new 68,000 ft.<sup>2</sup> facility that will unify health and wellness activities in a central location including a new eye clinic, a state of the art demonstration kitchen. and other expanded services that serve students, faculty and staff.

On October 25<sup>th</sup> the President attended the Joseph Cardinal Bernadine lecture where the president of DePaul University Dennis Holtschneider spoke about the Consistency of Ethics. On October 27 Jeffrey Herbst, the President of the Newseum the Museum of Journalism in Washington DC and former President of Colgate University, talked about what the press or the world of communication has come to relative to the election campaign but also social media and the role of the press in a free society. And on November 10<sup>th</sup> will be the Inaugural Presidential Leadership and Entrepreneurial dialogue with Robert C. McNair. Bob McNair is the Alumnus who funded with a 40-million dollar endowment, the McNair scholars program that provides a full four-year scholarship for up to or approximately 25 out-of-state students per year who are benefited not only by enrollment in the Honors College but by an enriched curriculum exposure to top faculty, study abroad technology, Magellan research programs, and on and on.

Michael Parks, Student Body President, along with his colleagues Mary-Copland Cain and Lindsay Bratun and President Pastides and others participated in Sexual Assault Awareness Week last week called 'It's On Us.' It culminated in a vigil at Rutledge chapel where victims and friends and people who love victims all came and it was a very moving event and that is not something that should be relegated to one day, one event, or one week of the year. Pastides gave a lot of credit to Michael and his team for raising awareness and specifically focusing on males at the University and that's what 'it's on us' or 'it's on all of us' actually means.

The United Way campaign will be starting next week November 7<sup>th</sup> through November 18<sup>th</sup> and the theme is Restoring hope and that refers to about 1200 families in the counties around Columbia that are still recovering and struggling from hurricanes and floods of the past.

On November 11<sup>th</sup> will be a Veterans Day breakfast. USC is now allowed to offer in-state tuition to US veterans regardless of what their domicile of state might be.

Carrie Croft an alumna from 2009, 29 years old from Saluda, South Carolina received a \$10 million grant from Laurene Powell Jobs, Steve Jobs' widow. She was one of 10 people in the United States each of whom received \$10 million. That's a \$100 million contribution for her terrific work forming a magnet or charter school in East LA for children of homeless people in the Los Angeles Area. The Faculty Senate applauded her accomplishment,

PROVOST JOAN GABEL thanked the faculty for their flexibility and creativity during the hurricane and after classes resumed to do everything we can on behalf of USC students to ensure the quality of their academic experience.

It was remarkable to have had this situation two years in a row, but they better knew how to respond this year. The Center for Teaching Excellence has resources that they developed last year when USC was forced to closed during the flood, so if faculty are finding themselves challenged with what techniques to employ in order to ensure the restoration of all of the content that they wanted to impart over the course of this semester, they have links available on their website.

The Provost Office is working with the university's internal auditors to review processes and procedures for policy revisions, additions, changes, etc. This comes on a normal cycle of internal audit review but coincidentally is also in concert as USC prepare for our next SACs Accreditation visit. It's a SAC's requirement that all policies be reviewed at a minimum of at least every five years and there will be activity as a result of both of these events happening in similar timing to each other as the administration makes sure that policies have been reviewed according to accreditation requirements and as they find the results of the recommendations from the internal auditors

The Provost has instituted this fall "Floating Office Hours," where she has an hour blocked and people come by with questions and comments and feedback! The program was launched so that not everybody has to traipse over to Osborne if they want to have a face-to-face conversation.

She is still making herself available for unit faculty meetings but also departmental meetings. There will be a Town Hall on December 2<sup>nd</sup>. An agenda will be sent out.

The search for the CIO is ongoing. They are negotiating with a finalist.

Information will be distributed about internal grants very soon. They are nearly done with an internal review, and the call for proposals will go out probably about two weeks after the normal cycle.

Provost Gabel provided an update on some strategic planning. Allen Miller did global strategy retreats this fall, one with the Deans specifically, one with Endowed Chairs and Directors, Center Directors with the focus on research. He is going to be rolling out more of these in an effort to both pass on information about what opportunities are available and receive information about what opportunities should be made available and other

activities that USC may wish to engage in as the International strategy of the university moves forward.

With regard to Budget and Strategic planning in general, the President mentioned that they are in the very early stages of looking at the next chapter of the budget model and resource allocation. What is it that they wish as a campus community to incentivize and that will be an open conversation as they work toward identifying what it is they wish to incentive and the methodology that they wish to employ. Related to that are updates to the dashboard that the university keeps that is maintained by the Provost's office; they are doing a lot of work on that and putting a lot of thought into the blue printing process that deans and faculty participate in on an annual basis.

## **6. Report of the Secretary.**

SECRETARY WEST - SECRETARY WEST asked for nominations from the floor for the 2-year term on the Faculty Advisory Committee? There were none and Bill Sudduth was elected to the position.

## **7. Report of Chair.**

CHAIR GRANT announced a major item that will come before Faculty Senate in early 2017. A couple of years ago, Faculty Welfare Committee commissioned a study of non-tenure track faculty. There was a perception that non-tenure track faculty were not as satisfied and did not feel as rewarded as tenure-track faculty. A survey of all non-tenure track faculty was then conducted to gain additional insight. That survey, conducted two years ago, did confirm the suspicion based on the anecdotal reports that there systematically was an issue with those not on the tenure-track feeling less appreciated or less a part of the university community than tenure track faculty.

In response, the Faculty Welfare Committee brought a resolution to this body asking for a creation of an Ad hoc Committee on non-tenure track faculty to recommend changes to improve the working environment and the community insofar as to how all faculty are treated.

That committee reported in September of this year a set of five recommendations that are going to be coming in a resolution to Faculty Senate. Most of these recommendations are not recommendations for Senate action but rather recommendations for administrative action. Examples include appointing more non-tenure track faculty to terms longer than one year and making non-tenure track faculty eligible for teaching awards and other awards that are sometimes restricted to tenure track faculty.

The full set of recommendations will be brought to Senate as they go through the Faculty Committee process. Currently the Faculty Advisory Committee and the Faculty Welfare Committee, as well as the Faculty Senate Steering Committee are looking at the recommendations. But the most momentous of these will require a vote and a full discussion of the Senate. And that is to extend voting rights to all full-time faculty. The

Faculty Manual currently defines a voting faculty as being tenure track faculty with a couple of specific additions. So this will be a major change in how faculty govern themselves and how the senate is configured. The provision does not extend any voting rights for matters of tenure and promotion but rather it would be voting rights in terms of electing representation for curriculum, for other matters but allowing in this body for non-tenure track faculty to serve as well as tenure track faculty.

Grant announced it now rather than just having a committee drop it on the Senate one day in February because he would like senators to have an opportunity to take this back to their units and to have a discussion there. A full discussion will be scheduled within Faculty Senate at the February meeting. And if moved forward by the committees there could be a vote at the March Faculty Senate Meeting.

### **8. Unfinished Business.**

There was no unfinished business.

### **9. New Business.**

(UNIDENTIFIED AND INAUDIBLE SPEAKER)

CHAIR GRANT - As soon as the committees have vetted it. Right now the recommendation of the Ad hoc committee has gone to three committees for revision as well as to the Administration for their comments. It will be well in advance of the debate.

(UNIDENTIFIED AND INAUDIBLE SPEAKER)

CHAIR GRANT - Absolutely. Right. That's why instead of waiting until December to tell faculty, Grant want to put the information out now.

### **10. Good of the Order.**

There was nothing for the good of the order.

### **11. Adjournment.**

A motion to adjourn was seconded and passed. The next meeting of the Faculty Senate will be December 7<sup>th</sup> at 3pm.