

**FACULTY SENATE MEETING**  
**December 7, 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 ALLEN MILLER (Vice Provost and Director of Global Carolina) explained that Global Carolina is an initiative to internationalize the university. It is made up of a number of component parts. English Programs for Internationals trains students who do not yet have full capacity in English to be ready to enter the University of South Carolina and in some cases other institutions.

The International Accelerator Program works very closely with the EPI; they recruit international students from around the world. The IAP is a structured bridge program that prepares students for entering the University. Students start off taking classes with English support and at the end of the year they're ready to come to the university.

The International Student Services office handles immigration compliance but they also advise and counsel international students, provide cultural events for the international students, take them shopping, take them to sporting events, and advise on medical care.

The International House at Maxcy College is one of Carolina's living/learning communities; it's 50% domestic students and 50% international students. Principal Dave Snyder has been very active. He started a new Global Scholars Program which already is attracting a lot of interest in students and he's going to be expanding next year into Thornwell College. There will be language pods there so groups of students who are studying specific languages will be grouped together for conversation groups and for an immersive experience in the language.

The Study Abroad Office has the Global Classroom Program and the USC-In program. All of these programs are either for the vast majority or totally supported by fees paid by the students so there's very little money from the central administration. Most of that goes for things like student scholarships on study abroad so these are self-sustaining units.

A current goal is to internationalize the University as part of the Focus Carolina's strategic plan. The International Accelerator Program is part of that. This is a structured

bridge program and what that means is when students come in, they have a certain language level of 5.0 or higher on the IELTS and they take certain Carolina Core classes and taking classes towards their major. At the same time they're taking English courses that are specifically tailored to support the other courses they are in and they're also taking cultural courses to make them feel at home. They have specifically crafted versions of University 101.

In the last two years thanks to the IAP, Carolina has had a 200% increase in international undergraduate recruitment. The average was about 75 students a year; this fall 170 were brought into that program on top of the additional 75 average. From last year to this year there was an 88% retention rate with a 3.3 GPA, so these are students that are in many ways comparable to typical freshmen. The GPA is almost identical and the retention rate is just below the regular retention rate of 92%. For the spring group estimates are for 96% to 100% retention rate.

Vice Provost Miller stated there are a lot of benefits to internationalizing the University. First, the students in the International Accelerator program are paying full out-of-state tuition. So in terms of a revenue source they're very important and USC remains a tuition driven institution. State support is relatively small; 80% of faculty salaries are paid by tuition so having a source of students who pay full out-of-state tuition is an important part of the budgetary puzzle. They are also an important measure in international rankings. Many countries around the world will only allow you to collaborate with other institutions that are in the top 500 of the QS rankings. So if a university wants to do research or student exchanges with these programs, it's very important to know the institution's rankings. One of the measures in the QS ranking's and several other ranking systems is the internationalization of the student body, so this has a direct impact on the ability of faculty members to have relations with other institutions around the world.

Lastly, internationalization fulfills an important educational goal: to create global citizens at USC. Every student at USC should have international students in their class, in their residence halls, and have friends who are international students. It's a large complex world and students need to be prepared to deal with that. It's part of the university's efforts for diversity and inclusion and to create global citizens.

In the last three years USC has established a series of study abroad programs that have specific disciplinary focuses. Most of these programs are three-weeks but it is hoped they will grow and be in these locations year round.

The oldest one is USC in Italy and it focuses on Language, Arts, and Humanities. All the courses there are taught by USC faculty. USC in Costa Rica focuses on global health, again all the courses are taught by USC faculty. USC in the Galapagos is new this year and it focuses on sustainability. There is great collaboration there between Marine Science and Hospitality & Tourism Management in terms of sustainable tourism. In USC in Taiwan they are collaborating with National Taiwan University and that focuses on STEM.

Vice Provost Miller turned to how faculty members can get involved. First, they can teach through study abroad. Faculty are also invited to submit global classroom proposals. There were 65 submissions last year and 52 were actually taught.

One of the ways to learn about how to do study abroad is through USC's award winning International Perspectives on Higher Education program. IPHE is for faculty and staff, and this year it's in South Africa. It's 12 days in South Africa, going to a variety of institutions. Faculty meet the program partners there and also experience it from the student's perspective. A lot of faculty like to do this before they try offering a global classroom.

There are faculty grants to develop new faculty global classroom projects. Faculty can apply through the study abroad website. Two grants for \$5000 each were awarded last year to faculty members to travel, to set up a proposed global classroom, the next year they'll actually set that up.

These are chances for faculty to build relationship with faculty, with researchers, with students, and communities around the world, while also building the universities' global brand. Global Carolina wants to know from faculty what they are doing, how they can foster faculty international relations around the world, how they can promote teaching and research interests.

Global Carolina is creating a comprehensive database of USC international activities. The idea is that this is going to be a one stop shop. It will have a map that will show every MOU, every grant, every contract USC has with that country. It will show international enrollment program in that country, the study abroad site, and the faculty expertise there. The projected completion date is September 1, 2017.

What can Global Carolina do for faculty? They can advise on how to develop MOU's and on international travel. They host high level delegation, so if there are deans, chancellors, etc., coming in or just very famous professors and faculty want them to be received in a high level way contact Global Carolina can arrange these kinds of things. There is a group coming from Beijing International Studies University next week.

They can connect faculty to partner schools around the world. For example, right now USC has a very robust relationship with National Taiwan University. It began because of a sister state agreement with Taiwan and USC has a large number of alumni in Taiwan. Right now they have not only the USC in Taiwan with a group of STEM students going over, but they just had a major Humanities conference that was hosted by National Taiwan University. There will be a publication coming out jointly with USC, National Taiwan University, and Ewha University.

USC is also now starting to do joint promotion in international fora with national Taiwan University and Waseda in Japan, and has developed a relationship with National Taiwan University of the Arts.

Global Carolina tries to cover all disciplines from performing arts to STEM to humanities to business. They help colleges and schools develop international strategies, facilitate a wide range of international agreements and support delegations to international universities. So in the last three years they have had presidential trips to Taiwan and to Oman, and the president is going to China in January with the Provost. They also represent academic programs at international higher education conferences such as AIEA, NAFSA, and QS.

The program has a circling the globe strategic document, and the president has asked us to pick certain areas of excellence, certain countries or regions where USC can be a leader in the higher education field. We have chosen Taiwan because the sister state relationship has developed very deep ties at a number of institutions; Oman, where USC has had students since 1985 and they have been negotiating an agreement recently for collaborating between USC's school of engineering and an Omani engineering college. Colombia, which is a significant post conflict economy, and there is a lot of economic growth going on there. There is a very vibrant higher education sector there and there are historic ties between the state of South Carolina and Colombia. Vietnam, which is a growing market; there's a lot of people who really want higher education there and USC also has very deep ties through the College of Social Work with the ministry of labor invalids and social affairs there. In the Caribbean, USC has had a long relationship with Aruba. They are also very interested in what's happening in Cuba right now. And lastly South Africa.

There are also areas of strategic importance where USC may not be able to be an educational leader, but should be there and those are China, Europe, and India. They are trying to develop long term strategic relationships with top institutions in these regions.

Global Carolina has four regional directors who help manage these affairs around the world; for the Caribbean it's Dr. Robin Dipetro in HRSM, for China and Taiwan it's Dr. Chin-Tser Huang in the College of Engineering and Computing, for Europe it's Dr. Daniela Di Cecco in Arts and Sciences and in Latin America it's Louis Dessau from the Darla Moore School of Business.

PROFESSOR ERIC DOXTADER (English) asked of the 1500 students are studying abroad, what percentage come from Arts and Sciences?

GUEST ALLEN MILLER estimated it was the majority; the largest single group per capita is business because of the International Business program and they require study abroad but in absolute numbers it's Arts and Sciences.

PROFESSOR DOXTADER asked what percentage of study abroad programs rely on third parties like Arcadia as opposed to site-to-site protocols, university-to-university protocols for exchange?

GUEST ALLEN MILLER estimated that more than half of USC students are on third party provider things. The global classrooms that most USC faculty propose use those.

They are trying to develop more of the university-to-university relationships. The USC in program in Taiwan is a university to university relationship, as is the Galapagos relationship with University of San Francisco de Quito. The others are using providers. It's often times for short programs easier to use providers: they provide a certain level of financial protection. In all of those cases though USC is in complete control of the curriculum. They are not farming out the classes to third party providers; the providers are doing things like arranging buses and making sure the kids have a safe place to stay.

PROFESSOR DOXTADER stated that third party providers have their ups and downs and in some cases with some institutions that he knows and works with, there are limits on the kinds of classes that USC students can enroll in. They are basically tracked and its only with the site-to-site protocol that faculty get any leverage on what USC students can take.

GUEST ALLEN MILLER agreed. USC has a number of exchange relationships and those are all of course university-to-university relationships. Last year USC received 260 students that way and sent 252. They always strive for that to be in rough balance for financial reasons. They don't ban or necessarily encourage students to simply go out and find third party providers on their own. If they are going with a USC faculty member in a structured program and they are getting USC credit for that and the provider is simply providing logistics, that's often much easier than the faculty member trying to arrange that themselves.

PROFESSOR DOXTADER asked if USC has protocols with all these areas of excellence.

GUEST ALLEN MILLER confirmed they have university protocols in all those areas.

PROFESSOR DOXTADER asked if Miller could reflect on the relationship between money and global citizenship. Obviously this is a money making process and an enterprise and that's the reality of it but that skews who can come.

GUEST ALLEN MILLER stated that diversity is an issue. When they are talking about recruiting international students who are full fee payers that's going to be a select group of people in particular as the dollar gets higher and as oil prices get lower that becomes more and more challenging. They are looking at a number of things to try to diversify; one is an increase in the number of two plus two programs. This would be where the student would do two years at a home university and then two years here. That's obviously a substantial savings and that opens it up to a broader group of people. They've just signed the international university alliance and will look at groups of classes and see if they would transfer credits for that.

They are also looking at increasing scholarships including within the International Accelerator Program. The International Accelerator Program also works with sponsoring agencies; USC has a number of students from the UAE. They are not private payers; the

government of the United Arab Emirates is paying for them. So those are ways in which the program can diversify.

PROFESSOR SIMON TARR (Media Arts) asked Miller to talk about what is in one of these MOU's and what that would look like for those using those programs.

GUEST ALLEN MILLER replied that a sample MOU can be downloaded from the Global Carolina website. The basic MOU really says the universities agree to be friends, and it suggests that they will explore exchanging faculty and student exchanges but the basic bottom line MOU makes no specific financial commitments. Often MOU's develop into student exchange agreements and USC's student exchanges are increasing pretty rapidly. They encourage faculty who want to develop a student exchange agreement to recognize that they need to take ownership of that. What they've had in some cases is that faculty bring them international exchange agreements and they implement them but there's nobody on this side who is recruiting students to go the other way and they fall apart pretty quickly because they get out of balance.

PROFESSOR CARRIE QUEENAN (Management Science) asked if Global Carolina will increase the support needed to make the process of hiring international faculty easier to the extent that the university can do.

GUEST ALLEN MILLER replied that international faculty support does not report to him; it actually reports through the vice president for human resources. Global Carolina does communicate with them. In a lot of cases it is just difficulties with immigration but faculty can let him know if they run into specific problems.

CHAIR-ELECT MARCO VALTORTA (Computer Science and Engineering) stated that the appearance that Shorelight gives is that they are asking faculty of the university to teach remedial courses for students who will then get preferential admission to graduate programs.

GUEST ALLEN MILLER replied that was not true. Shorelight is helping recruit international students. They go to colleges particularly at the masters level and they say, "would you be interested in this program?" It's a complete opt in, nobody has to do it if they don't want to. When Miller talks with the Deans of various colleges he tells them that if this makes sense for them, his staff can help develop a master's program that would recruit international students. There are certain levels of reimbursement that the college gets for teaching those courses and then there is a revenue model in the out years. Some colleges say yes, some colleges say no. If they say yes then, Miller's staff meets with them and discusses the kinds of admission criteria that would make sense in terms of recruiting students so that this financially viable for all of the parties concerned and what sort of courses do these students need to have, that's agreed upon between the parties so nobody is asking colleges to teach a bunch of remedial courses. There was one course that was agreed upon because they were looking for a common course, a 500 level mathematics course that they would put all of the students through that would probably

be taught by an adjunct. It's up to a college to determine the kinds of courses they should be teaching.

CHAIR-ELECT VALTORTA asked about admissions.

GUEST ALLEN MILLER replied that the admissions model is an objective set of admissions criteria that are agreed to by the college and by Shorelight. If they can't come to an agreement USC simply doesn't do it because it doesn't make sense to run a program that is going to be so small that it's not financially viable. The admission criteria admit students into the first year program. It is a program that is a structured bridge program, just like the undergraduate program. If students hit certain very specific marks in certain specific courses then they are admitted into the master's degree itself the following year. There are objective GPA and IELTS scores that allows students into the bridge program and then the bridge program itself has a curriculum that is set up by the college with the courses that the college determines and the grades that the college says students have to make in those courses in order to be fully admitted into the program the following year.

CHAIR-ELECT VALTORTA asked about the requirements for students to study in the study abroad program. He has seen a draft of a policy that would limit the eligibility of students for this program on the basis of certain criteria. He asked whether Miller has noticed situations that would justify the change of policy or whether that is simply a proactive change. There are students who went abroad and acted badly and they could have been caught by the fact that they acted badly on campus here in the year before.

GUEST ALLEN MILLER responded that they have not had many students like that.

CHAIR-ELECT VALTORTA asked if they could talk later about numbers.

GUEST ALLEN MILLER replied that he didn't have absolute numbers but that it would be in single digits but one student behaving very badly overseas can cause huge reputational damage to the university and can also significantly endanger the lives of the other students. Extreme drunkenness or sexual improprieties would be very damaging and something they would try to prevent.

GUEST BRIDGET COLEMAN (Chair of the Faculty Assembly, USC Aiken) spoke on USC Aiken, highlighting 6 numbers.

USC Aiken has ranked in the top 3 public Baccalaureate colleges in the south by US News and World Reports Guide America's Best Colleges for 19 consecutive years. They have about 3,500 students and graduate about 500 each year out of 48 programs both undergraduate and graduate. They have about 168 full time faculty and when they meet as a full faculty assembly they have on average about 80 people who actively participate every month in that faculty governance. Those are the 6 points of data. She encouraged faculty to look at the data sheet she provided and the USC Aiken website, because they

are a very important part of USC and then a comprehensive university in their own right as well.

USC Aiken has three areas that faculty concentrate on. In addition to teaching which is the primary focus of USC Aiken, they have excellent scholarship. The information sheet has some of those numbers and demonstrates publications, presentations, grants, and other areas that scholarship is important as well as service. Additionally, their volleyball team is in the Elite 8 right now so they are in South Dakota and they are working today to win the NCAA Southeast Championship.

CHAIR GRANT asked about the campus mascot.

GUEST BRIDGET COLEMAN replied that the mascot is “Ace,” the Pacer.

CHAIR GRANT asked how far it is campus to campus.

GUEST BRIDGET COLEMAN replied that USC Aiken is only about 55 miles from Columbia.

CHAIR-ELECT VALTORTA asked Coleman to give a sense of how many Aiken students transfer to Columbia, on both on the undergraduate level and to continue in graduate studies.

GUEST BRIDGET COLEMAN stated that most students finish through programs at USC Aiken. Their most recent effort is in the Engineering area.

CHAIR-ELECT VALTORTA asked if Aiken is going to start offering actual engineering degrees.

GUEST BRIDGET COLEMAN confirmed they are.

CHAIR GRANT asked if the top program was Education.

GUEST BRIDGET COLEMAN replied they have the School of Education, School of Nursing, School of Business, and a variety of undergraduate programs and graduate programs.

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

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

PROFESSOR ELIZABETH WEST (South Caroliniana Library) reported on two items. The Faculty Advisory committee still has a vacancy for a 3-year term that ends in August 2019. Contact West of the Faculty Senate office to volunteer or recommend someone.



The election for Faculty Senate Secretary is upcoming as well; anyone who is interested or wants to recommend someone should contact her.

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

PROFESSOR KATHLEEN KIRASIC (Psychology) brought forward 171 proposals: 92 from the College of Arts and Sciences, 4 from the Moore School of Business, 4 from the College of Education, 34 from the College of Engineering and computing, 26 from the college of Hospitality Retail and Sport Management, 1 from the College of information and Communication, 7 from the School of Music, 1 from the Arnold School of Public Health, 1 from the Palmetto College, and 1 from the Provost Office, totaling 171 proposals.

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 five courses: Department of Spanish: SPAN 109, SPAN 110, Department of Speech: SPCH 145, Department of Retail: RETL 366 and School of Music: MUSC 210.

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

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

PROFESSOR KATHY SNEDIKER (Libraries) brought forward the proposed changes to the undergraduate bulletin regarding the Hardship Withdrawal Process. The rationale for the changes is to send Hardship Withdrawal Positions to be directed through a single contact which is becoming national best practice in higher education and the changes should really improve the student experience and student privacy concerns, helping with a difficult process, also insuring consistency across decisions across all colleges and schools and particularly improving Title IX reporting across all schools and campuses to make sure that that information that comes out of the process is reported correctly.

CHAIR-ELECT VALTORTA stated that the current procedure emphasizes action by the colleges and schools through staff who see a lot of these cases and have become compassionate. Is it correct that the current process will still involve that and that would be consulted in most of the cases.

PROFESSOR SNEDIKER confirmed there will be someone in the office of the Dean of Students whose job it is to review these and so when petitions come in faculty and other sources on campus will be consulted to confirm any documented information. Things about when attendance stopped or became sporadic, any kind of documented claims that

a student is making, people in the appropriate colleges will be consulted and information will be gathered. It will bring students to the place where they have the right advisement on what financial issues can come out of the process, what kind of academic issues can come out of the process from a centralized point where all of that information is known and can be communicated consistently.

CHAIR-ELECT VALTORTA replied that the reason for his question is that he would like to emphasize that the committee has not given up on serving the students through this process. The people within the units who actually know the students better will actually be involved in the process.

PROFESSOR SNEDIKER confirmed his statement.

PROFESSOR JOHN GERDES (Integrated Information Technology) stated that he had a student today that was doing a medical withdrawal, and asked if this applies to medical withdrawals.

PROFESSOR SNEDIKER replied that medical withdrawals would be a type of hardship. There can be many different kinds and just to emphasize that this is full withdrawal for the entire semester from all courses just so no one is under the impression that this is a pick and choose sort of situation. Medical withdrawals would fall under this new procedure.

PROFESSOR GERDES stated that on the form that he was just asked to sign off today he would be assigning grades. Every faculty that the student was taking a course from was individually signing off on either a W or a WF and it seems like it would normally if it's a university policy is it going to be across the board that they're withdrawn or is it going to continue that individual faculty are going to then weigh in on grades assigned at that individual student.

PROFESSOR SNEDIKER replied that they are moving to a point where if the petition is successful through the Office of the Dean of Students, they will then inform the departments. It will be consistent. If they are given a withdrawal for the semester they will get a W in all of the courses rather than this individual decision making.

CHAIR-ELECT VALTORTA stated that his understanding was that pick and choose would still be allowed in special situations.

PROFESSOR SNEDIKER asked if he meant that certain faculty members could have a say.

CHAIR-ELECT VALTORTA replied, or the committee may decide to allow a student to withdraw from specific courses in special situations.

PROFESSOR SNEDIKER responded that it does. There is that provision but it's meant to be very rare and the example that they've always been given a student who's in a

physical education course and they break their leg after the withdrawal fail date and they simply can't complete whatever final exercise is required in rock climbing or running. Then they could get that specific withdrawal fail or just a withdrawal from that particular course and not their others. But barring those very specific situations this procedure is meant to address complete withdrawal for the semester from all courses.

There was no further discussion and the changes were approved as submitted.

PROFESSOR SNEDIKER brought forward proposed changes to the undergraduate bulletin regarding academic progression and program dismissal. This is aimed specifically at students who failed to meet the progression requirements or are dismissed from a program but currently there is no mechanism to force them to change majors or to move, so they are staying in a particular college yet are not allowed to progress in that program. Basically they will be moved to an undergraduate studies program, a new program aimed at providing academic advising support to students who have been dismissed from a program of study for failing to meet the academic progression requirements. Students assigned to undergraduate studies will have a dedicated advisor from University Advisement center who is trained in University policies, procedures and resources in the curricula in each of the 11 colleges. The undergraduate studies program allows for national best practice and exploration stage for those students of two semesters and that stage allows students to acquire information on the different programs of study and develop the skills and habits to be successful in their new programs. So basically they will have two semesters before they will be required to declare a new major in a new college.

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

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

PROVOST JOAN GABEL reported on behalf of President Pastides, who was traveling. She announced that the university has engaged a new Vice-President for Information Technology and Chief Information Officer. His name is Doug Foster. He is currently the Associate Vice President and Deputy CIO at Purdue and he will be starting here in January.

There is a new Secretary for the Board of Trustees, Cantey Heath, who has been working in the President's office and with the university for over 30 years. He is going to become the new Secretary for the Board of Trustees.

Dr. Brendan Kelly, who currently serves as the Vice President at the University of West Florida, will be joining us as the new Upstate Chancellor.

Additionally, two of professors have been named AAAS Fellows: Associate Sociology Professor Doug Anderson and Chemistry Professor Stephen Morgan.

USC also has its tenth Rhodes Scholar this year, Jory Fleming, one of only 32 nationwide. He is a Capstone Scholar, Arts and Sciences student - Geography and Marine Sciences majors, minor in Geophysics. He has an unbelievable story. He will spend next year in Oxford with his service dog Daisy who is well known.

The Office of the Vice President for Research recently presented a conference with research related to the recent flood. Participants were largely faculty who received internal grants to engage in study or special projects associated with issues related to the flood. The summary is provided in the VPR's Breakthrough Magazine.

This Thursday, the Darla Moore School of Business will unveil this year's Economic Outlook Report.

On November 10<sup>th</sup> the University hosted alum Bob McNair who announced the establishment of the \$8 million McNair Institute for Entrepreneurship. He also was here as a Presidential Dialogue speaker. He discussed his story, his views on entrepreneurship and the context of entrepreneurship within the political economy.

Several members of the faculty provided expert information to the press on attributes of the election from topics ranging from the electoral college, news versus state news, climate change, the overtime rule of transition of power and more.

President Pastides has been re-elected to the Board of Trustees for the Universities Research Association which is made up of 89 leading national research universities that oversees the nation's unique labs and facilities for research development education and physical and biological sciences.

Commencement is on Monday: 1500 undergrads, 150 doctoral hoodings. Congressman John Lewis is the commencement speaker.

The Commission on Accreditation for Law Enforcement Agencies has awarded USC their re-accreditation for professional excellence and for the maximum period before the next review.

Provost Gabel reported that the Provost's Town Hall, will take place on an ad hoc basis. There will be one or two a semester as they are intended to be flexible for when information or events pop up that are worthy of interrupting the faculty's time. Allen Miller made a report most of which he covered again today. Cheryl Addy made a report on internal grants; the announcement is in an email *Making the Call* as mentioned in previous reports from the Provost. They were a little late on doing that this year because they refreshed the process. Those changes were identified in her email. They have expanded the eligibility to all full-time faculty and they've added a category for Pedagogy which is in partnership with CTE, not supplanting or overriding the types of grants that the Center for Teaching Excellence offers. The website's live, email blast is in faculty inboxes.

Addy gave a discussion at the town hall of the policy review process which is being reviewed for a variety of reasons. One because they check on it periodically. Two because they have to review all policies at least every five years as part of SACS accreditation, and three because they were in the rotation for an internal audit. There's been some increased activity on policies hitting for updates and review and that is why.

Irma Van Scoy gave an update at the town hall on USC Connect, The Graduate Leadership Distinction and Experiential Learning Opportunities.

John Dozier gave a report at the town hall from the Office of Diversity and Inclusion. The main piece of his report is the start of a series of climate surveys. The undergraduate climate survey was last semester. Faculty and staff climate survey will begin next week and continue through mid-January. The graduate students survey will be in the Spring and these will start to go on a rotation in order to build up a report and a responsive action according to the results of those various surveys.

Each unit has now employed a Diversity Representative, which is in most cases referred to as an Associated Dean for Diversity and Inclusion, but not exclusively, to help manage the specific attributes of diversity and inclusion. They're discipline specific. Things like recruiting and curricula are addressed but also those representatives will form a Chief Diversity Officers Network with John, in order to engage and advise on University-wide Diversity and Inclusion activities. More details are on the Office of Diversity and Inclusion website.

John also gave a report at the town hall regarding a function in his office, which is Community Engagement. That website will go live on December 19<sup>th</sup> and include information about how faculty can access the Coache Database which is a national survey database that collects information on collaborations, gives faculty an opportunity to provide updates and find information as they need it for various activities in which they may have an interest.

Provost Gabel gave an update at the town hall on the Strategic Planning Process. The current Strategic Plan under which the university is operating is Focus Carolina. The work that went into that plan began in 2010. It went live in 2012. It had 7 goals and a variety of activities associated with those goals. The President and the Board and several representative groups discussed this at the Provost Retreat. There were also Town Halls about the strategic plan. It was discussed in CAD and with student leaders. All agreed, in varying degrees that Focus Carolina itself wasn't dead. There's nothing overtly wrong with the goals. When they compared them against national best practices and in a discussion of who we are as a university, it did not feel as if they were no longer inspiring creativity or forward momentum. So the President challenged them to instead of ripping apart Focus Carolina and starting all over, that they purposively refresh Focus Carolina so that USC can continue to progress, thinking purposively about how they want the university to be and how they would measure whether they are succeeding.

There are three things going on at the same time that fit together very closely. Gabel is working with the Deans on the academic blueprints. That's their annual report and the way in which the unit level activities feed up into the overall university operations.

Then the budget model, which the President discussed the last time he was here, is the idea of how the administration allocates resources to align with strategic priorities and how to figure out how to incentivize, what to incentivize and how to go about doing it.

Provost Gabel scrolled through the Goals for the plan's draft. She noted frequent references to "a 21<sup>st</sup> century university" that comes from the President's State of the University address. When the President gave the State of the University earlier this fall, he described his vision of a 21<sup>st</sup> century university from the prospective of the student as one that provides a classical education, makes students work-force ready, creative and innovative and prepared for leadership. That concept is reflected in the draft language prepared so far.

The next formal review of this draft language is happening at the Board of Trustees' retreat in January. There are attributes of this that are clearly part of this shared governance model for faculty and even the parts that aren't necessarily part of the shared governance model, the administration would want faculty input. For a more formal review, it will go through the Board of Trustees for their edits and changes and then faculty will see this again for more formal input. But in the meantime during this sort of informal discussion phase of the process, anybody who would like to provide input can contact the Provost.

Traditionally the Provost's Retreat was scheduled on the Friday before the first Monday of classes in the Spring. This year it was moved to February 3<sup>rd</sup> to have the benefit of the Board of Trustees' Retreat and their input on this process before it is taken to the Provost's Retreat, just trying to sequence this in a logical way.

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

No report.

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

CHAIR GRANT announced that President Pastides would like to cordially invite the faculty to join him in the President's box as the Lady Gamecocks basketball team takes on Mississippi State on Monday, January 23<sup>rd</sup>. There are 24 seats in the box reserved for Faculty Senators. Chair Grant will be send an email with information on how to get one of those tickets. He will also distribute information sheet on USC Aiken.

Chair Grant distributed earlier this week the working draft of the proposal regarding non-tenure track faculty that would extend faculty voting privileges to all full-time faculty at the University of South Carolina. This will be the subject of discussion at the next Senate

meeting, the first Wednesday in February. He asked faculty senators to meet with their faculty and explain this is a proposal, and bring their feedback so there can be a robust discussion. There are many sides to the issue and many reasons for the proposal. Many points to be made on all sides and to be carefully considered because this will be the single biggest change this organization will have made since the founding of this Faculty Senate, since moving from General Faculty representation to a Faculty Senate. So again, that discussion will be the primary topic.

Chair Grant is still working on getting a Faculty Happy Hour. There's an issue with liquor license and Sodexo. He asked for a show of hands for preference between buying beverages or bring your own.

He announced that the call will be going out for volunteers for committees for the 2017-2018 academic year. There are more than 20 committees that need faculty participation.

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

There was no unfinished business.

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

There was no new business.

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

(UNIDENTIFIED PROFESSOR) asked if there is a way to see the results of the survey on non-tenure track faculty, since that is the basis for the proposed changes to the Faculty Manual.

CHAIR GRANT responded that the survey was part of the Faculty Welfare Committee annual report two years ago, and he will send it out.

### **11. Adjournment**

A motion to adjourn was seconded and passed. The next meeting of the Faculty Senate will be February 1, 2017, at 3pm.