

FACULTY SENATE MEETING

December 6, 2017

1. Call to Order.

CHAIR MARCO VALTORTA (Computer Science & Engineering) called the meeting to order.

2. Corrections to and Approval of Minutes.

CHAIR VALTORTA - the minutes of October 4th and November 1st were approved as amended.

3. Invited Guests

CHAIR VALTORTA introduced the panel on open educational resources. Amie Freeman is the Assistant Interlibrary Loan Librarian and serves as the Chair of the Scholarly Communications Team of the University Libraries. Her areas of involvement include resource sharing, open educational resources, open access, copyright in the classroom, and author rights.

Wayne Perkins is the Vice President for Business Development at Barnes and Nobles Education. Wayne spent over 20 years in higher education, consulting with various campus stakeholders to solve problems and advanced institutional missions. He currently works at the Intersection of Technology in Teaching and Learning.

Jason O'Kane is an Associate Professor and graduate director in the Department of Computer Science and Engineering. He is the Director of the Center for Computational Robotics.

GUEST AMIE FREEMAN - Open educational resources are course materials that are available to students at no cost. Not only are 100% free but can be modified to suit faculty needs, shared in any way faculty want and students can keep them as long as they would like. Most of these are funded by grants and are written, edited, and peer reviewed by faculty experts.

Faculty all care very much about affordable learning and care about their teaching and want high quality, customized, materials that are a perfect match for their courses. But the one thing that most faculty don't have is time to sort through these resources, to determine if they are created by a reputable project and then uncover whether these materials are truly open and make sure they fit the curriculum of their classes perfectly. This is where the speakers here today can help.

Librarians recognize the phenomenal work that faculty do for the university and students. It takes extraordinary effort and time to balance teaching, service, and research. Faculty don't have a lot of spare time. The library exists to support the faculty and particularly how they can help students. Librarians put a lot of thought into how they can best help faculty in locating these course materials, including open educational resources that best suit their curriculum and allow them the academic freedom to teach class with the materials of their choice.

If they are at a point where they're ready to work on revising, updating or even creating a new class, librarians are here to help them so they can teach exactly what they want to teach at the right price. Providing teaching support services can alleviate significant time burdens and address other important issues such as course customization and copyright issue.

One of the most valued services at the library is the e-reserves, which provides library support for course materials and Blackboard. Faculty can send in their syllabus and librarians will find the resources that they've selected and do their best to secure those that the libraries don't already own. They regularly purchase teaching materials that faculty need for their class: e-books, articles, chapters, even streaming video. They will handle all of the copyright concerns and will even put everything directly into Blackboard for faculty.

It's comparable to a course tax service and there is absolutely no work on their end and it doesn't require them to change any of the resources that they already use. It just makes them more accessible to their students. The service is completely free for both them and for their students.

The library now offer a syllabus review for free and open resources. All faculty have to do is email Freeman directly or submit their syllabus through the library OER guide. They will review your resources and textbooks for comparable, high quality, customizable and completely free materials that best support their teaching needs. Essentially this is to remove the more significant time burdens of locating and modifying course materials so that they can concentrate on other obligations. If they do need help integrating these free resources into the classroom the library is partnered with the Center for Teaching Excellence to provide instructional design support at no cost.

The library also sponsors an annual grant program called the *SCoer! Award* and that rewards faculty for converting to a no-cost course. So far the 13 winners have worked with librarians to transform one of their classes from the use of traditional textbooks, to no-cost OER or library licensed resources. Winners are given a \$500 award; applications open on January 16th and that will run through May 1st of this year.

A lot of faculty have already taken steps to save their students money and their efforts are recognized through the Professors for Student Affordability Distinction, which was created by student government early in the year.

There has already been seen substantial cost savings for students as a result of these affordable learning initiatives. Over the past 3 years, students have saved well over \$250,000 through the use of OER and other affordable course materials. Professors teaching with free resources unsurprisingly report better course evaluations and do enjoy the customization that's available to them through the use of OER.

No matter what path they take, whether they choose to go through the library, whether they choose to go through the low cost courseware options that are provided to the book store that they'll hear about in just a moment or even if they want to create their own OER, reducing or eliminating course cost is one of the best ways to promote student success in the classroom.

GUEST WAYNE PERKINS - Faculty may wonder what their campus bookstore is doing with OER and not only is it a distributor of learning materials, it's become a partner in developing learning materials based on what faculty and students tell them across their 770 campus locations. So in the last 5 to 6 years more and more faculty are adopting courseware which includes both print and digital textbooks as well as a variety of learning and teaching resources and students are spending more and more of their learning material dollars on courseware as well. Primarily in the general education core courses area and the costs have risen significantly, upwards of \$100 to \$200 dollars for an access code to access software in these core course areas.

So the bookstore has begun over the last year and a half to work with Open Stax, one of the leading OER ebook providers nationally to surround their digital content with some of those same core learning resources that many faculty are already beginning to use in these general core education areas and are doing so at a significantly reduced rate. The bookstore is doing this primarily as a value add to relationships with their current bookstore partners like USC to address this affordability issue and so they're doing about 15 to 17 courses are available now for adoption.

GUEST SPEAKER JASON O'KANE – thanked the University Libraries and Student Government for the work they're doing to help promote the adoption of open educational resources. He shared thoughts on his experience as a creator of open educational resources.

From 2008 until 2014 he taught an elective Robotics course in the Department of Computer Science and Engineering. The course blends theoretical and practical elements including a number of projects in which the students have to create and implement software for certain type of mobile robot that we have. In the early versions of this course he relied very heavily on the widely available published manuals for these robots but he and his students very quickly discovered that this documentation is often fragmented, incomplete, or simply confusing for them. So all the relevant details his students needed were there somewhere but it proved very challenging for them to sort through the details and to synthesize an overall clear picture of how one could understand the system as a whole.

So as a result he began working on some supplemental material to add to these widely available published manuals. He wanted to direct the students' attention to the most important ideas and explain how those ideas were related to each other. As this body of notes grew automatically ballooning to dozens of pages, it became increasingly clear that it would have some value beyond merely his courses and only this university.

In May 2013 he began the process of rewriting and expanding those notes into a short book that would ultimately be called *A Gentle Introduction to ROS*. The process of converting from some existing materials that he had used in his class, to materials that he thought would be useful worldwide.

The completed book is available freely on the web hosted on his USC web page and in the 4 years since that initial release, the book has been downloaded hundreds of thousands of times by readers from nearly every nation. It's been translated by volunteers into Chinese and into Persian

and there's a Turkish translation underway and colleagues from other universities have adopted the book and used it again as a supplement for their own courses.

The process of creating OER is easier than many would think. Distribution can be as simple as posting on the web combined with a few mentions to well-placed colleagues. When good material is available freely word travels quickly. The scale of creation of OER can be much smaller than faculty might think. Even very small contributions can make meaningful improvements to a student's educational experience and as his own experience has shown, eventually can grow into larger more complete resources.

To his colleagues at USC, he would encourage them to consider how the creation of open educational resources in various forms can be a valuable contribution to the university's core mission of knowledge dissemination. As the flagship institution of the state and as a national leader, faculty should indeed be leading the way in making their knowledge available to all and this is a very valuable way of doing that.

He also encouraged administrators from tenure and promotion committees that are crafting and applying unit criteria, through Chairs and Deans deciding on sabbatical requests to value and incentivize this kind of scholarly work, which can make a very big difference both to the experience of students in our courses, to the experience of students around the world, and to the reputation of the University.

CHAIR VALTORTA asked Freeman how their interaction with Barnes and Noble is going to take place.

GUEST AMIE FREEMAN – It's a great compliment to the open educational movement. These materials are sort of wrapped around these existing open resources and can be very useful for faculty members who don't necessarily have the time to create their own supplemental materials when there aren't axillary materials available openly already. It is a very simple form and it's a reasonable low cost alternative to completely open resources for those who don't have the full time limit or don't really have the structure in place to create a force around existing OER.

CHAIR VALTORTA introduced the next speaker, Richard Brown, the Director of USC Press. He holds a PhD in Religious Studies from the University of Virginia where he wrote a dissertation on *Theological Interpretation of Human Rights*. He served on the board of their Association of American University Presses for 5 years including one as president in 2010-2011.

GUEST DR. RICHARD BROWN stated he began with USC Press seven weeks ago and he is a resource for all faculty. He wants to help them learn about the publishing process. Whether it's OER, open access, traditional publishing he'd be happy to talk to faculty and their departments. If they're wondering for instance whether they should publish with Norton or a University Press or Oxford, he's happy to help them think that through. He used to do this all the time at Georgetown University Press where he spent 16 years and had regular conversations, coffees, lunches with professors to advise them about their proposals.

If there's a scholarly meeting coming up and they know they want to talk to some publishers but are not quite sure what to do about that, they can talk to Brown. He's happy to craft with them emails to publishers to try to figure out how they can meet with them and pitch their book, as well as how they might position themselves, what's their platform as an author, publishers want to know that. Brown can help with knowing who to talk to at particular publishers, which can help humanize the process of submission instead of sending a manuscripts off blindly.

4. Report of Committees

a. Senate Steering Committee, Professor Elizabeth West, Secretary

PROFESSOR ELIZABETH WEST (University Libraries) – The volunteer form for Senate Committees has been submitted by email. Committee work is a wonderful way to be involved in the university governance. Please take note that certain committees have certain requirements, for example UCTP, members must be a full tenured professor.

It's best if faculty who know they're going to be on sabbatical within that time period do not volunteer. Steering frequently has to replace people who are going on sabbatical.

The deadline for sending these in January 17th, but a reminder email will be sent out in January.

b. Committee of Curricula and Courses, Professor John Gerdes, Chair

PROFESSOR JOHN GERDES (Integrated Information Technology) reported the format of the report this cycle has been changed. It's automatically created directly from the APPS proposals, so it's going to be very important from going forward that as they create their proposal please go in and very cleanly and clearly indicate what the justification is because that's going to show up on the final report. The final report provides just a basically a summary and it allows them to hyperlink into the actual applications, so it's a little bit cleaner and it's a little bit easier to understand than the reports in the past.

The Committee brought forward a total of 94 proposals: 42 from Arts and Sciences, 14 from Business, 15 from Engineering and Computing, 6 from Hospitality, Retail and Sport Management, 8 from Information and Communication, 1 from Pharmacy, 2 from Undergraduate Studies and 6 from University owned International.

There was no discussion and the motion was approved.

c. Committee on Instructional Development, Professor Michael Weisenberg, Chair

PROFESSOR MICHAEL WEISENBURG (University Libraries) - The Committee for Instructional Development has 1 course up for approval. It is from the College of Hospitality, Retail and Sport Management, HRMT 344.

There was no discussion and the motion was approved.

d. Intellectual Property Committee, Professor Diansheng Guo, Chair

CHAIR VALTORTA - The committee is working on a policy on copyright, but it is not finished in time to make a report.

**e. Faculty Advisory Committee, Professor Bill Sudduth, Co-Chair
Professor Camelia Knapp, Co-Chair**

PROFESSOR BILL SUDDUTH (South Carolina Libraries) – The next scheduled committee meeting has been moved to Tuesday the 12th of December from 10:00am to 11:00 am. They will meet in Osbourne 101.

The proposal for the change in the Faculty Manual currently reads “all faculty members shall be available from the 4th calendar day before the 1st day of classes through May 15th”. The proposal is to simplify this and to just state “all faculty members shall be available from August 16th through May 15th.”

There was no discussion and the motion passed.

k. Faculty Welfare Committee, Professor Subrahmanyam Bulusu, Chair.

PROFESSOR SUBRAHMANYAM BULUSU (School of the Earth, Ocean and Environment) - Faculty Welfare Committee is working on several issues, including parking. Bulusu has received complaints about mainly the Discovery Garage. The name is now changed to Innovista. He met with Derrick Huggins who is the VP for Facilities and Transportation and also the Faculty Advisory Committee and invited Ed Walton, the Senior Vice President for Administration and the Chief Operating Officer.

Senate Chair Valtorta and Bulusu also met Russell Meekins, the Executive Director for the USC Foundations. Discovery Garage is owned by the USC Development Foundations, not directly by USC, and is managed by the Republic Company. It is a private company. The USC Foundations is in debt of almost \$17 million dollars for twenty-five years. USC Development Foundations pay this debt and also have to pay the expenditure to these garages. The Discovery Garage and the Horizon Garage total \$140,000 per month. So to generate revenue they are charging faculty and all extra for the special evening time.

They have had several discussions with the Foundations and came to an agreement. If faculty are paying \$65.00 they can park there Monday through Friday: Monday from 5:00 am to Friday 11:30 pm now. Faculty who want to park including Saturday, \$85.00 and Sunday, \$100.00. But the one thing that is still the problem is that if there is a special event, they still have to pay during a special event even if they pay \$100.00 for 24/7 access. The Committee requested that faculty who are already parked and especially at four thirty can keep their car there and that they can get out of the garage during the event or after the event and will not be charged. The Foundation agreed to that.

The second agreement is that for all the schools, the School of Music, Public Health and Business School, if the Dean has approved faculty for teaching purposes or research will not be charged. There will be issued a special permit for faculty researchers and now for teaching

purposes and they don't need to pay any extra. The special permits will be issued starting next semester.

There is also a new lot that is called FS11. There are ninety parking spaces there. So all the stickers with the D, L, M or whatever the stickers they have can park there.

And those who are parking in the Discovery Garage can park after three o'clock. They can use the same permit but the problem is again this lot is also used for special events and there will be a charge.

The problem for the School of Medicine faculty when they're coming to main campus and teaching here is their parking stickers are valid only in the "AD" lots. Right now they don't have access to FS11. Valtorta and Bulusu sent an email to Derrick Huggins requesting to open the FS11 lot. This new lot for the School of Medicine and whatever sticker they have.

The committee is also looking at other options for parking such as the city parking garage near the Hilton Hotel. There are lot of parking spaces available and they are working on whether the university can buy some of those.

The old Law School parking lot will not be closed completely in the near future.

There were rumors the "D" parking lot at Wardlaw College which is on Main and Greene Streets, would be used for the green space but that is still being reviewed.

The committee is also working on the summer salary compensation. Different colleges and different units are paying faculty different summer salaries so the committee is looking at a university-wide policy.

Bulusu recommended to all faculty that they take advantage of high performance computing with USC's super computer.

PROFESSOR GWEN GEIDEL (School of the Earth, Ocean and Environment) expressed thanks for opening the other lot down by the Colonial Center. They are going to see a big increase in her department's staff use of that.

CHAIR VALTORTA stated parking is a continuing problem since the university is a city campus. The previous Chair of the Faculty Senate, Augie Grant, opened an important line of communication with Mr. Huggins. This has been enhanced and improved. The committee had to reach out to University Foundations because of this change in ownership of two of the parking garages and some results have been reached. Although as Professor Bulusu says, there is a tremendous financial burden that the Foundation has to meet.

5. Report of Officers

PROVOST JOAN GABEL combined the reports of the President and the Provost. The President reminded everybody of the Faculty/Staff open house at the President's House on December 12th. He also would like to remind everyone that graduation is coming on December 18th. There are about 1700 students walking during this ceremony and faculty participation is very important to the students and to the Board so the President and the Provost very much strongly encourage faculty to attend and participate.

The President shared his appreciation to the faculty who are actively involved with the entire arc that led to the unveiling of the plaques on the Horseshoe yesterday commemorating and honoring the work of enslaved people in the construction and origins of the campus when it was the South Carolina College.

It was a tremendous event, very emotional, very powerful and a very positive moment for the university amidst a very difficult and troubled history and something that a lot of people personally worked very hard to bring to fruition to have their research available. So that it was done well, accurately, respectfully, honorably and in the way that such a moment deserved.

There are too many people to thank but just in terms of the specific ceremony yesterday John Dozier was the organizational head and relied on leadership with a representative committee on the design of the plaques and placement. Elizabeth West did a tremendous job yesterday with tours of the horseshoe and in answering questions. Bobby Donaldson's remarks were amazing. There was musical support for the Libations Ceremony from faculty. Student dancers who were choreographed by Thaddeus Davis and Tanya Wideman-Davis. For those who weren't able to attend or who would like to be able to watch again or would like to use it in their classes it was recorded. It also received media coverage so there are short links if they want to link back to they know the reels from the 6:00 News which are easily available.

The Provost Office is working very actively on the last round of the faculty compression raises. Cheryl Addy is taking the operational lead on this. She has met with representation from Faculty Welfare and Faculty Budget who have been very actively advocating about how this process should go, could go what the options are and it was a very loud and clear message to get this done both in a fair and representative way but also in a quick way so that people can receive their compression raise as quickly as possible.

At Senate request, they're moving quicker than originally planned to in an effort to make sure there was inclusion of various points of view and appropriate research and also legal review which these sorts of things require. They thought they would do it in the fiscal year turnover this summer but it will be in spring instead. The total commitment was 5 million dollars several years ago. The first round went through in the 2013-14. The second round went through in 2015-16. This is round three the last part of the 5 million dollars. It totals 1.6. That covers the underlying raises and the benefits associated. The process that's under review by Legal right now is using benchmark salaries as ninety percent of the average of the salaries of all Research I, APLU institutions. This is basically what they did before using the SIPP code mapping against the Oklahoma state data which is the national benchmark data that they have used before, they're trying to be consistent year over year. Library salary benchmark data are the exception. Their data comes from the Association of Research Libraries then using that data recommendations are

made to the Deans. The projection is that there are about 300 faculty and librarians who are eligible. That's the very broad ballpark projection but that's what it looks like. Recommendations go to the deans which happened every time in the first two rounds and will happen again this time probably early January. The deans will have a couple of weeks to make sure they didn't miss something or there wasn't some attribute that they don't know about. Eligibility is working the exact same way that it did in the first two rounds.

Excellence Initiative. The call will be coming out from the committee to the faculty probably at the end of this week. The language of the call is in review by the final stages in the communications office and setting up the e-mail distribution. The committee will be issuing a call for a Phase One proposal which will be a short proposal. The estimated target date is February 1st. The idea behind that is to give people plenty of time to review, ask questions, talk to colleagues, update anything that they were envisioning up to this point as more details become available. The committee and Gabel will be doing a town hall. They haven't scheduled it yet but they will try to get at least one done before the everyone leaves for the holiday break, for the semester break and if there is demand for it they will do another one in January to just take questions and answer concerns.

The suggestion from the committee, from Gabel, from the president, from everybody is to submit. Since this is new they have intentionally made the Phase one submission low labor in terms of length so that it isn't painful to submit. It wouldn't harm future chances. It is intended to be a low barrier to get as wide a net as possible. There was a lot of discussion about this. For example at Ole Miss they're doing their own version of this right now but they're doing it with themes that were dictated by their equivalent of Osborne. They have three to five themes. USC administration has made a conscious decision not to impose themes from the get go. The hope is that as the faculty submit that some themes will emerge but they think the best way to gauge what's creative and distinct about the university is through faculty telling what they're doing. So if people submit proposals that have unexpected commonalities it gives them a unique opportunity to introduce people, to put people around a table together, to create intellectual communities etc. that they otherwise wouldn't have. It gives the Development Office an interesting opportunity to hear what they all are doing in sort of a succinct way.

Then depending on the number of proposals that come through there will be a Phase two by invitation with a longer more substantial proposal deadline to be determined based on how many. So that there's enough time for everybody to work and also enough time for the committee to review. And there will probably be a similar round of conversation or town hall meetings etc. to pass on as much information as possible.

The administration has decided to do this in a way that's unique to USC so that means there is no best practice. There isn't a playbook to follow. No one has a colleague at another school that did this. It does create some uncertainty but the trade-off seemed worth it.

The university is doing a pilot for a winter session and there were seven courses and they've all filled. There was a very positive demand for those courses. Final numbers will be in the spring. They'll do appropriate evaluations and determine what this means for future offerings, but so far so good.

Faculty will receive a very typical e-mail saying please stick to the exam schedule and please turn their grades in on time.

There's going to be a Blackboard outage. Faculty will receive regular communication about this. There's going to be a Blackboard outage on December 21st. This is after grades are due so it should have a pretty good stretch before next semester classes start so it shouldn't be overly disruptive, but it's a long one. It could be thirty-six hours because there are several system updates taking place. There are security updates, there's some drop and drag, there's a few automated components, failure to turn in assignment type notifications, grade notifications that are improvements but it's a substantial update and so it will take some time for it to load. More details on that as the date draws nearer.

The Center for Teaching Excellence will be offering special sessions to help faculty work on their spring syllabi on December 7th and 8th and also on January 8th and 10th. If they would like to participate. They can recommend best practices, can look at what they're doing, make suggestions, help them brainstorm, have templates.

A couple things coming up in 2018-19. Some may have heard the President present at the State of the University and at a couple of other events that he has really been giving a lot of thought in undergraduate experience to creativity not only from an artistic sense although certainly including artistry but also in the sense of outside the box thinking, novel approaches to problems, risk appetite, things not always going as they expect and coping with that all under the umbrella of creativity. He refers regularly in these remarks to Steve Jobs' story and his book for example just to give some context in how he's describing this. Along those lines he has asked David Cutler from the School of Music and with Sandra's Kelley's leadership to develop a year of creativity. A year-long celebration of engagement and activities for faculty, for the students, some things for them together. It is in process. There is a draft but nothing yet to announce.

The administration has been looking at the possibility of a new budget model for the university, meaning a new methodology for allocating resources. So today monies are allocated using what is generally referred to as historical budgeting meaning they essentially get what they got before with incremental change based on a variety of ad hoc factors. No formula; it's done on a year-by-year basis.

Most universities that have reviewed their resource allocation methods have updated this process into what is generally referred to as hybrid budget modeling where there is some degree of certainty based on what has happened in the past. They don't drop all the way down to zero and start over again every year but there is also some marginal or more than marginal, depending on what their outcomes or desires or incentives are, to incentivize according to their strategic priorities. And so what that means is that USC would potentially be updating and in a substantive way the way in which this university distributes resources to the units both academic and service.

This is a long game. The very broad timeline is: there's a development of a Steering Committee, the C.F.O. and the Provost are the co-chairs of the Steering Committee; there's Faculty Senate representations on this Committee, Tom Regan who's the Chair of Faculty Budget is their

representative; there are three deans; there are people from fiscal on this committee. They have gone through the procurement process and engaged a consultant.

So the process has started in that the procurement is complete, the consultants have come down, met with the steering committee and now go back and work on a timeline, review data from the fiscal office and make a projection broadly, very broadly. Initial recommendations are expected to come out at the end of the spring semester give or take. And then the Fiscal Office works on it over the summer and then they run parallel for at least a year with how they do things now and what is recommended for the future. Hopefully to identify oversight or unintended consequences and then if it all goes well then the following fiscal year they would pull the lever and move to the new model. It's at the very earliest stages, but there's lots of optimism about what that would mean in terms of incentives and thinking about how USC would align resources with priorities.

PROFESSOR CHRIS YENKEY (Moore School of Business) When they mention incentives, typically consultants who've done this 18 times kind of come in with a model. Would they be able to share what some of these incentives look like at the previous eighteen? Incentive is an extremely broad term.

PROVOST GABEL - Incentives are money.

PROFESSOR YENKEY – Are they meant to incentivize particularly behaviors across the....

PROVOST GABEL - They don't actually come in with a model. The ones she's talking about from the public schools are usually available but are very customized. So when they say hybrid it's a pretty wide lane between purely historical budgeting which what they got before and purely what nationally would be called RCM and what USC used to call VCM, which stands for here Value Center Management. Nationally Responsibility Center Management. Neither of which really tell they what it is. These are budgets or allocation models that distribute solely based on credit hour generation. So those are their book ends which is they get what they got. It doesn't matter what they do or they only get based on what they teach and revenue generated, but not anything else like research or community engagement or getting their students through and successfully placed in either graduate school or employment or the things that it would incentivize. So when she says incentives there's usually a certain amount of tax for things like human resources and IT, UTS. They know there are certain services that tuition needs to pay for and everyone accepts that even if they don't like it but then in the margin is do they want to incentivize people who teach more only or do they want to strike a balance between increased teaching new program launches, innovative program launches and research productivity? Do they want to reward increasing the diversity inclusiveness of the composition, do they want to, they know, so there's there are for the formulas all look the same. There are schools that are as big as USC and as complex but aren't R1 and don't set it as a priority in the way that USC does. The administration likes being Carnegie one. They're not going to set any budget model that would gut that. So then do the analysis to help them see where they would have to wait and to ensure that they were incentivizing continued research productivity that contributes to a Carnegie one status, for example and on from there.

PROFESSOR BETHANY BELL (College of Social Work) - Is there any chance that in this process the way that indirect funds will funnel down will change? Is that on the table?

PROVOST GABEL - Everything is on the table. And there will be open sessions. The consultants will be, for example, at the Provost Retreat which all faculty senators are invited to. There will be a steering committee but this is it the whole point of this ultimately is to create transparency, simplicity so that people can identify what's worth their time to do in terms of resources. They decide what's worth their time to do based on their own intellectual curiosity and happiness but in terms of how resources flow the whole this is supposed to be transparent. At the end they should be very clear and understand exactly why things are the way there and then have had a voice along the way in getting to that point.

6. Report of the Chair

CHAIR VALTORTA - asked again for senators to e-mail him suggestions on ways to improve Senator attendance. He would like to see more senators here.

On November 4th he attended the AAUP, that's the American Association of University Professor State Conference, which was here in Columbia and on campus. The theme was "What Does Shared Governance Mean for My University and My State?" President Pastides addressed the conference by remote link and it was really a very good address a very positive strong address to encourage faculty governance, faculty participation.

There was a lot of interest there in USC's extension of voting rights to the entire faculty. The smaller universities in the state look at USC for inspiration, guidance and advice. USC faculty are considered leaders and rightly so. They know USC is the biggest university in the state and the most active in everything.

He found it interesting to review some of the materials that were sent to the participants in preparation of the discussion on relationships of faculty with administration. Some of these materials included scholarly papers on academic leadership styles and their impact on faculty satisfaction.

They know as faculty, members sometimes think about these things and it was interesting to see scholarly research being done on this particular aspect.

He also attended on November 10th the 9th Annual Veterans Day breakfast here on campus and was amazed by the number of people there. He had mixed feelings. He arrived late, in the middle of a video that showed war activities, maybe somewhat disturbing. The university has a strong commitment to the education of ROTC, and similar things, military science and this cannot be discounted. Nevertheless as a representative of the whole faculty, he would share with them that he personally was a little troubled.

He has spent a lot of time on issues related to parking, with Professor Bulusu and Chief Financial Officer of the University Foundations, Kim Elliot.

He visited several faculty committees of which he is not a member: Faculty Welfare, Curricula and Courses, Information Technology and Intellectual Property. He's grateful to the chairs of those committees Professors Bulusu, Gerdes, Tarr, and Guo for welcoming him and more importantly for their hard work on behalf of the faculty, for the good of the University.

These committees include members of the university administration as well as faculty members and the interaction is interesting. It is not uniform in all of the committee. In some of the committees, the members of the administration are more active than in others. This is something of course that is a concern. It is a positive thing up to a point. It is a concern beyond some point.

Something he looks forward to is the Chair's luncheon for past Faculty Senate Chairs, which will take place next Monday.

He reminded the faculty again to send in the Faculty Committee Volunteer Form. Please volunteer to serve on Faculty Senate committees so that faculty voices are heard loud and clear and for of course the good of the university as a whole.

Write down your preferences on the form and email back a PDF copy or send back the printed form to the Faculty Senate office.

7. Old Business

There was no old business.

8. New Business

PROFESSOR JOHN GERDES (Integrated Information Technology) - A colleague has raised a question about the scheduling of summer classes and the concern that over the last 3 years they keep changing which impacts the faculty and that they have to keep modifying how to present their class. So it was just done without any input from the faculty, it was just sort of done and therefore it does impact at least the faculty creating those.

VICE PROVOST SANDRA KELLY (Office of the Provost & Undergraduate Studies) - The summer sessions have evolved over time in part because of issues with overlap, students couldn't take for example a full load. At this point from last summer, basically it is stabilized. We have done surveys both of faculty as well as students who are pretty happy with the summer schedule and they'll see it being stable going forward. The main point of the change in the summer schedule was really for the students to allow them to basically take as many courses, take a full load.

Basically, for a long time summer sessions overlapped and it was impossible for them to do it or would try and they would miss half their class because they were taking another class.

9. For the Good of the Order

PROFESSOR ELIZABETH WEST (University Libraries) - Regarding the markers commemorating slavery on the Horseshoe, she encourages everyone to go out and take a walk across the Horseshoe, take a look at them, and read them, encourage their students to do so. It's an important part of the university history that's really finally coming to light and a very important acknowledgement of people who used to be invisible. During his remarks yesterday President Pastides used the phrase "invisible no more" and so that is what a lot of people have worked toward trying to accomplish.

It is also a really good opportunity to point out to their students that kind of impact they can have on their university. The research that has been done over the years has involved undergraduate and graduate students in regular courses, involved the student activists of Vision 2020 and so it really is a combination of the students, faculty, staff, administration pulling together for a very important event.

10 Adjournment

A motion to adjourn was seconded and passed.

The next meeting of the Faculty Senate will be on February 7th, 3:00 pm, Gambrell 153.