

FACULTY SENATE MEETING
February 7, 2018

1. Call to Order.

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

2. Corrections to and Approval of Minutes.

CHAIR VALTORTA asked for corrections to the minutes of December 6, 2017. There were none and the minutes were approved.

3. Invited Guests

GUEST DR. CLAIRE ROBINSON, Assistant Dean of Undergraduate Advisement, spoke on academic advising and undergraduate students.

In 2014 a task force was created to look at academic advising across campus and it gathered perspectives from faculty, staff and students. Her staff did some surveys, looked at national best practice and 6 recommendations came out of that. Things like establishing an advising center, hiring first-year advisors, and doing training in online technology. There's a lot of research out there that says that the quality of academic advising is the single most powerful predictor of satisfaction with the campus environment for students of four-year schools and so knowing that USC wants to increase retention and graduation rates, they really wanted to take a look at how advising was impacting that.

USC is what's called the shared split model and basically what that means is they have staff who advise and they have faculty who advise and advising occurs both in the colleges and schools as well as in the university advising center as well as support offices like Opportunity Scholars and this model is used nationally at about 27% of institutions according to the National Academic Advising Association. In 2015 they did a survey that asked academic advisors some really critical information such as how did they feel about their knowledge of university policies and procedures and 86% of advisors said they felt that that was important information, 65% felt that they were competent in that and 54% felt they practiced it and the blue is the faculty respondents and the red is staff.

The survey asked other things like advising students beyond the classroom, again 64% felt it was important, the 27% percent felt that they were practicing it and this is the Quality Enhancement Plan where they really want to integrate beyond the classroom learning with within the classroom learning. In making referrals, 78% felt it was important, 35% were putting it into practice.

This means that the role of academic advising is expanding. Traditional advising, historical advising has really focused on things like course planning, major guidance but as this role expands things like early alert, co-curricular opportunities, transfer work and then even more holistic advising, think considering financial implications, career, personal coaching and this old

kind of way of thinking about registration at the heart of academic advising in the historical model is really more moving to the side and student success is at the heart of academic advising.

So this has a lot of implications on how they spend their time with students so they have hired 25 first-year advisors, that are allocated throughout all of the colleges and schools and they have about a 300 student caseload. About 80% percent of their time is devoted to academic advising and then they also have student technology and monitoring imbedded in their job duties.

Another big trend in 2015 is that only about 30% of undergraduate students had an assigned academic advisor. That meant if they went into *Self-Service Carolina* and they looked at academic advisor only 30% of them had a name there, the rest it was blank. In 2016 that number went to 67% and then in 2017 at 80%, so just over 22,000 students have been assigned academic advisor.

Technology plays a big role of course in academic advising in work flows. They have 3 primary technologies and *Self-Service Carolina*, *DegreeWorks* and *EAB Pathfinder*. Marco had asked specifically a little bit about utilization, faculty utilization of these technologies so thanks to Tara George in the Registrar's Office she had this data available. In *DegreeWorks* specifically there's about 875 academic advisors total, 479 of those have the faculty or instructor designator, so a little bit about usage.

What is *DegreeWorks*, what's the utility of the software? Well first of all it was launched to students in May of 2016 and that enabled students to go online and have access to their audit at any time, so they can monitor their own individualized degree progression. It also enables them to have access to their advised course schedules, so instead of carrying around a piece of paper they can go to that online degree audit and have access to their advice course schedules. Things like exceptions management, running what if scenarios if they are intending to change their major, validating requirements for graduation and then some things pending such as being able to run reports to do course projections based on an audit.

Her staff also asked students some information about *DegreeWorks*; for example, if they use *DegreeWorks* to monitor their progress towards graduation. Some that say strongly disagree they don't know what it is but 31% or so said that they do use it to prepare for advising. They were also asked questions like does their academic advisor use *DegreeWorks* when they have their advising appointment and for the majority of those 25 that said yes that happens that's occurring in HRSM, they are heavy users of *DegreeWorks* and that shows in the surveys here.

A little bit about *Pathfinder*, the product from the Educational Advisory Board where students make appointments. In fall of 2017 alone they had 30,000 student appointments on *Pathfinder*, about 47 of the 56 academic departments are using the software again utilization around 157 individual faculty advisors use it and they had over 54,000 notes embedded in the software in fall of '17 alone. That is important because they have different models across campus to be able to have a central repository for all of the notes is really essential.

Robinson provided a comparison on where they started with 2014 and where they are now with 2017. They asked students a series of questions back then as a result of advising to understand

the requirements of a major and does an advisor provide accurate information. In 2014 ratings were in the 60s and now are in the 80s. Expectations in Carolina Core, advisor explaining the purpose and requirements of the Carolina Core, how much time do students spend with their academic advisors, all have had growth. Finally overall how satisfied students are with academic advising at USC, there's been a major shift towards students being more satisfied.

PROFESSOR JENNIFER AUGUSTINE (Sociology) - asked if they just aggregated their data by whether the student was advised by a faculty member or a staff member. She's concerned that the trend is driven by the fact that they've increased the number of staff who are advising and it may not be reflective of higher quality advising on the part of faculty.

GUEST DR. CLAIRE ROBINSON - They have run cross tabs on every category, by college, by major, by model, by year, those kinds of things and she is happy to share that data.

PROFESSOR AUGUSTINE - Does it show the same pattern?

GUEST DR. CLAIRE ROBINSON - The pattern on the satisfaction in particular?

PROFESSOR JENNIFER AUGUSTINE – Yes.

GUEST DR. CLAIRE ROBINSON – Yes, the trend is such that to the satisfaction is higher when they have a staff member but it is correlated with time often because they are able to carve out 30 minutes, 45 minutes of time and it also depends on the year because a junior and a senior may benefit more with being with a faculty advisor then a freshman who really needs a lot of help with transition. It depends on the year but when some of the trends that they've seen kind of historically again comparing 2014 to 2017, the staff member in the first year has been a significant increase.

PROFESSOR JOE FLORA (Civil Engineering) - asked if they had tried to poll the faculty about how satisfied they are with the tools that are available because abandoned *DegreeWorks* after the 4th or 5th student when he saw that three or four had significant errors. He does like *Pathfinder*.

GUEST DR. CLAIRE ROBINSON – They definitely want tools like *DegreeWorks* to be accurate and of course if they're not then that goes against the whole purpose of the tool. If faculty notice errors in that please make that known to the Registrar's Office so that they can work on debugging it. They survey students every 2 years and are getting ready to survey advisors this spring and so they'll see if there's any trend data there from the academic advising side of things as well.

PROFESSOR FLORA - suggested some of the training programs for faculty advisors closer to advising season.

GUEST DR. CLAIRE ROBINSON – They have multiple options as it relates to training, including ongoing training that they can do either individualized training or group training with faculty. Everything is also online, including modules that have videos that are between 2 and 5 minutes and they're very tailored and concise. That's all available and accessible whenever

faculty would like. They also host trainings throughout the year in the Advising Center so they can come to faculty, faculty can come to them or faculty can go online.

PROFESSOR ANNE GULICK (English) - asked about the plan to make available to students and faculty course descriptions from all departments that students might be interested in looking at during an advising session rather than having to go to individual departmental websites, hunt around, hope they're there etc.

PROFESSOR JENNIFER TILFORD (University Advising Center) - On the bulletin if faculty go to the course descriptions page they should be able to access any of them there with the search feature.

PROFESSOR GULICK- clarified she meant by semester, though not just a kind of generic, one that actually applies to what students are looking at.

PROFESSOR TILFORD- asked if she meant like honors courses where they change the topic every semester?

PROFESSOR GULICK- English does that constantly; it's never okay to just send students to the generic one.

PROFESSOR TILFORD- did not have an answer for that.

The next guest was Skylar Pritchard, Coordinator of Communication Engagement, Office of Parent and Family Programs.

GUEST SKYLAR PRITCHARD - spoke on the *Dinner Dialogues* program. *Dinner Dialogues* is an opportunity for faculty to host their undergraduate students in their homes for a dinner and get reimbursed by The Office of Parent & Family Programs \$10 for each undergraduate student in the course. This was really created to allow for more of an interaction with students outside of the classroom, break down those barriers that can sometimes take place when faculty are up lecturing potentially at a podium and they're just sitting there taking notes.

Some data that they found in the fall 2017 cohort was that 96% of students felt that having dinner in their professors' homes allowed them to get to know them better as well as 86% of attendees felt more comfortable asking questions in class, participating in class or going to their professor's office hours after they attended the dinner for *Dinner Dialogues* in their professor's home. Of those who said otherwise said that they had already felt comfortable going and asking questions in class. So that's really promising data from the success of the *Dinner Dialogues* program and how it can impact the interactions in the classroom.

In addition, 94% of those students who were surveyed said that they would love to have a *Dinner Dialogues* experience with another faculty member or an instructor here at USC. So not only are students who are attending these having a great experience in their classroom but additionally they would like to continue this throughout their time at USC.

So this graphic just shows where faculty can apply for the *Dinner Dialogues* program. It's online on their website, which is just www.sa.sc.edu/parents and down in the right hand corner click *Dinner Dialogues* and it opens to that page; click the big apply here button.

The primary faculty who have used *Dinner Dialogues* were U101 instructors and it's the office's goal to expand that beyond just the University 101 classrooms.

CHAIR VALTORTA - asked if there were any plans to extend it to graduate classes.

GUEST SKYLAR PRITCHARD - There are no plans right now to expand beyond undergraduate because graduate students typically have a really close connection with their faculty in those mentor roles. They really want to incorporate that more into those undergraduate classes so they can continue to grow as they progress through their time here at USC Columbia.

PRESIDENT PASTIDES - was curious to know how many students on average per night a faculty member might be expected to entertain, how might a professor choose among the many students in a classroom who to invite, and does the student satisfaction depend on what is served for dinner.

GUEST SKYLAR PRITCHARD – Faculty actually invite their whole class that is the purpose of the program. For those who might have classes of hundreds or hundred fifty that is something they can still entertain with their budget, that's just something that the faculty member would want to plan accordingly with their home.

And then in terms of satisfaction the surveys indicate that students are just happy to be outside of the dining halls and outside of on campus eateries. About half of the faculty who do use *Dinner Dialogues* get it catered so they either get something from Zoe's Kitchen or some actually have gotten Chick-fil-A before and just had it at their house or they get something from Olive Garden. It's really honestly more the camaraderie and seeing professors in their homes, and it's really about that experience more so than cooking a really scrumptious meal.

4. Report of Committees

a. Senate Steering Committee, Professor Elizabeth West, Secretary

PROFESSOR ELIZABETH WEST (University Libraries) - The Senate Steering Committee met to examine the list of volunteers for our committee vacancies. There were nearly 100 volunteers for 40 vacancies so that was an outstanding and possibly record setting number. The slate of nominees was sent out with the agenda. There are still a couple of vacancies. Nominations may be made from the floor.

PROFESSOR HEATHER BRANDT (Health Promotion, Education and Behavior) - did not receive the slate when the email was sent out.

PROFESSOR WEST- It's on Blackboard with the different reports and materials for the meeting. The vote will be held in March.

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

PROFESSOR JOHN GERDES (Integrated Information Technology) - brought forward 19 course proposals: 2 from Arts and Sciences, 8 from Business, 1 from Education, 5 from Engineering and Computing, 2 from Hospitality, Retail and Sport Management and one from Information and Communications.

There was no discussion and the motion was approved.

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

PROFESSOR MICHAEL WEISENBURG (University Libraries) - brought forward 7 course proposals for Distributive Education Delivery: 1 from the College of Education, 3 from the College of Hospitality, Retail and Sport Management, 2 from the College of Information and Communications and 1 from the School of Public Health.

There was no discussion and the motion was approved.

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

PROFESSOR BILL SUDDUTH (South Carolina Libraries) - announced the Faculty Advisory committee is changing their traditional meeting times and for the rest of the semester will be meeting on the fourth Wednesday at 11AM. They traditionally used to meet on a Monday and in the late afternoon. The next meeting will be the 28th of February. Thank you.

5. Report of Officers

PRESIDENT HARRIS PASTIDES - reported on a review of the Commission on Higher Education. Some states have Boards of Regents that oversee all of public higher education and they have both the role of our Board of Trustees in that some oversee individual campuses but they also have a coordinating role across universities. There are 8 universities in South Carolina but in this state there is no Board of Regents there is a Commission on Higher Education that is supposed to have the coordinating role, one that is to look at programmatic development between/across universities to prevent unnecessary duplications. People can argue what that is and look at other policies related to financial aid, the use of lottery funds, etc.

The Commission on Higher Education over the past couple of years has become more ideologically engaged, and they have become a voice not in advocacy, in his opinion, for public higher education but more of a voice talking about reckless tuition increases and universities' inability to contain costs and so universities have been in an open public dialogue, if not debate, with them about what Pastides sees and what other college presidents frankly see as state

colleges' plight of gross underfunding and they in return talk about the colleges' inability to tighten their belts even more, to live with less and to lower in fact tuition, which is not productive.

They have been having well-attended town halls. They started in Greenville on the 11th of January, Columbia a few evenings ago the 1st of February, they'll move to Charleston on the 15th and then they have ten more open town halls around the state. USC representatives attend them, but they are not being successful in having a true meeting of the mind; when asked it is that the CHE really wants to see tangibly other than philosophical or ideological debate they talk about online education, less expensive online education, fewer students living on campus, more work force oriented degrees. They might not say less liberal arts and sciences but they would imply that certainly and so USC is working politically to obviate their point of view. The good news is they don't have direct line authority over the University of South Carolina they are a creature as USC is a creature of government. Their commissioners are appointed and their chair is appointed by the governor. And so the administration is working to basically address and debate the issues when they are allowed to but what they're missing is the advocacy from the commission that has been there in former years. Not that the commission has been particularly successful in helping USC receive more funding from the state but they played a more of an advocacy and helpful coordinating role.

The president is not overly troubled by that because again the role of the commission does not impact whether USC gets more money from the state of South Carolina but it is something that if colleges are not careful they will overtake the debate in newspapers and in other places. Pastides was at a conference at Yale University last week with about 30 college presidents, only 2 of whom (Pastides included) from public universities and the shrillness about the role of higher education and the antipathy about higher education is fairly universal now. It is it is directed at both public and private universities in the south, in the northeast, in the West and it really does have to do with a base of people who believe higher education has gotten to be very expensive, which there are obvious reasons and especially during the recession. They would see sons and daughters having debt and not getting jobs right away and even though the economy is better now and employment is better now that is left over and that chorus is growing ever more loud.

The federal Department of Education does nothing to dispel that notion. Pastides would have a hard time trying to convey what the Federal Department of Education's policy overall is today with respect to higher ed except more and more profit based online education. They appear to be interested in reversing the policies under the last administration which was to rein in the enrollment and the ability to have students who attend private universities that borrow money from the government and have extremely high default rates and extremely low success rates.

Reauthorization of the Higher Education Act is pending. That is reasonably important because it covers things like Pell Grants and the ability of students to possibly not repay all of the loans if they go into socially important careers, especially those with lower salaries. Pastides believes in the new higher education act they are planning to repeal. The former administration allowed there to be a loan forgiveness for students who entered fields like social work for example and after a certain number of years were not able to pay their loans back.

The second topic is related and that is a presentation that the administration and others made at the House Ways and Means Committee of the state of South Carolina. The way a budget is built is with an executive budget. It's the same as in Washington so USC first submits its request to the governor; the governor then puts out a budget and it goes to the house where the House Ways and Means and in particular the House Ways and Means Higher Education subcommittee has hearings. Then they build their budget based on what the governor said usually historically adding funding for higher education and then it goes into the Senate, the Senate Finance Committee that also has a higher education subcommittee of Senate Finance, where they generally increase the allocation to a higher rate. The tradition in South Carolina during Pastides' tenure as president starting with Mark Sanford and going to Nikki Haley and then going to Henry McMaster has been very little money supplemented by a little bit of money supplemented by just a little bit more money and that's the way it has gone from executive to House to Senate. So USC started consistently with no extra money provided by the governor in spite of the administration's requests and now they're working with House Ways and Means. Pastides told them that his goal was to hold tuition flat at the University of South Carolina and all that would take would be an equivalent amount of money that USC would receive from a tuition increase to be provided by the state of South Carolina by taxpayers.

He told them that USC educates more South Carolinians than it ever has before, more African-Americans than ever before in the history of the university and more than any other college in the state, more African-Americans by the way than all the HBCUs combined, more Hispanic students than any other university. USC continues to create more programs that graduates students that are needed in the South Carolina job market - that's the workforce argument - and that USC will continue to push for excellence but that the state needs to invest in its facilities. Gambrell is owned by the people of South Carolina, not by the president and not by faculty; so the state needs to take care of USC's infrastructure and pass a bond bill. We are one of the few states of the 50 that have not passed a bond bill which is an ability for higher education to borrow money at low rates paid back by the state to take care of its higher education infrastructure.

Pastides asked for some regulatory relief so that when USC wants to build a campus village to equip its students with high quality and technology proficient housing and there are private developers who know how to do that and can do that without charging the taxpayers any money that USC is allowed to do it more efficiently. Pastides also asked for direct funding of the University of South Carolina so they could better provide for the university's people including faculty and so it could develop new programs. And Pastides asked for an investment in need based financial aid which is a great need in South Carolina.

There is a lottery program which is a merit program but there is a need for a need-based scholarship program in the state. The college goers of tomorrow will not be like the college goers of past eras in that they will be more minorities. The demographics will be more minority students graduating high school, more need for financial aid and more pressure not to attend college without the right amount of financial aid. The conversation with the committee members was animated with one member of the House of Representatives saying that his constituents are asking for lower taxes and lower tuition and that's what they want and that's a hard point to engage with but USC will continue to push that argument.

Pastides didn't know if there would be a salary increase this year. The state of South Carolina retirement fund is going broke, health care costs continue to increase and to cover the mandated increases for university employees, USC has to raise tuition to account for the mandated increases and mainly in retirement and health care. USC has been increasing the size of the student body, including the size of the out of state student body and that has been the major reason why the campus hasn't seen more deleterious cuts in employees' daily lives. The freshman class is roughly 50:50 now out of state, in state; that is particularly high nationally speaking. California caps at 15%, they also incentivize the U.C. Cal state system for capping at 15%. South Carolina has no incentive and so USC has gone to about 50%. It increases the geographic diversity and the thought diversity of the university that's a good thing when there is a student from Dillon rooming with a student from Hong Kong. Not to mention that the student from Hong Kong is subsidizing the student from Dillon.

USC now has 49 states represented this past year. Pastides is particularly proud that over 110 nations are represented between the undergraduate and the graduate student body. He is very concerned about international student enrollment; the decline isn't precipitous but it's still early. Canada, Australia and Europe are really benefiting from that shift because to have international students on your campus is a benefit. It's a diversity benefit and in addition many of those wonderful graduates stay on to contribute to the United States' social, cultural and economic well-being. They are beginning to see a trend in fewer applications.

China is where the largest single proportion of international students come from; they are so rapidly increasing their ability to educate within China, with fine universities and they're also more willing to send their students all over the world so USC is seeing that decline. There is a little decline from India and in the Middle East so USC will continue to advocate for them and for the dreamers the DACA students as well.

There was a rally on campus yesterday called *Not On Our Campus*. The rally was on campus and USC doesn't want those who would invade our campus, with racists in particular, but any threatening or demeaning posters or language to come and work on our campus. Pastides' main message was the USC community needs to stand tall against people like that. There have been two incidents; the first was an individual who snuck in in the middle of the night to this building where African American studies is headquartered as well as to the Russell House and put up vile posters. USC was not able to apprehend him but it's fairly certain it was but a citizen of the community. Extremely unlikely to be a staff member. The second one was more recently a student who used a derogatory racial epithet on his private social media account and in both cases the lawyers and the police tell the administration there's not a lot they could do. They could apprehend but probably in the first case he is protected by the Constitution. He could probably be cited for trespassing if he was not allowed to be in the building. With respect to the social media tweet there is probably nothing that could be done. But administrators are talking to that student, and are using the *Carolinian Creed* as their basis for saying that those things won't be tolerated. It's always flirting and skirting with the law when trying to do those things so the rally was less about the long arm of the law than it was about restating USC's values. A young African American student came up to Pastides with tears in her eyes after the rally and said "I'm so grateful you did that, I just needed to hear that." People don't always know who the USC

community is. Pastides is supported by a great team and he also learned through these incidents that he personally has to speak out. It's not always enough for the university to put out a general statement about who we are and what we believe. The students in particular want to see their president and others standing up and it was a wonderful rally. But the battle goes on.

There were several people on campus on Greene Street vile posters, referring to Muslims and others. Greene Street is a city of Columbia Street. The police were called but they were not willing or able to relocate them. They have a right to be there. They were talking to students there. Pastides wanted them to stop harassing the students and the police said they're allowed to do that. USC issued another statement today talking about that incident. There are gates around the campus but USC is not apart from the community. Look at the national tenor and the state tenor and maybe even the global tenor; it is the world we live in. So USC tries to educate students about the world they're about to enter and at the same time create a safe supportive non-threatening, wholesome environment for learning. Faculty can have a great impact on that and when possible, reach out to students and start a dialogue.

Pastides thanked Marco Valtorta for working with the president to prepare for these meetings and for working on behalf of the faculty to increase the bandwidth of communication and dialogue between the faculty and the administration so thank you to you.

PROFESSOR DENISE MCGILL – (School of Journalism and Mass Communication) thanked Pastides for his remarks at the rally. Students really did express that they were happy to hear him stand up and take a stand on that. She asked how many DACA students are attending USC and there services to address their issues in any way.

PRESIDENT PASTIDES – There are eleven DACA students that they know of.

PROFESSOR MCGILL – But you don't necessarily know who they are? She has a student in the DACA program and she and several of her classmates skipped class today to go to an event on the state house that they were being activists for.

PRESIDENT PASTIDES – It sounds like a small number especially relative to California for example, but there are eleven important students and USC works to provide funding for them and to protect their interests and where possible they have met with elected officials to prosecute their case.

Senator Graham has met USC's DACA students and others. Deportation is a very central issue but also the ability for a student who was born in South Carolina to attend this university at an in-state rate. If faculty know of any please tell them to come and visit with the administration so they can get them in the USC group and make sure that USC provides all the services to them and the advocacy that they can.

PROFESSOR MCGILL – Asked if there are ways for USC to provide funding for them.

PRESIDENT PASTIDES - There are things the university could do to help them financially.

PROVOST JOAN GABEL – Reminded everyone about the upcoming Bernstein Mass at the School of Music on March 2nd and 3rd at 7:30 and March 4th at 3:00 over in Koger Center.

(UNIDENTIFIED SENATOR FROM MUSIC) – The Bernstein's Mass is an amazing piece that Bernstein wrote. He was commissioned when the Kennedy Center in Washington D.C. was built in the early seventies and it's a massive piece of music. It'll bring forces in from the USC Symphony. The USC wind ensemble will also be on stage. It's a full stage with singers, dancers, actors, actresses. There's a rock band and a jazz band performing an amazing piece for three nights so tell all your friends and buy tickets.

PROVOST GABEL – The Provost's retreats have been held; faculty senators were invited to the Provost retreat and they will continue to be invited moving forward. If they have any feedback or questions about the retreat, they can reach out to Provost Gabel or use an anonymous link that was provided.

The Provost Office has not received any feedback in real time or via the anonymous link that indicated any feedback unique to a faculty senator. The agendas are set based on the feedback received from all participants and from the administrators who participate in the retreat. It's really a very open loop in order to put new content up as retreats are held in the future.

The Provost's Office is working on the faculty compression raises. The analysis has been done and has gone through legal and H.R. review and is now with the deans. They have a deadline to verify accuracy and provide feedback. The Provost's Office is trying to move as quickly as possible with full respect for the need to be accurate and compliant with all of the various and sundry laws and regulations that get triggered by something across the board like this. They should have more news and more updates as things progress.

They are also working on the new budget model. Tom Regan, chair of the Budget Committee, is the faculty representative on the Steering Committee working on this process. This process, looks at how USC can be more effective at utilizing incentive-based budgeting in effort to try to align the budget and resource allocation across the campus with strategic priorities as defined in the updated strategic plan. They are also aware that the process of budgeting evolves as best practices evolve. Ten years ago, USC used a type of budgeting format referred to as V.C.M., more commonly known as R.C.M. on a national scale. It is a very far end of the spectrum version of incentive-based budgeting where essentially budgets are determined by the number of undergraduate students taught and then taxed back to the cost of central services. During the economic crisis, USC reverted to historical budgeting. A lot of universities did that in order to manage the economic downturn without the effects the president was describing such layoffs, which USC was able to avoid. While USC still has highly constrained resources, it's no longer in a crisis mode and now it's time to move toward incentive-based budgeting. Many universities have switched to this, in particular large public flagships or similar. They are working with internal auditors, a representative steering committee, the Board of Trustees and the President as well as a subject matter specific consulting expert who's done this at forty universities over the last decade. Leslie Brunelli, the CFO, and Provost Gabel are the co-chairs of the committee.

They're at the phase right now where the consultants are having one-on-one meetings with the deans and their budget officers. They're doing a side-by-side analysis with the auditor in order to get their hands exactly on what USC looks like budgetary. No decisions have been made yet.

The analysis phase leading to the proposal of a new budget model will take place during the spring semester. USC runs its current budget and the proposed new budget in parallel for a full fiscal cycle before it would move over to any new budget in an attempt to identify unintended consequences before they actually occur. This allows for the opportunity to identify wrinkles and make changes before rewinding in any significant way before rolling out permanently in the fiscal cycle.

The proposal window for the Excellence Initiative closed at midnight on February 1st. The committee has not started evaluating the proposals yet; there are approximately 130 proposals. The committee is going to determine the timing and specific steps of the next phase of the review process based on how their initial review of this group of proposals goes. For example, if all 130 proposals looked as if they had the potential for funding, that would require a lengthier review process because the committee will need more lead time to review 130 proposals. The committee is trying to wait to issue the deadline for the next phase and give an indication to potential submitters of exactly what will happen during the next phase based on what their initial review of this set of proposals looks like. They're in the process of doing that right now and it shouldn't take more than a couple of weeks.

The next phase will be by invitation and during this phase a more in-depth proposal will be requested. If needed, a town hall will be held to take questions and offer more aggregate feedback.

6. Report of the Chair

CHAIR VALTORTA – announced that a call for nominations Faculty Senate Chair will be sent out around February 20th and the deadline for nominations will be March 2, 2018. That will give time for the Steering Committee to review the eligibility of the nominees and the eligible nominees will be announced at the March 7th Faculty Senate meeting.

Candidates will make a short presentation to the Faculty Senate on April 4th when the senators will vote, using a paper ballot.

The specific requirements for the position are in the by-laws of the Faculty Senate which is an appendix of the Faculty Manual and they are also copied on the Handbook for Faculty Senators which is as a direct link from the Faculty Senate web page.

Very briefly a nominee must be a tenured professor who has been a faculty member at the university for at least three years. Faculty members currently serving in administrative roles may be nominated but must be willing to vacate their administrative positions and resume regular teaching and research activities should they be elected.

And one thing to note is that there is some money that goes with this. Funding \$20,000 per year for two years to the chair during the term of service and that this is money that could be used to salary supplement or for any really just about anything else, such as for travel.

Valtorta thanked the president for continuing what he hopes will become a tradition. There will be a Faculty Senate Basketball Afternoon at Colonial Life Arena, Sunday, February 18th. That's the Women's basketball game against Kentucky at 3:00pm.

Again 3:00pm, Sunday, February 18th faculty senators are invited to join the president in his skybox. Please email the secretary of the Faculty Senate office, Yvonne Dudley, dudleyl@mailbox.sc.edu. Provide her with your name, your department or unit and indicate whether you will bring a guest. One guest only please. First come first served.

The Faculty Welfare Committee asked him to announce that they are restarting lunch at Preston for small groups of faculty to promote collegiality and encourage interdepartmental and interschool information exchanges. The lunches are going to be free to individual faculty participants. The money comes from the U.S.C. Educational Foundation Faculty Enrichment Fund. Please donate to the Faculty Enrichment Fund as part of Family Fund donations. That's fund 1A83889. This is the fund that was also used in the past for flu shots which are now covered by insurance. Lunch at Preston was popular when it was organized a couple of years ago. Details are forthcoming. It is expected that an on-line reservation system will be set up.

Valtorta has asked chairs of all faculty committees to send suggestions for changes to the Faculty Manual to him and to the co-chairs of the Faculty Advisory Committee. The Faculty Advisory Committee has a charge that includes reviewing proposals of other standing committees and recommending procedures for their implementation, that's in the Faculty Manual. This is actually documented on a page on the Provost's website, where it is written that changes to the Faculty Manual all go through the Faculty Advisory Committee that vets them for consistency with the rest of the Manual.

Another benefit of having changes to the Faculty Manual go through Faculty Advisory Committee is that there is a committee who takes ownership of the changes and so it is less likely that proposals will be lost. Believe it or not two such proposals were lost in the past three years.

Any senator who wants to push for a change for the Faculty Manual, please email Valtorta and copy Bill Sudduth and Camelia Knapp, the co-chairs of the Faculty Advisory Committee or send the proposal to them.

Tom Regan was mentioned by Provost Gabel. He is the chair of the Faculty Budget Committee and is the faculty representative on the Steering Committee for the new budget model. He doesn't have a report on this yet. The work is progressing but there isn't really nothing to report yet. But he wants you to know that he is very open, available if there are comments, questions, and suggestions.

Valtorta spoke on activities he carried out as chair.

He attended the memorial for Russ Meekins who was the Director of the University Foundations and the funeral of Robert Pettus, professor and former chair of the Electrical and Computer Engineering Department.

The Senate sent a donation in lieu of flowers for the Russ Meekins Memorial and flowers for Robert Pettus funeral, using funds from the Educational Foundation Faculty Senate Fund which is a separate fund, a smaller fund that Augie Grant started.

On December 19, 2017, Valtorta attended a meeting of the Board of Trustees. This included a meeting of their Faculty Liaison and Academic Affairs Committee. Several new degree programs were approved then: Masters in Nursing Informatics and the Bachelor of Engineering in Aerospace Engineering. On the Aiken campus: Masters of Education in Educational Leadership, Bachelors in Applied Mathematics and Bachelors in Applied Computer Science. There were also four centers approved here in Columbia: College of Sports Research Institute, Community Counseling Center, Center for Mega Event Research and Education, and Center for Civil Rights History and Research.

Three programs were terminated: the Ph D. in Biostatistics, the Ph D. in Health Services Policy and Management and the Master's in System Design.

He also attended a called meeting of the Board of Trustees of the beginning of January that's the one in which the volleyball coach was hired.

He participated in the Board of Trustees Retreat on January 26-27, 2018.

No decisions were taken at the retreat as it is stated in the Board website but the discussions were wide ranging and interesting. There were a couple of comments on the role of faculty which required some careful consideration and discussion at the meeting in particular. First, there was some misunderstanding that led to noting that it is a common and healthy practice in the universities for excellent graduates to leave and pursue a doctoral degree at another university. This promotes cross-fertilization of ideas and the good students become witnesses of the quality of a university.

And the second item had to do with the relationship that faculty keep with alumni. He thinks that faculty do maintain a good relationship with our alumni. But it seems to him inappropriate to require that every member of the faculty carry out the formal "alumni call center" activity. This is another thing that was discussed briefly.

He attended the Provost Spring Retreat.

He also visited the following faculty committees of which he's not a member: Faculty Welfare, Information Technology and Instructional Development. He's grateful to the chairs of those committees: Professors Bulusu, Tarr, and Weisenburg for welcoming him and more importantly for their hard work on behalf of the faculty for the good of the University.

He attended the lunch of the Past Chairs of the Faculty Senate. The Provost was also in attendance at least for the first part of that lunch.

He met with various administrators including longer meetings with Provost, the Chief Information Officer and the President. Those are always very interesting meetings.

He was present at the #NotOnOurCampus event that was mentioned by the president earlier, but only towards the end.

He didn't receive a notice of this event until Wednesday morning at 9:21am and by a very modest spot check he found that others were in a similar situation. This led him to consider the importance of communicating with the faculty through different channels. He thinks the president agrees on this point. Communications to the faculty should be improved and faculty senators are likely to be called to help in getting the word out in situations like these.

7. Old Business

There was no old business.

8. New business

There was no new business.

9. For the Good of the Order

SECRETARY WEST – The unveiling of the Richard T. Greener statue will be two weeks from today on February 21st. The event, the Greener Symposium, will be in the Russell House Ballroom at 4:00pm. It is open to all who would like to come. Representative James Clyburn is scheduled to be the keynote speaker. Retired faculty member Catherine Chaddock will speak; she recently published a biography on Greener and the proceeds from her book go into the Greener Fund Foundation. Faculty member, Stan Brown in Theatre and Speech will be performing a reading from one of Greener's lectures and then at the end of the ceremony around 5:00 the statue will be unveiled. This was a process that has reached every aspect of the university: students, staff, faculty, administrators, the trustees, alumni and beyond the university as well. So it's the culmination of a lot of heartfelt work from a lot of people.

10. Adjournment

A motion to adjourn was seconded and passed. The next meeting of Faculty Senate will be here, Wednesday, March 7, 2018, Gambrell Hall 153.