THE UNIVERSITY OF SOUTH CAROLINA FACULTY SENATE

Wednesday, June 5, 2024
This session was held in person at the Russell House Theatre
PRESIDING CHAIR-ELECT LIAM HEIN
Chair Liam Hein called the meeting to order at 3:00pm EST.

Called Meeting of the Faculty Senate

FACULTY SENATE CHAIR-ELECT LIAM HEIN (hence: HEIN) welcomed the audience to the Faculty Senate meeting.

Approval of the April 3, 2024, Faculty Senate meeting minutes: Minutes were approved.

President's Report

PRESIDENT MICHAEL AMIRIDIS (hence: AMIRIDIS) observed that this was a quiet time on campus, except for the administration. Plans and budgets were being finalized for presentation to the Board of Trustees (hence: BoT) in about two weeks. The university, AMIRIDIS, continued, was in a very strong financial position. Good budgetary legislative decisions were expected, including continued tuition mitigation funding that will allow the university to keep in-state tuition at the same level for the seventh year in a row; these are recurring funds. There were no significant surprises in terms of legislation affecting tenure and academic freedom.

AMIRIDIS reported that the amount of development funds increased for FY 2023 was the best in the past five years, with a yearly increase of 40% with respect to FY 2022 (when counting the donation for the naming of the (now: Joseph F. Rice) Law School, which was announced only in FY 2023, but had been finalized in June 2022). For the new year, an increase of 10% in development donations was expected. A great announcement concerning the College of Engineering and Computing was going to take place tomorrow.

AMIRIDIS noted that this was already the second week of orientation for new students. It is expected that the freshman class will be very similar in size to last year's. Because the new class would replace the rather small 2020 class, a record overall enrollment was expected. Higher retention rates were reported, resulting in expected high graduation rates.

AMIRIDIS reported on facilities. He anticipated a final presentation of the new master plan to the BoT in August; this would be an ambitious plan addressing the next ten years. Some projects would take that long to be started and completed; others would happen earlier. The Science and Technology Center renovation would be completed next year. The renovation of Thomas Cooper library, with more study and workspace for students, which was badly needed, would start very soon. The honors college dormitory would have its third leg built, according to the original plan that had never been fully realized. Some older dorms would be renovated. Two floors of the Coker and Jones buildings would be renovated with emphasis on lab space updates.

AMIRIDIS noted that hiring of tenured-track faculty (hence: TTF) was under way, with 50 new, not replacement, positions authorized for this year and 50 more for next year. He emphasized the

40 importance of growing TTF, while acknowledging the role of other faculty, because of the
41 special commitment made for and by TTF with respect to the university.

42 AMIRIDIS concluded by thanking the faculty and expressing his hope that all would find the
43 time to recharge. He said: "working for the university keeps us young and keeps us challenged."

44 There were no questions for the president.

45 ***Report of Marc Shook (Dean of Students and Deputy Title IX Director) and Kim McMahon***
46 ***(Director of the Russell House University Union)***

47 DEAN MARC SHOOK (hence: SHOOK) stated that he and DIRECTOR KIM MCMAHON
48 (hence: MCMAHON) were asked to address the university response to student demonstrations,
49 concentrating specifically on how student affairs personnel directly engage with students and
50 other individuals who attempt to demonstrate and protest on campus. He started by mentioning
51 the SEED (Safely Engaging in Expression Delegates) initiative and group.

52 SHOOK stated that the jurisdictional authority for interacting with individuals is university
53 policy UNIV 6.00, Freedom of Expression and Access to Campus. He noted that protections are
54 different for university affiliated and non-affiliated individuals, and that freedom of expression is
55 greater outside buildings than inside buildings; classrooms were mentioned explicitly.

56 SHOOK stated that the university is content neutral about freedom and expression and access.
57 Many students were upset by demonstrations that took place shortly after the reopening of the
58 university after Covid. These demonstrations were by non-affiliated individuals. The university
59 realized that there was a need to educate students about what is allowed and what is not allowed
60 when demonstrating, and this led to creation of SEED, which was specifically intended to help
61 students plan protests and counterprotests.

62 SHOOK stated the university preferred to have student affairs staff interact with students and
63 even invited guests, rather than having direct police interaction, so that an educational
64 conversation could take place.

65 MCMAHON described the process. The goal was to be prepared, e.g., by following social
66 media. Registration of events was preferred but not required. For example, student groups
67 would be asked how they would deal with disruptors. Most of the activity takes place around the
68 Russel House, she reported. She cited support for 10 events in the fall and seven in the spring.
69 The office of student affairs tried to work as much as possible before an event. She stated that
70 they could support the faculty if requested.

71 ABBAS TAVAKOLI (College of Nursing; hence: TAVAKOLI) asked how our approach
72 compared to national situations? Were there arrests and what happened to the arrested students?

73 SHOOK replied that there had been many conversations with student organizations, that there
74 was an event at midnight breakfast [during final exam week]. The students were told they had to
75 go outside to protest; they refused to, there was police action at the end. The law was followed,
76 SHOOK stated.

77 MICHAEL WEISENBURG (University Libraries) asked to explain the role of student affairs
78 staff in relation to non-affiliated individuals and groups.

79 SHOOK relied that most of the sidewalks on campus were state property, not university property,
80 that the police may be involved to deal, for example, with the blocking of sidewalks, and that
81 there were rules about places where bullhorns can be used.

82 REBECCA STERN (Department of English; hence: STERN) asked for comments on the details
83 of the arrest of two students on or near campus.

84 SHOOK: CHIEF WUCHENICH (Chief of Police; hence: WUCHENICH) may be in a better
85 position to address this.

86 WUCHENICH stated that the students were arrested on campus near the RH; charges were later
87 dropped by the officer before prosecution.

88 MCMAHON added some details concerning the process followed by student affairs staff. [She
89 showed a lanyard with a tag on which the USC logo and "Safely Engaging in Expression
90 Delegate" in large block letters were clearly visible.] She stated that they liked to contact
91 individuals twice, so that they got to know them better, that they would do a few approaches
92 before engaging public safety, that they would teach students who are upset by a message they
93 heard to walk away and reflect on the message later, maybe with friends.

94 AMIRIDIS commented that the university goal was to deescalate and reiterated the important
95 role of student affairs staff. He mentioned that there was an attempt to set up an encampment,
96 that university had had a clear policy for years that encampments were not allowed at night, and
97 that the students left before night after student affairs staff explained the policy to them. He
98 attributed the good outcome in part to the familiarity that students have with student affairs staff.

99 SHOOK concluded that he wanted to address issues concerning protests and demonstrations "on
100 the front end" and open to speaking to faculty in local settings, if invited.

101 ***Report of Christoper (Chris) Wuchenich (Chief of Police and Associate Vice President)***

102 CHIEF CHRIS WUCHENICH (hence: WUCHENICH) thanked student affairs for their
103 proactive work. He recalled a saying in his professional circles: "you better have to a relationship
104 with the other party before a crisis, because during the crisis is not the time." He announced that
105 his organization was presented by student government with their first "partner of the year"
106 award. He attributed this recognition in part to the holistic approach followed by public safety
107 on campus, and its engagement with the community "on the front end, during, and after."

108 WUCHENICH addressed the new concealed weapons carry law that was passed in our state. He
109 claimed that the new law changed very little for the university, and that the only change was that
110 anyone (not only a concealed weapon permit holder as it was previously) could now carry a
111 weapon in their vehicle. He stated that it remained against the law to carry a weapon in a
112 campus facility; that there was an exception for police officers, and there were some other minor
113 exceptions.

114 WUCHENICH answered a previously posed question of what to do if a faculty member
115 observed someone on campus with a gun. He asked us not to engage, but to let law enforcement
116 (police officers) to do that as needed. Wuchenich recommended that we dismiss class if needed
117 and then report name(s) and situation to the police. If a gun is brandished, that is an emergency,
118 and you should call 911, he said.

119 STERN asked about public streets, such as Greene Street in front of the Russell House.

120 WUCHENICH answered that that is a public street, and openly carrying a gun there is legal.
121 Now, even someone without a concealed weapons permit can also carry a concealed weapon on
122 the public street.

123

124   ***Reports of the Committees***

125 ***Committee on Courses and Curricula (C&C)***

126 C&C CO-CHAIR BRIAN HABING presented 27 proposals to the faculty senate.

College or School	Number of proposals
Arts and Sciences	10
Education	1
Information and Communication	2
Law	1
Music	9
Public Health	4

127

128 HABING moved for approval.

129 STERN had a question about JOUR 210, which to her seemed a redundant class, already offered
130 in Media Arts. How was it approved?

131 HABING answered that no objection was raised during the approval process.

132 STERN moved to divide JOUR 210 from the packet of proposed courses. There was no
133 discussion. The motion passed.

134 HEIN moved to approve the packet of courses except for JOUR 210. There was no discussion.
135 The motion passed.

136 HABING showed a summary of the approval process for JOUR 210.

137 MARK MINETT (Department of English; hence: MINETT) moved to return the course to
138 committee, which he sees redundant to MART 240 and MART 110, both of which deal with
139 aesthetic interpretation and understanding of moving image media. Both are AIU courses.
140 MINETT asked whether there was a letter of acknowledgement asked of Media Arts; it seemed
141 that it did not. The motion was seconded.

142 ERIC ROBINSON (School of Journalism and Mass Communications; hence: ROBINSON)
143 stated that he was not involved directly in preparing this course proposal, but that he understood
144 the course to be a general introduction to media literacy, addressing how media works, including
145 news media, rather than emphasizing film analysis.

146 MINETT stated that the course proposal should be revised to clarify coverage, as indicated by
147 ROBINSON.

148 HEIN called for a vote. The motion (to send JOUR 210 back to committee) passed.

149 HABING explained that letters of acknowledgement had replaced letters of concurrence. Letters
150 of concurrence gave departments veto power. C&C would like to have departments be more
151 active in checking the APPS system. He recommended not waiting until the October meeting to
152 submit course proposals, so that there is time to correct errors.

153 ***Committee on Instructional Development (InDev)***

154 INDEV CHAIR MINETT reminded senators of an email from the Provost announcing the
155 availability of a new course survey tool called Explorance Blue and presenting some
156 standardized questions that faculty senate had developed. He proceeded to report on the work on
157 student assessment of teaching that InDev carried out in Fall 2023 and Spring 2024, using a set
158 of slides that was made available in advance of the meeting and was included in the meeting
159 materials on the faculty senate website. MINETT stated that InDev was ready and willing to do
160 presentations for departments on assessment of teaching based on the report presented to the
161 provost and senate in December. **MINETT's report followed the slides closely; hence the text**
162 **of the slides is copied below, with some comments in brackets, in place of a summary.**

163 [Slide 1: Title]

164 Student Assessment of Teaching Update

165 Committee on Instructional Development (InDev)

166 Fall 2023-Spring 2024

167 [Slide 2]

168 • Fall 2023

169 • Recommendations for Increasing Course Survey Response Rates

170 • Participated in several faculty and student focus groups

171 • Delivered Recommendations to Office of the Provost

172 • Teaching Assessment Report

173 • Summary of consensus understanding of issues around conventional
174 Student Evaluations of Teaching (SETs)

175	• Summary of recommendation of best practice for the assessment of
176	teaching, including student assessment of teaching
177	• Course Survey Tools Review and Report
178	• Submitted to Office of the Provost
179	[Slide 3]
180	• Spring 2024
181	• Teaching Assessment Report Follow-Through
182	• Working to develop improved guidelines, policy, and manual language
183	with representatives from:
184	• InDev
185	• University Committee on Tenure and Promotion
186	• University Committee on Professional-Track Faculty
187	• Course Survey Tool Procurement Process
188	• InDev Chair serves on procurement committee
189	• Procurement process now complete: contract with Explorance Blue
190	[Slide 4]
191	• Explorance Blue:
192	• Is prepared to provide services that align with best practices in the assessment of
193	teaching, including the integration of peer, student, and self-assessment.
194	• Allows for a high degree of customizability—in terms of question development
195	and deployment, and survey result metrics and dissemination (all according to the
196	relevance to and needs of instructors, programs, colleges, etc.).
197	• Has a compelling set of tools to increase response rates for student surveys and
198	allow for instructors and the University to survey students multiple times per
199	semester.
200	• Hosts an annual conference on the use of their tool for assessment and is
201	dedicated to research, innovation, and transparency, as well the dissemination of
202	best practices.
203	[MINETT noted the annual conference addressed both formative and potentially
204	summative uses of their tool.]
205	[Slide 5]
206	• Spring 2024 (continued)

207   •   Develop New University-Wide Course Survey Questions (Ideally Five)

208   •   Requested by Office of the Provost

209   [MINETT noted that the Provost asked for questions that measure
210   teaching effectiveness, rather than popularity. This, he said, is very
211   difficult.]

212   •   Reviewed Emergent Models

213   •   In April 2024 provided the Office of the Provost with Draft
214   Recommendations for Feedback:

215   •   Two Alternatives for Questions, derived from:

216   •   University of Oregon's "Teaching Elements"-based end-of-
217   course survey

218   •   Colorado State University's "Teaching Effectiveness
219   Framework"

220   •   Recommended Policies on Use of Student Feedback Surveys,
221   derived from findings of Teaching Assessment Report

222 [Slide 6, an image with the Colorado State Teaching Effectiveness Framework, is included
223 because MINETT stated that six of the seven draft questions on slide 11 corresponded to colored
224 boxes in the framework.]

Teaching Effectiveness Framework

PEDAGOGICAL CONTENT KNOWLEDGE is the intersection of content and pedagogical expertise. When instructors know their students' prior knowledge and preconceptions, they intentionally choose instructional strategies that work best in their discipline for their current students.

INCLUSIVE PEDAGOGY is a student-centered teaching approach that considers all students' backgrounds, experiences, and learning variabilities. Instructors who ensure equitable access to course materials, foster belonging, and address the needs of a diverse student population create a more robust learning experience for all learners.

CURRICULUM/CURRICULAR ALIGNMENT provide the foundation for any course. Instructors who connect course learning objectives, assignments, activities, and assessments provide students with a clear path to success in their course.

STUDENT MOTIVATION is sparked by the perceived value or benefit of the academic content or task. When instructors use a variety of researched motivation techniques, student involvement and commitment to learning

CLASSROOM CLIMATE refers to the intellectual, social, emotional, and physical environment in which students learn. Instructors who intentionally create a safe space and foster a community of learners find that students are more engaged.

FEEDBACK & ASSESSMENT are used to continuously monitor performance and communicate progress and levels of mastery to students. Instructors who incorporate frequent and ongoing assessments are able to use these data to adjust teaching strategies and provide feedback to students about their learning, motivating students to be more self-directed.

INSTRUCTIONAL STRATEGIES that are most effective provide an active and engaging experience for learners. Instructors who use a variety of evidenced-based teaching strategies create an environment for increased student engagement and critical thinking.

225

226 [Slide 7]

227 • Spring 2024 (continued)

228 • Develop New University-Wide Course Survey Questions (Ideally Five)

229 • Requested by Office of the Provost

230 • Reviewed Emergent Models

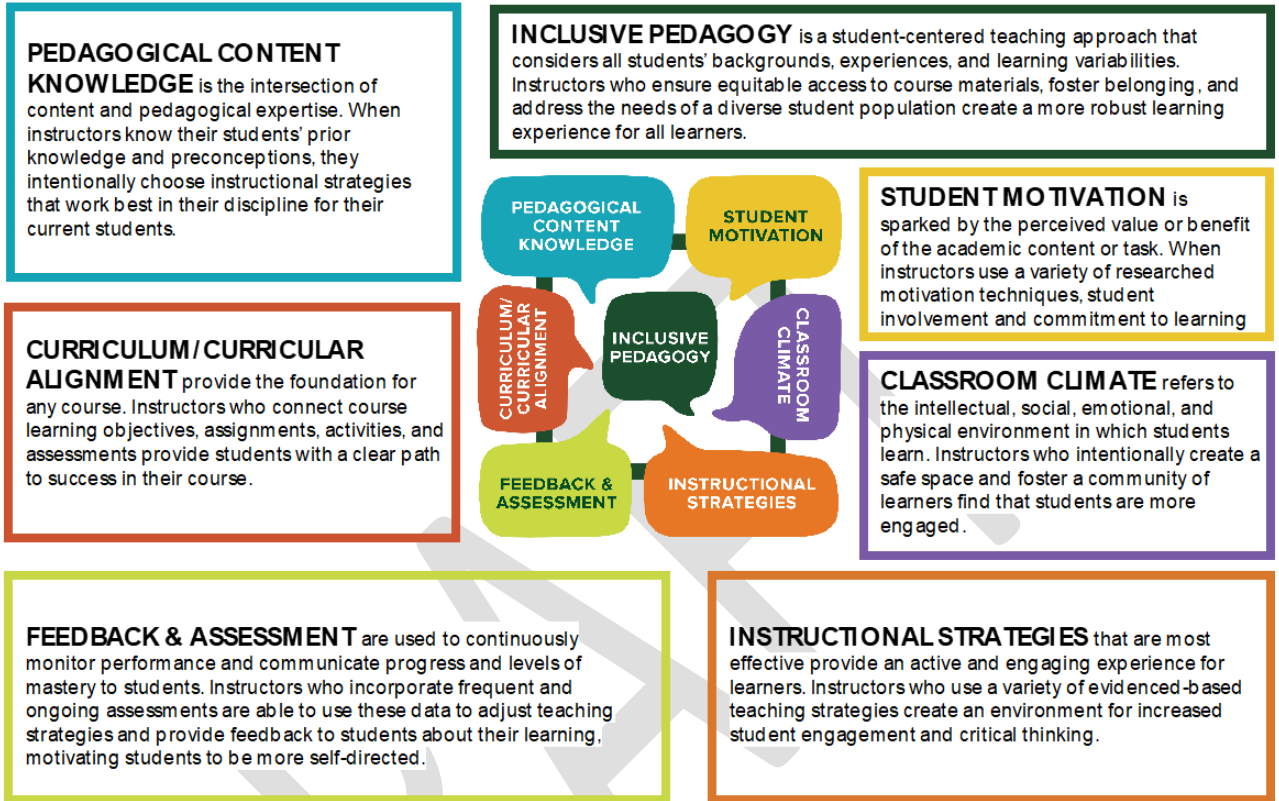231 • In April 2024 provided the Office of the Provost with Draft
232 Recommendations for Feedback:

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235 course survey

236   • Colorado State University's "Teaching Effectiveness
237   Framework"

238   • Recommended Policies on Use of Student Feedback Surveys,
239   derived from findings of Teaching Assessment Report

240 [Slide 8, with highlighting included as in the original]

241 [MINETT did not elaborate on the eight recommended policies in this and the next slide, but he
242 encouraged senators to review them at their own pace.]

243 Recommended Policies:

244   • Students should be surveyed more than once, ideally at both the midpoint and the end of
245   the semester.

246   • Student course survey questions should focus on student experiences, and survey
247   instruments should be framed as an opportunity for student feedback, rather than an
248   opportunity for formal ratings of teaching effectiveness. Instruments should be renamed
249   to remove the term "evaluation" and to emphasize that student feedback, while important,
250   is not an evaluation of teaching effectiveness.

251   • Student course surveys should not be used as the only evidence speaking to teaching
252   effectiveness. Rather, when they are used, they should be used as part of a holistic
253   assessment that includes consideration of the instructor's goals, peer observations,
254   reviews of teaching materials, and instructor self-reflections.

255   • A University-level student course survey instrument may be useful for assessing the
256   institution, but, in part due to the diversity of types of courses and disciplines, such an
257   instrument should not be employed as a means of directly assessing individual
258   instructors. Nor should student course survey results be substituted at the University-level
259   for the holistic evaluation conducted by faculty peers.

260 [Slide 9, with highlighting included as in the original]

261 Recommended Policies:

262   • At the unit level, and ideally at the individual level as well, faculty should be allowed to
263   include survey questions approved by the unit and tailored to the discipline and course.

264   • Student course surveys should not be used to compare individual faculty members to
265   each other or to a department average. As part of a holistic assessment, they can
266   appropriately be used to document patterns in an instructor's feedback over time. Note,
267   though, that this is distinct from use as direct evidence documenting patterns in teaching
268   effectiveness.

269   • If quantitative scores are reported, they should include distributions, sample sizes, and
270   response rates for each question on the instrument to provide an interpretive context for
271   the scores.

272 • Any ==evaluators== who make use of student course survey results as evidence that speaks to
273 teaching effectiveness for either formative or summative assessment ==should be trained in
274 how to interpret and use student course surveys as part of a holistic assessment of
275 teaching effectiveness.==

276 [Slide 10, containing two hyperlinks, which are correct as of 2024-09-05]

277 • Spring 2024 (continued)

278 • Develop New University-Wide Course Survey Questions (Ideally Five)

279 • Requested by Office of the Provost

280 • Reviewed Emergent Models

281 • In April 2024 provided the Office of the Provost with Draft
282 Recommendations for Feedback:

283 • Two Alternatives for Questions, derived from:

284 • University of Oregon's "Teaching Elements"-based end-of-
285 course survey

286 • Colorado State University's "Teaching Effectiveness
287 Framework"

288 • Recommended Policies on Use of Student Feedback Surveys,
289 derived from findings of Teaching Assessment Report

290 • Office of Provost expressed preference for CSU-derived questions and . . .

291 • Provided feedback for revision

292 • Recommended InDev conduct "talk-backs" with students to gather
293 feedback

294 • Working with InDev to set up pilots with units for Fall 2024

295 [Slide 11]

296 Draft Questions:

297 1. Course activities (e.g., assignments, assessments, etc.) helped me reach the learning
298 objectives for the course.

299 2. The instructional methods and materials were engaging.

300 3. The course activities increased my knowledge and skills in the subject matter.

301 4. The instructor created a safe and inclusive learning environment for students.

302 5. The significance and relevance of the course topic(s) were made clear.

303   6. I received timely and meaningful feedback that helped me learn the course content.

304   7. How many hours per week did you dedicate to this course, both inside and outside of
305   class meetings?

306   Ratings Scale: Hardly Ever, Occasionally, Sometimes, Frequently, Almost Always

307 [Slide 12 omitted; it was a duplicate of slide 10]

308 [Slide 13]

309   • 2024-2025 (projected)

310   • Collaborate with Office of Provost on piloting and implementation of Explorance
311   Blue

312   • Seek feedback from fall pilot, Faculty Senate, and stakeholders on draft questions

313   • Finalize question recommendations

314   • Continue collaborative work on updated guidelines, policies, and manual
315   language

316 [Slide 14; Thanks and Contact Information]

317 Mark Minett

318 Associate Professor of Film & Media Studies and English

319 Outgoing Chair of Committee on Instructional Development

320 minett@mailbox.sc.edu

321 TAVAKOLI asked how Explorance Blue compares to Class Climate, the software system used in
322 the School of Nursing, which is now well integrated with Blackboard.

323 MINETT answered that integration will be done at the unit level, with support from MICHAEL
324 PHILIPP.

325 MICHAEL PHILIPP (Division of IT, Enterprise Applications; hence: PHILLIP) addressed
326 TAVAKOLI's question. Class Climate has been in use at the university for 18 years and is
327 coming to the end of its life as an application. PHILIPP stated that specialized personnel had
328 been contracted to ease the deployment of and transition to Explorance Blue and highlighted the
329 importance of having a pilot group for testing and tuning.

330 TAVAKOLI expressed his unit's need to have something set up similarly to Class Climate as
331 currently configured. He noted that the graduate nursing program was completely online, and
332 this affected requirements for a course evaluation system.

333 ALEXANDRIA REYNOLDS (Department of Psychology; hence: REYNOLDS) suggested
334 adding "not applicable" as a possible answer to all the teaching assessment survey questions.

335 She asked whether the administrators administering the student surveys would remain with the
336 departments (or units).

337 PHILIPP answered that the plan is to stay as close as possible to the existing system. They were
338 trying to stay as close to the departments as possible. Interaction with Explorance Blue had just
339 started and many questions were still to be asked.

340 TAKAKOLI asked whether the data would be still exportable in a format such as Excel or SPSS,
341 so that units could then generate reports as needed locally.

342 PHILIPP noted that Explorance Blue was one of the most complete systems considered for
343 procurement as far as reporting and exporting capabilities. Overall, he assessed that it would
344 easier for administrators to extract data, even with respect to Class Climate.

345 MINETT stated that another issue discussed during the procurement process was support for
346 evaluation of team teaching.

347 ALEXANDRIA CARRICO (School of Music) asked whether there is a plan to have feedback
348 from faculty members.

349 MINETT answers that, yes, that would be welcome, and it was up to the committee how to do
350 that. He stated that the questions could be customized for different modalities (e.g., online).

351 BRIE DUNN (College of Pharmacy; not a senator) asked whether the tool will be customizable
352 to support the case of multiple sections of the same course, where instructors use different
353 teaching approaches.

354 MINETT answered that he did not know the answer precisely, but instructors, through the unit,
355 would be allowed to modify or add questions.

356 PHILLIP stated that the first evaluation of the pilot would be in November and for the university
357 would be June of next year.

358 *Old Business*: none.

359 *New Business*

360 A slate of committee vacancies to be filled was presented, as follows:

361 Emily Mann (dual appointment in College of Arts and Sciences and Arnold School of Public
362 Health) for C&C

363 MVS Chandrasekhar (Department of Electrical Engineering, College of Engineering and
364 Computing) for Intellectual Property

365 Mark Nagel (College of Hospitality, Retail, and Sport Management) for Tenure Review Board.

366 The slate is approved.

367 *Good of the Order*

368 HEIN reminded senators that the next general faculty meeting would be on September 4, 2024,
369 at 1500, and the next faculty senate meeting would be on September 11, 2024, at 1500 in the
370 Russell House theater.

371 AARON GLENN (School of Law) announced that the My Carolina Health and Wellness Expo
372 (formerly called Benefit Fair) would take place in the Russell House on September 24 from 0800
373 to 1400.

374 ***The meeting was adjourned*** at 1630.

375

376

377