

THE UNIVERSITY OF SOUTH CAROLINA

FACULTY SENATE AGENDA

Wednesday, March 3, 2021 at 3 p.m.

The Session was held entirely online.

PRESIDING: Professor Mark Cooper, Chair

1. Call to Order.

FACULTY SENATE CHAIR MARK COOPER called the meeting to order via the Blackboard Collaborate Ultra platform.

PARLIMENTARIAN BILL SUDDETH- During the Wednesday February 3rd meeting an anonymous individual logged into the Faculty Senate meeting using what I deemed an uncivil and disruptive pseudonym to identify themselves. With the permission of the other moderators including the chair, I disconnected the individual from the meeting. The same or other individual or individuals reconnected to the meeting using what I deemed to be a less inflammatory identifier and could remain connected to the meeting. To justify my actions, I'd like to point out that the bylaws of the Faculty Senate (Article 4 Section 4) allows for this along with the standing rules of the Faculty Senate (Rule 3: Conduct of Electronic Meetings, Section 6: Forced Disconnections). This is all based on Robert's Rules of Order 12th edition section 61 paragraph 19 pages 612 to 613. If anybody has any additional questions they are more than free to contact me. Robert's Rules of Order does allow that if a non-member is asked to leave a meeting, it can be appealed but only by a member of the assembly not by the non-member.

2. Corrections to and Approval of Minutes

[Skipped in the interest of time.]

3. Reports of the Officers

ROBERT CASLEN, PRESIDENT: Let me just start by reflecting that we are at the pretty much the one-year mark of institutional and global disruptions through covid. I want to thank our faculty, instructors, librarians, and staff for everything they've done to support and deliver the university's mission.

I also want to say thanks especially to the deans and faculty of the College of Pharmacy and the Arnold School of Public Health for their work on Covid-19.

I do want to update you on four specific areas: 1) the SACSCOC reaffirmation and accreditation visit which occurs later on this month, 2) the development for the online programs that are put being put together, 3) my testimony to the House Ways and Means, 3) the budget and the budget outlook which frankly is very excellent, and 4) then some of the searches that are ongoing throughout the system.

SACSCOC reaffirmation is a series of activities and events that really takes over a year. It will culminate on March 22nd to the 25th with the on-site review. Because of the pandemic, the onsite review will be held virtually. We've already been in touch with our review committee and have just submitted all our current statuses for each standard. We are holding weekly briefing sessions to ensure we're ready. Our

team is also developing an onsite pamphlet that will be given to all participants. It includes all kinds of key information.

Those leading the effort to present our information are Donald Miles, Sabrina Andrews, and Amber Fallucca on the QEP. Frankly, they've been doing some phenomenal work. We anticipate a successful and positive on-site review. The overall reaffirmation review results will be given to us in December.

Developing online programs. I know there's a little bit of confusion between all the online programs. Those students signed up for the residential model--they are coming to the University, undergraduate, graduate level, all 35,000 of them in the fall of 2021 (assuming we can do it and do it safely thanks to vaccines). For these students, the intent is to go into fall 2020-21 in person.

As the flagship University that serves the people of South Carolina, we know there are people in South Carolina that are desiring of higher education, and we also recognize a resident model is not one of the options that they can do. For example, there are 50,000 former college students in the state of South Carolina that did not get their degree but returned home and are now involved in some other career path. You must assume several of them are still interested in education. They may have families, or circumstances that prohibit them from coming into residence, so an online program would deliver education to them. We already know that 13,000 of them have signed up for an online program, but they signed up for an out-of-state online program like South New Hampshire University, University of Phoenix, and the like. Fortunately, we also have nearby military communities like Fort Jackson and Shaw Air Force Base. Many of them will be transitioning from the military and to make a transition successful that they need to concentrate on their education. Many of them are very interested getting a higher education.

Then there's some corporate things that we're working on like what Arizona State did with Starbucks coffee. We're working on a contract right now, and there's a couple other interests that have been expressed to us, and this will be an online program that will be delivered in conjunction with a partner. All of these new types of programs are being put together to meet educational needs that prohibit that most people from become traditional residential students here in Colombia. Again please don't confuse that with our resident students that will be in person in the fall.

My House Ways and Means testimony really focused on our ask for a budget. The University appeared to be well supported by the committee. We focused our efforts on our mission statement: As the state's flagship institution, University South Carolina transforms the lives of the people of South Carolina, the nation, and the world, through empowering education, innovative research, creative engagement, impactful economic development, and selfless service within an inclusive and diverse environment.

We froze tuition in the fall of 2020 and 2021 because we believe in the importance of providing affordable and accessible education for all of South Carolina. Our total budget request was for \$10.15 million for tuition mitigation, we also requested close to \$1 million; \$928,000 for technology upgrades, safety initiatives, and other campus improvements. We requested \$35 million for a new health science facility and campus which would include the development of new medical school facility and health science campus near Prisma health.

The excellence initiative began in 2018 through the university's allocation of \$17 million annually to fund the initiative. \$4.9 million in 2019, \$4.3 million in 2020, and \$4.3 million and FY21 have been authorized for expenditure on faculty proposed projects, and I expect to continue ongoing support for faculty projects at the \$4.3 level pending board approval. The existing cash balance, which is currently \$54.4 million, plus an additional \$12.6 million per year, will be used to service the future debt and to finance the health campus project. This, in conjunction with the state appropriation of \$35 million which will be necessary but the health campus project as I mentioned is an essential investment in the research capacity infrastructure project that sparks and will grow our federal grants including NIH research dollars and will be essential to move us in our priority #3 towards being AAU eligible. The health campus is also an important part of our critical focus on the health care needs of South Carolina. And if we build a robust Health Science campus and increase the size number of offerings other causes programs benefit as well. There's no bigger University excellence initiative than building their health campus, and that's why you see a portion of that excellence initiative going that direction.

Going into this academic year, because of the COVIC, we anticipated that we were going to be down 10 to 15% in revenue generated because of tuition enrollment degradation. However, we are sitting right now on nearly \$50 million more than we had budgeted. The question is what do you do with that \$50 million? The \$50 million will flow consistently with the budget model approved by the board which means that colleges and divisions can expect a large balance to carry forward into fiscal year 2022, but the money is one time and whether it becomes returning is a question that we're still working through.

I want to bring to your attention to four ongoing searches we have in the system. We are looking for a Chancellors at USC Aiken and USC Upstate. Upstate is about a month ahead of Aiken in the process, and right now has four final candidates that are visiting the campus. They will come to Columbia for a session with me, and we hope to have someone selected next week that we can present to the board at the meeting in March. Aiken's search is going on right now. They are culling the candidates down to around 10, will do online interviews, and will select four for campus visits. We hope to get that completed in April.

The newly created position of Vice President of System Affairs is not really new. It was there 4-5 years ago. If we're going to make our system as attractive, innovative, and integrated as our strategic plan says it needs to be, then we need someone to manage all that. it's a vice-president level position. That search will soon close, and we will begin the review process.

For the final search, a lot of you know Dr. Susan Bon, she's my presidential faculty fellow, she'd been phenomenal. The design of that is to bring someone up for leadership development and broadening experience, and she's been incredible. We're looking for a replacement for Dr. Susan Bon. The search just closed, and we're in the process of reviewing applicants. The new hire will be engaged every minute of the day, as the president's higher-level staff, representing the faculty, and bringing the faculty perspective. Susan Bon had done that magnificently to the point she now has earned the trust and respect everybody here in Osborne and on our board.

I hope that you have a chance to join us in our Town Hall to the faculty which will be on Friday afternoon. We will talk about vaccinations, and we'll have the experts there to explain everything.

SENATOR MIHALIK: Ed Walton discussed a few meetings ago that there was a thirty-five-million-dollar surplus. I reported it back to some of my faculty, they asked if the fall furloughs also be rescinded? They

are thankful that the spring furloughs were rescinded but with the surplus now approaching \$50 million is it possible that the fall furlough could also be rescinded for those faculty that were furloughed?

PRESIDENT CASLEN: Do you mean they would be paid back the money that they gave up to a furlough experience? [Yes.] I had not heard that so probably it hasn't been brought to my attention yet. Let me discuss it with our finance folks. Let me look at the bigger picture and will get back to you.

PROVOST WILLIAM TATE: I don't really have much to add I think the President reviewed very carefully many of the matters dealing with academic affairs. If I were to add anything else it would be to highlight at the merit exercise is ongoing and that that should be happening at individual college and school level. As far as I'm concerned should be full throttle, and there shouldn't be any problems with that unfolding. I think the president clearly laid out the bifurcation in what we're doing with online and that we expect to be back in residential fashion in the fall, but there are some select programs that are going to be developing their online courses. That shouldn't tilt the balance of what happens with us going back to sort of a pre-pandemic kind of residential college experience with the caveat of course that the vaccine is distributed at the scale and scope that is being promised by the distribution centers associated with it. We are hopeful that that will be the case, and if it is then we would imagine to be back as we were prior to the pandemic.

SENATOR MIHALIK: In the February meeting you put forth this new initiative with the HBCUs at 3-2 and 4-1 programs, as well as investments into master's degree people and PHD's with the overall goal at the end if I am correct, to hire from within USC. Historically faculty have been reluctant to hire our own students, so that message needs to go out to more faculty so they realize when they're doing these searches that they can indeed consider talented minority people that are coming through the system as compared to losing them to other institutions. Your thoughts on how we can get that word out that we can indeed hire our own for I guess select classifications of minorities?

PROVOST TATE: I don't know if I'm completely aligned with exactly what you're saying. What I laid out was a developmental pipeline that allowed us to recruit within state, for example HBCU students, in the 3-2, 4-1 programs. Some of those students might actually want to be faculty members, and we do have a program, the McFadden program, that takes PhD students, that will be expanded to include Masters students as well. So at the Masters level you could either come in through 3-2 or a 4-1 or coming purely for Masters after undergraduate degree. If you desire to be a faculty member anywhere in the United States, or around the world, and you can join that community, and the hope would be that you would be taken seriously for faculty positions across the marketplace. Now it is 100% at that level up to department to determine whether an individual competes well for a faculty job. if your own don't compete well for your faculty job then I think you should hold a mirror, but that's up to you to figure out. Secondly now this is where I think you and I are completely aligned, I indicated that there was going to be a post-doctoral program in certain fields that we were going to support, and largely they're going to be in the Health Sciences and in STEM areas, or if they are in the Humanities it will have something to do with health or medicine. In those programs the expectation is that you would use the resources to actually identify individuals in the marketplace who might be traditionally underrepresented in your areas, and those folks could be considered for faculty jobs. They could be internal, this is where I think where you are taking my developmental approach one step further than maybe I would max out on, but I think it's possible you could take someone from the McFadden program and put them in the postdoc program with the idea you wanted to hire them. In the Internet age you could potentially have a

complete pipeline. So that is a possibility; I think we're in agreement on that part. But the postdoc program is separate, and you can use it in a separate fashion, or you could connect it to what we already have going developmentally. I want to be very careful with that, and we'll have some guidance on that front. Those monies will not be available until next academic year, but I realize that some hiring is happening now, and I don't want to preclude people from taking advantage of the resources. I know in your school, one of the very best schools of its type in the United States. you probably are going to have some the best candidates for faculty roles. I would say, separate from this conversation, that if you have outstanding individuals from your school or college who happened to be able to help you diversify your faculty ranks, I hope that they would be at the quality that you would consider them. It happens all the time in other institutions. Now I do think you have to be careful, but I think it's something that you should consider if you have outstanding individuals.

In the chat- Professor Jing- is it correct that vaccines are recommended but not mandatory for faculty?

PROVOST TATE: Yes, that is correct. Testing is mandatory for faculty, however. If you are on campus, for everybody in our community, that's mandatory.

SENATOR BROWN: There were faculty in my department who were very concerned about going back to in person on the residential plan, and you could just speak to that?

PROVOST TATE: I can't tell people "take a vaccine." That's not what I'm here to do, but we have 3 vaccines, and they really are our pathway back to the new normal. I think people must decide about whether they want to take the vaccine. If they choose not to take the vaccine, and it is available, then I think that we must providing a context in which they can go back and teach in alignment with CDC guidelines of keeping the classroom safe but having face-to-face. If you know you are going to be in that position, it's important to identify yourself as soon as possible because accommodations will have to be made. But we are going back to residential status, As far as I can tell there's not a whole lot of debate about that, and I don't mean to say something is mandated but I do think that we are at a point where a decision has been made and that's the direction.

CHAIR COOPER: There are a bunch of questions in the chat about vaccination and faculty 1B status and I'm just going to recommend to folks with those concerns that they tune into the Town Hall on Friday when will have a greater array of our health experts available.

SENATOR MIHALIK: Merit raises are going forward, could you tell us which annual academic year cycle on which they will be based. Is that the 2018 year that they came for initially, or I've heard some talks at some units that they're going to combine two years of cycle review cycles into this merit raises for an assessment? Is there any determination of which cycle this should come from?

PROVOST TATE: Not that I know of.

CHAIR COOPER: If you go back to Interim Provost Harding's original memo on this, the period of review is one of the things that units were supposed to determine. This was a recommendation from Welfare and recognized that some disciplines are article disciplines in which a short period of review might be more appropriate while other disciplines are book disciplines where a longer period of review might be appropriate. So that guidance that it be a unit-level determination was part of the original guidance.

4. Invited Guests

CHAIR COOPER: Diana Mitchell is the Senior Associate Provost for Social Innovation and E-learning. She comes to us from Washington University in Saint Louis where she was associate Dean for Policy and Program Analysis, with very broad oversight responsibilities. She has a 2010 PhD in Social Psychology from Princeton. She brings a ton of administrative experience across an unusually wide range of academic programs, and we're lucky to have her with us.

DIANA MITCHELL, SENIOR ASSOCIATE PROVOST FOR SOCIAL INNOVATION AND EARNING: My charge was to develop the online offerings for the University with a Columbia focus. When I arrived Columbia had no fully online programs except for the RN to BSN, which is being sunset for the other two comprehensive campuses, and we added three completion programs through Palmetto. The commitment from the President to the Board was 30 programs—programs that would be of interest to working professionals and other non-traditional learners and a revenue source.

This as a source of revenue is clearly important, but keep in mind that this is also about access and equity. It allows us to provide access to education not just for South Carolinians but also for a wider audience, perhaps one that otherwise wouldn't be able to go back and complete school. There is absolute alignment with the University's mission and responsibility to the state and society to promote the dissemination of knowledge, cultural enrichment, and enhance quality of life. So with that charge I started meeting with programs and talking to them about the market. There's a couple of pain points. One of them is: is there really a market? EAB did a report on adult learners and working professionals. About 50,000 started college but did not finish. About 15,000 of those started school online, outside of the state of South Carolina last year. So we think those are two markets that we can recapture. There's also military--about 100,000 in the state of South Carolina alone, so not even considering Georgia, North Carolina, or Florida, and then the President alluded to a partnership. It is still confidential at this point.... For that population, their benefit is with the University of South Carolina, should it be approved by the Board, and so that's a population that we know that we can start serving immediately.

The other question is the revenue model. Some people have been burned by academic partnerships or other partnerships where 40% of revenue went to the body that was organizing the online activities. In our model that is not what we're proposing. In fact we're planning to keep it consistent with the current budget model where the online tuition flows to the colleges.

When I'm speaking about online, for the purposes of this conversation, I am not talking about graduate education. We would not touch your tuition; we're not touching programs; those are what they are and that is not really my affair other than to market those to the extent you're interested.

The funding for this effort comes from strategic priority 5. It's important to note that none of the programs that are on this sheet go without money, so growth and investment this will be the growth with the investment that President Caslen is committing to. I've asked the colleges for budgets for additional faculty to teach these courses or some mixes of courses, certainly we're not expecting faculty to do this in addition to their current loads.

We hope to be putting our proposal to the board next week. The contract is set to take effect April 1, and we would like to keep that date, our partner would like to announce the week of April 17th.

We set up a working group and are building a website. We will have an inquiry form for our client relationship managers that we can accept interests and follow up as well as standalone admissions. We will revisit admissions later. Do we put it inside the larger body of admissions or keep it separate? to start we want to keep it external so that we can keep an eye on it, and so we can support students in a really high-touch manner given that they are online. The admissions requirements may be a little bit different. We'll be putting some policy through the Admissions Committee to review, hopefully in the coming weeks, but all of it is with the idea in mind that these students bring a wealth of experience in different knowledge sets that maybe some of our current students don't, so those conversations may be richer in different directions. We may ask underprepared students to take up to 6 units maybe more in a non-degree seeking status so that we can see whether they're performing, if so then we can turn them over to degree-seeking status.

SENATOR JACKSON: I am the director of the RN BSN programs. I am very interested to see what you have to say about admissions because as you mentioned, these students have life experience and they're basically transfer students, and that has been one of my challenges with admissions: they are considered transfer students. Is this going to be very separate admission for online students?

SENIOR ASSOC. PROVOST MITCHELL: They will be separate. We're talking with admissions, about a transfer evaluation center, something that would make it easier.

SENATOR MIHALIK: Many of us are putting courses and programs online, but it's come to my attention, that for example, the University of Phoenix has a very different development process, and I've been told they're extremely well done. They hire what may be called a producer for a course to be developed. The whole development process, for us to be competitive in this market probably, requires far more investment on the front end than we've ever done in the past. Is there money there for the development process so we can do more than glorified PowerPoints and an occasional audio or video? I'm talking hundreds of thousands I would suspect necessary to do this for all the courses necessary.

SENIOR ASSOC. PROVOST MITCHELL: I'd be very disappointed if we had a lot of talking heads and PowerPoint. That may be where we are right now because with the pandemic, we didn't have a chance to really get out ahead and be as planful as we otherwise might like to do. Certainly, we're hiring additional course designers.

I'm in conversations with Kaplan about producing some of the videos and helping us to redesign classes that are designed for in person delivery in an online environment. There are some things that you can do differently online that would enhance the experience for the learner, so there is money for that. They typically take a course and shoot the entire course in two days, and then they produce a trailer. I'm asking them to do that for a couple of our courses, but then I'd like for them to teach our office of distributed learning how to do it too so that we can do that ourselves, and we're not constantly paying for that externally.

SENATOR SCHWOEBEL: Will there also be a process in place to make sure we have the background resources necessary or the funds for getting all those resources available for those classes? We are adding a lot of different classes and online students.

SENIOR ASSOC. PROVOST MITCHELL: The classes will not be that different. We're taking the courses that already approved for online delivery. There are a couple here and there that must be put online so

maybe a program is only short 2 for online delivery. COVID really help expedite this in a lot of ways because a lot of the courses were already approved. But if there are resources that are needed, certainly those would be considered. If you know upfront that you are going to need a resource, send me a budget, I'd be happy to receive it.

SENATOR KORNEGAY: I'd like to know little bit more about the research on the perspective audience you said there were 100,000 military people, 50,000 people in South in South Carolina that have started degrees and didn't finish, and then 18,000 with the proposed partner. Where is this research coming from and how confident do you feel that these people are really interested an online degree experience?

SENIOR ASSOC. PROVOST MITCHELL: It doesn't tell us what they will do, it tells us is that there is a market available. We can't know what people will do until we put it out. The report predates me, and was put together by the EAB.

CHAIR COOPER: The 50,000 number is an EAB number. It was developed as part of the Committee of Nine report. If you go to the Committee of Nine site you can delve into that research.

Senator Minette: You mentioned that you asked President Caslen for additional faculty to teaches classes. I was wondering if you could share some more information about what that what that means exactly.

SENIOR ASSOC. PROVOST MITCHELL: The colleges put together the budget, and they're not finalized. I asked for rough estimates so that I have it. It's not the case that the faculty will necessarily be hired strictly to teach online. How a school decides who teaches what, and what skill sets are needed is completely entirely up to the school. They did an ask for tenure-track faculty, not adjuncts.

SENATOR MIHALIK: Will the new faculty show up before we do the coursework or do we have the course work done on the backs of current faculty and then hopefully we will hire new faculty? Many of us have seen the proverbial chicken and egg problem break in the development process.

SENIOR ASSOC. PROVOST MITCHELL: I think right now we would roll with what we have courses that are already scheduled to go online and were already scheduled for online before this press to ask for it and then additional resources would be coming shortly thereafter.

SENATOR MIHALIK: You mentioned on the previous slide that there were recent commitments from certain units. I know that our faculty have talked about it, but we've never voted on it. So, when you say a "recent commitment," is a commitment for a future conversation or have there actually been votes at administrative levels? What does the commitment mean?

SENIOR ASSOC. PROVOST MITCHELL: It largely has been a commitment to conversations and that faculty are in general supportive. I don't know if there is a formal vote or not, I don't receive that. I received communications from the schools that tell me where the faculty are what they think they're going to do.

SENATOR MIHALIK: When you talk about a whole degree you talk about 120 hours, so I'm assuming that that's in the 1st 60 hours or 70 hours of coursework in the sciences and humanities and mathematics, we're all ready to go online so individual majors can just plop on top of those is that correct?

SENIOR ASSOC. PROVOST MITCHELL: We have the entire Carolina core online now, including the University 101, and that's important. Students will transfer in at all different places. Some students will be at 60 credit hours, or maybe at 70, some may be at 15, but yes, I suspect that we do not need to have all courses locked and loaded on the day we open our doors. I'd rather that we start slowly and that way we can guide those students through the courses and yes, they can add majors later. I do not have to have everything up front. The thing that helps right now is having programs that we can list because that allows students to know what's available so they can decide whether to apply and accept admission.

5. Reports of Faculty Committees

a. Committee on Admissions, Professor Brandon Bookstaver, Chair

CHAIR BOOKSTAVER: The admissions committee is bringing forth a proposal to extend test optional policy for undergraduate admissions through fall of 2023. Some of you who may be new to this if you recall in June 2020 the policy was made and implemented for test optional for fall of 2021. This entailed a holistic review of applicants who opted to submit an application test optional--they had the option to submit other things such as additional AP exam scores for consideration, and they could submit a writing sample, so a holistic review was implemented by undergraduate admissions and our goal as a committee was to really digest what that would look like leading up now to fall of 2021 and weigh all the pros and cons for extending this policy going forward.

We feel that this fits very well in strategic initiatives one and four. These outline our goal to attract and retain highly qualified appropriately sized and diverse student bodies at all levels. One of the programs within those objectives is to enhance holistic admissions. In strategic priority four there is actually very specific mention of improving the relative racial ethnic and gender representation of our student body, faculty, and staff and so by extending this test optional policy and implementing it originally, we felt this would support strongly those two strategic initiatives. Just to give you some preliminary numbers: overall applications are up 21%, among African Americans they are up 28%, and overall admitted students are up 7%, while overall admitted African Americans students are up nearly 30%. There are other metrics certainly, but I want to recognize this one.

We also felt that assessment will be improved with more data. This fall of 2021 class has not yet arrived, and so to evaluate the impact on what our profile looks like we really need to assess first year success and retention even beyond first year. Early returns are that the SAT and ACT score averages are not impacted right now or are impacted to a negligible degree if at all.

In addition, there is still a little bit of reduced capacity and availability for SAT and ACT testing out there. For the high school classes of 2022 and 2023, students are enrolling in the PCAT at about half the anticipated rate. That is usually used as a barometer to predict as well.

Finally, from a marketing standpoint, students have given very positive feedback for this. Counselors have given positive feedback for this, and the overall community has as well. Our communications and marketing for undergraduate admissions has done a wonderful job. And we're in the throes of recruiting students for fall 2022 so having a consistent message that doesn't change too quickly back and forth we felt was also quite valuable.

CHAIR COOPER- Discussion? The motion carries.

b. Committee on Curricula and Courses, Professor Marianne Bickle, Chair

CHAIR BICKLE: I have two different reports today a set of traditional courses and then a set of exponential learning opportunities will do the traditional courses first we have a total of 43 courses. 24 proposals are from Arts and Sciences; 2 from the College of business; 9 from Education; 1 from Engineering and Computing; 2 from Information and Communications; 3 from Nursing; and 2 from Social Work.

CHAIR COOPER: As a report from a standing committee, this needs no second. Discussion? The motion carries.

CHAIR BICKLE: We have three ELOs or exponential learning opportunities, one from the School of Music- Method for String Practicum, one from POM 494- Internship, and one in Criminal Justice 551- Adolescent Mentoring.

CHAIR COOPER- As a motion from a standing committee it needs no second. Discussion? The motion carries.

c. Committee on Instructional Development, Professor Ramy Harik, Chair

CHAIR HARIK: We are requesting approval to be offered by via distributed learning a total of 19 courses: 4 from Arts Sciences; 7 from education; 1 from CEC; 2 from Hospitality; and 2 from Information and Communication; 1 from the School of Music; 1 from the College of Nursing; and 1 from the College of Social Work.

CHAIR COOPER: As a motion from standing committee, it needs no second. Discussion?

SENATOR MIHALIK: I personally submitted a course Sport 330- The Summer Olympics games, but I wasn't sure it was there to make this list, what was the deadline for submission?

CHAIR HARIK: The INDEV committee has all the deadlines on the website. We need 10 days before we meet and this would only guarantee that we will review the course. If the course meets the requirements, it then gets moved on to the Senate, If the course does not meet the requirement and is returned for revision this will take it to the next stage.

CHAIR COOPER: The motion carries, and the courses are approved for online delivery.

CHAIR HARIK: This is an amended list of instructional method codes that require approval for distributed learning. We are adding the flex option so that it gets reviewed by the InDev committee. The committee considers whenever any model includes online delivery even if the faculty is teaching in their classroom and it's being transmitted online, this allows us to make sure that students receiving it from the online side are meeting requirements as set forth by the University. This a revision to add this element as well as the requested effective date.

CHAIR COOPER: As a motion from a standing committee this means in a second. Discussion of this proposal? The motion carries.

CHAIR HARIK: This is amending the resolution we passed before by adding the following sentence (on screen) instead of an exemption "for the duration of the COVID-19 emergency" we think that "the exemption from the usual online course approval process should be in effect as long as the faculty

Senate steering committee deems necessary.” I would like to highlight the following now with my hat in the Steering Committee. Steering will use public health guidance. So far Steering feels that the University guidance has aligned with national and international guidance and expects that to continue.

CHAIR COOPER: With the original exemption nobody really knew or anticipated how long it would go on, and there are lots of reasons for us to have questions about how we know when the state of emergency is over. So, this is satisfying that concern. This one needs a second, as a motion to amend a motion previously adopted.

SENATOR CARNES: Second.

CHAIR COOPER: Discussion of the motion?

SENATOR MIHALIK: Could you tell me what deadline we're at right now in terms of the Faculty Senate steering committee deems necessary? So where are we at as of today in relation to that exemption deadline?

CHAIR HARIK: As of today, Steering decides to extend for summer 2021, which means you do not need to have your usual online course approved if you want to deliver it for this summer. Discussions for the fall will take place later.

SENATOR MIHALIK: So that means that any courses that we're proposing to put out online this summer do not need InDev approval until the fall.

CHAIR COOPER: Keep in mind that InDev doesn't really work through the summer; so if you want them approved for the fall now is the time.

SENATOR MINETTE: I just had a question about the why the Senate steering committee should get approval as opposed to the Faculty Senate itself. I am just wondering if there had been discussion about that.

CHAIR HARIK: InDev in its wisdom decided that it didn't warrant the decision to lie within its scope, and therefore the Senate Steering Committee as a subset of the Senate and it involves all the committees to a certain extent, and this was an easier way than coming back to the Senate every time with amendment. I guess this is for practicality more than anything else.

CHAIR COOPER: I think that's right. It's easier to get 16 people together than 160, keeping in mind that this is a decision that may need to be made over the summer on short notice. I think that would be the rationale.

CHAIR HARIK: I did post the text that I'm going to read, and this is to explain to everyone that there was a student Senate resolution asking for a faculty to conduct midterm surveys and the INDEV committee discussed this element and so basically the INDEV committee discussed the Student Senate resolution with respect to midterm surveys and based on evidence based best practice we would recommend and encourage the following. First, faculty to develop and conduct midterm evaluation surveys directly between them and the students with the target to hear back from the students and incorporated change as they deem necessary for their online courses. And second, faculty really to profit from the wealth of resources at the University have in the Center for Teaching Excellence. We've provided four links from a series provided by the Center for Teaching Excellence.

CHAIR COOPER: The motion carries.

d. Faculty Advisory Committee, Professors Charley Adams and Liam Hein, Co-Chairs

CHAIR HEIN: We have two items from the faculty manual that need voted on. The manual changes were submitted prior to the last meeting and there was a vote to have more time for the Senators to review. We're looking at the composition of the Faculty Welfare committee. That's basically clarification of the committee's role and composition. Do these need to be voted on separately?

CHAIR COOPER: They do. Thank you for highlighting. First is that Faculty Manual Change to the Faculty Welfare Committee is there discussion of this change?

The motion carries. Faculty Manual Changes approved.

CHAIR HEIN: The next change we're proposing is on terms of employment, current manual page 45, and that clarifies summer compensation, outside professional activities, and conflict of interest reporting. It expands the current section on research faculty to all professional track faculty and adds a section on benefits and privileges--basically an overview of what's currently in section 4. It moves most of section 4 to the appendix because a lot of that content we frankly don't have any control over. That's handled at the state level.

CHAIR COOPER: So that means that parts the Senate can't decide are moved to the appendix. and the parts that we do are clarified. Discussion? The motion carries.

CHAIR HEIN: We have two items just as an FYI. Appendix one we basically just touched up the language to make it match the rest of the Faculty Manual stylistically. You just approved section for benefits and privileges. This now becomes appendix four, and it is just updated for what our current stuff is in terms of insurance and retirement. Then, as an item for the information of the Senate basically there's a new leadership council that's across the system made up of faculty representatives from the different campuses and these are its draft bylaws.

CHAIR COOPER: Basically, with all the renewed attention to how the system works, how it should work better together, a lot of the campus leadership across the system is feeling a need for there to be a little bit more effective and robust participation by faculty at the system level. At the same time, we're aware that no system campus wants to cede authority to any other, so this tries to accomplish that. It creates a formal body that can convey faculty opinion from system campuses to the system level and at the same time provides a place for administrative leadership at the system level to present proposals that might need the approval of the individual faculty organizations. That's the intent. There's nothing for the Senate to approve this point. The way that the Senate would legitimate this council would be by approving a mechanism to provide representatives to it. That will be the action proposal coming to you as soon as Faculty Advisory and Steering can come up with a concrete recommendation for how we would staff this System Faculty Leadership Council. And that would be the moment where you could weigh in and say that that's a good plan or a bad plan.

6. Report of Secretary

SECRETARY PLATT: This is a report on the nominees for elected committees. this is your opportunity to make any nominations to the floor from the floor self-nominations are also welcome.

SENATOR PETKEWICH- For the nominees I notice on several committees there's multiple nominees is it fair to assume that those are cases where there's a seat for all those nominees and in each case Steering has provided one nominee for one vacancy on the preference form that folks submitted in the fall our knowledge of vacancies and then all the factors that we apply in other words we want diverse representation in terms of discipline, demographically, in several cases diversity of rank is an important factor, in some cases their rank requirements, so this is Steering's attempt to apply all the criteria one would apply and develop a slate of nominees for each committee filling all the available vacant slots?

CHAIR COOPER: Exactly right. Further discussion? The motion carries. Thank you very much and thank you all of those just elected for your service. Your terms will start next year although you will receive information from the current committee chair this semester so you can participate in electing a new committee chair as is the habit. Thank you very much Secretary Platt. Do you have any other items for us.

SECRETARY PLATT: I do have one additional item. I'll be stepping down from my role as Faculty Senate secretary and in large part due to positive things have been happening--several grants that I've been fortunate enough to acquire as well as being appointed as interim director for center on campus. We will be accepting nominations for new secretary I guess now and for coming weeks until the position is filled.

CHAIR COOPER: I certainly would add thanks. Proof positive just how much taking on major officer role in the Senate leads to success. Professor Platt has not mentioned the overwhelming power of the office. It is important. You get to write the historical record of the Senate and participate in Steering Committee discussions. I hope somebody will leap at the chance. If you want to self-nominate or are not someone else you can reach out to Spencer or myself or chair elect Korsgaard. I hope there will be somebody in place for the fall semester. Thank you Secretary Platt.

7. Report of Chair

CHAIR COOPER: Several you responded to my call as time to participate in a conversation what the University can do for our nation. Those of you who responded to that call had them have gotten some reading assignment for me homework assigning, and I think we're going to meet very soon to discuss that. There's still time to join that group; if you would like to participate in that discussion just email me please.

Update on the Reach Act. Those of you who follow the legislature may be aware that the Reach Act passed the Senate yesterday and now goes to the House. Derek Meggie who came to address the Reach Act is confident it will get through the House and seems very confident that it will get through in a way that will not require changes to what we approved. He emphasized that the fact that it has managed to get through the legislative process is a pretty strong indication that something along these lines was going to pass anyway and that acting in the way that we did shaped the legislation to our advantage. So he regards it, and I think we all should regard this, as a win for the for the University although I know we would prefer not to have to have this argument in the first place.

The president has talked about SACSCOC, I just want to mention that the myself and members of the Budget Committee will be sitting on the blueprint meetings later this month. The blueprints are all public, you can find them on the web so you can see what your college has put in the blueprint. There

are meetings with several administrators, each dean, the Provost, and your faculty representatives to go over those reports. It has not been the habit of either the Budget Committee or the Chair to report back on any of those meetings, which can get kind of in the weeds. If there is reporting back you might like about those blueprint meetings that could be done economically and meaningfully to you I think the Budget Committee would be happy to do that.

The final thing I'll mention is that we are rebalancing the Senate. The Senate is supposed to rotate a third of its members every year. Your chairs may have been given some instructions about how to adjust. This is a good time to do that because we're getting a new database. That will be rolling out soon and should do a much better job of keeping track of Senate terms, as well as committee service.

As you elect senators, please remember that the Senate meets Wednesday. There might be a need to adjust teaching appointment for Senators, and that's a good reason to elect your Senators for next year sooner rather than later. Really the new Senate should be elected before the end of the academic year. Some units tend to wait a little bit longer, but it's just better for everyone if we get that new Senate class in place by the end of the spring.

8. Unfinished Business

SENATOR NAGEL: The original document that was circulated to you was the Student Senate recommendation. That's been substantially reworked in response to faculty comments. The most current version is the one posted and circulated with the agenda. This recommendation is born out of a growing sense of concern about climate change and concerns that the fossil fuel industry has not been taking it seriously. After years of climate change a large part of companies have acknowledged global warming but the fact is that the industry's lobbying groups have spent millions of dollars. During the 2017-2018 midterm election cycle lobbying and trade groups spent \$300 million in lobbying and political contributions and that's 14 times what we spent on lobbying for renewables. So, it's an effort to respond to or answer through that level of lobbying and try to gain some institutional momentum behind change. Divestment is one of many strategies that institutions can use to change the current situation. This is a way to promote a shift to cleaner energy and divestment by focusing on the investment strategies of University educational foundations. This would include about \$9.5 million that are currently invested in a private natural resources fund. The recommendation asks that foundations pull out of these investments over the next five years and that until that pull out is complete that foundations would act as a climate concerned shareholder. The point of divestment is to take advantage of our role as an investor, as institutional investor corporations are answerable to their shareholder and we are shareholders. We own parts of these companies so divestment is about exercising our right as a shareholder group to demand changes in practice and to shift our investments into other sectors or companies that might be even more beneficial to the State of South Carolina. We need to see divestment as a coordinated action between multiple large institutional investors and this kind of coordinated institutional action can be very effective in building momentum. I think we can start a South African divestment movement. My hope is really that this is just one step along the way to a stronger commitment at the University to the environment.

CHAIR COOPER: Is there a second for the motion to recommend divestment? There were a couple seconds in the chat.

SENATOR HICKMET: If we ask the University to divest, should there not be an obligation of the faculty themselves to divest? Charity begins at home. We should commit to reduce our footprint in our own households, i.e., to go energy's solar panels for our homes and hybrid vehicles. It's easy to ask others to do things but to demonstrate our true commitment should we as a faculty include ourselves in this commitment?

SENATOR MIHALIK: I'm curious, do we have any research centers that could be negatively impacted by possible loss of grants in terms of studying the energy perspective or energy centers and whether it be fossil fuels nuclear or whatever? Somebody might have research or research centers that would be negatively impacted by any kind of divestiture conversation.

SENATOR NAGEL- I did speak to the Vice President for Research at the University. \$2.3 million in grants and contracts pending that are being funded by energy companies, most of that funding is for renewable energy research and for various technologies like carbon capture technologies, fuel cell technologies. Because of the issue about bigger impact on research funding, I do want to emphasize that this resolution is really is very narrowly defined with foundations and foundation investments. I do have a section in the in the recommendations where I do mention the need to research the broader impact on research.

SENATOR WALLACE- I wanted express my appreciation and my colleagues' appreciation to Professor Nagel and then to follow up on the two comments. Just generally I think this is a great part of an effort to take on t climate change and we can all making personal commitments as faculty senators or encouraging our colleagues to do the same. I think it would be great for us to continue to think about how we can encourage the foundation and University leadership more generally to do these things so I just want to I want to say that I think this resolution is supportive of the initial the first comment concern raised by the 1st commentor and that we should do more everything approach to this and this is great first step.

SENATOR MACAUDA: In the therefore part, first thing it says is it that the Education Foundation freeze any new investments specifically in involving the extraction or refinement of fossil fuels. So in sort of a practical sense are we kind of aiming towards divesting ourselves from fossil companies that that generate fossil fuels like the divestment in Exxon for example? Or are we talking about not involving ourselves and investments that are about further refinement and extraction? The reason I ask if we're looking at the companies in their totality. If we were to sort of stop investing in those types of things are we losing our voice as shareholders? So I just want to be clear about the intent and the direction forward, if Dr. Nagel can speak to that.

SENATOR DEBACKER- I shared a couple links in the chat. I just want to point out that research has been done on divestment, and it doesn't seem to have these intended effects. Transferring ownership of these fossil fuel investments from our institution to some other investor is not going to in the long run to affect the valuation of these companies, which is a function of the expected discounted present value of their future dividends. If it's not going to have an effect, it doesn't seem like a worthwhile endeavor. Where does this end? Do we divest from companies that have business in countries that violate our principles of human rights? Do we divested companies who do business with fossil fuel companies? What about banks that lend money to these fossil fuel companies? It's hard to know where to draw the line. Moreover, this doesn't pertain to the business of the faculty and we're not the position to direct

the investments of the University. I wouldn't want those who are managing our foundation funds to tell me what to teach in my class.

CHAIR COOPER: There are several issues there but there's an overlapping concern with what the intended scope is, whether it's directed at specific individual companies' activities of those companies or what. Could you speak to that question at least and then I'd like to hear from some other voices?

SENATOR NAGEL: It's not always clear which companies would be targeted, that would have to be hashed out. Companies like Exxon Mobil are both major extractors and refiners, they are also major players in chemicals and plastics. Companies like Dow are major, they're the ones who are manufacturing plastic from fossil fuel. Would they be kept? I did try to keep it contained to extraction and refining but I would certainly be happy as well to consider the manufacturing of goods from Petroleum product. That would include Dow and some of the larger chemical producers that use fossil fuels as a basis for not just plastic but for agricultural fertilizers. But where do you draw the line? I think that's true of just about any political action or effort to divest or stop using certain kinds of products, whether you're trying to avoid eating foods produced by factory farms or stop using certain cosmetics or clothing. I try to draw the line. The point of it really is to build momentum and to make a political statement. It's to say that business as usual is not acceptable anymore, and it's to counteract the power of large lobbying organizations that seem to be ignoring a lot of scientific evidence that says that our current trajectory is not sustainable. It is limited, it is imperfect, but it is a tool, and I think it's a tool that should be used.

I do not agree that this will not have any effect or any intended effect. This kind of action is only now gaining momentum. I think as several larger University and other institutions with large pension funds, state pension funds start to get behind this kind of thing it will have an impact. To say at this point that it's having no impact and that shifting investments into other sectors is not going to have an impact, I think it's very premature to make case.

SENATOR MATCHIN: I take some of the objections, but I think that with any kind of symbolic resolution I think the point is not to say that we've designed the perfect moral axis upon which to divest. Rather, this is more of a statement by choosing to divest, but any kind of symbolic resolution is going to have the same kinds of problems and then I think that would prevent us from having any kind of resolution. I just want to point out that there's some anecdotal evidence that perhaps the South African apartheid divestments were not as effective as people had thought but I think this is a completely different kind of issue in which these are often domestic oil companies and so I think that there's really no evidence to suggest that this kind of thing doesn't work in the way that we would hope it would.

SENATOR VASQUEZ: Why does the title says that "University" when it's only the Educational Fund? You should be more specific, the whole University or University Educational Fund. The second question has more to do with how effective this is and this being just a symbolic gesture. Someone raised the question of can we just do something more concrete and regarding to the first senator effort towards his neighbors. For example the hundreds and hundreds of empty spaces that were overheated during the past year and the waste of energy. So the question is instead of this symbolic action that may not accomplish much, we also send something concrete that is actually in our power to change.

SENATOR LINDEMAN: I just wanted to address the question about research centers or research that might be affected that came up earlier. I am the director of a smart state center that was once called the

Clean Coal Research Center, an energy Research Center that has received millions of dollars from the industry that we're discussing right now. Of course, we do a lot of work in clean energy also in the center, but we're partially funded by power industry. We're trying to make hydrocarbon-based power plants have less impact on the environment. When I gave this to some other faculty members in chemical engineering where I am, this could really affect chemical engineering faculty that work a lot with chemical industry and the oil industry. Our statement that we make in our Department is through research with those companies to lessen the footprints of new technologies that they're deploying. I just wanted to bring this up that there are quite a few people in chemical engineering that work with companies like Exxon or Eastman and so on and that might be affected by this. SENATOR RAVLIN: I had a question about employment. we might ask ourselves whether we have good data about how many of our students might be going to be employed by these types of companies.

CHAIR COOPER: The motion carries by a narrow margin. Thank you all very much.

9. New Business

10. Good of the Order

PROFESSOR PORTER: I am Greg Porter. I am a professor in the Department of English and Secretary of the USC Columbia chapter of the AAUP, and I have asked for this time to invite you all to a symposium that the AAUP will be hosting from 3:00 to 4:30 on Wednesday, March 24th. The topic of this symposium, which you can see from the flyer here, is COVID-19 in the post Pandemic University. It is an opportunity for faculty to discuss various ways in which the University is being shaped by the pandemic, both the disruptions and the dangers we suffered that may be ongoing and the possibilities for reimagining what we do considering the present crisis. There is going to be a brief keynote by Scott Jaschik, co-editor of Inside Higher Ed, followed by number of short 3-5 minutes presentations by faculty and other University citizens. Some of the topics that we are going to cover challenges and innovation in governance, research, and teaching; the mental health crisis and techniques for self-care; and new visions in library science, and this will all be over zoom. You can access the link at the AAUP website on the UofSC web page. Or you can email me, I am in the English Department.

11. Adjournment – Next Meeting: Wednesday, April 7, 2021 at 3 p.m.