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8 THE UNIVERSITY OF SOUTH CAROLINA FACULTY SENATE

9
10 Wednesday, October 4, 2023

11 This session was held in person at the Close-Hipp Building

12 PRESIDING CHAIR WAYNE OUTTEN

13 CHAIR Wayne Outten called the meeting to order at 3:00pm EST.

14 15 Called Meeting of the Faculty Senate

16
17 CHAIR OUTTEN welcomed the members to the Faculty Senate meeting.

18 **Approval of the September 13, 2023, Faculty Senate meeting minutes:** The minutes were
19 approved.

20 *Report of Provost Arnett*

21 PROVOST ARNETT STATED that she is delighted to be in attendance. PRESIDENT

22 AMIRIDIS sends his regrets. There are a lot of events happening this week. The president is
23 engaged with multiple visiting donors.

24 Tomorrow is the opening of the South Carolinian library. This is a very exciting moment for our
25 institution. This is the first free-standing library ever created on a university campus. This makes
26 it an historic building and puts the University of South Carolina first amongst other things.

27 MARLA SMALLS is here for the College of Arts and Sciences. SHEILA JOHNSON was here
28 this morning with the College of Hospitality, Retail, and Sport Management at a big event; they
29 ended up having to turn people away (standing room only). There is a big luncheon today at the
30 President's House for these guests.

31 The Bridge to Faculty program was started last year by PRESIDENT AMIRIDIS. It was run in
32 collaboration with the Office of Diversity, Equity, and Inclusion and the Office of the Provost.
33 Competition was held in departments for Faculty to Fellow program. Six were hired and
34 matriculated to USC. Six additional are in the pool from last year; an additional twelve are being
35 added this year. A call was made. Twenty-three different departments have submitted
36 applications for the twelve positions. Applications are being reviewed by the Office of Access
37 and Opportunity, Civil Rights and Community Engagement and the Vice President of this office
38 and ASSOCIATE VICE PRESIDENT MICHELLE BRYAN. Once reviewed, applications will
39 come to the Provost's Office for review.

40 Funded by NSF, an app called CircleIn utilizes a social media platform for students to engage
41 with each other and teaching assistants. The purposes are to a) build study groups and b) build
42 community engagement within a class. The university is testing this app in two courses that have
43 very high "D, W, and F" rates (accounting and calculus). The results have been so well (i.e.,
44 positive) that INTERIM VICE PROVOST FOR UNDERGRADUATE STUDIES LARA
45 LOMICKA ANDERSON has been asked to present to all CircleIn universities that are
46 participating in the NSF study this fall. USC is the #1 university using this app; the reason is due

47 to Dr. Anderson’s innovative and creative engagement of faculty. The university is providing
48 financial incentives in addition to student incentives through pizza parties. From an engagement
49 perspective, it has been a fantastic tool. Statistics regarding this initiative include:

- 50 • 100% of classes are participating,
- 51 • Almost 1,200 users,
- 52 • Approximately 180 different actions for every student that is engaged, and
- 53 • Over 7,000 different flash cards have been created for students to share with one another.

54 Comments from students regarding this initiative include:

- 55 • Students direct message one another within the app,
- 56 • Students warn each other about homework issues,
- 57 • Students show each other how to work through homework challenges, and
- 58 • Students thank each other for help via emojis, creating a culture of appreciation in the
59 class.

60

61 Comments from faculty regarding this initiative include:

- 62 • This is helping them engage more with the students, and
- 63 • They get direct early feedback from the students.

64

65 The overall response rate for teaching evaluations is just 23%. This matters because in every
66 promotion document in every department, teaching documents (i.e., evaluations) play a key role.
67 We need to have excellent information from our students. The Office of the Provost is still
68 working with INDEV to identify how the evaluation can be made better. An examination is
69 being made regarding which platform is the best to capture student evaluations. PROVOST
70 ARNETT asked INTERIM VICE PROVOST ANDERSON to conduct focus groups with both
71 students and faculty with the question “why are you not responding to student evaluations” or
72 “what are the barriers to student evaluations”? Results of the focus groups include: \

73

74 Student focus group results

- 75 • There are too many questions.
- 76 • They use Rate My Professor.
- 77 • Suggested getting points to obtain football tickets. The challenge is football season is
78 over when course evaluations are conducted.

79

80 SENATOR RONDA SANDERS (Mathematics) clarified the point about class size. In the last
81 Faculty Senate meeting (i.e., September 2023), a statement was made that the calculus classes
82 have a size of fewer than 20 students per class. This statement was confirmed by one of the
83 Senators from Mathematics. This is accurate; a section size is 15. These classes meet in a class
84 size of 60 because four classes meet together. The recitations and labs meet two sections at a
85 time. This makes the lab and recitation sections 30 students. This makes the size 15 a “smoke
86 and mirrors” situation because the students never meet in a setting of 15 students.
87 PROVOST ARNETT thanked SENATOR SANDERS for the clarification. She stated that this is
88 even more reason for the great applications that are being instituted.

89

90 SENATOR ABBAS TAVAKOLI (Nursing) inquired about a) why calculus and accounting were
91 selected and b) the metrics being measured? PROVOST ARNETT stated that there are classes
92 that are participating and classes that are not participating. Courses were selected based on a) the

93 “D, F, and W” rates in excess of 20% and b) they are large courses required by many majors. Up
94 to 10,000 students will take one of the two courses during this year. USC capped the expenditure
95 for this initiative at \$15,000 (which is not very much) to participate in this study. The “D, F, and
96 W” rates will be compared between the courses that use CircleIn app and those that did not use
97 the app.

98
99 SENATOR ABBAS TAVAKOLI (Nursing) stated that it is important to look at the type of
100 evaluations students are completing.

101
102 SENATOR MILIND KUNCHUR (Physics) stated that before the university went to electronic
103 evaluations, students completed handwritten evaluations. Ten to twenty minutes would be set
104 aside at the end of a class period for students to complete the evaluation. If we (the faculty) do
105 this for the electronic evaluations, students will complete the evaluation on a cell phone or
106 laptop. The faculty member will generate a fairly high response rate.

107 SENATOR AGNES MUELLER (Languages, Literature, and Culture) heard that the First-Year
108 Reading Experience is being re-evaluated. She requested an update on this effort. PROVOST
109 ARNETT stated that the Office of the Provost is at the beginning of the evaluation process.
110 INTERIM VICE PROVOST ANDERSON is leading this charge; the group has met once. The
111 committee consists of faculty and students. The First-Year Reading Experience has been mostly
112 staff-led and has fallen out of the curriculum in most places. Interim Vice Provost Anderson is
113 leading the effort to identify best practices and ways the university can build a First-Year
114 Experience, whether it’s reading, or some other venue.

115 116 117 **REPORTS FROM FACULTY COMMITTEES**

118 **Committee on Curricula & Courses**

119 DR. BRIAN HABING, co-chair of Curricula & Courses, presented the proposals. Three
120 announcements were provided for the good of the order:

- 121 • The full new proposals are not provided in the document. The link at the top of the
122 Faculty Senate website will take you to APPS. Full proposals are available in APPS. If
123 you do not have access to APPS, email either of the co-chairs of C&C and you will be
124 provided with access to APPS.
- 125 • Comments on proposals are encouraged to be sent to the C&C co-chairs in advance of the
126 meeting. This will help C&C co-chairs deal with comments in advance of the meeting
127 and get the issue(s) rectified prior to the meeting.
- 128 • The busiest date for processing C&C proposals through Faculty Senate is the December
129 6th meeting. This is the last meeting date a proposal can be approved for the Fall 2024
130 bulletin. If you have a proposal for this meeting, your document needs to be processed at
131 the November 8th C&C meeting. C&C needs your proposal by October 25th.

132
133 There is one change to the package of proposals. In the Strategic Thinking and Communications
134 Certificate, there are two cross listed courses (PHIL 213 and SPCH 213). These courses are not
135 indicated as being cross listed. When the courses are listed in the bulletin, the word “or” will be
136 added. Students cannot take these courses twice.

137
138 C&C would like to approve 45 proposals.

139
140

| Unit | N |
|---|----------|
| College of Arts and Sciences | 12 |
| College of Education | 1 |
| College of Engineering & Computing | 25 |
| College of Information & Communications | 4 |
| Interdisciplinary Studies | 3 |

141
142 SENATOR MARCO VALTORTA apologized for not sending in this question in advance.
143 Regarding the three certificates listed at the end of the C&C report, primary contact and home
144 unit information are listed. An academic unit is typically stated as a home unit. This is not stated
145 in the same manner for certificates. Nevertheless, APPS application requires a program home
146 unit to be identified. The three headings for program home unit include a) primary academic unit
147 and department, b) college, and c) campus. Regarding the certificate, Interdisciplinary Studies
148 was listed as the department; Interdisciplinary Program was identified as the college. Senator
149 Valtorta stated that in his opinion, Interdisciplinary Studies is not a college. The question was
150 raised “has the committee thought about this issue?” Perhaps the fourth item needs to be
151 changed. Is a new academic unit required to deal with the Interdisciplinary Certificate?

152
153 CHAIR HABING stated that a similar issue came up before C&C regarding courses having a
154 home. C&C did not discuss whether the form was appropriate for the issue at hand. The
155 committee is willing to look into the topic.

156
157 A member from the Interdisciplinary Committee addressed the Senate. ASSISTANT PROVOST
158 FOR GRADUATION AND RETENTION SHELLEY DEMPSEY co-chairs this committee with
159 ALICIA RIBAR (College of Nursing). The committee advises the Office of the Provost on how
160 the APPS system works. The committee is comprised of a faculty member from every school and
161 college. The member is nominated by the dean of the school/college. The process was discussed
162 in advance with the deans regarding how the committee would maintain the interdisciplinary
163 nature of these certificates. This interdisciplinary committee made decisions based on the names
164 of the certificates, learning objectives, and every course from every college to design the
165 certificates. It was a unanimous vote by the members of this committee regarding the resulting
166 outcomes that went forward to the provost and ultimately to C&C and Faculty Senate.

167
168 SENATOR VALTORTA pointed out the wording of ACAF 2.03 (section C.1A). Senator
169 Valtorta stated that based on the wording of ACAF 2.03, it does not seem that this type of
170 advisory committee base initiation is allowed for course action. The exact wording for a
171 certificate is not being viewed. For a course, this system is clearly not compatible.

172
173 ASSISTANT VICE PROVOST SHELLEY DEMPSEY responded that there are already some
174 educational programs that are under Interdisciplinary Studies; they are shared by a) Education
175 and b) Arts & Sciences. It also exists under the graduate program. Interdisciplinary Studies was
176 pre-existing; it was not created for the purpose of this certificate program.

177
178 *A motion to pass the proposals presented by C&C was made. The motion passed.*

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Faculty Advisory Committee

FAC CHAIR WILLIAM SUDDUTH (University Libraries) presented information regarding Faculty Manual revisions. This information is a continuation from the spring 2023 meetings. The information presented refers to the composition of the Graduate Council. The request for the update was made by Graduate Council. Faculty Senate will vote on the changes during the November 2023 meeting.

HANS-CONRAD ZUR LOYE (Chemistry) stated that “each faculty member from dean-led colleges”. The committee does not differentiate between large and small colleges. Since this is for graduate degrees, should this be proportionate to the number of graduate degrees rather than the number of colleges? CHAIR SUDDUTH stated that one additional faculty member from each dean-led college or school with graduate enrollment exceeding 400. Large graduate programs would have an additional representative at Graduate Council.

SENATOR CAROL HARRISON (History) asked for clarification regarding the reason to move away from the members being selected by graduate faculty (i.e., academic unit deans implementing the selection procedure). CHAIR SUDDUTH stated that Graduate Council sent this recommendation to the Faculty Advisory Committee.

Committee on Scholastic Standards and Petitions

SS&P CHAIR BILL KNAPP provided notification to Faculty Senate regarding proposes changes in wording of a document. Faculty Senate will vote on the changes at the November 2023 meeting. Issues of the changes in wording are based on the grading policies. The proposal is designed to satisfy the following:

- acknowledges that branch campuses may have different grading policies; and
- help dual enrolled students; if they are having difficulty with a course the student can apply for forgiveness.

Committee on Admissions

DR. LAURA HERBER, Chair of the Committee on Admissions, gave advanced notice at the September 2023 meeting regarding a motion being brought at the October 2023 meeting.

As a result of the pandemic in Spring 2020, most high school students were unable to complete SAT/ACT testing for the 2021 admission cycle. This led many universities, including USC, to consider a “test-optional” admissions policy. In 2021, the Admissions Committee presented a motion to faculty senate to adopt test-optional admissions through Fall 2023, which was approved.

According to SCOTT VERZYL, Vice President for Enrollment Management and Dean of Undergraduate Admissions, USC participates in a national research project sponsored by the College Board to study test optional admissions; USC out-performs other institutions on nearly every measure, which makes a strong case for us to continue test optional. Based on data collected from two admission cycles, our non-testing students do as well, or better, than those who submitted SAT/ACT testing scores.

225

226 ***Motion #1:***

227 The Committee on Admissions is making a motion today to continue test optional admissions for
228 the foreseeable future, subject to our committee’s periodic review. If our committee is ever
229 dissatisfied with the results, we can act and bring forward another amendment to the faculty
230 senate to change this policy.

231

232 SENATOR ABBAS TAVAKOLI (Nursing) agrees with the motion. “Is a student penalized if a
233 student doesn’t record a score? How does the admissions office look at the application?” VICE
234 PRESIDENT VERZYL responded that the Admissions Office has developed a holistic
235 admissions application approach. This has been used for years, particularly in the case of the
236 Honors College applications. Students are allowed to choose the admission plan (test optional or
237 include the test scores). The process designed treats students fairly. There have always been
238 students who decide not to include test scores. An example is international students. The
239 university has a track record for applications that don’t have one portion of the application.

240

241 SENATOR MILIND KUNCHUR (Physics) inquired about the benefit of excluding the SAT or
242 ACT scores. VICE PRESIDENT SCOTT VERZYL stated that for years, there has been a
243 movement toward test optional (e.g., concerns about fairness, access, test prep). The pandemic
244 accelerated this movement. Currently, 97% of the AAU schools in the country and 94% of the
245 R1 universities in the country are test optional. If USC is not test-optional, we are putting
246 ourselves at a disadvantage when recruiting students.

247

248 SENATOR AARON DICKER (English) asked the committee if a third option was considered
249 (i.e., no test scores are submitted). VICE PRESIDENT VERZYL stated that for some students,
250 the test score is helpful in the admission process. This is the reason for keeping the score as an
251 option. Some schools, albeit very few, do not accept the scores at all. Most schools do have an
252 optional plan. Our state lottery scholarship programs involve test scores. The university receives
253 students that are accepted into USC as a “test-optional” application, but students’ test scores are
254 used to qualify for scholarships.

255

256 ALTON CROKER (HSPH-ASPH) asked if all students are notified that test scores are used to
257 help qualify for scholarships? MR. VERZYL stated that students who apply for test-optional also
258 qualify for university scholarships.

259

260 ***The motion was made and passed.***

261

262 ***Motion #2:***

263 AS/A Level exams are secondary school exit exams that students take in the UK and other
264 countries worldwide. Similar to Advanced Placement (AP) and International Baccalaureate (IB)
265 exams, AS/A, or advanced level, exams are commonly equated to college credit by universities
266 in the US. In the US, Cambridge AS/A level exams are being offered more frequently at US high
267 schools, and that is why we see 30-40 students with Cambridge AS/A Level exams per year. In
268 fact, the South Carolina Commission on Higher Education mandated last year that all public
269 colleges and Universities accept the Cambridge AS/A Level exams with a minimum score of
270 “E”.

271
272 The UK Department of Education sets the content requirements that must be covered in all AS/A
273 Level exams and the Office of Qualifications and Examinations Regulation (OFQUAL) regulates
274 the exam boards. Currently, Cambridge International is the only AS/A level exam board USC
275 recognizes, but we are beginning to see AS/A Level exams from exam boards other than
276 Cambridge. There are two additional UK exam boards authorized to offer AS/A Level exams:
277 Oxford AQA and Pearson Edexcel. These two additional Exam Boards offer a standard set of
278 exams, which makes it easy to maintain data standards across all exams and USC equivalencies.
279 However, there are other organizations across the globe that claim to offer AS/A Level exams.
280 The University registrar recommends that we only offer course credit to AS/A level exams
281 offered by exam boards that the OFQUAL recognizes and regulates. This policy update is
282 supported by the University Registrar and the Scholastic Standards and Petitions Committee.
283

284 **Original motion:** The Committee on Admissions makes a motion to update the Exam Credit
285 Admissions policy to include two additional UK exam boards authorized to offer AS/A Level
286 exams: Oxford AQA and Pearson Edexcel and to limit future recognition of exam boards to only
287 those recognized by OFQUAL (Office of Qualifications and Examinations Regulations).
288

289 SENATOR MARK MINETTE (English) inquired about the impact of this motion being passed.
290 CHAIR HERBER stated that OFQUAL regulates exam boards. They set a higher standard. As
291 long as the university accepts OFQUAL exams, the university will be accepting a higher
292 standard. Only the Oxford AQA and the Person Edexcel exams would be automatically accepted.
293

294 VICE PRESIDENT SCOTT VERZYL stated that if OFQUAL did automatically approve
295 another group, the university would not need to come back to add the additional test. The
296 university has a similar policy for English language testing. Senator Minette asked, “would it be
297 better to state that the university accept these two exams and any that OFQUAL approve in the
298 future”?
299

300
301 **Amended motion:** The Committee on Admissions makes a motion to update the Exam Credit
302 Admissions policy to include two additional UK exam boards authorized to offer AS/A Level
303 exams: Oxford AQA and Pearson Edexcel and to include future recognition of exam boards to
304 those recognized by OFQUAL (Office of Qualifications and Examinations Regulations).
305

306 *The amended motion passes.*

307 **Bookstore Committee**

308 Dr. Fang Meng, Chair of the Bookstore Committee

309 DR. MENG presented the “First Day Complete Program”. This program is proposed by Barnes
310 and Noble College. To the best knowledge of the Bookstore Committee the First Day Complete
311 Program is based on the following information:

- 312 • Focus Groups
313 Information was obtained through five focus groups conducted through the USC
314 Bookstore. In the data collection and exploration stage of considering First Day Complete
315 Program Focus groups for faculty/staff were conducted on 9/18 and 9/19/2003 on campus
316 (9 participants). This means there is very limited data.

317 Proposed First Day Complete Program

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- The student will pay a flat fee of \$20 per credit hour for textbooks. Full-time students will be charged \$300 per semester (based on 15 credit hours).
- It is an automatic opt-in program.
- Students can choose to opt out by the last day of Add/Drop at the beginning of each semester. Otherwise, students are charged \$20/credit hour for textbooks for that semester.
- All textbooks will be rented to students (either electronic or hard copies).
- Students must return the books at the end of the semester.
- Students have the choice to purchase the book at a discounted rate at the end of the semester.
- The students cannot opt-out for only certain courses; it is a total package (“all or nothing”).
- It is a separate course charge (separate billing to students beyond the tuition/fees).

Other universities are being charged different rates. It is not known if there will be a rise in the price in the future. The Bookstore Committee does not know if the Office of the Provost will make the decision to adopt this program or if it is through Faculty Senate vote. It is also unclear about the timeline for a decision.

Faculty are encouraged to search the website regarding the advantages and disadvantages of this program (i.e., inclusiveaccess.org).

Barnes and Noble representatives are invited to the Faculty Senate meeting on November 1st for questions and answers.

SENATOR NANCY BUCHAN (Darla Moore School of Business) inquired about the typical textbook cost for students now. Is there any consideration of this program being cost prohibitive for some students? DR. MENG stated that this program could benefit some students in some majors because their textbooks are so expensive. In other majors, however, students would not benefit (e.g., Mathematics). Dr. Meng stated that the Barnes and Noble representative commented that a student can calculate how much the student would save by opting out.

SENATOR KATHERINE BARBIERI (Political Science) states that the Committee should not open negotiations without getting an opt-in rather an opt-out. There is considerable research in economics about individuals not opting out and not being informed. Senator Barbieri thinks there is something unethical about allowing a private company to tax every student at our university unless they take action to opt out. If Barnes and Noble says they will only give the option of opting out, Senator Barbieri encourages the Committee to shut down negotiations.

DR. MENG discussed this topic with faculty in her department. Faculty in the department also raised the possibility of opt-in rather than opt-out.

SENATOR RONDA SANDERS (Mathematics) concern with this program is whether access to the textbook includes access to the homework. If instructors use the e-book (because it is less expensive) would students be penalized and not have access to the online homework or need to pay double?

362 SENATOR HANS-CONRAD ZUR LOYE (Chemistry) inquired if this program also applies to
363 graduate courses. Graduate students take credit hours for thesis preparation that do not require a
364 textbook. If students are charged based on credit hours, it will be expensive for the graduate
365 students with no benefit. DR. MENG did not have an answer to this question.

366
367 SENATOR DOUG THOMPSON (Political Science) asked if students pay fees up front, will the
368 student even know what the book requests will be (in order to compare for opt-in vs. opt-out).

369
370 DR. MENG stated that it seems as if the student is required to complete a lot of work to carefully
371 decide on opt-in or opt-out.

372
373 SENATOR MICHAEL WISENBERG (University Libraries) stated that there are many unknowns
374 with this program. One unknown is does the decision to adopt this program go through the
375 Office of the Provost or the Faculty Senate. If it goes through the Office of the Provost, what
376 type of oversight will occur? How will the Provost's Office be answerable to the faculty and the
377 students? Chair Outten stated that he believes Faculty Senate needs to be involved in this issue.

378
379 INTERIM VICE PROVOST ANDERSON clarified a few points.

- 380 • If a student elects to opt-out and then goes to the Russell House Bookstore and the
381 financial amount of the textbooks for that semester is over \$300, the student is able to
382 opt-in immediately to the program. Students have until the drop/add period.
- 383 • If the university adopts this type of program, it would be important to consider the best
384 method of getting out the messaging to students.
- 385 • Dr. Anderson talked to three other institutions (University of Connecticut, Mississippi
386 State University, and Coastal Carolina) that are implementing this program. The first
387 semester of implementation would have some challenges; getting everyone accustomed
388 to the new system.
- 389 • Regarding the timeline, the university is looking at implementing the program in fall
390 2024.
- 391 • The decision would be made in conjunction with input from faculty, staff, and students.
- 392 • The Russell House Bookstore is in the process of conducting focus groups.

393
394 SENATOR STEPHANIE ACKERSON (Biological Sciences) asked how this program would
395 impact students on scholarship. DR. MENG did not know the answer.

396
397 SENATOR CAROL HARRISON (History) discussed her opinion regarding the level of service
398 currently being experienced at the Russell House Bookstore. The strongest incentive Senator
399 Harrison has to move to open access resources is the service from the bookstore. Courses that do
400 not rely on the bookstore run more smoothly (for Senator Harrison). Senator Harrison is
401 currently teaching a course, placed the book order in on time, and yet the book order is not
402 available through the campus bookstore. Senator Harrison does not believe the service will
403 improve with this new program.

404
405 SENATOR CHAZ EVANS (School of Visual Arts and Design) mentioned that in his school
406 there are many courses that do not use textbooks. It is very possible for a student to miss an

407 email about opting-out. This would cause students to be charged for absolutely nothing. This is a
408 deep concern.

409
410 DR. MENG stated that if the university adopts the program, the students and parents need to be
411 fully informed of the parameters of the program.

412
413 **Secretary's Report:** SECRETARY MARIANNE BICKLE (HRSM) encouraged tenured faculty
414 to consider being the Faculty Senate secretary. The position begins June 2023. The position is
415 easy; the meetings are recorded, making the minutes easy to transcribe.

416
417 **Chair's Report:**
418 CHAIR OUTTEN provided a list of elected vacancies that needed to be filled. The following
419 faculty have volunteered. The chair of each committee has secured agreement from the nominee
420 that the nominee is willing to serve on the designated committee. Additional nominations are
421 welcome. The vacancies are as follows:

422 **Faculty Appellate Panel**

423 Julia López-Robertson, Instruction and Teacher Education, College of Education

424
425 **InDev**

426 Stephanie Armstrong, College of Nursing

427 Laura Truell, HRSM

428
429 **Libraries**

430 Karen McDonnell, College of Nursing

431 A second vacancy is needed to be filled on this committee

432
433 **Tenure Review Board**

434 Bert Ely, Biological Sciences, College of Arts and Sciences

435 Susan Bon, Leadership, Learning Design, and Inquiry, College of Education

436
437 **Senate Officers: Secretary-Elect**

438 A nominee is needed for this position.

439
440 SENATOR KATHRYN (KASEY) WHITENER (Management) volunteered for the Libraries
441 Committee.

442
443 SENATOR ABBAS TAVAKOLI inquired why the Faculty Secretary position needs to be
444 tenured. Chair Outten stated that it is because the Faculty Manual states the position must be
445 tenured. The rationale is unknown.

446
447 Nominations will stay open until this meeting adjourns. Faculty Senators can add nominations
448 through the end of the meeting. For the Secretary-Elect position, a person cannot be nominated
449 from the floor at the November meeting. A nominee is needed before the November meeting.

450
451 **Old business:** Last year, there were some proposed changes in the Faculty Manual from the
452 Professional-Track Faculty Committee. CHAIR OUTTEN thought the overall resolution was

453 sent back to the Committee to be revised and since the passage of time, the original motion
454 would have died, and any new action would be “new action”. It was brought to Chair Outten’s
455 attention that this is not the case. The minutes stated that the Committee would report back to
456 Faculty Senate during the September meeting on the progress of the revision of the document.

457
458 SENATOR VALTORTA, a member of the Professional-Track Faculty Committee, stated that
459 the Committee is meeting and in the process of revising the proposal. This also has to do with
460 changes in the Office of the Provost. There have been discussions with new Vice Provosts.

461 SENATOR AARON DICKER (English) asked for a 1) breakdown on the members of the
462 committee that are professional-track faculty and 2) the names of the colleges or units being
463 represented. Senator Valtorta did not have an answer for Senator Dicker. SENATOR
464 KORSGAARD (Management) stated that the listing is on the website under “standing
465 committees”. CHAIR OUTTEN stated that the breakdown is the Faculty Manual in the
466 description of the committee. The current number should be on the Faculty Senate website.

467
468 SENATOR AARON DICKER (English) stated that a major concern (as stated in the April 2023
469 Faculty Senate meeting) was that the Professional-Track Faculty Committee was not tasked with
470 a justification document for the proposal. Since the justification document was not provided,
471 Faculty Senators did know why the Committee made the decisions they made. Does the
472 Committee plan on providing a justification document? CHAIR OUTTEN asked for
473 clarification; by that does Senator Dicker mean a rationale for decisions?

474
475 SENATOR VALTORTA stated that the topic of a rationale (i.e., justification document) has been
476 discussed. He cannot, however, state that it will be provided.

477
478 SENATOR ALEX REYNOLDS (Psychology) stated that in her opinion, there was some
479 confusion in separating some of the Faculty Manual changes, voting rights, and what was going
480 back to the Committee. Is there any direction regarding how Faculty Senate will move forward
481 with the title changes for Professional-Track Faculty? The Department of Psychology is being
482 asked to make a document regarding how faculty assess instructors and senior instructors, If the
483 titles change, it will impact how we (the Department of Psychology) write the criteria. Is
484 everything lumped into one vote or are items voted on separately?

485
486 CHAIR OUTTEN stated that he believed there was a policy change for the Professional-Track
487 Faculty titles. INTERIM VICE PROVOST FOR FACULTY AFFAIRS AND DEAN OF THE
488 FACULTY MARY ANNE FITZPATRICK stated that one initiative the Provost’s Office is
489 working to have all colleges and schools devise guidelines for Professional-Track Faculty three
490 levels of promotion. The university can change the titles fairly easily; the important aspect of this
491 issue is preparing the guidelines. There are three titles: instructor, senior instructor, distinguished
492 instructor.

493
494 SECRETARY MARIANNE BICKLE responded to SENATOR AARON DICKERS’ question
495 about the Professional-Track Faculty Committee composition. Five colleges are represented on
496 the committee: Engineering, Pharmacy, Arts & Sciences, Darla Moore School of Business, and
497 Nursing. All members are professional-track faculty members except for one member (i.e., Dr.
498 Marco Valtorta).

499 SENATOR VALTORTA stated that a major part of the Professional-Track Faculty Committee’s
500 efforts is to restructure section 2:C of the Faculty Manual.

501

502 **New business:**

503 A motion was made to amend the Standing Rule. The new language is listed in red. This is a
504 motion from the Steering Committee.

505

The motion passed.

506

MOTION TO AMEND A STANDING RULE

507 CURRENT LANGUAGE:

508 RULE II – MEETINGS

509 The Faculty Senate shall meet on the first Wednesday of each month from October to April
510 except January. The Chair of the Faculty Senate will select dates for meetings which will be
511 held in the early fall, late spring, mid-summer and January. Each date will be published no
512 later than two weeks prior to the meeting. All members of the University Faculty shall
513 receive notification of meetings, copies of the minutes, and the published agenda for any
514 pending meeting.

515 PROPOSED LANGUAGE:

516 RULE II – MEETINGS

517 The Faculty Senate shall meet on the first Wednesday of each month from October to April
518 except January **unless otherwise ordered by the Senate Steering Committee**. The Chair of the
519 Faculty Senate will select dates for meetings which will be held in the early fall, late spring,
520 mid-summer and January. Each date will be published no later than two weeks prior to the
521 meeting. All members of the University Faculty shall receive notification of meetings, copies
522 of the minutes, and the published agenda for any pending meeting.

523 RATIONAL:

524 The existing standing rule requires the Senate to specifically meet on the first Wednesday of
525 every month from October through April except January. The inflexibility of this
526 requirement has caused problems when the first Wednesday of the month falls on certain
527 religious holidays, breaks, and so forth. This change allows the Steering Committee
528 flexibility to reschedule the odd meeting if it falls on a problematic date such as a religious
529 holiday or Spring Break. According to Robert’s, “If the words ‘unless otherwise ordered by
530 the Society [or ‘Executive Board’]’ are added, the date [of the meeting] can be changed in
531 unusual circumstances, but only for that single meeting on that particular occasion, and not
532 for a period of time including several meetings.” RONR (12th ed.) 56:33. If this passes, then
533 when, as is the case this year, a Senate meeting falls in the middle of Spring Break, the
534 Steering Committee can shift the meeting slightly.

535

536 **New item #2**

537 The following is for informational purposes only. At the November Faculty Senate meeting, a
538 discussion will be held. A vote will be held regarding the members of the committee.

539

540 **Background:**

541 Gartner defines higher education learning management systemsⁱ (LMSs) as the central hub for
542 teaching and learning technologies, offering access to a variety of tools and services both inside
543 and outside of the platform. The LMS:

- 544 • directs learners to learning resources,
- 545 • provides tools for developing and tracking assignments and assessments,
- 546 • can generate reports and analytics on learner performance,
- 547 • supports the various roles involved in teaching and learning,
- 548 • facilitates online collaboration and communication among learners, instructors and
549 administrators, and
- 550 • support and manage the delivery of educational content and services to learners, faculty
551 and staff.

552 Some of the key purposes of a LMS include:

- 553 • Providing a centralized platform for delivering and managing educational content, such as
554 course materials, assignments, quizzes, exams and other resources.
- 555 • Supporting various teaching and learning activities, such as online and blended learning,
556 flipped classroom models, and interactive and collaborative learning experiences.
- 557 • Offering administrative benefits, such as automating various tasks like grading, attendance
558 taking, and reporting; reducing workload; and increasing efficiency.

559

560 These functions often require integration with other administrative and instructional systems used
561 by the university. The University of South Carolina currently endorses and supports the a single
562 LMS, Blackboard from Anthology. However, there are other unofficial LMS solutions that faculty
563 across the System have adopted. Having multiple LMS platforms requires students to navigate
564 multiple technological and administrative hurdles in addition to mastering the coursework and
565 learning objectives. These hurdles can degrade the student experience and negatively affect
566 student performance. A standard LMS would help eliminate some of that burden and provide
567 more opportunity to build tighter integrations with other systems to streamline functions faculty
568 are currently juggling within various systems. In fact, the need to adopt a standard LSM fully
569 supports two of USC’s three strategic priorities:

- 570 1. Reimagining the Student Experience and Advancing Post-Graduate Success
- 571 2. Transforming Service Delivery and Promoting Operational Excellence

572 Therefore, the Provost and Faculty Senate have created The Teaching Technology Review Task
573 Force (TTRTF) with the following charge and membership.

574

575 **Charge for the TTRTF:**

576 The Teaching Technology Review Task Force (TTRTF) will conduct a thorough evaluation of
577 available learning management system (LMS) options. Using the existing Blackboard platform as
578 the “current state” for comparison, the TTRTF will define the desired “future state” for a system-
579 wide LMS that:

- 580 • empowers an array of pedagogical approaches,
- 581 • streamlines course management, grading and reporting processes,
- 582 • enhances student learning, and
- 583 • adapts to evolving educational trends and technologies.

584 In addition to these criteria, the TTRTF will assess:

- 585 • the LMS user experience for students and faculty,
- 586 • the scalability and cost-effectiveness of the LMS across USC system campuses,

- 587 • the available support options,
588 • the capacity of the LMS to integrate with a variety of software tools and platforms that
589 might be used for instructional and administrative purposes, and
590 • the alignment of the LMS with the strategic goals of the system.

591 TTRTF will also seek an LMS that:

- 592 • complies with relevant accessibility standards
593 • offers features that support diverse learning styles, and
594 • adheres to best practices in data protection and privacy regulations.

595
596 If the recommendation is to remain with the currently supported Blackboard LMS, the committee
597 report should explain how it meets the goals enumerated above and also include specific
598 recommendations to maximize the features and functions available to our students and faculty. If
599 the recommendation is to migrate to a different platform, the committee will produce a report
600 containing an overall LMS recommendation for the USC system along with the relevant supporting
601 information (how it meets the committee goals, an initial implementation schedule with migration
602 timeline, an annual cost estimate, etc.) This report will be presented to the Faculty Senate and the
603 Office of the Provost for consideration.

604

605 **TTRTF Composition:**

606 **Columbia representatives:**

- 607 1. 2 representatives from InDev
608 2. 2 representatives from Faculty Senate IT Committee
609 3. 2 Columbia IT administrators/staff

610 **System representatives** (the three comprehensive campuses)

- 611 1. 6 (one IT and one faculty member from each comprehensive campus)
612 2. 1 Palmetto College faculty

613 **Ex officio** (advisory roles)

- 614 1. 1 Faculty Senate IT Committee chair (Columbia Campus)
615 2. 1 InDev Committee chair (Columbia Campus)
616 3. 1 representative from the Office of Institutional Research, Assessment, and Analytics
617 (OIRAA – Columbia Campus)
618 4. 1 representative from the office of the Chief Financial Officer

619 **Total:** 17 committee members

620

621

622 **Proposed TTRTF membership for 2023 – 2024**
 623

| Name | Campus | Unit | Faculty or Staff/Admin. | Senate Committee affiliation |
|-------------------------|------------------|--|--------------------------------|-------------------------------------|
| Stephanie Armstrong | Columbia | College of Nursing | Faculty | InDev |
| Lara Truell | Columbia | HRSM | Faculty | InDev |
| Ashley Gess | Columbia | College of Education | Faculty | IT |
| Nikki Smith | Columbia | College of Nursing | Faculty | IT |
| | Columbia | | | |
| | Columbia | | | |
| Chris Clark | USC-Aiken | | Staff/Admin. | |
| Julie Wise | USC-Aiken | English | Faculty | |
| Matt Heightland | USC-Beaufort | | Staff/Admin. | |
| Jo Kuehn | USC-Beaufort | Nursing Program | Faculty | |
| Ryan Crawford | USC-Upstate | College of Nursing | Faculty | |
| Celena Kusch | USC-Upstate | College of Arts, Humanities, and Social Sciences / CAIFS | Faculty | |
| | Palmetto College | | | |
| Mark Minett | Ex officio | College of Arts and Sciences | Faculty | InDev Chair |
| Nikos Vitzilaios | Ex officio | College of Engineering & Computing | Faculty | IT Chair |
| La Trice Ratcliff-Small | Ex officio | OIRAA | Staff/Admin. | |
| | Ex officio | | Staff/Admin. | |

624
 625 **New Business Item #3**

626 Provost Arnett stated that there is an unfortunate calendar issue this year. A memo has been sent
 627 to the Deans. Hanhakha overlaps with final exams. Please accommodate for the religious
 628 holiday.

629 Abbas T (Nursing) noticed the calendar provides a shorter break this year. What was the reason?
 630 Mr. Verzyles stated that the academic calendar is in a seven-year cycle. This is why the calendar
 631 in 2023 has a short winter break. President Amiridis has requested that the Registrar’s Office
 632 examine the calendar and address some issues in the fall.

633
 634 **Good of the order:**

635 Senator Mark Minette (English) reminded faculty that the first AUP meeting of the fall semester
636 will be Wednesday October 25th from 4:00-5:00pm. The meeting will be virtual. The zoom link
637 is available on AUP's Facebook page.

638

639 The meeting adjourned at 4:42pm

ⁱ [Best Higher Education Learning Management Systems Reviews 2023 | Gartner Peer Insights](#)