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2 **ACADEMIC SENATE**
3

4 **UNIVERSITY OF SOUTHERN CALIFORNIA**

5 Meeting of March 21, 2018

6 University Club, Scriptorium Room

7 2:00 - 4:00 p.m.
8

9 **Present:** J. Ailshire, L. Bahn, Y. Bar-Cohen, S. Bucher, P. Cannon, P. Chang, E. Fife, K. Finney, N. Hollyn,
10 E. Horowitz, J. Kagan, R. Labaree, M. Lee, E. Pacifici, D. Pecchenino, G.J. Peters, G. Polidori, M. Polikoff,
11 R. Randhawa, K. Servis, S. Shroyer, J. Steele, N. Stoubis, T. Tucker, A. Uyeshiro, A.G. Wilcox, E. Wojciak.

12 **Absent:** S.A. Altman, M. Apostolos, S. Asgharzadeh, K. Alan Breisch, D. Brooks, R. Broyer, L. Castaneda,
13 D. Crombeque, S. Curran, S. Daneshmand, R. Davila, M. Frey, S.M. Gibson, A. Goldkorn, L. Grazzette, S.
14 Gruskin, J. Israel, A. Justice, S. Little, P.T. McNiff, G. Painter, C. Resnik, J. Sapkin, J. Son, R. Watanabe,
15 G. Zada.

16 **Guests:** R.S. Von Almen, C. Zachary
17

18 **AGENDA**
19

20 Paul Rosenbloom, Academic Senate President, called the meeting to order at 2:03 pm and
21 introduced the guests of the Senate.
22

23 **Dialog with Provost Quick**

24 Michael Quick, USC Provost, provided updates on the university.
25

26 *Fall Admissions - Undergraduate*

27 On March 22 64,000 letters will be sent to students that applied to our university. About 8,100
28 will be good news. Approximately 20K to 23K applicants had SAT scores above 1,500. The admit
29 rate is now in the 13% range which puts us in the top 20 universities based on admit rates.
30 Typically get about a third of the students accept our offer and attend our university. We are
31 targeting around 2,700-3,000 will accept for fall admits. Any given class size is approximately
32 4,600, which also includes the spring and transfer students. We focus on diversity, first
33 generation, and social economic diversity.
34

35 *Joint Provost/Senate Retreat*

36 He wants to ensure that beyond discussions on building a culture of compliance, we also focus on
37 building a culture of excellence and looking out for each other. Culture of making things better.
38 What does it mean to build excellence? What does it mean to build a culture of excellence? How
39 do we do better in scholarship/teaching/research and how to reward excellence?
40

41 *Wicked Problems Homelessness*

42 Several steps were taken based on a campus survey on food insecurity. These included launching
43 of a physical pantry now and working with the graduate student body to give students with food
44 insecurity debit cards that that can be used at stores. We have been working with USC's Executive
45 Chef to better use leftover food.
46

47 Other examples include joint education and service learning options for students to better
48 understand homelessness through service, hosting NGO job fairs for low income people, creation
49 of inter-disciplinary graduate programs training students on law and social issues around

50 homelessness, hosting of a summit of religious leaders on the homelessness, volunteering for the
51 homeless count in January, opening up of a homeless policy institute at Price, and hosting the
52 2018 USC Summit – Ending Homelessness in Los Angeles on April 20, 2018.

53

54

55 *US News Rankings*

56 Some highlights from the US News College rankings include #2 in public policy (Price), #1 in urban
57 policy (Price), #10 in education (Rossier) from #15, #20 for business (Marshall), and law and
58 medicine stayed the same.

59

60 *Issue of reduction of costs – Project Renewal*

61 We did not message this well. Looking at efficiencies is an ongoing thing that the university does
62 every couple of years. This is the fourth time in 10 years. Previously we didn't give it a name and
63 this time we named it unfortunately – project renewal. The goal of these initiatives is to ask
64 ourselves are we being as efficient as possible to reach the missions of the university.

65

66 Tuition was only raised 3.5%. We have competition for faculty – leads to pressure on salaries.
67 Other issue that are critical (e.g. pay of RTPC faculty), raising pay for Ph.D students across the
68 university (still note where we should be). There are not a lot of places to find revenue, so we
69 must look at cost savings every few years.

70

71 Boundaries set within this initiative include no faculty impact, school level savings will stay within
72 the schools to use, and central university-level savings will go to a central pot to use for new
73 initiatives such as safety, etc.

74

75 Question was asked regarding the status of implicit bias training and faculty hiring. This is run out
76 of Elizabeth Grady's office.

77

78 **Approval of February Senate meeting draft minutes**

79 Mike Lee, Secretary General, presented the February draft minutes for discussion and approval.

80

81 *Daniel Pecchenino moved to approve the minutes; Trisha Tucker seconded; 26 in favor; 0 opposed;*
82 *0 abstentions.*

83

84 **Update from Nominating Committee**

85 Yaniv Bar-Cohen, Chair, Nominating Committee and Academic Vice President, provided an update
86 from the Nominating Committee.

87

88 Candidate slate for the 2018-2019 Faculty Senate Executive Board (Academic Vice President,
89 Secretary General, and 4 Members-at-Large) is being finalized. There must be at least two
90 candidates for each open position.

91

92 Write-in nominations for an office are permissible with the signed endorsements of five Academic
93 Senate members and prior agreement that the nominee will serve if elected. Write-In Nomination
94 Forms will be sent shortly.

95

96 Candidates will be presented at next month's meeting. Votes will be taken for two weeks after
97 that meeting.

98

99 **Report-back on Project Renewal**

100 Ruben Davila, At Large Member, Senate Executive Board, reported back on Project Renewal based
101 on meeting with Jim Staten, USC's CFO.

102
103 USC is in a strong financial position. This is a recurring exercise to look at overhead and see how
104 efficient we are running as a university. There are areas that are restricted from cost reduction –
105 faculty (e.g. salaries and headcount), the educational experience (e.g. student class size), and
106 grants. The target is 5% savings over 3 years or 1.67% per year. 5% cut is not of the total
107 expense, it is the 5% of what is left over after the exclusions are removed.

108
109 Central administration is being helped by an external entity to identify areas of efficiency. Some
110 ideas being floated around are not accepting credit cards for tuition payment, and centralizing
111 purchasing and travel.

112
113 Each school is charged with finding those savings. School-level savings will be put back into the
114 schools to spend. This is not a grab by central administration to get school funds. They are at the
115 beginning of the process and are looking for ways to save money.

116
117 Question was asked if this is a top down decision at the school level – e.g. will the Deans make the
118 decision? Don't know across the board. At Marshall the CFO and the Dean will decide.

119
120 Question was asked if anybody looked at Trojan Care EPO, which is the new Trojan-provider-only
121 health insurance option, and how much is being saved by the university? Benefits committee is
122 set to meet with the administration to look at that. Goal of Trojan Care EPO wasn't for cost
123 savings for schools, but for the USC faculty and staff to access Keck Medicine without paying for
124 the higher cost PPO.

125
126 We are hoping that the credit card option will still be available to pay tuition, but there may have
127 to be an additional fee to pay to cover the credit processing fees.

128
129 Suggestions included having planned cuts in the individual schools discussed with faculty for
130 feedback and planned cuts at the central level be discussed with the Senate leadership.

131
132 **Office of Research Strategic Plan for Diversity and Inclusion 2018**

133 Ricky Bluthenthal, Chair, Joint Research Committee, shared their Strategic Plan for Diversity and
134 Inclusion.

135
136 Plan was recently completed and is organized by constituencies (e.g. faculty, students & postdocs,
137 and staff).

138
139 USC used to have a McNair program and is working to get it back. In the meanwhile, there are lot
140 of opportunities at the schools to get a pipeline of under-represented students into research.

141
142 One of the things that came out of this process was a need to identify faculty that are already
143 involved in the process and making that information available to more students and especially
144 underrepresented students. A research diversity open house – a way to let student organizations
145 know early on what's available – increase awareness.

146
147 Lastly, we institutionalize diversity pipeline. Happy to report that USC has a great reputation in

148 the community. We have programs like the Neighborhood Academic Initiative to help low-income
149 students attend college. Now we can bring that to the undergraduate level. This will allow us to
150 take 6th grader through Ph.D program. Unique opportunity for this university.

151

152 Some key recommendations related to faculty include:

- 153 • Include diversity criteria in hiring, merit, promotion, and tenure
- 154 • Come up with ways to attract diverse faculty
- 155 • Incentivize faculty to mentor on diversity
- 156 • Training on implicit bias on faculty searches – process of identifying unspoken biases
- 157 • Assess the research climate on a recurring basis

158

159 Question was asked regarding the process for progressing on these recommendations. As a
160 Senate we can endorse the plan to give it more weight. This plan should be presented to the
161 Diversity & Inclusion Council. This plan may fill the gap in diversity in research for the Council. For
162 the inclusion of diversity criteria in promotions and tenure, this can be written into the Faculty
163 Handbook. Ruben Davila can make the connection to the Diversity & Inclusion Council and
164 community.

165

166 Research Strategic Plan link:

167 [https://academicssenate.usc.edu/files/2018/03/Office-of-Research-Strategic-Plan-for-Diversity-
168 and-Inclusion-2018.pdf](https://academicssenate.usc.edu/files/2018/03/Office-of-Research-Strategic-Plan-for-Diversity-
168 and-Inclusion-2018.pdf)

169

170 **Threat Assessment**

171 Patrick Prince, Chief Threat Assessment Officer, provided an overview of the university's approach
172 to threat assessment and his Threat Assessment Office.

173

174 When Bosco Tjan lost his life in December 2016, the university relooked at threat assessments. As
175 part of this, the Campus Wellness and Crisis Intervention group was formed under Vice Provost
176 Varun Soni and the university hired its first Chief Threat Assessment Officer (CTAO). "The Chief
177 Threat Assessment Officer will provide proactive collaborative oversight and support of the
178 university in the identification, assessment and management of threats and/or threatening behavior
179 that may lead to acts of targeted violence against the USC campus and community." Mr. Prince
180 was hired in September 2017 to fill the CTAO position. He brings a wealth of knowledge through
181 contacts in the FBI, universities and other sources.

182

183 The CTAO office focuses on targeted violence, which is more lethal, versus reactive violence.

184

185 Key Concepts

- 186 • Threat vs. Threatening
 - 187 ○ Not only focus on people making threats
 - 188 ○ Most people who make threats do not take action
 - 189 ○ Most people who take action do not make threats
- 190 • Assess vs. Investigate
 - 191 ○ His job is to assess and attempt to predict the future
 - 192 ○ Identify people early and redirect them in a different direction
 - 193 ○ We are going to assess future behavior based on past behavior
- 194 • "Zero Tolerance"
 - 195 ○ The meaning and goal behind the behavior versus zero tolerance
 - 196 ○ Look at situations to see what is really going on

- 197 • Manage Risk vs. Manage Fear
198 ○ Committed to not just identifying the risk, but to identifying and addressing the
199 fear
200

201 Key Lessons Learned from Past Incidents of Workplace Violence

- 202 • No one “just snaps.” Targeted violence is the end of a long pattern of behavior. Someone
203 knows what is coming! Despite what we hear in the media, there are very few true
204 surprises.
205 • There are opportunities to intervene in ways that can help to prevent a violent act from
206 occurring
207 • Not all warnings are “red flags”
208 • Very few things are random, they are first reported: responsible actions require
209 assessment by qualified personnel
210 • Targeted violence occurs within a context and violence prevention must address both the
211 individual and the campus environment around that person
212 • Everyone has a responsibility or their own conduct and for not tolerating unacceptable
213 behavior from others.
214

215 Almost 50% of people aware of a threat (or threatening behavior) told someone, but it was not acted
216 upon or reported further. If you see something, say something.
217

218 Plan is to make threat assessment training available by Fall.
219

220 Concerns involving students, faculty or staff can be reported directly to University Threat
221 Assessment at 213-740-0243 or Chief Threat Assessment Officer at PrinceP@usc.edu.
222
223

224 **Announcements**

225 Paul Rosenbloom, Academic Senate President

- 226 (a) Remaining Academic Senate meetings in University Club 2nd floor Scriptorium
227 (b) The Senate meeting schedule and venues for 2017 - 2018 is posted on the Senate website:
228 <https://academicsenate.usc.edu/>
229 (c) The roster of Senate members and committee chairs is posted on this link:
230 <https://academicsenate.usc.edu/senators/senators/>
231 (d) The ‘End of the Year’ dinner will be held on May 9, Cocktails: 5:30 to 6:00; Dinner: 6:00 to 9:00pm;
232 Venue: University Club, Main Dining Room (First Floor, Right Side when entering the main door of
233 the Club)
234 Please RSVP with Connie by April 25th
235

236 **New Business**

237 None.
238

239 **Adjournment**

240 Meeting was adjourned at 3:51 pm.
241
242

243 Respectfully submitted,
244

245 

246

247 Mike S. Lee

248 Secretary General of the Academic Senate