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Academic Senate  
Meeting of February 19, 2014  
University Club, Scriptorium Room

**MINUTES**

**Present:** M. Apostolos, D. Blaine, B. Brown, E. Collins, G. Clark, N. Cohen (alternate for P. Liebig), P. Conti, A. Crigler, S. Curran, C. Daley, A. Dowd, B. Edwards, L. Feters, C. Gomer, S. Gupta, J. Kagan, R. Labaree, O. Mayer, S. Mosley, K. Murphy, L. Palinkas, P. Riley, P. Rosenbloom, M. Safonov (alternate for J. Kunc), M. Schroeder, J. Silvester, J. Steele, A. Trope, C. Wang (alternate for D. Davies)

**Absent:** J. Barnes, R. Ben-Ari, P. Cannon, L. Carver, R. Davila, Y. DeClerck, H. Greenwald, M. Marx, A. Ouellette, S. Palmer, R. Paulson, D. Richter, D. Ruddell, C. Russeell, S. Sanudo-Wilhelmy, N. Staudt, E. Webb, R. Weisberg, M. Weinstein

**Guests:** M. Gaeke, E. Garrett, A. Hollingshead, K. Howell, M. Levine, C. Zachary

Meeting called to order at 2:00

President Gomer introduces Professor Andrea Hollingshead for report on Annenberg Faculty Council.

Professor Hollingshead is the FEC Chair. Overview of FEC in Annenberg offered. Full time faculty 98, evenly split TT/NTT, 100 Adjunct. New hall opening 8/14. FEC composition represents both schools, 3 from Communication, 3 from Journalism. 2 TT, 1 NTT. Elected each year, chair chosen by FEC members, chair rotates between two schools. FEC meets with Dean Wilson once per month for 90 minutes. School directors and Associate Deans also attend. If Dean cannot meet, meeting is not held. FEC Chair sets agenda and runs meeting. Faculty, FEC, staff and dean input solicited ahead of time. Report made by FEC Chair at monthly faculty meetings.

Representative issues considered at Annenberg FEC include faculty office space in new building, e.g. Also technical team hiring, use of Adobe Creative Cloud by faculty, update on Journalism Director Search.

Best practices: elected representatives; both TT and NTT FEC members; rotate leadership between two schools; control agenda w dean; ask tough questions; invite guest speakers; require dean's attendance.

q. what about Associate Deans?

a. we try to have the Dean or we don't meet

q. how do you stay on task?

a. Chair watches clock and lets only productive conversations run over. Agenda items prioritized by putting time-sensitive issues first.

q. do you ever meet without the dean?

a. we have a preparation meeting first to see what FEC members' opinions are before we meet with the dean.

Next, Professor Sandeep Gupta presented on recommendations to revise Faculty Evaluation Guidelines. Item added to report about importance of service. Also

51 mentoring was added and elaborated upon. These were in response to the suggestions  
52 from the floor of the Senate in December.

53

54 Some changes are extreme, for example, that student scores should not be considered.  
55 This opposes previous version that used them for half of evaluation.

56

57 We tried to separate out models good for evaluation rather than those that make better  
58 teachers. It is structured to be practical and so its not always possible to include things  
59 like time spent during the week on activities that might add up to a fraction of a course.

60

61 Moved and seconded to discuss

62

63 q. Thank you to the committee for such specific recommendations. This document is the  
64 result of two years of work.

65

66 q. the earlier version was helpful to our FEC to revise standards for performance  
67 evaluations. We discussed mentoring last week; in Social Work mentoring is considered  
68 service not teaching. Consensus was found that it is teaching. So how do you evaluate  
69 the quality of mentoring? It's not anonymous to ask someone mentored how the  
70 mentoring activity worked.

71

72 a. as a Chair I struggle with this. It's a good question. We have a committee that is  
73 elected. This committee looks not at quality but quantity. We provide the full reports.  
74 Awards, best paper awards, etc. Mentoring might be in service or teaching. We let the  
75 judgment of those in the room evaluate quality. Faculty look at quantitative numbers,  
76 c.v.s., department evaluations, and then everyone is given a number. Discrepancies in  
77 number are accounted for and addressed. It's a judgment all at some level, and there's  
78 really only an issue at the extremes.

79

80 q. there are well recognized evaluations for mentoring. NIH tracks what happens to  
81 mentees. We are sending this revised document to the Provost. Do we want to send it to  
82 UCAPT for review?

83

84 a. we will probably send it to the Provost and then Beth Meyerowitz will view it. She  
85 may have it go out, per our request, to other groups. But it is an NTT as well as TT  
86 relevant document.

87

88 q. are you comfortable taking the weight of student evals from 50% to 0%? Are they  
89 completely uninformative?

90

91 a. evaluations do reflect teaching quality for the most part. The Provost will be looking  
92 at this document. This will be raised and probably won't stand at 0%.

93

94 q. it sounds like you're saying let's take a radical position and the grown-ups will take  
95 care of it. Should we not be the grown-ups here?

96

97 a. evaluations are subjective, based on appearance etc at times, so they can be used best  
98 as a flag, high or low, to inquire for more information. Observations are a good way to  
99 evaluate teaching, as are methods of testing student performance.

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a. and the Provost will come up with a system that allows for autonomy at the various schools.

q. what is your expectation feedback in terms of time?

a. hard to say. We would like to hear back about the thought process and get feedback.

q. how do you judge the balance for different types of faculty across the research, teaching and service? Not everyone does the same amount of teaching. How do you compare teaching-release and publishing record against those without the release time? Additionally how are we to evaluate part-time adjunct faculty as required?

a. we have adequate information on the service-side even when faculty don't report their own service. But data collection is a fundamental problem. There are mechanisms for evaluation, sample student work, etc. We can create a living data base. As to adjuncts, there is a challenge. In Engineering, e.g. in research as well as service, plotting performance is difficult. Teaching scores from students however do not vary greatly one from the other, perhaps a standard deviation of 1.

q. peer evaluation of teaching can provide constructive feedback. Schools will need a reliable and valid way to do that. Looking forward we need to think about how to do meaningful peer evaluations.

Vote: proposed recommendations to update policy on Faculty Evaluation.  
22 yes, 0 opposed. No abstentions.

Professor Patricia Riley introduces Melissa Gaeke, Executive Director and Faculty Liaison for Academic Partnerships.

Civic Engagement a department within Community Relations. We orient our work around the cultivation of our students and stake-holders in a service role. We are furthering the academic mission of the university. 1992 was the foundational year for the five community initiatives at USC. Private research universities don't commonly get federal funding but we have for a long time. We convene thought-leaders around issues we find pressing.

We seek to enhance the brand; expand the richness of experience; engage with external stakeholders. Our strategy is underscored by partnership. We work cooperatively and collectively, specifically focused on education at all levels, esp. K-12 and Head Start. Educational partnerships affect 17,000 students.

We have governmental programs, Federal and local, including TRIO, Minority Business Enterprise, and Head Start; we have educational partnerships; also support for faculty initiatives and engagement with the community and elsewhere; also development work. Faculty members get connected to community organizations. Faculty are also assisted in their projects, e.g. Penny Harvest, to collaborate with USC schools teaching children to be philanthropists. Also community placements can be recruited for service learning projects.

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Currently working on an inventory of current civic engagement projects across both campuses. Will be on a searchable database. Also requests faculty send information about their work to their center, gaeke@usc.edu

q. this document says average students give 2.5 hours to service. Do they know of all the opportunities there are for service?

a. we are working to make sure students hear about opportunities. The Volunteer Center in Student Affairs has a website. We track these and document it for reporting purposes.

q. JEP is great but small-scale. Can we get the prominence to other service-learning opportunities like the Good Neighbors has?

a. this is a fantastic question. There's an ad-hoc committee coming back on board that can work on promoting and publicizing the work that students are doing. We have a listing in the schedule of classes to identify service learning courses.

q. have we looked at what impact we want to have on these communities?

a. we will dialogue about this after the state of the neighborhood project. Do we go deep or do we go wide? So far it's been entrepreneurial, allowing little projects without unified focuses.

q. we are looking always to write impact into our grant proposals so you can help us to search for and document opportunities.

a. yes new faculty needing to look at making broader impact can use us.

q. who enables corporate partnerships that could work with the Volunteer Center?

a. Monique Sosa, through Student Affairs, would be the way to go.

Provost Garrett shares information about construction projects and university village. Formal groundbreaking for University Village is Fall 2014, planned opening Fall 2017.

q. there is some controversy over the decision to fence this off.

a. not by administration or parents. The community has not complained. A few students object. But this decision will not be changed.

q. will Jefferson be closed during the project?

a. for some months it will all be infrastructure. Ultimately there will be some street closures.

Provost advises to watch for memo coming out on Informatics workshop. Grants will be available to integrate technology into their online graduate programs. You might test different tools for example to see which work best.

197 A post-doc program in Informatics and Digital Knowledge with an emphasis on diversity  
198 is being announced. Promising fellows can be offered Assistant Professorships with  
199 incentive packages from the Provost's Office included.

200  
201 Approval of minutes postponed until next meeting.

202  
203 Update on Provost/Academic Senate Retreat. Final agenda should have been received.  
204 We have outstanding individuals involved. President Gomer encourages interactions  
205 between all attendees. Thanks to Professor Riley, we are also having a website that will  
206 include all Power Points, slides, etc. Interactivity online possible during conference as  
207 well as after. Also there will be a page called Experts page for anyone not on a panel but  
208 has materials to contribute. Should be an event useful to utilize as we move forward in  
209 our global enterprise. Connie has given confirmation to those who have reserved rooms.  
210 Let us know if you have not heard. We anticipate 130 attendees. Thank you to Marty  
211 Levine and the organizing committee.

212  
213 Announcements: Professor Gomer will be getting someone to update the Senate on  
214 WorkDay. There have been some bugs in the system, including PayDay, which is not  
215 working.

216  
217 Other topics invited to be submitted to the Executive Board from Faculty Councils.

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219 Meeting at Children's Hospital planned again for this year.

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221 Deadline for submission for nominations for Distinguished Faculty Service Award. Due  
222 March 3.

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224 There will be sustainability information going online soon, including the chance to make  
225 a video on the topic. \$2500 award.

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227 New business: n/a.

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229 Adjourned at 3:48

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231 Respectfully submitted,

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234 Diana Blaine  
235 Member-at-Large of the Academic Senate

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