

1 **ACADEMIC SENATE**

2
3 **UNIVERSITY OF SOUTHERN CALIFORNIA**

4 Meeting of November 14, 2018

5 University Club, Scriptorium Room

6 2:00 - 4:00 p.m.

7
8 **Present:** J. Armour, Y. Bar-Cohen, S. Bucher, T. A. Brun, J. Cantiello, C. Castro, S. Cermak, P. Cizmar
9 (alternate for S. Wickersheimer), D. Crombeque, R. Davila, E. Fife, R. Filback (alternate for M. Polikoff), L.
10 Morrison (alternate for A. Gilbert), D. Griffiths, E. Grossman, S. Gruskin, A. Habibi, A. Imre, A. Justice, L.
11 Klerman (alternate for S. Altman), R. Labaree, P. Libby, S. Little, R. Lonergan, A. Mackay, T.J. McCarthy
12 (alternate for J. Musso), P.T. McNiff, D. Pecchenino, G. Ragusa, S. Resnik (alternate for J. McLaughlin Gray),
13 P. Sigismondi (alternate for F. Bar), A. Uyeshiro Simon, J. Steele, D. Traube, T. Tucker, E. Warford,
14 **Absent:** S. Ahmadi, M. Apostolos, S. Asgharzadeh, B. Belcher, A. Crigler, G. Davison, L. Grazzette, M.
15 Mohammadi, P. Rosenbloom, E. Wojciak
16 **Guests:** M. Levine, L. Merriman, C. Neuman, C. Tucker, D. Whitsett

17
18 **AGENDA**

19
20 Yaniv Bar-Cohen, Academic Senate President, called the meeting to order at 2:03 pm and
21 introduced the guests of the Senate.

22
23 At the last meeting, virtual attendance was trialed for the first time with only a few people.. This meeting
24 we have opened virtual attendance to all faculty.

25
26 **Approval of October Senate meeting draft minutes**

27 Ashley Uyeshiro Simon, Secretary General, presented the September draft minutes for discussion
28 and approval.

29
30 *Cheryl Resnik moved to approve the minutes; Sofia Gruskin seconded; 22 in favor; 0 opposed; 0*
31 *abstentions. At the time of the vote a quorum of senators was present, but not all senators*
32 *participated in the vote to approve.*

33
34 **Nominating Committee vote**

35 Rebecca Lonergan, Academic Vice President and Chair of the Nominating Committee, described
36 the task of the committee and introduced the candidates. Per [Senate Bylaws](#), the Nominating
37 Committee proposes a slate of officers for the Executive Board for the next year. It is made up of
38 the current President and Academic Vice President, two other members of the current Executive
39 Board, and four Senators. Candidates for the four Senator positions were:

- 40 - Jennifer Ailshire, Davis School
41 - Todd Andrew Brun, Viterbi School
42 - Devin Griffiths, Dornsife College
43 - Elissa Grossman, Marshall School
44 - Juliet Musso, Sol Price School
45 - James Steele, School of Architecture

46
47 A secret ballot election was held, and four Senators were elected.

48
49
50

51 2018-2019 Nominating Committee members were announced (at the end of the meeting):

- 52 - Yaniv Bar-Cohen (President)
- 53 - Rebecca Lonergan (Academic Vice President)
- 54 - Ashley Uyeshiro Simon (Secretary General)
- 55 - Jody Armour (Member-At-Large)
- 56 - Jennifer Ailshire, Davis School
- 57 - Devin Griffiths, Dornsife College
- 58 - Elissa Grossman, Marshall School
- 59 - Juliet Musso, Sol Price School

60

61 **Potential modifications to Academic Senate Executive Board elections**

62 A discussion was held regarding possible changes to how additional nominations for Senate
63 Executive Board positions can be made, aside from those selected by the Nominating Committee.
64 Currently, a person needs to be endorsed by five present Senators to be on the ballot, if they are
65 not selected by the Nominating Committee. However, there have been some conversations in the
66 Task Force on Shared Governance about perceptions of exclusivity within the Senate.

67

68 The [proposal to be voted upon at the next Senate meeting](#) would expand methods by which
69 people can run for Executive Board positions in [Bylaws 11 and 17\(2\)](#). The vote will be split into two
70 parts; the first vote would affect only Member-At-Large positions on the Executive Board. The
71 second vote would affect officer positions (Academic Vice President, Administrative Vice
72 President, and Secretary General) which are multi-year commitments. It was clarified that
73 Senators could vote in either amendment independently, or ultimately vote in both if that is the
74 outcome.

75

76 The reason behind having at least half the votes come from outside the person's school is because
77 those who serve on the Executive Board need to look at broad University issues, not just those in
78 their own school.

79

80 A question was asked if people can send their names to the Nominating Committee for
81 consideration. People are indeed encouraged to send names and brief bios (particularly about
82 service) to Rebecca Lonergan, Chair of the Nominating Committee, for consideration.

83

84 Concerns were voiced about candidates not understanding how the Senate operates, not having
85 enough experience in University-level service, or not appreciating the responsibilities and
86 commitments of an Executive Board position. A suggestion was made to encourage those who
87 want to be involved in shared governance to serve at the school council levels first. It was also
88 suggested those who run, but do not get elected to an Executive Board position should be
89 considered for committee placement.

90

91 Suggestions were made to onboard new members of the Executive Board and the Senate, and to
92 post job descriptions of the different positions on the Senate website. Another suggestion was
93 made to change the language in the proposal from "he/she" to "the individual" to be more
94 inclusive.

95

96 A question was raised about whether the voting structure would need to change in the case that
97 there are a lot of candidates for one position. This issue will be discussed separately at a later
98 meeting and may be resolved with a single transferable vote system.

99

100 An idea was put forward of creating a method of proposing specific policies to the Senate if a
101 certain number of people agree to sign on; this would not require serving on the Senate.

102
103 **Faculty role in student crises**

104 Lynette Merriman, Associate Vice Provost for Campus Support and Intervention, spoke about [USC](#)
105 [Support & Advocacy](#) services (formerly Student Support & Advocacy). It is a one-stop shop for
106 faculty, staff, students, and parents to respond to issues, connect to resources, and troubleshoot.
107 They see a variety of issues from a student whose computer broke in a time of need, to roommate
108 disputes, to providing help after a family member's passing. Last year they did a soft launch for
109 faculty & staff, and they helped 20-25 people in addition to responding to 3,300 student cases.
110 They are increasing their staff to support the growing number of cases, which is more than double
111 last year. They coordinate with many other offices and resources on campus.

112
113 They work with individuals and communities, and are a support resource when issues are just
114 arising, not just a crisis office. People can report online ([TrojansCare4Trojans](#)) anonymously or not,
115 and anyone can report. If a faculty is concerned about a student or needs to report disruptive
116 behavior, please contact the office directly (and preferably not anonymously) so there can be a
117 conversation. If faculty become aware of a student or colleague experiencing a challenge or
118 tragedy, or if a person's behavior or demeanor has changed, let them know. Faculty may also be
119 contacted by Support & Advocacy if the student is unable to contact the professor themselves, or
120 to see if a student has been attending class.

121
122 We have a large community; 4-15 students pass away each year. Each passing is different, but
123 there is a protocol: they look up the student's classes, community of living, clubs/organizations
124 and contact them. Sometimes counselors are brought in, or faculty are connected to the Center
125 for Work and Family Life. Communications and disclosures are very driven by the family; there is a
126 lot of push-back and desire for more transparency, but they respect the family's wishes.

127
128 They also do outreach if there is a critical incident in the world. In the last week, they have
129 emailed >600 students and >380 faculty and staff about the fires and the Thousand Oaks shooting.

130
131 A question was asked if they help with things like hunger. Merriman stated she has a small
132 emergency budget for such things, and they also work with financial aid to see if anything can be
133 adjusted. She stated our homeless student population is a bigger challenge, as many of these
134 students do not want anyone to know they are homeless.

135
136 A question was asked about outreach after events that happen outside of California, like the Las
137 Vegas shooting. Merriman stated they reach out to online students just like everyone else, and try
138 to do referrals or counseling via Skype. They use each person's permanent address.

139
140 **Part-Time Faculty Affairs Committee Presentation**

141 Bar-Cohen stated we are having committees present what they are working on mid-year, so
142 people can stay informed about committee work and be able to ask questions. He also stated
143 Marty Levine was present today as the administration representative to help bridge the Senate's
144 work with administration.

145
146 Elisa Warford and Patricia Libby, Co-Chairs of the PTFAC, presented information ([see slides here](#))
147 from a survey conducted by last year's committee sent to all Part-Time faculty at USC to gauge the
148 conformity across academic units with [Senate resolution 15/16-004](#). Over 3,000 people were

149 surveyed, with 650 responses received. They are working on a more detailed report in which
150 information is broken down by school and department, while keeping confidentiality in mind.

151
152 In general, part-time status is mostly intended for those who have another career. Only 20% of
153 those surveyed fit this “true adjunct” category; at least 50% were teaching at USC with no other
154 position elsewhere.

- 155 • Benefits: 45% of respondents were benefits eligible, and most people who were offered
156 benefits were using them. When reasonable and appropriate, schools are supposed to
157 offer to bring people up to 50% if they do not have benefits from another job, but only
158 33% had been offered this.
- 159 • Compensation: Discrepancies were commented on in the report between the hours
160 allotted to work per contracts compared to the number of hours it takes to actually
161 perform the job.
- 162 • Evaluation, merit review, and promotion: 60% reported not having been informed of merit
163 review and evaluation processes, and 74% are unaware of promotion paths despite the
164 Provost’s office having directed promotion paths. The PTFAC is gathering more information
165 about this. It was clarified that it is against University policy to have a part-time to full-time
166 path; part-time faculty can apply for full-time faculty jobs, but there is no directed path.
- 167 • Inclusion: 34% were unsure if they were invited to department meetings, 74% have never
168 been involved in shared governance. However, not all part-time faculty are paid for
169 service, despite University policy stating they should be. 22% were paid for attending
170 department meetings.

171
172 The PTFAC charge for this academic year is:

173 *The PTFAC plans to focus its efforts this year on policy and communication issues:*

- 174 • *Policy*
 - 175 ○ *Compensation: So that part-time faculty are fairly compensated for the actual time*
176 *they spend performing their contracted duties, we will work to ensure that*
177 *contracted allotted hours are realistic and sufficient for faculty to deliver high-*
178 *quality courses.*
 - 179 ○ *Merit review, evaluation and promotion: We will work to ensure that each school*
180 *has, as stipulated by University policy, policies for merit review, evaluation, and*
181 *promotion of part-time faculty, and that these policies are implemented by the*
182 *academic units.*
 - 183 ○ *Pay for service: We will work to ensure that the University policy to compensate*
184 *part-time faculty for service outside their regular contractual duties is enforced.*
- 185 • *Communication*
 - 186 ○ *We would like to encourage greater University, School, and departmental level*
187 *clarity and communication of part-time faculty policies on course loads; merit*
188 *review, evaluation, and promotion; and eligibility for participation in governance*
189 *activities. They will also dive deeper into survey results; especially by school.*

190
191 Questions were asked about whether each school will be contacted regarding their conformity to
192 the resolution, whether there are part-time faculty affairs committees within each school, and if
193 service is part of the part-time loads. The committee is trying to touch base with each school, and
194 is thinking of writing a white paper about best practices. Some schools have part-time
195 committees, and some do not. The Co-Chairs were unaware of schools that have service as part of
196 part-time faculty loads. A statement was made that the Senate can help bridge the PTFAC with the
197 school faculty councils.

198

199 **Committees Presentations of 2018-2019 charges and progress**

200 **Sustainability Committee**

201 *The Committee on Sustainability will research and advocate ways that USC can make all of its*
202 *policies and operations more consistent with environmental sustainability on a university-wide and*
203 *school-by-school level.*

204 *The committee will discuss and make recommendations as to how our faculty can use our teaching*
205 *and research to increase awareness of and take actions consistent with environmental*
206 *sustainability. It will make suggestions to the administration through the Senate as to actions and*
207 *policies that could be developed to promote and increase sustainability on all of our campuses.*

208 *The committee's areas of examination will include teaching, research, and the operations of the*
209 *University and each School in adopting the most pragmatic and advanced behaviors relating to our*
210 *handling and use of energy, water, food, transportation and waste.*

211

212 For peer comparison, the UC system is targeting carbon neutrality by 2025. Last year the Senate
213 passed [Resolution 17/18-001 USC's Commitment to Sustainability](#), and the Staff Assembly also
214 passed something similar. This year is about figuring out processes and procedures; they reached
215 out to Provost, who proposed a mini summit to integrate the committee's [2030 Strategy](#) with
216 University's upcoming 2028 plan that has not yet been released. They are trying to build
217 connections now to administration and other departments on campus.

218

219 **Tenure/Tenure-Track Faculty Affairs Committee**

220 Last year focused on retirement plans; a white paper was developed and given to administration,
221 which is now in the process of reviewing the plan. This year the committee would like to follow up
222 on this white paper. Bar-Cohen commented that there were some concerns about ensuring there
223 are similar benefits for RTPC faculty, and there are also some special laws for Tenure/Tenure-
224 Track faculty, so this plan is being discussed with legal experts.

225

226 The TTFAC would also like suggestions about what the committee should be looking at this year
227 and in the future. Please send any comments or suggestions to the Co-Chairs. A suggestion was
228 made to work with the faculty councils to determine issues worth addressing, as some schools are
229 also addressing some of the same issues.

230

231 **Mentoring Committee**

232 *The Mentoring Committee is charged with designing and implementing a revised multi-layered,*
233 *multi-pronged strategic plan for mentoring to be adopted across the university, building on the*
234 *work of the Mellon Mentoring Forum, etc. The plan is supposed to be adaptable to the mentoring*
235 *needs of each department or school and based on the university's strategic plan, so that all*
236 *mentoring activities at USC align with that philosophy. From 2016-2018, the committee developed*
237 *an overall framework, based on mentoring research, reflecting:*

- 238 1) *The different mentee populations to be targeted*
239 2) *The relevant touch points at which mentoring should be implemented for each population*
240 3) *The forms of mentoring that should occur*
241 4) *The various contexts in which mentoring should take place.*

242 *During the 2018-19 academic year, the task force will focus on embedding mentoring programs*
243 *within institutional structures, incentivization, funding, support, and evaluation.*

244

245 Last year the committee worked with Davis, Viterbi, and Roski to do technical assistance for what
246 mentorship would look like, as there were too many different needs between schools to make

247 technical recommendations covering all schools. This year they want to focus on how to evaluate
248 and measure mentoring to go along with the scaffolding they created previously (see [2017/2018](#)
249 [Committee report](#)).

250

251 RTPC Faculty Affairs Committee

252 *The RTPCFAC plans to gather information about existing school-level practices throughout USC and*
253 *to develop recommendations for University-wide policies. Additionally, monitoring of working*
254 *conditions and compliance with existing policies remains a significant part of the committee's*
255 *ongoing efforts.*

- 256 • *Salary benchmarking: Compensation remains a major concern for many RTPC faculty, and*
257 *has significant equity and diversity implications given that RTPC tracks contain a*
258 *disproportionate number of USC's female faculty and faculty of color.*
- 259 • *Salary compression: While new salary floors are intended to benefit newly-hired faculty,*
260 *they have brought attention to the concern that some longer-serving RTPC faculty earn*
261 *salaries only barely above (and potentially below) those of less-experienced colleagues*
262 *within the same schools.*
- 263 • *RTPC titles and tracks: Some schools reportedly have titles and tracks in place that*
264 *unreasonably extend the amount of time required to become eligible for promotion to the*
265 *Associate Professor rank.*

266

267 The topic of salaries is very important because the RTPC population overlaps significantly with
268 female faculty and/or faculty of color. Salary compression and inversion are issues, as varied
269 experience levels of faculty are not always matching their compensation. The RTPCFAC is
270 collecting data at the school level, with the ultimate goal of putting together guidelines.

271

272 A question was asked if the committee is trying to help the administration find ways to do salary
273 benchmarking while dealing with compression issues. The Co-Chairs met with Elizabeth Graddy
274 yesterday, but there is not a clear sense of how this is progressing within administration other
275 than learning that benchmarking is difficult, and they are asking the schools to address this. Some
276 schools are doing much better than others. T.J. McCarthy, Co-Chair of the RTPCFAC, suggested
277 using UC and CSU data as a starting place for our benchmarking and believes benchmarking can be
278 done.

279

280 Announcements

- 281 (a) Please hold February 22-23, 2019 for the Joint Provost/Senate Retreat. Venue: The Westin
282 Bonaventure Hotel & Suites, DTLA; Topic TBD.
- 283 (b) Please note! December 5 Senate meeting is next meeting, in Davison Conference Center,
284 Vineyard Room. Same time, 2-4pm. Enter on the campus side, not from Figueroa or
285 Jefferson (these doors are locked).
- 286 (c) The Senate meeting schedule and venues for 2018 - 2019 is posted on the Senate website:
287 <https://academicssenate.usc.edu/>
- 288 (d) The roster of Senate members and committee chairs is posted on this link:
289 <https://academicssenate.usc.edu/senators/senators/>

290

291 New Business

292 No new business was presented.

293

294 Adjournment

295 Meeting was adjourned at 4:02 pm.

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Respectfully submitted,



Ashley Uyeshiro Simon
Secretary General of the Academic Senate

APPROVED