

## Minutes of the Dornsife Faculty Council Meeting

Date: April 14, 2021

Location: Zoom meeting

Present (17): Douglas Becker, Jasmine Bryant, Julia Chamberlin, Monalisa Chatterjee, Marianna Chodorowska-Pilch, Jim Clements, David Crombeque, Jerry Davison, David Ginsburg, Tracie Mayfield, Andrea Parra, Stephanie Renee Payne, Gioia Polidori (*president*), Matthew Pratt, Alisa Sánchez (*secretary*), John Vidale, Emily Zeamer (*vice-president*)

Absent (2): Melissa Daniels-Rauterkus, Sri Narayan

*Approval of minutes from previous meetings:*

March 2021 15 of the DFC present vote to approve, zero oppose, and zero abstain

*General updates*

**Gioia** shared updates:

*Fall teaching*

- Fall 2021 teaching and return to campus: Dean of Undergraduate Education Emily Anderson has stated that classes will be in person in the Fall. Faculty seeking to teach online must provide a pedagogical reason and submit it to a departmental curriculum committee. **Gioia** asked about medical conditions as a reason for teaching online and Dean Anderson responded that faculty could be accommodated but will have to go through their Director of Undergraduate Studies (DUS) and Dean's office.
- **Gioia** emphasized that faculty want to have a say about teaching modalities. Dean Anderson said it is unlikely faculty will have a say, but the DFC could compose a list of potential issues about Fall teaching that the Dean could then begin addressing during summer.
- **Doug** noted that classes with over 100 students will be online. **Gioia** explained this is in accordance with LA County guidelines and will be based on the cap number, not enrollment, which fluctuates. Classes with 70 or more students could use a hyflex modality to decrease the number of students in class in person.
- **Jerry** and **Andrea** shared how their pedagogy would be hampered by mask wearing; **Jerry** in teaching a first year Clinical Psych graduate seminar on interviewing and **Andrea** on teaching languages. They considered these as potential concerns.

- Hyflex modality: one potential teaching modality for Fall is hyflex. For example, a T/Th class with 80 students would have 40 students (say last names A-L) attend in person on Tuesdays, the other 40 students attend in person on Thursdays. Last year, USC revamped general use classrooms with mics in the ceiling and cameras. If faculty want to use a hyflex modality, they can notify their DUS. Only in cases of faculty wanting to teach fully online will faculty need to write a pedagogical justification. **Jim** expressed concern that faculty may be forced to do hyflex because of space restrictions. **Julia** stated that there are already too few classrooms for the number of sections each semester and that many classrooms are very tight fits.
- International students: **Julia** asked about plans for accommodating international students if they can't return to the US. Could there be an online-only section of one course? **Gioia** responded that as a general guideline, a max of 25% of classes could be online in any department, and only for pedagogical reasons.
- Vaccination requirement: DFC members discussed the likelihood and desirability of mandated COVID vaccinations for students, faculty, and staff as a condition of returning to campus in person in the Fall. Many considered that it would be more likely for USC to require vaccination once the vaccine was approved by the FDA. **Marianna** shared colleagues' concern about ventilation in shared RTPC offices, especially when holding office hours. **Gioia** suggested the Teaching Caucus could generate a list of concerns or a survey to learn faculty concerns. **Doug** and **Marianna** suggested a faculty statement on vaccination, framed with the expectation of returning to campus and wanting to see certain things done to assuage any concerns with returning. **Emily** recommended asking the administration to document for faculty what has been done to the classrooms to make them safer. **Jerry** expressed concern about faculty putting up too many roadblocks to returning to campus.
- **Gioia** noted issues of concern to faculty from the discussion: air filtration, ability to open windows, how to accommodate international students.

#### *Senate retreat*

- The Senate retreat included four sessions on the future of higher education, namely, the General Education requirement; digital badges; graduate student education; and education programs open to the community, such as extension programs. **Gioia** invited Senate representatives in attendance to report back further.
- Digital badges: **Gioia** wondered about the extent of interest in digital badges, which would note skills a student is proficient in after taking certain courses at USC, that they could put on their profile to show employers. **Doug** expressed dismay that education has changed if a digital badge is recommended – that the degree on its own doesn't indicate certain skills to employers. **Julia** noted that the languages departments include levels of proficiency on the diploma and that the training for this (ACTFL certification process) was costly and time intensive. **Tracie** urged faculty to watch out for labor that faculty are

not paid for, like, potentially, mentoring students through badges; and expressed concern at how badges would spur further adjunctification. How do you make sure that a badge from USC is the same as a badge at another school? At the same time, employers and students are asking for something like badges. **Emily** remarked that badges were a big conversation while she was working at the UC Humanities Research Institute ca. 2011, and yet it's been a decade and they still haven't really taken off.

- **Extension programs:** **Doug** shared that in essence, the Provost discussed an extension program similar to UCLA's, or a community college. **Doug** raised the question of how USC would compete with the low prices of the UCLA extension program. Would USC hire new faculty? What is the purpose USC seeks to meet with such a program? One response was that USC seeks to engage with the community further and work against much of the US public's idea of education as elitist. **Andrea** and **David** considered that this program would be similar to Bovard College.
- **David C** viewed extension and badges as different issues. Extension can be a way to reach out to the community. Additionally, most of our students will have at least three different careers: few people now have the same career for forty years requiring the same set of skills. Perhaps there could be different tuition models; sometimes a person may need an MA, sometimes 2-3 courses on specialized skills. These would be two different types of people to target with extension. While there is tremendous opportunity with these proposals, **David C** agreed with **Tracie** that we have to be careful as faculty and not do work for free.

#### *Anti-Racist Learning Community*

- **Gioia, Emily, and Stephanie** met with Chief Officer for Inclusion and Diversity (COID) Christopher Manning about the ARLC proposal, spearheaded by **Stephanie**. This proposal has been shared with the DFC at previous meetings. COID Manning commended the proposal and offered some suggestions, including a more intersectional approach; inviting experts to speak for different modules; and emphasizing a very practical program on translating learning into the classroom, rather than the theory behind discrimination, for example. The model would be one module per week on an aspect of identity. COID Manning is happy to meet again with Dean Miller to discuss offering it potentially in Fall or Spring next year for all of the university. **Emily** added that COID Manning was very supportive and strategic in thinking through how to be effective in implementation. Knowing a subject is different from knowing how to dialogue on difficult topics; this is about creating a learning community to develop our own styles as faculty.

### *Part-time faculty issues*

- The Writing Program recently completed 4 hires; currently there are 75 full time and 12 part time faculty. There has been recurring concern about the number of part time faculty working full time loads semester after semester in the Writing Program. It was a national search and some hires were not current part time faculty. One problem is having greater security of employment for PT faculty and converting their employment to FT. Another problem is that some PT faculty may want to teach at other institutions but are barred from doing so by USC policy. **Gioia** suggested allowing PT faculty to teach at other institutions and has emailed Gayle Stuart Fiedler-Vierma and Jessica Parr, the RTPC and PT Caucus co-chairs, about these problems.
- **Jim** emphasized that PT faculty should be able to teach at other institutions; even if it is the same subject, it will be a different course for each institution. **Jerry** and **David** agreed; **David** added that it is unfair that PT faculty can't make ends meet while USC can still say that their classes are only taught at USC. It is a virtuous cycle for the university and a vicious cycle for the faculty **Alisa** agreed and advocated for exploring additional possibilities for converting PT faculty contracts to FT contracts, since relying on national searches hasn't been sufficient for addressing the issue. **Gioia** concluded that the DFC can pursue action step by step, including finding a way to revise USC policy on teaching courses elsewhere.

### *Dean Review*

- The review for Dean Amber Miller has been completed. The review committee received 300 faculty survey responses as well as responses from students and staff.

### *Dornsife teaching guidelines*

- Some departments reference a document about who is eligible to teach what, although this document can't be found. Dornsife is going to look into this and potentially revise this document.

### *Rules on recording lectures*

- The RTPC Caucus has raised the issue of recording lectures. It may be against CA law to record lectures. **Andrea** reported receiving a reminder to record lectures. **Jerry** shared knowledge of a former RTPC faculty's lectures being used for asynchronous teaching this year against his wishes and thought this issue important for the DFC to pursue. **Emily** considered it unlikely that the University would use pre-recorded lectures; it would be too hard to justify USC tuition rates for online learning with pre-recorded lectures. **Marianna** shared that SCampus Section 11.12(B) has a section on sharing of

course materials outside of the learning environment and **Jasmine** shared USC policy on intellectual property: [https://policy.usc.edu/files/2014/02/intellectual\\_property.pdf](https://policy.usc.edu/files/2014/02/intellectual_property.pdf) **Jasmine** added that recording lectures at the University of Washington was automatic and generally found that the students intended to benefit from the policy did. **Jerry** opined that it would be appropriate to insist on a response from the Provost or President – will our lectures be used without our permission? **Jerry** expected this would become a more pressing issue as universities seek to reduce faculty size by continuing to have some teaching done online as we have done during COVID.

#### *Questions for Karen Sternheimer: RTPC promotion committees*

- Karen Sternheimer, the RTPC Faculty Development Director, is invited to the May DFC meeting. Should the DFC also invite the TT FDDs in May, or perhaps in Fall? Two questions to discuss with Karen Sternheimer are: addressing that lecturer lines have two promotions and professor lines have 3; and about the composition of RTPC promotion committees. We can create a Google doc to collect questions.

#### *Awards*

- The DFC voted and 13 (thirteen) approved the DFC DEI Service Award with \$500 award amounts.
- Calls for nominations for the DFC Service Award and DFC DEI Service Award will go out this week.

#### *Elections*

- DFC elections have concluded. **Alisa** shared results: <https://dornsife.usc.edu/faculty-council/2021-dfc-election/>

#### *DFC positions*

- **Emily**, serving as DFC President in 2021-2022, discussed the coming year. **Emily** invited DFC input on issues to prioritize, naming pay equity and campus climate as important ones. **Emily** also raised the budget to consider at the May meeting; potentially continuing to meet virtually next year in order to save funds on snacks, and instead hosting breakfasts where we meet informally with one another, perhaps invite caucuses.

The meeting is adjourned at 5:00pm.

Respectfully submitted,  
Alisa Sánchez,  
Secretary  
The Dornsife Faculty Council