

1 https://teams.microsoft.com/l/meetup-join/19%3ameeting_ZTYyNGVkyTItYjY3NC00OWFjLWJmMTMtMTUwMDViN2M0Y2Yx%40thread.v2/0?context=%7B%22id%22%3A%224b2a4b19-d135-420e-8bb2-b1cd238998cc%22%2C%22oid%22%3A%220bb698ef-7d87-46c5-9dd6-1e40607d2783%22%2C%22isBroadcastMeeting%22%3Atrue%2C%22role%22%3A%22a%22%7D&btype=a&role=a

7

8 **THE UNIVERSITY OF SOUTH CAROLINA FACULTY SENATE**

9 Wednesday, November 1, 2023

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

11 PRESIDING CHAIR WAYNE OUTTEN

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

13

14 **Called Meeting of the Faculty Senate**

15 CHAIR OUTTEN welcomed the members to the Faculty Senate meeting.

16 **Approval of the October 4, 2023, Faculty Senate meeting minutes:** the recommended
17 changes of the October minutes were made. The corrected minutes were approved and posted on
18 the Faculty Senate website.

19 ***Report of Provost Arnett***

20 PRESIDENT AMIRIDIS and PROVOST ARNETT are engaged in other university activities
21 and were unable to attend the meeting INTERIM VICE PROVOST FOR FACULTY AFFAIRS
22 AND DEAN OF THE FACULTY MARY ANNE FITZPATRICK provided the report for
23 Provost Arnett.

24 INTERIM VICE PROVOST FITZPATRICK explained that PROVOST ARNETT is taking a
25 delegation to China. PRESIDENT AMIRIDIS was previously scheduled to take the delegation to
26 China; his schedule changed, thereby changing the provost's schedule.

27 The Provost's Office has been working on a number of academic initiatives to improve the
28 learning environment. This work is often done in consultation with faculty committees and
29 Faculty Senate committees. VICE PROVOST FITZPATRICK thanked the Committee on
30 Instruction Development (INDEV) for the great work they are accomplishing. This committee is
31 looking at student evaluations and trying to identify ways to increase the response rate. The
32 university has an approximate 23% response rate regarding student evaluations. Vice Provost
33 Fitzpatrick thinks this figure is higher than the numbers she has seen in the years she has
34 examined.

35 INDEV is accessing best practices and reporting on difficulties being experienced. The Learning
36 Management System (LMS) will also be examined, including what is a "bad" LMS.

37 VICE PROVOST FITZPATRICK reiterated her appreciation for the hard work this committee
38 (INDEV) is doing.

39 For the first time in USC's history, the institution has cracked the 90% freshman to sophomore
40 retention rate. USC's retention rate is 91%. If the freshman to sophomore retention rate is 91%,

41 this bodes very well for fourth-, fifth-, and six-year graduation rates. All groups associated with
42 the Office of the Provost were pulled together and are working together to make sure this is a
43 major focus of everyone's efforts. This is 15 percentage points higher than the national average.
44 This means that USC is moving into the area where high-end research universities should be.

45 As part of the university's commitment to student success, an initiative on first-generation
46 students has begun. Leaders around the country are sharing data, models, and methods of
47 innovation that are impactful to first-generation students. These are students who have no
48 experience with college life and don't understand a lot of the processes. This initiative will help
49 the university improve methods of working with first-generation students.

50 The role of faculty principles in "living learning communities" is being re-energized. Faculty
51 Principles will become Faculty Directors. This means Faculty Directors will have a new set of
52 expectations. One expectation will include reaching out to students in the living learning
53 community if the student begins to have excessive absences. The purpose is to have "high touch
54 points" in areas where there is a connection to the student; this is to help keep the student on
55 track.

56 Student government has expressed concern that there are many times that students enter final
57 exams without knowing where the student stands academically in the course. Students
58 experience tremendous anxiety when they enter final exam week, particularly if grade
59 information is missing. VICE PROVOST FITZPATRICK asked faculty (as colleague to
60 colleague) to keep up on grades and make them visible to students.

61 Another concern stated by students is the difference in grading scales among courses. The
62 Faculty on Student Petitions Committee is looking into this concern.

63 SENATOR ABBAS TAVAKOLI (Nursing) asked if there is any additional information about
64 the student evaluation. Specifically, there was a focus group looking at changing the format.
65 Also, what timeline does the committee estimate for the change?

66 VICE PROVOST FITZPATRICK stated that she does not have the timeline. The committee is
67 working diligently on this task as well as language that they would like the Office of the Provost
68 to distribute for this semester. This language is designed to help encourage students to complete
69 the evaluation form. This will be brought to the Faculty Senate and the Office of the Provost.

70 The committee is also looking at different evaluation systems. They are also concerned that a
71 student can use a cell phone to complete the survey.

72 Senator Mark Minette (English) and Chair of INDEV confirmed that the committee is working
73 on language for this semester. The language is designed to improve response rate. The committee
74 is thinking about long-term fixes (e.g., whether that be policy changes). A report will be
75 provided at the December 2023 meeting regarding teaching assessment. This will be followed up
76 with recommendations for possible policy changes for educational efforts regarding best
77 practices for assessment of teaching. The committee is also helping the Provost's Office select a
78 new provider for course evaluation software.

79 SENATOR MARCO VALTORTA (Computer Science and Engineering) stated appreciation that
80 students can become anxious before final exam week. It is important for students to understand
81 that differing standards to set grades are not arbitrary. Grading scales are determined based on
82 experience and the nature of the course. It may be useful for the provost to disseminate some
83 practices that are used and what students have experienced in high school throughout the state.

84 VICE PROVOST FITZPATRICK stated that fortunately a committee is looking into this
85 situation.

86 SENATOR CAROL HARRISON (History) read in the news about the comprehensive transfer
87 agreement that campuses across that state have agreed to work toward. This list of campuses did
88 not include USC-Columbia; it did include the USC regional campuses. Where does USC-
89 Columbia fit into this agreement? VICE PROVOST FITZPATRICK does not know the answer;
90 however, USC-Columbia has, over time, accepted many transfer courses through the transfer
91 portal. The courses are listed in the transfer portal.

92 **REPORTS FROM FACULTY COMMITTEES**

93 **Committee on Curricula & Courses**

94 DR. BRIAN HABING, co-chair of Curricula & Courses, stated that next month (December) will
95 be the final opportunity to have new courses approved for 1) spring, 2) the 2024 academic
96 bulletin, and 3) to stay on track for CHE approval. C&C anticipates approximately 160 proposals
97 will be presented at the December Faculty Senate meeting. Senators are encouraged to look at
98 the report as early as possible. Contact the C&C co-chairs in advance with any questions or
99 issues.

100 Sixty proposals were presented at the November meeting.

101

Unit	N
Arnold School of Public Health	30
College of Arts and Sciences	2
College of Engineering & Computing	18
College of HRSM	5
College of Information & Communications	1
Darla Moore School of Business	4

102

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

104 **Faculty Advisory Committee**

105 FAC CHAIR WILLIAM SUDDUTH (University Libraries) presented information regarding
106 Faculty Manual revisions. The proposed changes (available on the Faculty Senate website for
107 the November meeting) are brought to this meeting for a vote. The information was presented at
108 the October Faculty Senate meeting. The proposed change deals with Graduate Council
109 membership.

110 SENATOR BRETT ALTSCHUL (Physics and Astronomy) inquired about the wording “the
111 appointment of an ex-officio”. Senator Altschul stated that, in his opinion, this statement meant
112 the person is a non-voting member. However, ex-officio members are often voting members. If
113 this person is a non-voting member, please specify.

114 SENIOR ASSOCIATE DEAN MURRAY MITCHELL (Graduate School) stated that this person
115 would be a non-voting member.

116 SENATOR BRETT ALTSCHUL (Physics and Astronomy) moved to make the wording state
117 that the member is a non-voting member (as opposed to ex-officio member).

118

The amendment passed.

119 SENATOR RONDA SANDERS (Mathematics) stated that some faculty in the Department of
120 Mathematics raised concern over the proposed changes. Specifically, one faculty per college
121 makes some colleges have more weight in decisions and input than their actual weight in
122 graduate education. The second statement in the proposed changes alleviates this fact.
123 Clarification was requested regarding how the influence may change (i.e., how the 400 changes
124 the balance)?

125 SENIOR ASSOCIATE DEAN MURRAY MITCHELL (Graduate School) asked for
126 clarification. SENATOR RONDA SANDERS (Mathematics) stated that there are currently five
127 members from CAS, one from Music, one from CEC, one from Pharmacy, one from Medicine,
128 one from Nursing, two from HRSM, two from Journalism, one from Public Health, one from
129 Education, and one from DMSB. The five from CAS come from very diverse units. How will the
130 proposed change influence the number of members on the Graduate Council compared to the
131 size of the college?

132 SENIOR ASSOCIATE DEAN MURRAY MITCHELL (Graduate School) stated that the
133 intention has been to tie the representation of members on Council to graduate numbers in
134 programs. The current membership has typically been an especially challenging feat who will
135 agree to serve on Graduate Council and participate. The proposed change is designed to find
136 members who are willing and actively participate on Graduate Council. Graduate Council will
137 still be representative of the graduate population.

138 SENATOR MARK MINETTE (English) asked, using the metric of 1 extra member per 400
139 graduate students, what would the makeup of the Graduate Council be if this proposal was
140 passed today?

141 SENIOR ASSOCIATE DEAN MURRAY MITCHELL (Graduate School) did not know exactly.
142 The numbers would probably be similar. As graduate enrollment changes, the number on
143 Graduate Council would change. This proposal allows for the flexibility of the changing graduate
144 student population.

145 SENATOR ADELA VRACIA (Mathematics) inquired if the language could state that the
146 membership be proportionate to the graduate student enrollment. The question was also raised “if
147 a department had 800 graduate students, would the department receive two members on
148 Graduate Council?”

149 SENIOR ASSOCIATE DEAN MURRAY MITCHELL (Graduate School) stated that the
150 department would not receive additional members; it does not elevate above 400 students.

151 SENATOR GEORGE KHUSHF (Philosophy) inquired about the background of the number of
152 graduate students (i.e., does CAS have three times the number of graduate students than the next
153 largest college with graduate students). The proposed changes seem to be an effort to spread
154 representation out more. How disproportionate is this in terms of the adjustment?

155 DEAN ANN VAIL (Graduate School) did not have the numbers. The incoming number of
156 graduate students is fairly proportional. The proposed document provides smaller units one vote.

157 SENATOR CAROL HARRISON (History) raised a concern that currently nine Graduate
158 Council members are selected by the faculty. In the revised version, unit deans are responsible
159 for selecting members to the Graduate Council. According to Senator Harrison, she understands

160 that sometimes it is difficult to get volunteers. It is unfortunate to completely abandon the idea
161 that faculty select their representative for Graduate Council. Senator Harrison proposed an
162 amendment that faculty select their representative for Graduate Council.

163 DR. STEPHEN SHAPIRO (HRSM), former chair of Graduate Council, received the amendment
164 from Senator Harrison. The Graduate Council accepts the amendment as a friendly amendment.

165 *The motion was seconded and approved.*

166 SENATOR MARCO VALTORTA (Computing and Engineering) stated that this new system
167 (i.e., method of selecting the number of Graduate Council members) introduces the risk of
168 encouraging college-based divisions. Senator Valtorta wishes that he had a solution but does not
169 have one to propose.

170 SENATOR MINDY FENSKE (English) asked for clarification. How was the decision made for
171 400 students? SENIOR ASSOCIATE DEAN MURRAY MITCHELL (Graduate School) stated
172 that the Graduate Council looked for natural breaks in graduate programs, with the hope that all
173 programs would be represented, but much larger programs would have more than one voice.

174 SENATOR AARON DICKER (English) stated that it is disheartening to hear a conversation
175 about numbers and not be able to see the numbers. Why was the decision made to cap the
176 potential number of voters (i.e., members) at two instead of adding one for every 400 students?

177 SENIOR ASSOCIATE DEAN MURRAY MITCHELL (Graduate School) stated that after some
178 discussion with the Committee of Policy and Practices (which advises Graduate Council) the
179 desire was to maintain a manageable number of members on Graduate Council.

180 *The amended motion passed.*

181 FAC CHAIR WILLIAM SUDDETH provided an update on the Committee's future activities.
182 The Professional-Track Faculty Committee will be completing final work on a proposal. This
183 proposal will be forwarded to FAC. This proposal will be co-presented to Faculty Senate at the
184 December meeting. The document has been greatly revised since last April.

185 FAC is reviewing the Faculty Senate schedule based on concerns from Senators.

- 186 • A revision is being examined for the June meeting since faculty contracts are from
187 August to May.
- 188 • Also being examined are issues that may arise from the academic calendar and religious
189 holiday(s). Please send any religious holiday you believe FAC should take notice.
- 190 • An examination of the number of Faculty Senators (i.e., ratio) is being made compared to
191 full-time faculty per unit.
- 192 • A Faculty Senate on Research is also in the process of being established.

193

194 **Committee on Scholastic Standards and Petitions**

195 At the October meeting, SS&P CHAIR BILL KNAPP reminded the Senate that revisions were
196 made to the grade forgiveness policy. The revisions impact Beaufort, Aiken, and Upstate branch
197 campuses. These branch campuses allow students to retake the course on campus (i.e., Beaufort,
198 Aiken, Upstate). All other campuses require students to retake the course on the Columbia
199 campus or through Palmetto College. Additional verbiage is added that any course a student is
200 taking to make up for grade forgiveness must be in the current Columbia bulletin.

201 The bigger impact this proposed document will make is with dual-enrollment students. At times,
202 dual-enrollment students either didn't understand policy or were misinformed. This classification
203 of students believed that because they weren't fully enrolled students, if they had trouble with a
204 course, they could avoid transferring to a course. This is not the case. All courses taken (i.e.,
205 recorded on a transcript) are part of the student's transcript. Dual-enrolled students did not have
206 access to grade forgiveness. The old policy, as written, only applied to fully enrolled students.
207 The new proposed verbiage clears this up and provides grade forgiveness to all students.

208 The original proponent of this change was Admissions. SS&P is in favor of this change.

209 *This motion for this proposal passed.*

210 ***Bookstore Committee***

211 The Bookstore Committee and Barnes & Noble presented information on the First Day Complete
212 Program. MS. JENNIFER RUSSELL (Barnes & Noble) and MR. JOE FORTUNE (USC office
213 of Business Affairs) provided information and were accessible to answer questions.

214 MR. JOE FORTUNE (USC office of Business Affairs) thanked the Senate for providing time to
215 discuss the First Day Complete Program. This is a course materials program that is grounded in
216 equitable access, affordability, and service. As Mr. Fortune thought about his younger self as a
217 student, he asked himself if he would want this program. The answer was "yes". Mr. Fortune
218 has been going throughout the campus and talking with students, staff and faculty about this
219 initiative and discussing how it will benefit students at the university. MS. RUSSELL (Barnes &
220 Noble) will discuss a more comprehensive overview of the program. Mr. Fortune's job on the
221 campus is advocacy; advocacy for South Carolina, advocacy for the students of South Carolina,
222 and advocacy for the faculty and staff. This is the time for information gathering to make the best
223 decision for South Carolina.

224 MS. JENNIFER RUSSELL (Barnes & Noble) thanked the Senate for the opportunity to present
225 information on the First Day Complete Program. Ms. Russell has been with Barnes & Nobel for
226 25 years. She started when the company was just new books and used books. Since then, the
227 course book/textbook industry has evolved. First Day Complete Program is another evolution in
228 the industry.

229 Reasons why the textbook industry is seeing so much growth in "equitable action" include:

- 230 • Students are forgoing purchasing course materials; this negatively impacting their
231 success.
- 232 • Almost 80% of students delay purchasing course materials.
- 233 • 40% of students said not having one or more their course materials have negatively
234 impacted their grades.
- 235 • 7 in 10 students say they would have better grades if they had access to required
236 textbooks and course materials before the first day of class.

237

238 Barnes & Noble surveyed students locally and nationally. Results of the survey revealed that:

- 239 • Textbooks are too expensive.
- 240 • The process of getting textbooks each term can be a hassle.
- 241 • Not having course materials at the start of the term can have a negative impact learning.

242

243 MS. JENNIFER RUSSELL (Barnes & Noble) stated that Barnes & Noble is strategizing to find
244 a program to support all campus initiatives. This is where First Day Complete comes into play.
245 First Day Complete is a proven solution that supports student success by ensuring all students
246 have access to all their course materials by the first day of class.

- 247 • Students automatically receive all their books and access to electronic materials before
248 the first day of class.
- 249 • Materials are applied as a single course charge to the student's account.
- 250 • There is significant stress reduction and cost savings for students versus the traditional
251 model.
- 252 • Flexibility includes electronic and print materials.
- 253 • Students have the option to opt-out of the program each semester.
- 254

255 MS. JENNIFER RUSSELL (Barnes & Noble) provided statistics from research regarding the
256 program. According to the research findings, there is a positive impact on student outcomes.

- 257 • 86% said that with the program they were better prepared for the academic term.
- 258 • 75% said the program helped them achieve better grades.
- 259 • 78% said the availability of the program increases the likelihood they will continue their
260 education at the school.
- 261 • 83% reported the program had a positive impact on their academic success.
- 262 • 91% found it convenient to have their course materials bundled.
- 263 • 83% said the program provided them with more affordable course materials.
- 264 • The program supports retention. Students who participate in First Day Complete are
265 15.58% more likely to complete the course than students that are not in an equitable
266 access program. This specific result (in this bullet point) was conducted by an
267 independent study by Dr. Micheal Moore (i.e., not Barnes & Noble).
- 268

269 MS. JENNIFER RUSSELL (Barnes & Noble) discussed how First Day Complete impacts
270 faculty. This program does not impact faculty. The only thing faculty need to do is to report the
271 book adoption to ensure students have the required materials for the course.

- 272 • Faculty can continue to select materials across all publishers, in any format.
- 273 • Adoptions continue to be submitted through AIP (Adoptions and Insights Portal)
- 274 • This program aligns with current affordability and Open Education Resource (OER)
275 campus initiatives. This is factored into the pricing structure.
- 276 • All students are prepared on day one of instruction.
- 277

278 MS. JENNIFER RUSSELL (Barnes & Noble) discussed how students will be informed about
279 First Day Complete. A personalized student communication plan will be developed.

- 280 • Communication will be personalized to the student and the enrolled courses.
- 281 • The communications will highlight additional savings offered as part of the program.
- 282 • The communications will include a savings estimator; this estimates the program savings
283 based on the student's course schedule.
- 284

285 First Day Complete is designed to be a personalized student experience. Thirty-five days prior to
286 the start of class, students will receive a welcome email. The email will include the student's
287 required course materials for the student's specific courses. The student only needs to inform
288 First Day Complete preference for delivery of the course material (i.e., hard copy versus
289 electronic). Digital material is delivered seamlessly through the LMS.

- 290 • Step 1: Register for class.
- 291 • Step 2: Verify materials.
- 292 • Step 3: Select fulfillment method.
- 293 • Step 4: Receive materials.
- 294 • Step 5: At the end of the semester, the student returns the materials.

295

296 MS. JENNIFER RUSSELL (Barnes & Noble) discussed how the price per credit hour is
297 determined.

- 298 • Current faculty adoption.
- 299 • First Day Complete pricing per credit hour is \$20.
- 300 • A full-time student would spend \$300 based on 15 credit hours.
- 301 • This sum is evaluated on an annual basis.

302

303 On the USC website, there is a current recommendation of \$1,380 for two semesters be allocated
304 for textbooks; this equates to \$690 per semester for course materials.

305 Over the past three years, the program has evolved. UNC-Charlotte launched the First Day
306 Complete program last fall. The Barnes & Noble manager attended a Student Government
307 Association (SGA) meeting. The members presented a motion to say, "thank you for bringing
308 this program to UNC-Charlotte".

309 Barnes & Noble is beginning to see a groundswell of positive feedback from students.

310 The program started unofficially in 2017 in North Carolina. There are now 157 university Barnes
311 & Noble bookstores that have adopted the program. The types of universities adopting the
312 program are mixed: private and public; large and small.

313 SENATOR ABBAS TAVAKOLI (Nursing) asked for confirmation regarding the program is for
314 undergraduate students only. MS. JENNIFER RUSSELL (Barnes & Noble) confirmed that the
315 program is for undergraduate courses only. Senator Tavakoli asked if the student forgets to opt-
316 out and doesn't buy any books, is the student charged. Ms. Jennifer Russell (Barnes & Noble)
317 stated that in order to obtain the publisher discount pricing, the program does need to be an opt-
318 out program. Barnes & Noble does have a marketing tool kit. Barnes & Noble works closely
319 with the campus to make sure marketing, faculty, and students receive the message. The
320 bookstore team is also "on the ground". The opt-out rate averages about 20%. The
321 communication campaigns to make sure everyone understands the opt-out information include:

- 322 • Email campaigns, and
- 323 • Social media campaigns.

324 The ability to opt-out goes through the drop-add period. Students can also choose to opt-in
325 through the drop-add period. The reason for is some students opt-out and then decide to opt-in.

326 SENATOR MINDY FENSKE (English) distributed a survey to English faculty members
327 regarding this program. The number one concern was the opt-out, opt-in. The English faculty
328 perceived this as an ethical issue (i.e., pre-enrolling a student into a program). As stated, the opt-
329 out is at approximately 20%. Students need to learn over time. This means that functionally
330 students spend \$600 before they “get it”.

331 SENATOR MINDY FENSKE (English) stated that it is unconscionable to require a student to
332 keep up with this rather than just having to opt-in. Senator Fenske described the program to her
333 students. The students thought it was a good idea, if they were allowed to opt-in (as opposed to
334 opt-out).

335 SENATOR MINDY FENSKE (English) discussed a second concern. In the presentation, 157
336 campuses were represented, with almost 800,000 students using the First Day Complete
337 program. The N on the survey was under 4,000. That means the data provided cannot be used to
338 make a decision. The data from New Hampshire is about equitable programs across the board; it
339 is not about the First Day Complete. Even if there was a positive association for equity and
340 access for programs at large, that is not about this program. Until that data represents this
341 program, that is a problem.

342 The final concern addressed by SENATOR FENSKE (and the Department of English) is a lack
343 of confidence in Barnes & Noble. There is a lack of confidence: a) some students (i.e., courses)
344 don’t have textbooks yet, b) there are problems communicating with management, and c) there is
345 a lack of faith in Barnes & Noble.

346 MR. ANDY SCHAEFFER (Director of Barnes & Noble stores) provided information. Mr.
347 Schaeffer worked at the USC Barnes & Noble bookstore for almost 10 years. Twelve years ago,
348 he began working in the field.

349 Regarding the opt-out, opt-in issue:

- 350 • Barnes & Noble is working with another state that had language regarding the
351 affordability of books and opt-in, opt-out. Barnes & Noble did a lot of work with that
352 state in serving and pulling data together. It is not easy to bucket the opt-in, opt-out issue.
353 Looking at the data of student behavior, there was the same number of opt-out students.
354 Typically, especially on a course-by-course basis, 2-5% of the students opt-out on
355 average in an inclusive access model.
- 356 • When industry vendors tested the inclusive access model, in partnership with schools and
357 publishers four-five years ago when the inclusive access model was just starting to hit the
358 marketplace, 70% of students on average were opting-in, 5% of students opted out, and a
359 delta of 25% were in the middle called “no action”. These students were “mad”. These
360 25% needed additional communication to understand what action to take.
- 361 • Mr. Schaeffer has serviced this program for seven years. He has never had a complaint
362 from a parent or a student. Forty-five of Mr. Schaeffer’s campuses are launched on this
363 program. The reason for this success is because the team at the campus is there to help
364 the student. If a student comes to the bookstore and wants to reverse the decision, the
365 local Barnes & Noble team is there to help the student. Barnes & Nobel wants every
366 student to benefit from the program.

- 367 • At UNC-Charlotte, there were maybe 50 exceptions after the add/drop period this past
368 fall semester. This was the first semester.
- 369 • When this program was first launched at FIU (50,000 students), there was a high opt-out
370 rate (49%). The idea that students will not find out about the opt-out rate is not valid;
371 information is everywhere. Information is communicated through the a) information
372 page, and b) communication pathways. The current opt-out rate is now at 31%.
- 373 • There is a lot of discussion regarding this being an opt-out program. This program is
374 actually about being about reducing friction for students. It is hard to get all of your
375 course materials each semester. Most students are going to multiple websites and/or
376 places to obtain materials. Providing students with one pathway and giving them a
377 significant experience is why Barnes & Noble receive feedback that this program is
378 impactful for the students.

379 MS. EMMIE THOMPSON (Student Body President) appreciated the opportunity to speak with
380 the Faculty Senate. First Day Complete has been discussed extensively in student government.
381 The student body believes that ultimately the costs will outweigh the benefits. The biggest issue
382 of this program is that students are opted-in and are required to opt-out. Students face this same
383 issue with the insurance program. Students are automatically opted-in to the Blue-Cross
384 insurance plan. Many students forget to opt-out and are charge for insurance that is not needed.
385 Students receive many emails each day; information overload is a real concept. The concern is
386 that students will be charged more money than necessary. Many students do not purchase
387 textbooks for each course. Textbooks are purchased for only the courses when required (need by
388 need basis). An opt-in program would automatically require the purchase of textbooks for all
389 enrolled courses. When students are not automatically opted-in, students are allowed to decide
390 the method that is best suited toward an individual's learning style.

391 SENATOR MICHAEL WEISENBURG (University Libraries) appreciated all the disseminated
392 information. It is important to listen to the students on this issue. University Libraries are
393 passionate about accessibility. There is some concern regarding the feasibility of this program to
394 foster accessibility in the future of academic publishing. In addition to the broader ethical
395 concerns stated, are the long-term effects this program will have on the adoption of open access
396 and open educational resources and the future of academic publishing at large. Many faculty
397 have worked hard to incorporate OER into curricula. University Libraries have done much to
398 support these efforts. These efforts result in financial savings for students as well as savings for
399 faculty in terms of time and finance. These savings are being underwritten through the libraries.
400 It is important to remember this fact. It is also important to consider if adopting this program will
401 a) have a "chilling effect" on the adoption of OER, or b) have the reverse effect. If it does have
402 the reverse effect (i.e., more adoption of OER), it may bring down the cost of the First Day
403 Complete, however we don't have any evidence of this being the case. These issues need to be
404 considered before making a decision.

405 MR. ANDY SCHAEFFER (Barnes & Noble) stated that the concern raised by SENATOR
406 WEISENBURG was a concern brought up at many schools. The adoption of low-cost and OER
407 often increases between year one and two of the First Day Complete. This is the only program
408 that takes into account each campus's unique affordability program. Every year, Barnes & Noble
409 comes together with senior university leadership and the university bookstore committee. Data
410 are shared regarding the program results (e.g., data driving the price). The goal is to reduce the

411 price. In the seven years this program has been in existence, the price has never been raised (i.e.,
412 dollar amount per credit hour per student). There have been instances of prices being reduced
413 (i.e., dollar amount per credit hour per student).

414 SENATOR HANS-CONRAD ZUR LOYE (Chemistry) asked if graduate students are involved
415 in this program. MS. JENNIFER RUSSELL (Barnes & Noble) confirmed that this program
416 deals only with undergraduate students at this time.

417 SENATOR HANS-CONRAD ZUR LOYE (Chemistry) asked for clarification on the opt-out
418 process. MR. ANDY SCHAEFFER (Barnes & Noble) stated that:

- 419 • Communication starts with a landing page designated by the campus specifically for the
420 program.
- 421 • This landing page has all the information for opting-out.
- 422 • Instructions for opting-out are also communicated through the various pathways
423 previously discussed in the presentation provided by Ms. Russell.

424
425 Barnes & Noble has not received feedback that students are unaware of how to opt-out.

426 SENATOR AARON DICKER (English) stated that everything shared about the wonders of the
427 program is great. However, the statistics are from .05% of the participating population. There is
428 also only anecdotal evidence. It is not surprising that someone with a negative experience would
429 not go to a director of a Barnes & Noble or the bookstore. If all these good things (as stated) are
430 coming from the program, why haven't faculty and student had good experiences from the
431 current bookstore? Good experiences are not currently happening.

432 MR. SCHAEFFER (Barnes & Noble) stated that he is unable to speak about the experiences at
433 the bookstore prior to this semester. The whole point of this program is to reduce the friction that
434 students are facing today. It is important to mention that the Student Government President made
435 an important point. Faculty are adopting the required course materials. These materials are
436 required for a reason (as opposed to recommended). Many students are foregoing required
437 materials during the semester. A large proportion of students are trying to be successful in the
438 course but struggling in the course because they are going without the textbook. That is a barrier
439 to success.

440 This program is seven years old. Results reveal that the program offers retention, and
441 affordability. Student feedback indicates that this program makes it significantly easier as classes
442 are beginning. When campuses conduct independent surveys, results reveal:

- 443 • It saves students' time;
- 444 • It is convenient; and
- 445 • It is affordable.

446
447 SENATOR STEPHANIE ACKERSON (Biological Sciences) stated that many students are
448 processed through the department (i.e., take courses in biology). In a department meeting,
449 biology faculty rejected the idea of adopting the First Day Complete. Even though biology
450 textbooks are expensive, biology faculty are progressively moving toward Open Access
451 materials. Many of the materials used in biology courses are "recommended" resources. These
452 resources are only placed in the bookstore if they desire to acquire and/or for scholarship funds
453 to obtain textbooks.

454 SENATOR STEPHANIE ACKERSON (Biological Sciences) asked how the First Day Complete
455 Program factor into scholarship students (i.e., who are required to purchase books through the
456 Barnes & Noble bookstore)? MR. SCHAEFFER (Barnes & Noble) stated that if scholarship
457 students decide to opt-in, the funds will be able use toward the textbooks.

458 SENATOR TRACY GUNTER (Statistics) asked if faculty began to select more expensive
459 textbooks, will the \$20 per credit hour go up? MR. SCHAEFFER (Barnes & Noble) stated that
460 in the history of this program, a rise in the price per credit hour has not occurred. There has been
461 a “buffet effect” particularly in the humanities area. This means that a faculty member might add
462 a seventh novel that students may be able to have time to read. This tends to drop off in year two.
463 OER tends to hold steady or grow.

464 SENATOR LIAM HEIN (Nursing) inquired how this decision will be made and who makes the
465 decision.

466 MR. JOE FORTUNE (USC office of Business Affairs) stated that the university is in the process
467 of gathering information from faculty, students, and staff. Fall semester will be used to analyze
468 data and then a recommendation will be made. The proposed timeline for a decision, if the
469 university goes forward with this program, is a fall implementation. The executive leadership
470 will be making the decision (e.g., president, provost).

471 SENATOR KATHERINE BARBIERI (Political Science) inquired about the monopoly powers
472 on the campus. How is a company allowed to automatically charge students? If the university is
473 going with only one company (i.e., Barnes & Noble) without looking for competitive bids that
474 allow us to opt-in rather than allow us opt-out, how many other companies did you receive a bid
475 from or is this just a monopoly?

476 MR. JOE FORTUNE (USC office of Business Affairs) stated that Barnes & Noble has a contract
477 for services with the university. They have the contract to provide textbooks and course materials
478 to students. Until that contract ends, Barnes & Noble has first right of refusal.

479 SENATOR JAMES GROGER (HSPH-ASPH) inquired about the profit margin of this program.
480 Senator Groger wanted know a) how much money Barnes & Noble would make from this
481 program, b) how much money USC would make from this program, and c) how much money
482 would the students lose if adopted for the USC campus.

483 MR. SCHAEFFER (BARNES & NOBLE) stated that classes are beginning, there is deep
484 reporting to the campuses/departments being served. A lot of the campuses take that reporting
485 (and part of the reporting consists of students who have not taken action) and incorporate it into
486 the risk algorithm. This enables the campus to engage students. The whole program is designed
487 for equitable access. This is the first program that puts every student at the same starting place,
488 no matter what their resources or background. The whole purpose is to 1) reduce friction for the
489 campus, 2) reduce friction for students who have the most friction (i.e., those who are waiting for
490 financial aid to come through, and 3) and obtain textbooks on the first day of the semester).

491 CHAIR OUTTEN thanked the Barnes & Noble representatives.

492 **Steering Committee**

493 CHAIR OUTTEN stated that the Steering Committee is providing notice that in the December
494 meeting, a recommended change to the standing rules will be presented. This change is in

495 relation to the meeting agenda. The change will clarify how agendas are set and the language.
496 The proposed language will be posted in advance of the December meeting.

497 **Chair's Report:**

498 CHAIR OUTTEN presented a slate of candidates to fill elected vacancies. The vacancies
499 included:

500 **Courses and Curricula**

501 Magdalena Stawkowski, Anthropology, CAS

502 Edward Gieskes, English, CAS

503

504 **Senate Officers: Secretary-Elect**

505 VACANT

506

507 **Board of Visitors**

508 Audrey Korsgaard (Darla Moore School of Business)

509

510 The floor was opened for nominations for secretary-elect.

511 SENATOR ABBAS TAVAKOLI (Nursing) stated that the secretary-elect position requiring the
512 faculty person to be a tenured faculty member restricts many persons who are interested in
513 serving in this role. CHAIR OUTTEN agreed with this statement. FAC may want to examine
514 this requirement.

515 SENATOR AARON DICKER (English) heard conflicting information. He heard SENATOR
516 TAVAKOLI say the position could be held by a tenure-track faculty member. Chair Outten
517 stated the Faculty Senate secretary-elect was required to be tenured. Please clarify. Chair Outten
518 confirmed that the secretary-elect must be tenured.

519 The most recent version of the creation of the TTRTF has been posted. This committee was
520 created by the provost in consultation with Faculty Senate, the Steering Committee and INDEV.
521 The purpose of this committee was to review options of a long term LMS solution. USC is
522 currently transitioning to Blackboard Ultra Course View for Fall 2024. This transition is
523 mandatory unless you apply for and receive a waiver. This committee is also looking at the long
524 term; specifically, whether Blackboard Ultra Course View will service the long term needs of the
525 university. The full charge is located on the Faculty Senate website.

526 INDEV, with assistance from the Provost's Office, will be distributing a list of recommendations
527 for improving the Class Climate student evaluation response rate.

528 Faculty are encouraged to begin the transition to Blackboard Ultra Course View now. A
529 transition website is available.

530 SENATOR MARCO VALTORTA (Computing and Engineering) requested a summary of the
531 proposal that will be forthcoming from the Steering Committee. CHAIR OUTTEN apologized
532 for not having a visual. PARLIAMENTARIAN DAN BROCKMAN stated that the proposal is
533 designed to bring the standing rule about how the agenda is formed and how the committee
534 reports happen in alignment with our current procedures. Currently the standing rules state the
535 order of when the committees report. It does not include some committees that have since been
536 initiated but includes some committees that have been disbanded. A major proposed change is
537 that the proposal will allow the Faculty Senate Chair to set the agenda. Committee chairs will

538 know when everyone is presenting, as opposed to having a static list that is amended each time a
539 committee is created or disbanded. Chair Outten stated that this proposal also provides flexibility
540 for the order of committee presentation throughout the year.

541 **Secretary's Report:** Nothing to report.

542 **Old business:** No new business.

543 **New business:**

544 SENATOR LINDA HASLETT (Epidemiology and Biostatistics) stated that in her opinion,
545 Faculty Senate should vote regarding the option of the First Day Completion.

546 PARLIAMENTARIAN DAN BROCKMAN (Law) stated that there is a Resolution and Review
547 Committee. A Senator can offer a resolution at the meeting or write up a resolution for the
548 December meeting. A resolution would be useful to have it in writing, to have it circulated to
549 members for the December meeting. SENATOR AARON DICKER (English) stated that a
550 resolution is binding. There is nothing preventing us from having a non-binding example.
551 Senator Dicker moved to vote regarding the option of the First Day Completion. This vote would
552 be unofficial. An official vote at the December meeting would be official. CHAIR OUTTEN
553 stated that he understands Faculty Senate's concerns. It is important to have a well laid out and
554 well-worded document that lays out the concerns of the Faculty Senate.

555 *SENATOR KATHERINE BARBIERI (Political Science) made a motion to have the executive*
556 *office reject the First Day Complete Program. The motion was seconded and approved.*

557 **Good of the order:** none.

558 The meeting adjourned at 4:42pm EST.