

1 Academic Senate  
2 Meeting of November 16, 2011  
3 ZNI, Herklotz Conference Room  
4 Health Sciences Campus  
5

6 **MINUTES**  
7

8 **Present:** R. Ben-Ari, D. Blaine, J. Brecher, N. Chopiuk, E. Dipprey, R. Flick, J. Goad,  
9 C. Gomer, H. Greenwald, S. Gupta, K. Howell, E. Jonckheere, R. Weinberg, A. Lynch,  
10 M. V. Marx, O. Mayer, E. McCann, E. Muhl, T. Morgan, J. Nyquist, J. Orr, G. Peters,  
11 J. Silvester, S. Wenzel, W. Wolf, D. Yett  
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13 **Absent:** R. Brinton, P. Cannon, L. Carver, P. Conti, Y. DeClerck, G. Ehresmann, J. Farver,  
14 L. Feters, D. Larsen, V. Marmarelis, E. McCaffery, K. Murphy, R. Pancheva,  
15 P. Rattengale, P. Riley, J. Steele, K. Venegas, R. Weintraub  
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17 **Guests:** E. Kohan, J. Landolph, M. Levine, M. Quick, T. Studdert, D. Suite  
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20 President Gupta called the meeting to order at 2:02pm.  
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22 **1. A Moment of Silence and Reflection for Professor John Beierle**  
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24 We begin again on another sad note, the passing of Professor John W. Beierle.  
25

26 Professor Walter Wolf:

27 Jack Beierle was an Associate Professor in the Ostrow School of Dentistry and  
28 President of the Faculty Senate in the 1988 to 1989 term. He passed away a few  
29 weeks ago, and he had just retired after teaching for over 40 years. He was very  
30 active in the old Faculty Senate and with our trustees, and I suggest a moment of  
31 silence for him and in memory of all he did for our university.  
32

33 The Senate has sent flowers to the services and to his wife Deborah.  
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35 **2. Discussion on Continuing Education**  
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37 Michael Quick, Executive Vice-Provost, and Eileen Kohan, Associate Provost and  
38 Executive Director for Continuing Education and Summer Programs, were  
39 introduced.  
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41 Vice-Provost Quick:

We are in the midst of completing our strategic vision; it now goes to the Board of Trustees and, when adopted, will be rolled out.

There are three basic paths:

One is transforming higher education, which includes both transformative faculty and access to learners. We have the largest financial aid budget in country and want to grow it; but access really means continuing to believe in bringing in transfer students, especially from community colleges. And we can make a big push in lifelong learning, from pre-high school to seniors on both the credit and non-credit sides, including our leadership in continuing education.

Associate Provost Kohan:

And all this is supplementary to what is being done in the schools themselves. Our challenge, since the last year, was infrastructure for the adult learner. There were no management systems, so we needed to consider we wanted to be and how to differentiate ourselves, that is, how to redefine in the markets that will build on the core strengths of USC. We partnered with the *New York Times* knowledge network and announced in June the first courses for September. Initially, there are thirteen courses with four more planned for 2011, and these include 172 students from eleven states and six countries, none with prior USC connections.

The model is short courses of two to ten weeks for the adult learners.

There will be high school courses, starting with a communications course.

Most courses have three live one-hour sessions per week, and we are open to any ideas for future courses.

We will continue to grow this and offer courses outside the *New York Times* network, because we now have the infrastructure in place.

Summer will become the time for pre-college programs; this last year we provided 25 courses for 528 students, a 53 percent growth over 2010.

We want to be responsive to the changes in education. But we, also, want to use this vehicle to allow the best and brightest to sample USC and to consider coming here.

Q: One of the areas which should be developed more actively is second and third careers, as an opportunity for us to explore a niche not covered.

A: It is very important that continuing education can provide a bridge to later degree programs.

Q: Is the on-line platform separate from our system?

A: Yes. The *New York Times* has its own platform.

82  
83 Q: What can you tell us about the *Times* network?

84 A: They have always, in the past, dealt with pre-college courses, and they were  
85 looking for new ways to extend their brand and began to partner with universities.  
86 We began our relationship in continuing education as their partner. They do the  
87 marketing and instructional technologies which we are moving back to USC, and  
88 they even provide journalists is the professor requests them.

89  
90 Q: Are we their only university partner?

91 A: We are the only school for non-credit continuing education, not specifically  
92 career oriented; the average student age is 33 to 45, and almost all professionals.  
93 There is a social networking component which, for this adult audience, is really  
94 important, and it helps our brand grow.

95  
96 Q: Are there specific types of courses which will work?

97 A: All types are possible if they are built broad enough for people to want to  
98 discuss and the *New York Times* is covering the issue. People want depth in topics;  
99 for example, the New York Opera is doing the “Ring” cycle, and we are going to  
100 do a few courses based on that.

101  
102 Q: If we have ideas, should we contact you directly?

103 A: Yes, [kohan@usc.edu](mailto:kohan@usc.edu).

### 104 105 **3. Special Election Results**

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107 Our vacancy has been filled by the special election. We would like to thank Don  
108 Yett and Brad Williams who agreed to serve and would like to introduce Erica  
109 Muhl, Professor of Composition in the Thornton School of Music, as the new  
110 Administrative Vice-President of our Academic Senate.

111  
112 Professor Muhl:

113 Thank you all, and I am here to help be of service.

### 114 115 **4. Approval of October Senate Meeting Minutes**

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117 Giving the members a moment to review them, the minutes of the October 19,  
118 2011, Senate meeting were approved unanimously (21 yea).

### 119 120 **5. Update on Smoke-Free Campus from the Faculty Environment Committee**

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122 Professor Jeffery Goad, co-chair of the faculty environment committee was  
123 introduced:

124

125 First, I want to thank Ann Crigler, co-chair last year.

126 The USG Student Senate and the Graduate and Professional Student Senate have  
127 both passed resolutions about the campus smoking policy. So, I come here today to  
128 update the Senate on the smoke-free campus initiative.

129 Currently, over 1000 campuses are smoke free or smoke restricted.

130 We are going to try to incorporate our program into the “We are considerate. We  
131 are USC” campaign.

132

133 We know cigarette smoking is dangerous.

134 Our timeline has been:

135 In 2009, there was a smoke-free resolution by the Academic Senate, and in 2010  
136 by the Staff Assembly;

137 Undergraduate student government, in 2010, passed a resolution for smoking only  
138 in designated areas; and

139 In 2011, the graduate student resolution was not in support of a smoke-free  
140 campus.

141

142 As your faculty environment committee, we began with the undergraduate  
143 resolution to begin a process of real designated areas and for the funds for  
144 coordinated smoking cessation services.

145 The Marshall School has a successful peer program called, “It’s cool not to  
146 smoke.”

147

148 Our goal is a no smoking campus by August, 2015.

149

150 C: As a faculty member on campus, I do see our students smoking. We must  
151 recognize that our international students often come from a culture of smoking  
152 from freshman year on. So we need to begin as early as in orientation before they  
153 come to campus to live. And, if you do not have a place to put the trash from  
154 smoking, it will be dropped and become unsightly very quickly. We will always  
155 still need places for the butts and other debris.

156 A: All of these problems will be part of the health promotions here, but the new  
157 students are going to have to be acculturated, also.

158

159 Q: Does non-smoking mean smoking restricted?

160 A: It is across the spectrum; the faculty environment committee is for total non-  
161 smoking, eventually.

C: Graduate students are unique, because many come from a smoking culture. Is there insight into how to talk to graduate students to make them feel differently about this issue?

A: Our recommendation is the phased-in approach in the hope of finally moving to a smoke-free campus.

Q: There are at least three issues here: public health, sanitation, and changing behavior. The fundamental question is whether part of our mission is to change individual health behavior.

C: Part of the question is whether the third thing has value in the first issue.

C: But the literature shows we can protect non-smokers without a ban.

C: But a fourth issue is whether we are forcing our students off campus in order to smoke without us providing a safe environment for them, which is why I favor designated areas.

C: Our graduate students' concerns are consistent with designated areas.

C: Even in nuclear submarines with nuclear missiles, they have designated smoking areas.

C: Is it not impractical to go entirely smoke free?

C: Are not designated areas safer for your students?

A: It sounds like there are lots of support for designated areas, and then we can review how that is working in two years.

Q: If there are designated smoking areas, how would it be enforced?

A: As part of the considerate campaign, we hope to enforce this.

C: But second-hand smoke dangers are an important consideration no matter what we decide.

## **6. Discussion of "We Are Considerate. We Are USC" Campaign**

Denzil Suite, Associate Vice-President for Student Affairs, and Thomas Suddert, Director of Orientation Services, Student Affairs, were introduced.

Vice President Suite:

We are here today to talk about bicycles. We, with DPS, have begun a comprehensive campaign to change behavior of bike riders and to change the culture here. Tom Studdert is the point person on this.

Director Studdert:

202 We have launched the program beginning with bike and bike safety but more  
203 specifics and details are coming. The official launch was on November 1, and we  
204 know we are not going to change the culture immediately, but we are beginning to  
205 have the appropriate conversations. And the guidelines are being built as positive  
206 and educational messages. Our goal is to educate so students know what is  
207 expected from them.

208 We are beginning signage on the UPC campus and handouts, 10,000 on November  
209 1. It is estimated that there are 15,000 bikes on UPC campus. So, on November 7,  
210 we began campaigning more visually with an event. We are working with a  
211 consultant firm to look at the big picture: first, to meaningfully measure the bike  
212 traffic on campus, and then, to present recommendations over the next year.  
213 Nothing is off the table, including bike bans or specific lanes. We do know the  
214 basic bike rack problem is location.

215 Next step is a student organization blitz to students to present the guidelines, not in  
216 a punitive way; but the rules are important as members of a considerate family.

217  
218 Vice-President Suite:

219 We have been getting surprisingly positive feedback from the students. They want  
220 us to do something. We are trying voluntary compliance at this point, but there are  
221 limited enforcement pieces in place. Our hope is, eventually, we will have full  
222 enforcement.

223  
224 Q: Are skateboards a problem?

225 A: Yes. We are working with the consultants, but will add more information in the  
226 future.

227  
228 C: Fast bikes are the problem.

229 A: We are looking at all issues involved in this, including LAPD enforcement.

230  
231 Q: Do bikes actually stop at stop signs?

232 A: We will enter the ticketing phase, but we hope education will help with this  
233 before that happens.

234  
235 C: Skateboards are a problem, as is distracted biking.

236  
237 C: It is a question of consideration; we need to consider the banning of bikes and  
238 skateboards on some of the very narrow sidewalks.

239 A: We are looking at this.

240  
241 C: And this needs to be looked at in certain intersections at HSC, also.

A: Please send all comments to us, and we will add them to the discussion.

C: Students do not know they are covered by the vehicle code.

C: Perhaps there should be training for bike riders.

A: There may be time for this during registration.

A: And they have forgotten how to ride well; the consultants are looking at this.

C: Maybe this should be included in orientation as an actual biking activity.

C: The consultant group will meet with members of the faculty, and this meeting will be coordinated.

## **7. Update from the Committee on Teaching and Academic Programs**

Professor Oliver Mayer was introduced:

I have been newly named to CTAP. It is a small committee but active for its main charge of ways to cross-pollinate between schools and campuses for students and faculty and for the assessment of trans-disciplinary study and in also looking at ways to develop capstone experiences.

There are two big questions: the “means” question, how to make it easier to work across campus, and the “ends” question, how do we make people want to cross the campuses.

There are financial considerations, but there is also defensiveness in some schools. We looked at best practices from Harvard with the mandate to develop a system that is more curricularly fluid.

Another idea is to see Los Angeles as a laboratory, for both capstones and as a center of interdisciplinarity; and for global health, we can touch the globe right here.

We also talked about the global health initiative; bureaucracy is always a problem, but solutions can be seen in the Shoah project; solutions can come from independence and endowments as alternatives to tuition can achieve this independence. We have the opportunity to keep global health joined through UPC and the other schools along with the medical school; students are really into this idea. We need to make it available for them to work interdisciplinarily, with the opportunity to use global health or other cross-campus work as their capstone, again, in the city as a laboratory.

One question is should we be asking our students to start early in building this interdisciplinarity as a capstone; and, then, are there ways to provide the funding.

We now intend to talk to others who have done real interdisciplinary work.

Q: Anyone from Children's Hospital.

Chuck Gomer volunteered.

Q: Is there recognition in teaching and in appointments and promotion; is interdisciplinarity considered by UCAPT? Or is everything secondary to dollars and publications and is teaching an important element in judging faculty members and is this in the scope of your committee?

A: Yes; that is the goal: to find transformative faculty not outside, but also among us.

A (Marty Levine): If people are not good teachers, UCAPT is very concerned; people have been turned down for promotion because they were not successful teachers.

C: Ultimately, the barriers need to be identified and then we need further discussions as soon as possible.

Please send any ideas for capstone and inter-disciplinary projects to omayer@usc.edu

## **8. Comments on the Fall and Spring Retreats**

President Gupta:

Since the fall retreat, talking point themes have been discussed in the Senate and we have met with Beth Meyerowitz and have given her the notes with our recommendations. We are now in the process of converting the ideas into programs for follow-up. It seems self-evident we would want to invest in faculty excellence; but the tone has begun to change: transformative now includes growing our own and hiring as two prongs. Now we are trying to convert these ideas into programs for the administration and the deans.

Some of the themes are trans- or cross-pollination, but there still is an isolation of the UPC and HSC campuses. On the persuasion side, we need to find ways to get more of the faculty involved, including all new associate professors and to really work across all the campuses. The next steps are on the policy side where there are issues that can be the most quickly developed.

From these ideas, the question arose about who is thinking about the future, about ideas which are not yet in the conversation. So, the January retreat will be about this "blue sky" – now called the imagining of the USC of 2022. There are many documents from the strategic vision, but there are many interesting ideas we need



to consider in looking forward. And the Senate can, like the schools, develop its own strategic plan as faculty-centric: what are the challenges of the future, curricularly and research-wise, and certainly from the medical enterprise side.

C: Do not forget it is the Health Sciences, not just the medical, Campus.

C: Many of the children now being born will face jobs that do not even have names today. The main question is what concerted efforts can we create that will change the university; like the 1978 American wine tasting in Paris, we need to envision success and consider what plans will take us there. Do not be shy; forward to us any suggestions or ideas.

## **9. Closing Announcements**

Kristina Raspe, Vice President of Real Estate Development and Asset Management, will attend the December meeting to report on “What’s happening at the Village.”

The holiday celebration will be on Wednesday, December 7, at the Altadena Town and Country Club.

There will be a Provost-Senate Retreat on January 27 and 28, 2012,

The meeting was adjourned at 3:42pm.

Respectfully submitted,

James Brecher, J.D., Ph.D.  
Secretary General of the Academic Senate