

1 DRAFT

2
3 Notes from
4 **Academic Senate Retreat**
5 **“Investing in Faculty Excellence”**
6 Tuesday, August 16, 2011
7 Los Angeles River Center and Gardens
8

9 Attendees: R. Ben-Ari, W. Bennis, G. Bickers, D. Blaine, J. Brecher, R. Brinton,
10 P.M. Cannon, S. Cermak, Y. DeClerck, D. Endres, E. Finegan, R. Flick,
11 J. Garner, E. Garrett, J. Gates, J. Goad, C. Gomer, E. Graddy, S. Gupta,
12 R. Hall, J. Holland, K. Howell, R. Israel, E. Johnson, J. Kagan, R. Kaurlooto,
13 E. Kohan, M. Levine, A. Lynch, M. Jordan-Marsh, O. Mayer, E. McCann,
14 B. Meyerowitz, P. More, A. Murphy, E. Muhl, M. Nichol, J. Nyquist,
15 J.B. Orr, G. Peters, T. Pinkston, S. Pratt, M. Quick, H. Reisler, P. Riley,
16 J. Samet, J. Silvester, J. Tilson, K. Venegas, S. Wenzel, W. Wolf, W. Wood,
17 D. Yett, Y. Yortsos
18

19 Academic Senate Annual Planning Retreat 2011
20 “Investing in Faculty Excellence”
21

22 **1. Welcome**

23 President of the Faculty Sandeep Gupta called the retreat to order at 9:00am:
24 Welcome to all. Thank you for coming to brainstorm together today, and an
25 especial welcome to the medical school faculty council members who were elected
26 just last Friday.
27

28 **2. A Dialogue with the Provost**

29 Elizabeth Garrett, Provost and Senior Vice President for Academic Affairs, was
30 introduced:

31 Thank for inviting me; we look forward to working together, and this collaboration
32 makes all of our programs better. Since last year, we have completed the WASC
33 accreditation which we have been working on for the past seven years. We
34 received the full ten-year accreditation. There was much positive feedback, and we
35 have already started on undergraduate program reviews.

36 One of the results is that we have begun to think about how we assess what
37 happens in the classroom.

38 We are also looking at faculty development after the retreat last year to create the
39 environment for transformation . Beth Meyerowitz is working on this both for

40 faculty development and recognition, as is Doug Shook, now in the Provost's
41 office as registrar and in charge of enrollment services.

42 Based on our discussions last year, Contracts and Grants has moved into the
43 Provost's office under Randy Hall. We have seen improvement, but we are
44 working for the best support possible. We had a record-breaking year in grants last
45 year, including a number of important grants, and the D.C. office has submitted
46 more than \$1 billion in proposals.

47 In your packets is an article from *Inside Higher Education* about our cross-
48 discipline review of tenure which came out of work from the Senate committee last
49 year.

50 We value great interdisciplinary work, as well as work in new mediums and in
51 collaboration, and we intend to focus this year on non-traditional forms of
52 research.

53 We are working on our strategic *vision* to guide the university to work for the
54 transformation we are implementing. Over 150 faculty have been involved, and we
55 have had over 500 total university people give us input.

56 Three main topics need to be discussed:

57 1. Undergraduate education. We have a fabulous class this fall; conversion was
58 very effective: on a goal of 2650, we have registered 2920 first-term students this
59 fall, out of a record of over 37,000 applications. Next year, we have joined the
60 common application process going forward to assure our presence in, perhaps,
61 places where we are not as well known. We had a 23 percent admit rate, our lowest
62 ever, and a 34 percent yield. This is our largest first-generation class, 14 percent.

63 We expect 350 spring admits and 1300 transfer students. One hundred-eleven
64 countries are represented, and we have already begun planning for next year's
65 class. We will be visiting over 2000 high schools this cycle.

66 This fall's class is 15 percent international, and less than one-half of the class is
67 from California for the first time.

68 We must offer these students the best educational experience to create what I call
69 "thinkers with constructive skepticism."

70 Next fall, every freshman will be part of a residential college, and we all need to be
71 a part of this – taking part in such things as master's dinners and the Breaking
72 Bread Program. More interaction means a better academic experience. By the way,
73 HSC will have a gym for the first time; we have spent \$1.6 million in recreational
74 facilities investment.

75 General education has not been seriously looked at in 14 years. So, Michael Quick
76 is working with the Deans to assure we are preparing our students in a way that
77 others will emulate, and it might play a role in later years as in a integrated
78 capstone project.

2. Transformative faculty. We have great faculty and that creates the desire for others to join us. We have two new Provost's professors and have hired transformative faculty in the humanities and the sciences and have made a cluster hire in philosophy and look forward to other proposals going forward.

3. Strategic vision relates to the upcoming fund drive and is currently in draft form. Our academic values and academic vision will drive the fundraising. And then the individual schools will adopt specific plans to implement this vision into concrete actions.

The transformative gifts we have already received show our commitment to our values; all gifts play a role, every bit of involvement shows our values.

Q: One of the themes is the concept of growth. Are there areas that need retrenchment and preparation, for example, in the continuing growth of tuition?

A: We are very fortunate to be doing as well as we are because of our management; we are in an enviable position but have to still be aware of the conditions others face. We are providing \$225 million in financial aid this year and would like to add to this through endowment.

We also have to be aware that federal grants will diminish and we will have to broaden that to corporate and private support for our students.

Q: Are there key strategies for faculty success and where is USC faculty in particular in relation to other schools?

A: We are looking at all funds available and, as importantly, the key parts in a professor's career where targeted help is needed.

We continue to strive for Ph.D. and post-doctoral excellence and will continue to consider the appropriate allocation of resources.

We are creating an office of post-doctoral fellows since we have fewer than comparable peers, and we need to address this issue and their needs.

I am happy to be here because this is not a complacent place; we are always striving to do more, and you will see a real jump in people we are bringing in in senior positions.

Q: But teaching needs to be a key, especially in re-learning teaching with new ideas.

A: We are working on this with Ed Finegan and Susan Metros and also in multi-media literacy. But we need all faculty to be aware of all our resources.

And we are creating, in USCNOW, our masters on-line (virtual) programs and what we learn then comes back to our residential classrooms.

Q: Are there discussions about the “name” professors teaching, especially during release time?

A: We are considering this; but our professors are always working with students, including undergraduates. We have to make certain opportunities are available and new ones are created.

3. How should the Administration and the Academic Senate think about getting the best from the current faculty?

Warren Bennis, University Professor, Distinguished Professor of Business Administration, was introduced:

I am glad to be here. This is an important topic: developing our own talents, how we develop the capital already here.

As we are moving into a period of great urbanization centers, the stakes of education have grown.

There is a commitment by administration to the faculty here, as a partnership.

Society is in a common drift to expediency. But here, in the university, we can take the time to analyze, to examine ramifications, stepping back and taking the time to think the concept all the way through and take the time for reflection.

We need to develop a “golden ring in the sky” award for the freshly imagined project, an opportunity to do what you want to do and having the time to envision it, the ultimate idea that you need to think about to make your teaching better – to do what you always wanted to do in order to transform your teaching. The university is the seeding ground for that, and you must recruit so that these people will debate the questions with us that will help our community grow, considering that:

Mastery is the key; I realized this from interviewing Yo-Yo Ma;

Know the drill, the basics;

Know how to connect almost immediately, as a team, collaboratively;

The drive, 10, 000 hours is not enough;

Then you have to give what you have learned away; that is what teaching is; and never forget, “We are each of us angels with only one wing. And we can only fly embracing each other.”

4. USC Strategic Vision

Michael Quick, Executive Vice Provost, was introduced.

All the work on the new strategic plan has generated a big list of what we need to consider, and then we have drafted a first draft of the strategic plan. The Deans will look at it. Then the committee will look at it, and, in the fall, it will be finished and go to the Trustees.

The general concept of the strategic plan is about transformation – how we move to the next level, whatever that is – based upon the core values of USC which put us in the position to succeed. We are uniquely positioned academically and physically to be the engine for the society that is emerging, transforming.

The questions are how to transform the academic enterprise, and this is where we talk about transformative faculty; then, access is important, at every level; and then there is accountability.

The second part of this vision is commitment to scholarship with consequences.

And the final part is transforming the individuals to realize their ambitions.

Transformative does not mean just faculty we bring in, but the two other parts are how do we engage faculty here who want to be transformative and how do we instill that transformative desire into our existing faculty.

We want to build and promote and reward those catalyst faculty and encourage the conversation for this growth and cross pollination of ideas.

And we must also consider how we help the transformative teaching we need.

It is now our strategic vision, and then we will challenge every unit to create its own strategic plan to carry out that vision of our transformative university.

C: We cannot forget that we are continuing a momentum that began with President Topping; our goal is to meet the needs of society.

Q: But we were all recruited as transformative; is not the key how to sustain this?

A: We have to be careful of personality-based ideas. We really need to consider how to turn this into a transformational culture embedded into the fabric of the university.

C: And there is a major challenge in building the community, especially with the HSC campus seemingly isolated in many ways.

5. Senate Whitepaper: Investing in Faculty

Mike Nichol, Professor Director, Health Programs, was introduced:

Our White Paper on investing in faculty excellence is in the packet.

We facilitated discussions about investing in the faculty going forward in our ad hoc committee, and the paper is intended to serve as a set of ideas to begin our discussions.

The idea is the development of a system to allow our faculty to excel.

This is just a start, a real introduction of ideas for the brainstorming sessions, as fodder for them.

The basic topics are:

Mentoring, to be thought of as a vertical integration, and bi-directional;

Funding and its basic issues, including connections across and within disciplines and in relation to research to teaching and tenure to NTT;

Enhancing the general infrastructure, rethinking partnerships to cut across schools for teachers as well as for the way we educate our students.

These are highlights, not recommendations. Two of the most significant are reviews for mid-career faculty through a formal process, along with the internal sabbatical in order to work with some of the best in the world; and a resource pool for NTT activities.

C: Real faculty evaluations should be part of this five-year review.

A: We thought of this as different from a faculty evaluation, starting to view this as a career development arc, not a review, and more constructive than evaluative.

A: And also for each faculty member to develop a plan of exploration.

6. Objectives and Overview

Sandeep Gupta continued:

Faculty do stay for a long time; and this trajectory covers an extensive period.

There are many moments of transition, and this are moments of opportunity and today we need to brainstorm these ideas. For today, forget about resources: what is possible is what we are trying to create today.

7. Panel 1: Research, Scholarship, and Creativity:

Moderator: Mike Nichol

Panelists: Randolph Hall, Vice President of Research

Jonathan Samet, Professor, Preventive medicine, Keck School
of Medicine

Wendy Wood, Professor, Psychology, Dornsife College

Professor Wood:

Other universities do have some structures in place to meet the goals we have talked about so far this morning. We do need a transformational infrastructure for faculty to succeed, with useful and accessible facilities.

I was able to build a lab that is communal; all can use it, and it is paid for in part by the university, not simply the unit or through grants. And it is not that difficult to set up as shown at other schools, creating widely accessible tools and using them to solve problems, to research, and to use to educate and to seek out new problems to

consider. What is required is details that are driven from the ground up to meet the needs the faculty are asked to specifically identify.

This is cost-efficient because the university is not giving funding to individual faculty, and it has longevity because it is not driven by one faculty member. It is also helpful to students and junior faculty because they do not have their own labs and funding.

Professor Samet:

My career began in the time of “go forth and survive;” the changes have been far more organized since then. After recruitment, a plan needs to be created for not merely mentoring but for charging with specific responsibilities. We have formal mentoring and a mentoring committee with at least three people for feedback and follow-up. But expectations have grown for faculty development and for career development.

In our program, junior faculty get together once a month for lunch and occasional dinners. At Johns Hopkins, we spent as much time mentoring senior faculty as junior; this may be an uncomfortable situation, but one that needs to be done.

Vice-President Hall:

The granting programs we provide take different shapes and purposes, and we have about 30 programs currently.

Faculty need to have very clear plans that are followed through on, with specific goals and results.

Mentoring includes CER, which has over 25 Fall events scheduled in a broad range. We consider what people want to learn, and we try to focus on and answer those concerns in our events.

We are also working on shared facilities. We have a few that receive central support, for example, high-speed computing, and 30 or so shared resource facilities, almost all centered around equipment of substantial cost.

Breakout sessions were held and reports were presented.

8. Panel 2: Teaching and Pedagogy

Moderator: Patricia Riley, Associate Professor and Director, Global Communication Master's Program, Annenberg

Panelists: Edward Finegan, Professor of Linguistics and Law, and
Director, Center for Excellence in Teaching
Jerry Gates, Department of Family Medicine and Director,
Pacific AIDS education and Training Center, Keck
School of Medicine

John Holland, Director, The University Writing Program,
Dornsife College
Erica Muhl, Professor of Composition, Thornton School of
Music

Professor Riley:

We learned in the morning about a pedagogical experience at Stanford, the design room, with university-paid support staff; this is the type idea we should continue to research.

Professor Finegan:

USC is a learning-centered university and included in the mission statement is our first mission, teaching our students and research by faculty and students. We need to keep this in focus. The CET role is to increase the odds of our students being educated. Our goal is to prepare our students for a world we do not yet know will be because the problems our students will face are not known yet, and our education must prepare them for the problems of 2050 and beyond, a world we cannot imagine. Thus, we need to teach and develop critical reasoning and critical thinking skills.

We cannot forget that we need to know about learning to understand what we need to teach. Transformative structure and infrastructure are necessary.

CET has undergraduate fellows, teaching assistant fellows, and faculty fellows, and we work with individual faculty. The question is can we build these structures across campus?

Professor Gates:

It is different in the school of medicine; we are driven by clinical revenues and grants. Our investment has to be in the basics, as reflected in the white paper, and how to get the time for scholarly research, especially in Keck when you have to do clinical care for so many days a week and how we can compete in the marketplace for these faculty.

In career development, we have faculty panels, but mentors have no time, either, especially because time costs us clinical revenue. There should be funding and rewards for mentors, as well as mini-sabbaticals and leadership training.

We also need to identify the areas where science will change next (not after it has already changed) so that faculty can be re-directed into these new fields.

This also requires the need to identify other areas where funding is available as funding in certain areas dries up. This requires time for research as well as the time needed for teaching and scholarly research.

We need a real definition of scholarly activity, and we need to recognize and reward improvement in care itself and ways to then reimburse the department for service and other scholarly activities.

Professor Holland:

USC has done well in last decade. The Writing Program in Dornsife has still not been matched at other universities with our mandatory skill level course at the upper level and in making writing faculty a career position, not a “three and out” post-doc position, like at Harvard or Duke, for example. We are getting, in our writing classes, students across the schools to think critically, reflect, and write intensely about important issues.

How we measure good teaching includes establishing faculty dialogue in outcomes on specifically what we expect from the students. We are in the third year of a critical reasoning and student growth and reasoning study. One of the reasons is we can collect real data throughout students’ careers here at USC at meaningful moments of comparison. We now need to look at the ways for capstone experiences to continue to collect this data.

If we really value teaching, we must find dynamic ways to measure and reward teaching success. We need to fund moments of reflection and have times for teachers to relate to each other in their teaching, funding these occasions, even with portfolio review.

And one major question is whether we value teaching properly in the pay structures.

The issue is not just transformative teachers but transforming our students.

Professor Muhl:

I was on UCAPT for 6 years where we deal with tenure, and I am happy to talk about teaching.

In music, teaching is valued highly, because this is where the master teacher is valued. And this is quantifiable outside USC, because it is in music. The primary teaching in music is mainly one on one, very similar to the post-doctoral process of education. Anything the university can do for this one-on-one teaching would be helpful; this includes making programs easier to use, like the Breaking Bread program could be available after the event has occurred.

In music, we have the guest teaching master class paradigm, and this can be handled with release from teaching so we could teach like this elsewhere to broaden our growth as teachers.

Personal mentoring is so important in learning what it is to become a teacher.

Mentoring must be formalized for all teachers and the building of these connections.

I always treat each student as someone else's child, and have found this very effective in how I teach the whole person in and out of the classroom. Can there be a way to find the path to tenure for our master teachers?

Breakout sessions were held and reports were presented.

9. Panel 3: Leadership

Moderator: Charles Gomer, Professor, Pediatrics, Children's Hospital, Keck School

Panelists: Judy Garner, Vice-Dean for Faculty Affairs, Keck School
John O'Brien, Executive Vice-Dean of Engineering, Viterbi
Sarah Pratt, Vice-Provost for Graduate Programs

Professor Garner:

The key question is what constitutes leadership and what are the challenges to leadership at USC. It is often the person who is already there, and they must then be valued and rewarded with more leadership roles. When asking for committee volunteers, we often hear "no" and there develops a leadership vacuum. The same people participate and do more. And the question is then, why is this the same people? Maybe we do things but we should find someone else who might not speak up for themselves; we do not see a lot of junior faculty in the leadership community.

The question of who is going to carry on the legacy and how to find these people is very important; this group of leaders should bring in the next wave of leaders. And administrators need to get better at offering opportunities and finding positions for others to enter this group.

Professor Pratt:

I like to see the vision of USC academic leadership in two parts: as a mosaic and elite in terms of stature and not in approach, which both overlap, especially when it comes to diversity.

One major problem is that we are trained as scholars, not leaders and mentors.

What this means in developing these skills is we need to design programs, a mosaic of mentoring developing scholars, mentors, and leaders.

We have almost all the pieces of this mosaic, but one major task is to bring the pieces together – one model that may be useful can be seen in our creating a graduate school faculty advisory council. We sent a request and, since we need a good working relationship with the schools, we asked them to consider different faculty, those who are young and up and coming and, especially, newly tenured and NTT. We sent invitations to about 40 faculty, a big group, in order to really

brainstorm for a limited time, to allow better outreach, that we could then spin off into smaller taskforces for specific problem. The idea was to make a clearly better vision of the graduate school; but, even more importantly, faculty members will be more aware of the different cultures across the university and more indoctrinated into future leadership responsibilities.

Professor Gomer:

We wanted to teach mid-level faculty leadership skills, so we provided funds to attend one week workshops in leadership which are taught through AAMC; these type workshops are also available for business schools; and we do this for staff through ALD.

C: But this plan is not what we do across most of the university; where else is this possible?

A: Many of these decisions were made in a vacuum, and the challenge is to re-think the original and most important questions and their answers.

C: Part of the problem in the past in recruiting for committee work has been the perception that the decisions have already been made from the top down and that committee service was not needed. We need the freedom to let these groups make their own decisions.

C: And we need reporting back when these decisions are heeded and considered. We need to consider whether first-year faculty should be assigned strictly in observer roles, as a mentoring experience and a learning experience of what is required for leadership by the university.

Q: Is not one question what type of academic standards and what kind of citizens do we want our faculty to ultimately be? They must be educated in what we expect and how they can shape the future of our university, so it becomes a real part of their job.

A: Once faculty are tenured, we expect them to take leadership roles to train for the next step.

C: Can the Executive Board be provided the “just promoted” list to also use it for committee appointments?

10. Closing remarks

President Gupta:

The next steps are to develop our priorities for the year and define and present to the appropriate groups which are policies and which are proposals.

A warm thank you and congratulations to Connie Roque for our success this year.

Thank you all.

Some Highlights from the Breakout sessions:

1. Sustaining Transformation:

Apply the principles of successful recruitment of “transformative faculty” to sustain the transformative momentum of existing faculty. From a high level perspective, recruitment efforts typically fall within 3 categories: 1) financial support for developing research; 2) critical mass of sought-after colleagues (increasingly both intra- and cross-disciplinary); and 3) innovative culture of USC. To tactically and broadly sustain transformative prowess of existing USC faculty could take the form of: 1) sustained start-up potential by substantial and sustained investment in state of the art enabling and technological cores; 2) identify and sustain those elements that build successful education and research teams to maintain the critical mass and sense of community; and 3) create incentives, venues, and a culture that rewards and recognizes innovation. Each of these tactical approaches are already in place to a lesser and greater extent.

2. Career dependent mentorship and institutional support for awards and national academy membership to build the next generation of leaders, mentoring faculty at each stage of their career to maximize success (intramural and extramural which ultimately impacts USC status) throughout the life cycle of USC faculty.

Publicly value and recognize all types of teaching through training for clinical teaching, one on one teaching, hold CET workshops on clinical and one-on-one teaching, not just classroom teaching, and make mandatory attendance at a workshop on how to revamp teaching (continuing education in teaching)

Mentoring to evaluate teaching in both classroom – assure the availability of peer observers and mentors of teaching, and in teaching materials – for review by mentors to get ideas, feedback

Support faculty who work on improving teaching and curriculum change, even through a virtual center with internal grants

Events: we want to bring people together through “heat-seeking” events, perhaps focusing on a subject for the entire year – an annual general theme

472

473 Places: need an informal meeting space where faculty will mingle, a place “to be,”
474 “to congregate and discuss,” comfortable and informal, no advance reservations,
475 coffee and soft seating, flexible furniture, like a “living room,” “lounge” with an
476 intimate feel where people are more inclined to talk together

477

478 Infrastructure: a central infrastructure instead of silo to catalyze interaction and
479 new ideas to come together and collaborate; this needs to make our work easier
480 and more efficient and by providing a cross-disciplinary set of resources to support
481 targeted interdisciplinary projects, which could include student practicum for
482 students to provide consulting service .

483 Need to find time for people to stop and reflect, more frequent and shorter than
484 sabbaticals and consider independent activities periods in interdisciplinary groups.