Winthrop University Faculty Conference

April 25, 2008
2:00 pm
Barnes Recital Hall

Agenda

I. Approval of minutes from March 7, 2008 Faculty Conference   (Attached, p. 2)

II. Welcome & Introductory Remarks   Cheryl Fortner-Wood

III. Report from the President   Anthony DiGiorgio

IV. Report from the Vice President for Academic Affairs   Tom Moore

V. Committee Reports
  A. Academic Council (Attached, p. 19)   Tom Polaski
  B. Standing Committee Reports
    i. Academic Freedom and Tenure (Attached p. 25)   Bob Gorman
    ii. Budget Priorities   Stevie Chepko
    iii. Faculty Concerns (Attached, p. 25)   John Robbins
    iv. Library   Mike Matthews
    v. Rules (Attached, p. 29)   Will Kiblinger
    vi. Undergraduate Petitions (Attached, p. 30)   Anne Olsen
  C. Status of Remaining Committees
    i. Admissions Advisory (No report required per March report)
    ii. Faculty Personnel (No required report per bylaws)

VI. Unfinished Business
  A. Faculty Governance Review (Report attached, p. 31)   Tom Polaski
                            Cara Peters

VII. New Business
  A. Motion from Rules Committee Regarding the
    Admissions Advisory Committee

VIII. Announcements
  A. Updates from Records and Registration   Tim Drueke
  B. Update on Library Services   Mark Herring
  C. Status of ACCESS Initiative   ACCESS Students

IV. Adjournment

Quorum
35% of Faculty Conference Membership (333) = 117
20% of Faculty Conference Membership (333) = 67

Minutes
Winthrop University Faculty Conference
March 7, 2008
2:00 pm
Plowden Auditorium

I. **Call to Order**
    Dr. Fortner-Wood, Chair of Faculty Conference, called the meeting to order at 2:05
    pm. Faculty viewed pictures of *Winthrop International students and Winthrop
    students going international,* provided Susan Kress and Woody Pelton of the
    International Center, prior to the start of the meeting.

    Having the 20% quorum but less than the 35% quorum (~92/331) the members
    present unanimously approved a motion to proceed with Faculty Conference
    business.

II. **Approval of minutes**
    Minutes from the January 25, 2008 Faculty Conference were approved without
    correction.

III. **Introductory Remarks from Chair of Faculty Conference**
    Dr. Fortner-Wood stated she had attended the Board of Trustees Retreat where four
    resolutions were unanimously approved.
    1. Bachelor of Science in Athletic Training
    2. Bachelor of Science in Exercise Science
    3. Masters in Teaching Early Childhood Education
    4. Authorizing the issuance of not exceeding $14 million of general
       obligation state institution bonds for Winthrop University
    Dr. Fortner-Wood stated the board bases decisions on what they feel are in the best
    interest of Winthrop. She declared that attending the retreat was a great experience for
    her. She has also been working and representing the faculty in other areas: Faculty
    Governance Review, Roles and Rewards subcommittee, attending the Calendar
    forums, and the Steering Committee for the Banner software migration.

IV. **Report from the President**
    Dr. DiGiorgio started by delivering some sad news to the faculty. He received word
    today that two friends of Winthrop had passed away. Harriet Busy, the Rock Hill
    school district's community leadership director for 23 years, died Thursday evening
    of a massive heart attack. Ann "Tunky" Riley, wife of former governor Dick Riley,
    died this morning from complications of breast cancer.

    The fiscal outlook continues to be unpleasant. Politicians at the state and federal level
    are very worried about economic conditions. The full SC House starts budget debates
    next week. The House has proposed a 3.33% reduction for all state entities. This

equates to $874K for Winthrop. Last year we were told a one-time $900K item would be made recurring. It was not. The Senate is sometimes more giving. The ripple effect is that the House has proposed a salary increase of only 1% for state workers. With that 1%, the state only provides 60% of the cost. The net result is a $1.95M shortfall from this year. If Winthrop decides to increase salaries above the state mandates, every 1% costs Winthrop another $300,000. We will not know specifics until after Commencement, making it difficult to plan.

This is the fourth economic downturn in the president's 19-year history at Winthrop and we have come through each of them and come out better. Progress on campus will continue. The Vivian M. Carroll Hall and the Campus Center will be built. Some will question proceeding with building in the face of the coming shortfalls. The funds for capital improvements can only be used for that purpose. We have been collecting moneys from tuition and fees for capital improvements and they have to be used for that purpose or not at all. The $14M for the Campus Center has been raised over the last 3 years. There are different categories of funding and they cannot be co-mingled.

There will be lots of project work this summer – in addition to the Campus Center and the CBA Carroll Hall, Scholars Walk will be completed in the next year or so. There will be functional inside work done in Byrnes auditorium, including new stage lighting, theatrical sound and acoustic systems, and an orchestra pit filler. The David Bancroft Johnson Memorial Organ will be back in mid August. It has been away for a year receiving repairs. The cost to renovate was approximately $465K; most of these funds were raised privately.

Several traffic and pedestrian safety studies are being conducted. We are working with the city and state to address traffic issues at Alumni Drive and Cherry Road. We do not expect success with the Alumni Drive and Cherry Road intersection based on the results of Eden Terrace and Richmond Drive near the coliseum. We have asked the city to install a light at that intersection but their traffic studies do not support a light. We will continue to ask and we will ask for a study of Alumni Drive and Cherry Road even though we are not optimistic. On campus problem areas for pedestrian traffic are the lower portion of Myrtle Drive when all the cars are parked and the area between Byrnes and Kinard. Long term, the problem area of Myrtle Drive may because part of the lawn. Consultants are looking at the Byrnes and Kinard issue. We will continue to monitor the situation because we want a pedestrian friendly, safe and attractive campus.

President DiGiorgio gave an update on the 'Form Follows Function' initiative that was started Spring 2007. Our public funding has decreased from over 50% almost 20 years ago to 20% today. The question being addressed is where do we find the wherewithal to implement our next horizons?

We do capacity building by working smart. We converted University Advancement to focus on enrollment, marketing, and branding the university. The marketplace has changed dramatically in 5 years. We created the Division of University Development

and Alumni Relations to concentrate on getting donations like the $1.25M from Larry and Vivian Carroll. Brien Lewis was just appointed as the permanent vice president of this Division.

The process of recruiting students is markedly different. Today, recruiting involves making sure students have banned together on MySpace or Facebook. The recruiting process involves less paper and more electronic contact. This year 60% of our students applied online. The recruiting process today is *pull* rather than *push* marketing. In *pull* marketing, you target students and pull them in one at a time. Today we personalize what we provide students. This is similar to the process of courting a donor for a gift.

We will be unveiling a new logo. The new WU logo will be used mainly on campus. We will have a much more consistent look on campus using the brand. For example, the logo will be on umbrellas outside the West Center, and on the extended Scholar's Walk between Byrnes and Kinard. Branding will be added to the inside of the West Center. Green awnings around campus will be replaced to display the new logo.

Next Steps – to build recognition of Winthrop quality and value nationally.
-   Total redesign of the Winthrop web presence using a content management system. The content management system will provide a common look but with individual control.
-   Growth. Our enrollment has ranged from 6300-6500 for the last 5 years. We want to move gradually to 7500 students now that we have space for them. The planned growth is in full time residential undergraduate students. Our Fall freshman enrollment has been 1050 to 1100. Our new target is to increase by about 100 a year so that in four years we have 1500 new freshmen. This will take us to the targeted 7500 full time residential undergraduate students. By growing incrementally, we expect to have the resources to accommodate the growth.
-   The new logo will be announced to the public shortly. Only the Board of Trustees was briefed on the new logo before the faculty. Contact University Relations if you see a need for the logo. In response to a question, President DiGiorgio noted that the new logo will be an addition to Tillman Tower and the Eagle Head not a replacement.

In response to questions, Dr. DiGiorgio commented that we know what it takes to care for every 100 students. The revenue from 100 students provides the resources to educate those students with a little left over. We do not anticipate larger class sizes and by growing gradually the faculty and staff should be here when we need them.

V.   **Report from the Vice President for Academic Affairs**
        Dr. Moore thanked President DiGiorgio for his remarks to the faculty. He assured faulty that our commitment to student learning will not change.

        Dr. Moore had an opportunity at the Board Retreat to share the four major initiatives in Academic Affairs this year. Handling any one is difficult; Mr. David E. Vipperman

of the Board asked how Academic Affairs is handling all four. Dr. Moore said it was a perfect setup to say it was due to the exceptional leadership in the Division of Academic Affairs. Dr. Moore said he would state the real reason at the end of his report. The four initiatives are:

1. Review of Faculty Governance
2. Calendar issues. Dr. Moore thanked those who participated in the calendar discussions. Karen Jones and Maria Massey are working with chairs and deans to create mock schedules for Fall 08 using the calendars being reviewed. They want to see not only classes, but also how faculty and student schedules would look using the calendars. The earliest date for a new calendar is Fall 09. You can continue to provide input using the following link http://www.winthrop.edu/acad_aff/calendars.htm
3. Core Commitments Projects – Dr. Moore is working on a message to send to the constituent groups who completed the survey and how we release our data with national data
4. Three Dean Searches – University College, Gloria Jones selected; Graduate School; Richard W. Riley College of Education

Dr. Moore has developed four new categories to think about faculty work. The Teaching, Scholarship and Service division does not encompass such important areas as student advising. Do we put HMXP 102 in teaching or service? He presented his ideas to spark discussion. Do these categories cover what we do?
1. How do I contribute to Student Learning and Development? This would replace Teaching and would include advising students, advising organizations, service learning, student trips and other activities not currently covered.
2. My own learning, development, and creative activities. Professional development activities would go here.
3. How have I shared what I already knew, what I have recently learned, and what I created?
4. What ways have I contributed to communities of which I am a part? My department, my college, the university, professional organizations, my discipline, the community at large. This would replace service.

This is Dr. Moore's 5th year on the job. He is overwhelmed with all we do beyond teaching, research, and activities that directly affect student learning and development. The real answer to Mr. Vipperman's question is that we have people fundamentally committed to the central mission of this institution. People willing to look at how we can do better what we are fundamentally here to do with the resources we have. That fundamental mission is preparing students to live meaningful lives in this century.

VI.   Committee Reports
A. Academic Council
Academic Council met on February 22, 2008.

Dr. Tom Polaski presented the following items, brought to Academic Council by CUI, for approval by Faculty Conference. All items passed unanimously.

COLLEGE OF ARTS AND SCIENCES

Department of Chemistry, Geology and Physics
Modify Bachelor of Science in Chemistry/ACS Program of Study to meet the newly updated ACS guidelines for approved programs and to increase program flexibility to encourage more students to complete the ACS-approved chemistry program.
Modify Bachelor of Science in Chemistry/Biochemistry Program of Study to meet   the newly updated ACS guidelines for approved programs.

Department of English
Modify the BA in English Certification **to add** READ 345 as a requirement.

Department of Human Nutrition
Modify BS in Nutrition/Dietetics **to add** NUTR 520 to major requirements.

Department of Philosophy and Religious Studies
Modify Bachelor of Arts in Philosophy and Religion/Philosophy to add PHIL 340 and 575 as options.

COLLEGE OF BUSINESS ADMINISTRATION

Department of Accounting, Finance, and Economics
Modify Bachelor of Science in Business Administration/Finance to reduce number of hours and number of options in Business Administration, Finance, to one Finance option with various tracks. Personal Financial Planning will be discontinued as a separate option.
Modify Bachelor of Science in Business Administration/Management to better reflect employment community and accreditation demands and to further distinguish it from the Human Resources Management Option.
Modify Bachelor of Science in Business Administration/Marketing to better reflect employment community and accreditation demands.

Department of Computer Science and Quantitative Methods
Modify Bachelor of Science in Computer Science to correct the list of one-credit-hour language courses and to add the requirement to take an assessment exam in the student's final semester

RILEY COLLEGE OF EDUCATION

Department of Health and Physical Education
Create ATRN designator. (Athletic Training)

Create EXSC designator. (Exercise Science)
Modify Bachelor of Science in Physical Education with Certification by adding PHED118 and removing 1 hour of activity courses.

COLLEGE OF VISUAL AND PERFORMING ARTS

Department of Design
Modify Bachelor of Fine Arts in Visual Communication: Graphic Design

Department of Fine Arts
Modify Bachelor of Fine Arts in Arts with a concentration in Sculpture to **delete** Jewelry and Metals as part of the sculpture concentration.
Add Bachelor of Fine Arts in Arts with a concentration in Jewelry and Metals.

Dr. Polaski presented the following items, brought to Academic Council by the General Education Committee, for approval by Faculty Conference. In response to a question about why item 2, VCOM 374, included history, Dr. Polaski responded that it was really addressing the Arts portion. All items passed unanimously.

1. A proposal to add the course VCOM 262: Introduction to Web Design to the lists of courses meeting the Technology and Logic/Language/Semiotics requirements.

2. A proposal to add the course VCOM 374: History of Graphic Design and Illustration to the lists of courses meeting the Historical and Humanities and Arts requirements.

3. A proposal to add the course PHIL 350: Special Topics in Philosophy to the list of courses meeting the Humanities and Arts requirement.

4. A proposal to add the course RELG 350: Special Topics in Religious Studies to the list of courses meeting the Humanities and Arts requirement.

5. A proposal to add the following complete sequence of courses to the list of courses meeting the Technology requirement.
   - CHEM 407-410: Physical Chemistry I & II
   - CHEM 525: Biochemistry Laboratory Techniques

6. A proposal to add the course DANA 236: Early Dance to the list of courses meeting the Humanities and Arts requirement.

7. A proposal to add the course DANA 238: Hip Hop to the list of courses meeting the Humanities and Arts requirement.

8. A proposal to add the course DANA 249: Advanced Social Dance to the list of courses meeting the Humanities and Arts requirement.

9. A proposal to add the course DANA 261: Musical Theater Dance Forms to the list of courses meeting the Humanities and Arts requirement.

> Dr. Polaski also presented the following items, brought to Academic Council by CUI, which did not require approval. There were no questions about any of the items and no motions for modification or reversal.

COLLEGE OF ARTS & SCIENCES

Department of Chemistry, Geology and Physics

Modify CHEM 313 (3) Quantitative Analysis to **change** prerequisites **from** "a grade of C or better will be required in all of the following: CHEM 106, CHEM 108" **to** "a grade of C or better will be required in all of the following: CHEM 301, CHEM303, MATH 201, and PHYS211 or PHYS201."

Modify CHEM 407 (3) Physical Chemistry I to **change** prerequisites **from**" a grade of C or better in all of the following: MATH 202, PHYS 202 or PHYS 212" **to** "a grade of C or better in all of the following: MATH 202, CHEM313, and PHYS 202 or PHYS 212."

Modify CHEM 526 (2) Advanced Techniques in Biochemistry to **change** title **from** "Advanced Investigative Biochemistry Laboratory" and to **add** Research to teaching method.

Add CHEM 529 (1) Current Topics in Biochemical Sciences.

Modify CHEM 530 (3) Inorganic Chemistry to **change** prerequisites **from** "a grade of C or better in all of the following: CHEM 313, CHEM 314, CHEM 330, CHEM 332, CHEM 407, CHEM 409" **to** "a grade of C or better in all of the following: CHEM 302, CHEM 304 CHEM 313, CHEM 314, CHEM 407, CHEM 409."

Modify CHEM 332 (1) Inorganic Chemistry Laboratory to **change** number to 531 to meet ACS requirements and to **change** prerequisites **from** "a grade of C or better in all of the following: CHEM 105, CHEM 106, CHEM 107, CHEM 108" **to** "a grade of C or better in all of the following: CHEM 304, CHEM 407."

Add GEOL 551 (3) Research

Department of English

Modify ENGL 200 (3) Introduction to Literary Genres **to change title to**   Literary Topics and Trends and **to change** the course to a special topics course.

Modify WRIT 101 (3) Composition **to change title to** Composition: Introduction to Academic Discourse and **to change emphasis** from expository writing to persuasive, thesis-driven prose, and well-integrated research.

Department of Modern Languages

Modify FREN 101 (4) Elementary French to clean up catalog description

Modify FREN 102 (4) Elementary French to clean up catalog description and **change** prerequisites **from** "Students who elect to take a 101 language course must receive at least a C (or S) in that language course before continuing on to 102 of that language **to**

"Completion of French 101 or equivalent with a grade of C (or S), a satisfactory score on the departmental placement test, or permission of the department chair.

Modify FREN 201 (3) Intermediate French to clean up catalog description and to **change** prerequisites **from** "FREN 102" **to** "Completion of FREN 102 with a grade of C (or S), a satisfactory score on the departmental placement test, or permission of the department chair."

Modify FREN 202 (3) Intermediate French, Composition and Conversation to clean up catalog copy and to **change** prerequisites **from** "FREN 102" **to** "Completion of FREN 201 with a grade of C (or S), or permission of the department chair."

Drop FREN 205 (1) Black Literature of French Expression.

Add FREN 206 (3) French for Business

Drop FREN 208 (1) French Canadian Short Stories.

Modify FREN 210 (3) Special Topics in Language and Culture to **change** credit   **from** 3 **to** variable 1-3 and to **change** prerequisites **from** "FREN 201" **to** "FREN 201 with a grade of C or S."

Modify FREN 401 (3) Survey of Francophone Literature to **change** prerequisites **from** "At least 6 hours of 200-level FREN, including FREN 250" **to** "FREN 250 and at least one French course on the 300-level or permission of the instructor."

Modify FREN 402 (3) Survey of French Literature to **change** prerequisites **from** "At least 6 hours of 200-level FREN, including FREN 250" **to** "FREN 250 and at least one French course on the 300-level or permission of the instructor."

Modify GERM 101 (4) Elementary German to clean up catalog description

Modify GERM 102 (4) Elementary German to clean up catalog description and **change** prerequisites **from** "Students who elect to take a 101 language course must receive at least a C (or S) in that language course before continuing on to 102 of that language **to** "Completion of GERM 101 or equivalent with a grade of C (or S), a satisfactory score on the departmental placement test, or permission   of the department chair."

Modify GERM 201 (3) Intermediate German to clean up catalog description and to **change** prerequisites **from** "GERM 102" **to** "Completion of GERM 102 with a grade of C (or S), a satisfactory score on the departmental placement test, or permission of the department chair."

Modify GERM 202 (3) Intermediate German Conversation to clean up catalog copy and to **change** prerequisites **from** "GERM 102" **to** "Completion of GERM 201 with a grade of C (or S), or permission of the department chair."

Drop GERM 203 (1) Hin und Zuruck.

Add GERM 206 (3) German for Business.

Modify GERM 210 (3) Special Topics in Language and Culture to **change** credit **from** 3 **to** variable 1-3 and to **change** prerequisites **from** "GERM 201" **to** "GERM 201 with a grade of C or S."

Modify GERM 401 (4) Survey of German Literature to **change** prerequisites **from** "At least 6 hours of 200-level GERM, including GERM 250" **to** "GERM 250 and at least one German course on the 300-level or permission of the instructor."

Modify MLAN 330A (3-6) Language and Cultural Studies Abroad to **change** credit hours **from** variable 3-6 **to** variable 1-6 and to **change** prerequisites **from** "Completion of Fren/Span/Germ 101-102 or equivalent" **to** "Students who have completed FREN 101 and 102 may earn a maximum of 6 credits. Students at the 101 or 102 levels may earn a

maximum of 4 credits. May be repeated for a maximum of 12 credits contingent on departmental review and receipt of official transcripts."

Modify MLAN 330 B (3-6) Language and Cultural Studies Abroad to **change** credit hours **from** variable 3-6 **to** variable 1-6 and to **add** prerequisite of "Students who have completed SPAN 101 and 102 may earn a maximum of 6 credits. Students at the 101 or 102 levels may earn a maximum of 4 credits. May be repeated for a maximum of 12 credits contingent on departmental review and receipt of official transcripts.

Modify MLAN 330C (3-6) Language and Cultural Studies Abroad to **change** credit hours **from** variable 3-6 **to** variable 1-6 and to **add** prerequisite of "Students who have completed GERM 101 and 102 may earn a maximum of 6 credits. Students at the 101 or 102 levels may earn a maximum of 4 credits. May be repeated for a maximum of 12 credits contingent on departmental review and receipt of official transcripts."

Modify MLAN 530 A (3-6) Language and Cultural Studies Abroad to **change** credit hours **from** variable 3-6 **to** variable 1-6 and to **change** prerequisites **from** "Completion of FREN/SPAN/GERM 101-102 or equivalent" **to** "Completion of six credits on the 300 level or equivalent and a grade of S in French 499. May be repeated for a maximum of 12 credits contingent on departmental review and receipt of official transcripts."

Modify MLAN 530 B (3-6) Language and Cultural Studies Abroad to **change** credit hours **from** variable 3-6 **to** variable 1-6 and to **add** prerequisites of "Completion of six credits at the 300 level or equivalent and a grade of S in Spanish 499. May be repeated for a maximum of 12 credits contingent on   departmental review and receipt of official transcripts."

Modify MLAN 530 C (3-6) Language and Cultural Studies Abroad to **change** credit hours **from** variable 3-6 **to** variable 1-6 and to **add** prerequisites of "Completion of six credits at the 300 level or equivalent. May be repeated for a maximum of 12 credits contingent on departmental review and receipt of official transcripts."

Modify SPAN 101(4) Elementary Spanish to clean up catalog description.

Modify SPAN 102 (4) Elementary Spanish to clean up catalog description and **change** prerequisites **from** "Students who elect to take a 101 language course must receive at least a C (or S) in that language course before continuing on to 102 of that language **to** "Completion of SPAN 101 or equivalent with a grade of C (or S), a satisfactory score on the departmental placement test, or permission of the department chair."

Modify SPAN 201 (3) Intermediate Spanish to clean up catalog description and to **change** prerequisites **from** "SPAN 102" **to** "Completion of SPAN 102 with a grade of C (or S), a satisfactory score on the departmental placement test, or permission of the department chair."

Modify SPAN 202 (3) Intermediate Spanish Conversation to clean up catalog copy and to **change** prerequisites **from** "SPAN 102" **to** "Completion of SPAN 201 with a grade of C (or S), or permission of the department chair."

Add SPAN 206 (3) Spanish for Business.

Modify SPAN 210 (3) Special Topics in Language and Culture to **change** credit **from** 3 **to** variable 1-3 and to **change** prerequisites **from** "SPAN 201" **to** "SPAN 201 with a grade of C or S."

Add SPAN 350 (3) Service Learning

Modify SPAN 401(4) Survey of Hispanic Literatures to **change** credit hours **from** 4 **to** 3 and **to** change prerequisites **from** "At least 6 hours of 200 level SPAN, including SPAN 250" to "SPAN 250 and SPAN 310."
Modify SPAN 402 (3) Survey of Spanish American Literature to **change** title to Survey of Spanish Peninsular Literature and to **add** prerequisite of SPAN 250 and SPAN 310.
Modify SPAN 504 (3) Cervantes to **change** perquisites **from** "SPAN 401 and 402" **to** "SPAN 401 and 402 or permission of the instructor; SPAN 302 is strongly recommended."
Modify SPAN 506 (3) Spanish-American Literature to Modernism to **change** prerequisites **from** "6 hours of intermediate Spanish; SPAN 301 strongly recommended" **to** "SPAN 401 or permission of the instructor; SPAN 301 strongly recommended."
Modify SPAN 507 (3) Modern Spanish-American literature to clean up catalog copy and to **change** prerequisites **from** "18 hours of Spanish or equivalent or permission of instructor" **to** SPAN 401 or permission of the instructor; SPAN 301 strongly recommended."

Department of Philosophy and Religious Studies
Add PHIL 575 (3) Business Ethics.

COLLEGE OF BUSINESS ADMINSTRATION

Department of Computer Science/Quantitative Methods
Add CSCI 101I (.5) Learning Adobe Illustrator.
Add INFD 322 (3) Visual Design of Complex Systems.

Department of Finance, Accounting, and Economics
Modify FINC 410 (3) Sport Budgeting and Finance to **change** prerequisites **from** "ACCT 280" **to** "SPMA 101, ECON 103, and ACCT 280."
Modify FINC 515 (3) Insurance and Risk Management to **change** prerequisites **from** "FINC 311, or FINC 655" **to** "FINC 311 with a grade of C- or better."
Modify FINC 516 (3) Employee Benefits and Retirement Planning to **change** prerequisites **from** "FINC 311, or FINC 655" **to** "FINC 311 with a grade of C- or better."

Department of Management & Marketing
Drop MKTG 383 (3) Professional Sales and Marketing.
Add MKTG 483 (3) Sales and Relationship Marketing.
Drop MKTG 582 (3) Sales Management.
Add MGMT 575 (3) Business Ethics.

RILEY COLLEGE OF EDUCATION

Department of Health and Physical Education
Add ATRN 101 (2) Introduction to Athletic Training**.**
Modify PHED 212 (2) Foundations of Athletic Training to **change** designator and number to ATRN 151; to **delete** prerequisite of PHED 111; and to **change corequisite from** PHED212L **to** ATRN 151L.

Modify PHED 212L (1) Foundations of Athletic Training Lab to **change** designator and number to ATRN 151L and to **change** corequisite **from** PHED 212 **to** ATRN 151.
Modify PHED 211 (1) Clinical Experiences in Athletic Training I to **change** designator and number to ATRN 201 and to **add** prerequisite of "ATRN 101 or permission of instructor."
Modify PHED 311 (1) Clinical Experiences in Athletic Training II to **change** designator and number to ATRN 202; **change** credit hours from 1 to 2; and **change** prerequisite **from** "PHED 211" **to** "ATRN 201 or permission of instructor."
Modify PHED 497 (1) Clinical Experiences in Athletic Training III to **change** designator and number to ATRN 301; **change** credit hours from 1 to 2; and **change** prerequisite **from** "PHED 311, 338 and 339" **to** "ATRN 201 and 202 or permission of instructor."
Modify PHED 498 (1) Clinical Experiences in Athletic Training IV to **change** designator and number to ATRN 302; **change** credit hours from 1 to 2; and **change** prerequisites **from** "PHED 497 and 564" **to** "ATRN 201,202 or   permission of instructor."
Modify PHED 338 (2) Assessment of Athletic Injuries and Illnesses to **change** designator, number, and title to ATRN 310 (2) Assessment of Athletic Injuries and Conditions: Lower Extremity; to **delete** prerequisite of BIOL 307; and to **change** corequisite **from** "PHED 338L" **to** "ATRN 310L and BIOL 307."
Modify PHED 338L (1) Assessment of Athletic Injuries and Illnesses to **change** designator, number, and title to ATRN 310L (1) Assessment of Athletic Injuries and Conditions: Lower Extremity Lab and to **change** corequisite **from** PHED 338 **to** ATRN 310.
Modify PHED 339 (2) Assessment of Athletic Injuries and Illnesses to **change** designator, number, and title to ATRN 320 (2) Assessment of Athletic Injuries and Conditions: Upper Extremity; to **delete** prerequisite of BIOL 306; and to **change** corequisite **from** "PHED 339L" to "ATRN 320L and BIOL 307."
Modify PHED 339L (1) Assessment of Athletic Injuries and Illnesses to **change** designator, number, and title to ATRN 320L (1) Assessment of Athletic Injuries and Conditions: Upper Extremity Lab and to **change** corequisite **from** PHED 339 **to** ATRN 320.
Modify PHED 564 (2) Assessment of Athletic Injuries and Illnesses to **change** designator, number, and title to ATRN 330 Assessment of Athletic Injuries and Conditions: Head/Trunk and to **change** corequisite **from** PHED 564L **to** ATRN 330L.
Modify PHED 564L (1) Assessment of Athletic Injuries and Illnesses to **change** designator, number, and title to ATRN 330L and to **change** corequisite **from** PHED 564 **to** ATRN 330.
Modify PHED 563 (2) Therapeutic Modalities for Athletic Training to **change** designator and number to ATRN 350; to **change** prerequisite **from** "PHED 338" **to** "ATRN 151;" and to **change** the corequisite **from** PHED 563L **to** ATRN 350L.
Modify PHED 563L (1) Therapeutic Modalities for Athletic Training to **change** designator and number to ATRN 350L and to **change** the corequisite **from** PHED 563 **to** ATRN 350.
Modify PHED 499 (1) Clinical Experiences in Athletic Training V to **change** designator, number, and credit hours to ATRN 401 (2) and to **change** prerequisites **from** "PHED 498 and 565" **to** ATRN 201 and 202."

Modify PHED 500 (1) Clinical Experiences in Athletic Training VI to **change** designator, number, and credit hours to ATRN 402 (2) and to **change** prerequisites **from** "PHED 499 and PHED 496B" **to** "ATRN 201,202,301.

Modify PHED 565 (2) Therapeutic Exercise and Rehabilitation for Athletic Training to **change** designator and number to ATRN 450; to **change** prerequisites **from** "PHED 338, 339, 564" **to** "ATRN 310;" and to **add** the corequisite of ATRN 450L.

Modify PHED 565L (1) Therapeutic Exercise and Rehabilitation for Athletic Training Lab to **change** designator and number to ATRN 450L and to add corequisite of ATRN 450.

Modify PHED 496B (3) Administrative Aspects of Athletic Training to **change** designator, number, and title to ATRN 480 (2) Capstone in Athletic Training; to **change** prerequisite **from** "PHED 497, 498, 565" **to** "ATRN 330;" and to **change** the corequisite **from** PHED 495 **to** ATRN 480L.

Add ATRN 480L (1) Capstone in Athletic Training Lab**.**

Add ATRN 510 (3) Pharmacology and Drug Education.

Modify PHED 506 (3) Advanced Emergency Care to **change** designator and number to ATRN 561.

Modify PHED 363 (3) Medical Aspects of Sport and Related Injuries to **change** designator and number to ATRN 563 and to **change** prerequisites **from** "PHED 211, 212, 311" **to** "ATRN 310 or permission of instructor."

Add EXSC 101 (3) Introduction to Exercise Science.

Add EXSC 485 (4) Exercise Physiology II and Lab**.**

Add EXSC 511 (3) Physical Activity for Special and Aging Populations**.**

Add HLTH 406 (3) Exercise and Health Promotion**.**

Drop PHED 101 (3) Introduction to Physical Education.

Modify PHED112 (2) Movement Concepts to **change** credit hours to 3 and to **add** prerequisite of PHED 118.

Add PHED118: Movement and Educational Gymnastics**.**

Add PHED 120 (1) Beginning Kayaking**.**

Add PHED234: Teaching Invasion and Net Games**.**

Modify PHED 325 (3) Sport Governance and Ethics to **change** number and title to PHED 200 (3) Sport Ethics and **add** SPMA 101 as a prerequisite.

Drop PHED 369 (1) Instructional Laboratory.

Add PHED385 (1) Exercise Physiology Laboratory**.**

Modify PHED 476 (3) Facilities Management and Design to **add** prerequisite SPMA 101.

Add PHED 481 (1) Exercise Testing and Prescription Lab**.**

Modify PHED 525 (3) Risk Management in Physical Activity and Sport to **add** prerequisite SPMA 101.

Modify SPMA 255 (3) Research and Writing in Sport Management to change number to SPMA 355.

Modify SPMA 426 (3) Administration of Sport Organizations to change title to Administration and Governance of Sport Organizations and to add SPMA 101 as a prerequisite.

COLLEGE OF VISUAL AND PERFORMING ARTS

Department of Design

Add VCOM 101 (1) Visual Communications Seminar.

Add VCOM 120 (3) Design Drawing.

Add VCOM 150 (3) Design Studio Skills.

Add VCOM 151 (3) Design Fundamentals.

Add VCOM 154 (3) Design and Color.

Modify VCOM 222 (3) Introduction to Illustration to **change** prerequisites **from** "ARTS 101, 120" **to** "ARTS 120 or VCOM 120 or permission of area coordinator."

Modify VCOM 258 (3) Introduction to Typography to **change** hours **from** 3:6 **to** 3:1:4 and to **change** prerequisites from "ARTS 102, ARTS 201 and ARTS 220 or permission of area coordinator" **to** "VCOM 150 and VCOM 151 or permission of area coordinator."

Modify VCOM 259 (3) Introduction to Graphic Design to **change** hours **from** 3:6 **to** 3:1:4 and to **change** prerequisites **from** "ARTS 102, ARTS 201 and ARTS 220 or permission of area coordinator" **to** "VCOM 154 and VCOM 258."

Modify VCOM 261 (3) Introduction to Computer Imaging to **change** hours **from** 3:6 **to** 3:1:4 and to **change** prerequisites **from** "ARTS 101" **to** "ARTS 101 or CSCI 101 (including modules F & I) or INFD 141; or permission of area coordinator."

Modify VCOM 262 (3) Introduction to Web Design to **change** prerequisites **from** "ARTS 281 or CSCI 101 or VCOM 261" **to** "CSCI 101 (including modules "F" and "I") and VCOM 261; or INFD 141; or permission of program coordinator" and to **change** hours from 3:6 to 3:1:4 (now includes lecture).

Add VCOM 300 (0) VCD Portfolio Review.

Add VCOM 301 (1) Critical Seminar.

Add VCOM 340 (3) Cooperative Education Experience.

Modify VCOM 355 (3) Graphic Design II to **change** title to Design Concepts; **change** hours from 3:6 to 3:1:4 (now includes lecture); and **change** prerequisite **from** VCOM 354 **to** VCOM 300.

Modify VCOM 358 (3) Intermediate Typography to **change** hours from 3:6 to 3:1:4 (now includes lecture) and **change** prerequisite **from** VCOM 354 **to** VCOM 300.

Add VCOM 362 (3) Interactive Media.

Add VCOM 363 (3) Multimedia Design I.

Modify VCOM 274 (3) History of Graphic Design and Illustration to **change** number to VCOM 374; to **change** prerequisites **from** "ARTH 175, ARTH 176" **to** "ARTH 176;" and to **cross-list** it with ARTH 374.

Modify VCOM 288 (3) Graphic Arts Production Practices to **change** number to VCOM 388 and to **change** prerequisites **from** "VCOM 251 or permission of area coordinator" **to** "passage of VCOM 300 or permission of program coordinator."

Add VCOM 390 (1) Special Topics in Visual Communication Design.

Add VCOM 392 (3) Special Topics in Visual Communication Design.

Add VCOM 401 (1) Critical Seminar.

Modify VCOM 453 (3) Corporate Identity to **change** hours **from** 3:6 **to** 3:1:4 and to **change** prerequisites **from** "VCOM 354" **to** "VCOM 355 and VCOM 358."

Modify VCOM 455 (3) Three-Dimensional Graphic Design to **change** hours **from** 3:6 **to** 3:1:4.

Add VCOM 462 (3) Interface Design in Alternative Media.

Modify VCOM 463 (3) Sequential and Multimedia Design to **change** title to Multimedia Design II; to **change** hours **from** 3:6 **to** 3:1:4; and to **change** prerequisites **from** "ARTT 300 or permission of area coordinator" **to** "VCOM 363."

Modify VCOM 486 (1) Senior Thesis Proposal to **change** prerequisites **from** "VCOM 355" **to** "VCOM 455 or VCOM 424; WRIT 465 (must be pre- or co-requisite)."

Modify VCOM 487 (3) Senior Thesis to change prerequisites from "VCOM 486" to "WRIT 465, VCOM 486."

Add VCOM 490 (1) Special Topics in Visual Communication Design.

Add VCOM 492 (3) Special Topics in Visual Communication Design.

Add VCOM 501 (1) Critical Seminar.

Department of Fine Arts

Add ARTE 348 (3) Introduction to Art Education.

Modify ARTE 528 (3) Foundations of Art Education to **change** title to Art Education Foundations and Elementary Methods and to **change** prerequisites **from** "permission of instructor" **to** "ARTE 348 or ARTE 580, or permission of the instructor."

Modify ARTE 548 (3) Curriculum Development in Art Education to **change** title to Curriculum in Art Education and Secondary Methods.

Drop ARTE 549 (3) Foundations of Art Education.

Modify ARTE 592 (1) Field Experience in Teaching Art to **change** prerequisites **from** "ARTE 590" **to** "ARTE 348 or ARTE 580, ARTE 528, ARTE548" and to **change** corequisites **from** "ARTE591 and EDUC390" **to** "ARTE 550 and EDUC 391 or EDUC 660."

Modify ARTH 274 (3) History of Graphic Design and Illustration to **change** numbering to ARTH 374; to **change** prerequisites **from** "ARTH 175 and ARTH 176" **to** "ARTH 176"; and to **cross-list** it with VCOM 374.

Modify ARTH 374 (3) History of Graphic Design and Illustration to **change** prerequisites **from** "ARTH 175 and ARTH 176" **to** "ARTH 176" and **add** cross-listing of VCOM 374.

Add ARTS 354, (3) Jewelry and Metals for non-ART majors.

Modify ARTS 355 (3) Jewelry and Metals I to **add** pre-requisites "ARTS 101,102,120."

Modify ARTS 356 (3) Jewelry and Metals II to more clearly and accurately define the methods of the course and **change** prerequisites from "ARTS 355" to "ARTS 201, ARTS 202, ARTS 220 and ARTS 355."

Modify ARTS 455 (3) Jewelry and Metals III to more clearly and accurately define the methods of the course.

Modify ARTS 456 (3) Jewelry and Metals IV to more clearly and accurately define the methods of the course.

Modify ARTS 555 (3) Jewelry and Metals V to change prerequisites from "ARTS 455" to "ARTS 456 or permission of chair, Department of Fine Arts."

Modify ARTS 556 (3) Jewelry and Metals VI to make it a capstone course and to **change** prerequisites **from** "ARTS 555" **to** "ARTS 555 or permission of chair, Department of Fine Arts."

Department of Music

Drop MUST 311, Music Theory V-20th Century (2:2:0).
Modify MUST 411(1-2) Composition III to **change** title to Form and Analysis and credit hours to 3 to reflect its change in focus from analytical techniques to form and analysis.
Modify MUST 511 (3) Orchestration and Arranging to **change** title to Orchestration and **delete** emphasis in choral arranging.
Modify MUST 521 (2) Composition for Music Education to **change** title **to** Composition Methods and Arranging and to **change** goals and teaching method for this course to focus on compositional teaching techniques and arranging techniques.

Department of Theatre and Dance

Add DANA 236 (1) Early Dance.
Add DANA 238 (1) Hip Hop.
Add DANA 249 (1) Advanced Social Dance.
Add DANA 261 (1) Musical Theatre Dance Forms.
Modify DANT 301 (3) Choreography II to **change** prerequisites **from** "DANT 201" **to** "DANT 201, DANT 260."
Modify THRA 180 (0) Technical Theatre Practicum: Running Crew to **add** corequisite of THRT 110.
Add THRA 221 (3) Stage Dialects.
Add THRA 321 (3) Stage Combat.
Modify THRA 420 (3) Acting III to **change** number and title to THRA 421 Acting Styles I.
Add THRA 422 (3) Acting Styles II.
Modify THRA 470 (3) Advanced Practicum to clarify more precisely the purpose of the course.
Drop THRA 570 (3) Advanced Practicum—course exists at the 400 level.
Modify THRT 110 (3) Introduction to Design for Theatre to **add** corequisite of THRA 180.
Drop THRT 571(1), 572 (2), 573 (3) Independent Study.

        B. Standing Committee Reports
            1. Admissions Advisory
            Dr. Jean Silagyi-Rebovich gave the report from the February 6th meeting. The committee met in the International Center. The Director of the International Center, Mr. Woody Pelton, provided an overview of current international undergraduate activities and initiatives. The International Center assumed responsibility for international undergraduate admissions during the 2006-2007 academic year, unifying all aspects of the international admissions process. Mr. Pelton provided committee members with an orientation about the number of international students enrolled at Winthrop, the countries represented, and explained some of the differences between international and domestic academic records and transcripts.

The Dean of Enrollment Management for domestic undergraduate admissions, Ms. Margaret Williamson, is working with Dacus Library to provide prospective undergraduates and their parents with temporary access to the library during on-campus visits. Next year the International Center Director and the Dean of Enrollment Management will host one meeting each of the Admissions Advisory Committee.

2. Rules

Dr. Will Kiblinger presented a proposal to place an item on the April 25th agenda. The Rules Committee recommends Faculty Conference consider a change to the Faculty Manual regarding the membership of the Admissions Advisory Committee.

> *Section 9 The Admissions Advisory Committee shall be responsible to the Faculty Conference for appropriate reports and policy recommendations concerning the recruitment and admission of students. Because recruitment and admissions require long-range planning and are vitally connected to the University's fiscal condition, the committee shall be responsible for remaining informed about the University's strategic recruitment and admissions plan through consultation with appropriate administrators and staff. The committee shall report to the Faculty Conference at least once each semester.*
>
> *Membership of the committee shall consist of five tenured or tenure-track faculty members - one member elected by the faculty assembly of each major academic division. The Dean of Enrollment Management shall serve as a nonvoting, ex-officio member. The chair of the committee shall be a voting member and elected by the committee's voting members. The chair shall serve a one-year term. The voting members shall serve three-year terms which shall be staggered as determined by Faculty Conference regulations.*
>
> *Source: Appendix I, Faculty Manual*
> *http://www.winthrop.edu/acad_aff/facmanual/appendix1.htm*

The Committee recommends changing the second sentence of the second paragraph to read,

"The Dean of Enrollment Management and the Director of the International Center shall serve as nonvoting, ex-officio members"

Faculty Conference approved adding this item to the agenda of the next meeting.

3. Library

No report. Dr. Fortner-Wood stated that the committee met February 1st and plans to meet the 1st or 2nd week in April. The committee will make a formal report at the April Faculty Conference.

4. Personnel Committee

Dr. Julian Smith distributed ballots for Faculty Elections. One nomination was added from the floor: Dr. Matthew Fike was added to the nominees for Academic Council. Faculty present at the meeting voted. The voting continued through noon on Monday March 10. The following nominees were selected:

Faculty Representative to Attend Student Governance (CSL) Meetings: Bradley Tripp

Academic Conduct: Matthew Fike

Academic Council: Kelly James

Academic Freedom and Tenure (Standing Committee): Shelly Hamill, Julian Smith III, Rebecca Evers

Dinkins Student Union Advisory Board: William Kiblinger

Faculty Concerns (Standing Committee): Moody Crews

Faculty Personnel (Standing Committee): Timothy Daugherty

Judicial Council: Virginia Williams

Rules (Standing Committee): Carlton Bessinger, Marilyn Smith

VII.   Unfinished Business
Faculty Governance Review. Dr. Tom Polaski reported that the committee is meeting regularly and reviewing the preliminary reports from the five subgroups. They are working to create a series of suggestions and recommendations to present to Faculty Conference. They have taken a preliminary look at the curriculum approval structures and have discussed at length roles and rewards. He currently does not have an estimate on when the committee will complete its work.

VIII.   New Business
 None

IX.   Announcements
A. Records and Registration
Mr. Tim Drueke made the following announcements: March 28, is the last day to withdraw from full semester classes and rescind S/U option; Spring break is March 17-23; Advising begins March 26; April 9 begins Summer and Fall Registration.
He said faculty should feel free to drop by their new office at 126 Tillman.

X.   Adjournment

The meeting adjourned at 3:34 pm.

Winthrop University Academic Council
Report to Faculty Conference 4/25/08

Academic Council met on Friday, April 11, 2008. The meeting was held at 2:00 pm in Tillman 308.

Committee on Undergraduate Instruction

The following items brought to Academic Council by CUI *require* the approval of Faculty Conference:

COLLEGE OF ARTS AND SCIENCES

Department of English

 Modify Bachelor of Arts in English with teacher certification to **delete** the second lab science.

Department of History

 Modify Bachelor of Arts in History with teacher certification to **delete** the second lab science.

 Modify minor in International Area Studies to **change** 6-9 hours in List I to 9; to **change** foreign language proficiency; to **delete** ANTH 323 from List I; to **add** FREN and SPAN 302 and HIST 560 to List I; and to **add** DANA 258, PLSC 506, and RELG 335 and 340 to List II.

 Modify the minor in Peace, Justice and Conflict Resolution Studies to **add** PLSC 208, 312, 325, 337, CMVS 201, PLSC 551/AAMS 551, and PLSC 553/WMST 553 to the list of available courses.

Department of Human Nutrition

 Modify Bachelor of Science in Human Nutrition/Food Systems Management to **delete** NUTR 572 Dietetics Management because the course is irrelevant for students in the food systems management option.

 Modify Bachelor of Science in Human Nutrition/Dietetics to **delete** CHEM 301/303.

Department of Mathematics

 Modify Bachelor of Science in Mathematics with Teacher Certification to **delete** the second lab science.

Department of Modern Languages

 Modify BA in Modern Languages/French with teacher certification to **delete** the second lab science.

 Modify BA in Modern Languages/Spanish with teacher certification to **delete** the second lab science.

Department of Political Science

Modify BA in Political Science with teacher certification to **delete** the second lab science.

Department of Social Work

Modify Bachelor of Social Work to **add** BIOL 150/151 as an alternative to SCIE 301 to meet the biology requirement

COLLEGE OF VISUAL AND PERFORMING ARTS

Department of Design

Modify Bachelor of Fine Arts in Arts with a concentration in Interior Design by reconfiguring the program sequence in order to better address both professional and accreditation standards, and providing a more clearly identified and logically sequential progression of degree content for students.

Department of Music

Modify Bachelor of Arts in Music to **drop** MUST 311 (2.0) Music Theory V--20th Century from the course requirements; **increase** Music electives above 299 to 5.

Modify Bachelor of Music Education/Choral to **drop** MUST 311 from degree program and **replace** MUST 512 with new course MUST 411.

Modify Bachelor of Music Education/Instrumental to **drop** MUST 311 from degree program and **replace** MUST 512 with new course MUST 411.

Add Bachelor of Music in Performance/Composition.

Department of Theatre and Dance

Modify Bachelor of Arts in Theatre with Design/Technical emphasis to **require** Theatre majors earn a grade of C or better in all courses in their major program.

Modify Bachelor of Arts in Theatre with Performance emphasis to **add** THRA 422 Acting Styles II and to **require** Theatre majors earn a grade of C or better in all courses in their major program.

Modify Bachelor of Arts in Theatre with teacher certification to **require** majors to earn a C or better in all courses in their major program.

Modify minor in Theatre to **require** THRA 180.

The following actions brought to Academic Council by CUI *do not require* the approval of Faculty Conference:

COLLEGE OF BUSINESS

Department of Accounting, Finance and Economics

Drop ACCT 551 (3) Business Law for Accountants.

Department of Management and Marketing
    Drop MGMT 365 (3) Principles of Real Estate.
    Drop MKTG 492 (3) Field Experience in Marketing.

RILEY COLLEGE OF EDUCATION

Department of Health and Physical Education
    Modify PHED 338 (2) Assessment of Athletic Injuries and Illnesses to **change** designator, number, and title to ATRN 310 (2) Assessment of Athletic Injuries and Conditions: Lower Extremity
    Modify PHED 338L (1) Assessment of Athletic Injuries and Illnesses to **change** designator, number, and title to 311 (2) Assessment of Athletic Injuries and Conditions: Lower Extremity Lab.
    Modify PHED 339 (2) Assessment of Athletic Injuries and Illnesses to **change** designator, number, and title to ATRN 320 (2) Assessment of Athletic Injuries and Conditions: Upper Extremity.
    Modify PHED 339L (1) Assessment of Athletic Injuries and Illnesses to **change** designator, number, and title to ATRN 321 Assessment of Athletic Injuries and Conditions: Upper Extremity Lab.
    Add EXSC 511 (3) Physical Activity for Special and Aging Populations.
    Add HLTH 406 (3) Exercise and Health Promotion.
    Modify SPMA 255 (3:3) Research and Writing in Sport Management to change number to 355.

COLLEGE OF VISUAL AND PERFORMING ARTS

Department of Design
    Modify INDS 101 (3) Interior Design Fundamentals to **change** description and goals in order to present a more accurate representation of course content including introductory professional and program theory aspects of course.
    Add INDS 111 (3:1:6) Interior Design Studio: Fundamentals.
    Drop INDS 201 (3:7) Surface Design.
    Add INDS 213 (3:1:6) Spatial Analysis and Theory I.
    Add INDS 223 (3:1:6) Presentation Techniques I.
    Drop INDS 231 (3:7) Interior Design I: Residential.
    Drop INDS 232(3:7) Design Presentation and Media.
    Drop INDS 234 (3:7) CAD for Interior Designers.
    Add INDS 238 (3) Textiles and Materials
    Drop INDS 241 (3:2:2) Housing and Home Planning.
    Drop INDS 242(3) Textiles for Interior Design
    Drop INDS 252(3:3:0) Lighting.
    Add INDS 271 (3) Interior Design and Architectural History I
    Add INDS 272 (3) Interior Design and Architectural History II
    Add INDS 300 (0) Interior Design Portfolio Review
    Add INDS 313 (3:1:6) Spatial Analysis and Theory II
    Drop INDS 320 (2) Interior Design Project Documentation

Add INDS 323 (3:1:6) Presentation Techniques II
Add INDS 325 (3:2:5) CAD for Interior Design
Add INDS 326 (3:2:5) Introduction to Building Systems
Add INDS 329 (3:2:5) Interior Design Contract Documents
Add INDS 331 (3:3:2) Lighting Design
Add INDS 333 (3:7) Interior Design II: Residential.
Modify INDS 336 (3) Codes and Standards **to revise** relevant content from existing 2 credit hour INDS 336, as well as **update** and expand coverage of relevant material to include skills and understandings gained in INDS 326 and INDS 329.
Drop INDS 337 (3) Historic Interiors and Architecture: Pre-Class
Drop INDS 338 (3) Historic Interiors and Architecture: Neo-Class
Modify INDS 340 (3) Cooperative Education Experience **to change** prerequisites **from** "Passing of Sophomore Portfolio Review" **to** "Passage of INDS 300 Portfolio Review, INDS 325, INDS 353."
Drop INDS 344 (3:0:7) Millwork Detailing.
Add INDS 353 (3:1:6) Interior Design Studio I
Add INDS 357 (4:1:6) Interior Design Studio II
Add INDS 425 (3:2:5) Advanced Computer Applications for Interior Design
Add INDS 429 (3) Professional Practices
Drop INDS 432 (3:7) Interior Design III: Commercial.
Drop INDS 433 (3:7) Interior Design IV: Commercial.
Add INDS 453 (4:1:6) Interior Design Studio III
Add INDS 455 (4:1:6) Interior Design Studio IV
Drop INDS 484 (3:0:7) Historic Preservation.
Add INDS 485 (1:0:2) Portfolio Preparation
Add INDS 487 (3) Senior Thesis Preparation
Modify INDS 488 (4:7) Senior Thesis to **change** prerequisites from "INDS 333, 432, 433" to "INDS 455, INDS 487, INDS 485 (pre- or co-requisite)."

Department of Theatre and Dance
　　　Add DANA 249 (1:2) Advanced Social Dance

General Education Committee

The following items brought to Academic Council by the General Education Committee *require* the approval of Faculty Conference:

1. A proposal to add the course WRIT 510: Cyber Rhetoric to the lists of courses meeting the Humanities and Arts and Technology requirements.

2. A proposal to add the course ENGL 308: World Literature after 1700 to the lists of courses meeting the Humanities and Arts and Global Experience requirements.

Cultural Events Committee

The following amendments for the descriptions and guidelines listed on the Cultural Events website were approved by Academic Council. They *do not require* the approval of Faculty Conference.

1) Replacing the original language on the page titled "Guidelines for Sponsors of Cultural Events:" under "Lectures, Panels Discussions, and Forums…":

> 2. A subject of importance and / or uniqueness (e.g. new ideas).

  With the following:

> 2. A subject of importance and / or uniqueness (e.g. new ideas). **For example, Public Service Announcements as lectures or presentations (events that serve more to inform the public about safety or health concerns, etc.) will, in general, not receive cultural event credit.**

2) Replacing the final two paragraphs listed under "Guidelines for Sponsors of Cultural Events:"

> In general, programs and performances by, or specifically designed for, children (below college age) will not be approved as Cultural Events. All events selected as approved cultural events should be under the sponsorship of a faculty member, administrator, or a related organization(s) (e.g., student organization, University department, etc.).

> It should be noted, and strongly emphasized, that failure to attain the approval of the Cultural Events Committee does not reflect upon the quality or the validity of any event, nor the committee's support for the program being presented, only its relevance to the specific goals of the cultural events requirement.

With the following:

> In general, programs and performances by, or specifically designed for, children (below college age) will not be approved as cultural events. All events selected as approved cultural events should be under the sponsorship of a faculty member, administrator, or a related organization(s) (e.g., student organization, University department, etc.).

> **Students are encouraged to earn some cultural event credit through events in which they are not participating. Students may not earn more than one half of the total required cultural event credit through a single event (e.g. trip abroad, conference).** It should be noted, and strongly emphasized, that failure to attain the approval of the Cultural Events Committee does not reflect upon the quality or the validity of any event, nor the committee's support for the program being presented, only its relevance to the specific goals of the cultural events requirement.

3) Replacing the paragraph under the heading "How Can the Requirement Be Fulfilled?" on the "Cultural Events Requirement" webpage:

> Students are solely responsible for completing their cultural events requirements. Students who feel that they cannot fulfill the cultural requirement by graduation, for whatever reason, should discuss their situation with the Coordinator for Cultural Events (Office of Records and Registration) who can work with them and advise them on the options available to them. Students anticipating this situation should contact the Cultural Events Office as early in their college career as possible so as to allow maximum opportunities to work on the problem.

With the following:

> **Students are encouraged to earn some cultural event credit through events in which they are not participating. Students may not earn more than one half of the total required cultural event credit through a single event (e.g. trip abroad, conference).** Students are solely responsible for completing their cultural events requirements. Students who feel that they cannot fulfill the cultural requirement by graduation, for whatever reason, should discuss their situation with the Coordinator for Cultural Events (Office of Records and Registration) who can work with them and advise them on the options available to them. Students anticipating this situation should contact the Cultural Events Office as early in their college career as possible so as to allow maximum opportunities to work on the problem.

Maymester Course Load

> At its November 3, 2006 meeting, Academic Council approved a request from Academic Leadership Council to allow students to enroll for up to 6 credit hours in Maymester 2007. At its April 11, 2008 meeting, Academic Council approved the same request from Academic Leadership Council for Maymester 2008.

Academic Freedom and Tenure Committee
Committee Report 2007/08

As stated in the Faculty Conference Bylaws, the Academic Freedom and Tenure Committee "shall be responsible for recommendations to the Faculty Conference with respect to policies on academic freedom and tenure and shall serve as a grievance committee in cases involving the granting of tenure." As there were no tenure grievance appeals to the Committee and no issues arising as to "policies on academic freedom," the Committee did not need to meet this academic year.

The Committee did elect Jane Thomas from the College of Business Administration as chair for the 2008/09 academic year.

Bob Gorman, Chair

Faculty Concerns Committee Report 2007-08

To: Winthrop University Faculty Conference
From: Faculty Concerns Committee
Subject: Report of Faculty Concerns for the 2007-2008 Academic Year
Date: April 16, 2008

The following are the faculty concerns that were brought to the President's attention and answered at the Faculty Concerns Committee meeting with Dr. DiGiorgio on February 28, 2008.

The concerns were about healthcare insurance benefits, faculty salary reports and status, traffic and pedestrian issues, and the availability of nicer meeting rooms.

The agenda follows:

I. Welcome and Introductions

After introductions around the table, Dr. DiGiorgio provided a brief overview of progress in building construction around campus in relation to the campus master plan. In particular, he mentioned how the Student Center would fit into what we could see from the West Center, how the landscape would be rearranged over time to restore the Chapel and amphitheater grounds, that the Thurmond Auditorium was ready to begin, and that the only major academic project lacking funds is still the new library. The President also announced later that our request to become an educational-use zone has been approved by the City Council.

II. The Concerns of the Faculty

We decided to address the faculty concerns in reverse order, handling what we thought would be the easiest ones first.

      A. This concern involved meeting rooms on campus. It seems to be difficult to schedule events in "upscale" campus facilities such as the Baruch Room. It was reported that most, or all, of the nicer rooms are reserved for use by the President's office.

The President's Response:

A complete list of the available meeting rooms in each building and the responsible space use manager in each building will be provided only to faculty and staff. The President recommended that all requests, especially for external use or outside groups, be scheduled through Carrie McKesson as she has the master schedule for nearly all campus space. An exception is the Dunlap Roddey Room in Johnson Hall, which is scheduled by the President's office. Joynes Hall, which is generally considered to be mixed-use space, is in the process of separating the Inn from Admissions. The entire first floor will be used for Admissions, including the Baruch Room after outstanding commitments have been honored. In contrast with the above, space available for student and public use is readily visible online and may be scheduled through the online space-use reservation system.

      B. Three concerns involved traffic and pedestrian safety issues:

      1. One was about pedestrian safety at the intersection of Alumni Drive and Cherry Road. It is very difficult to turn in and out of Alumni Dr. or for students to cross Cherry Rd. safely without a traffic light. We would like to know if there are or could be plans to place a traffic light at this intersection. We are concerned that someone will be seriously injured if no action is taken, especially now that Alumni Dr. is the main access road into campus for the West Center.

The President's Response:

The University has been working closely with the City of Rock Hill, even before our inquiry, to make a case with the SC Department of Transportation for a traffic light at the intersection of Alumni Drive and Cherry Road. Past traffic studies, at the Coliseum for example, have not shown vehicle and pedestrian counts sufficient to meet the state's criteria for installation of a light, and do not always take other factors into account. It is hoped that combining city issues with the University's will make a stronger case. Potential "conflicts" with our request include the proximity of the nearby light on Cherry and the planned refurbishment of lower Cherry Road. Changes made on upper Cherry did offer some improvements in safety characteristics. The President's office will keep us informed of any progress.

2. A second traffic issue related to continued monitoring of the crosswalk from Withers to Dinkins. The issue is mainly about a driver's visual field because of the way cars are parked. It is difficult to see pedestrians that are about to cross the street. It was suggested that a crosswalk sign be posted to make drivers more aware and slow down.

The President's Response:

Part of the problem with visibility in the crosswalk on Myrtle Drive between Withers and Dinkins is that students do not always use the crosswalk. The road actually belongs to the University, so it is indeed our issue. We may just have to be careful there for the time being. When Dinkins is replaced by the new DiGiorgio Center and Dacus is torn down, it is likely that this section of Myrtle Road will be removed in favor of extended green space. We have a similar safety issue with students crossing between Byrnes and Kinard, where we may consider closing that section of road to vehicular traffic.

3. The final traffic issue involved the parking lot in front of Withers. A faculty member has reported that when you enter the lot on the Myrtle Drive side of Withers, you have to drive carefully to make sure you stay on your side of that narrow entry. Because there is no line drawn all the way around that curve, drivers exiting the parking lot can run into an entering car on the other side. This can occurs several times a day especially during times when classes are changing.

The President's Response:

Regarding the concern over directing traffic through the parking lot in front of Withers, the recommended lines will be painted there as soon as possible. (Note: this concern has already been handled)

C. A concern was introduced involving the status of Winthrop's faculty salaries relative to other colleges and universities in South Carolina. Years ago Bill Rogers and Dwight Dimaculangan did a survey of faculty salaries throughout the state. It turned up a shocking realization that we at Winthrop were not only at the bottom of the pile in South Carolina's higher education 4-year institutions, but we were actually lower than some community colleges. The President followed-up, and eventually the Board authorized a 3-part salary increase. The issue is that we hope we aren't in the same situation as before. Where are we today on the 'league table' published by Tillman each year? Perhaps the President can address the current situation.

The President's Response:

As preliminaries to this discussion, the President reminded us of the following facts that affect the issue:
- As the proportion of our funds supplied by the state continues to decrease, the state legislature still has the power to constrain our ability to raise tuition.
- Reauthorization of the federal higher education act includes a "watch list" to publicize which schools have tuition increases above the higher education price index.

- Currently we have the highest tuition of all public schools in SC.
- Currently we have the oldest physical plant of all public schools in SC, which thus costs more to operate and maintain.
- We live in the area with highest cost of living for both Carolinas.

The state Commission on Higher Education (CHE) publishes faculty salary information on its web site, so it is readily available to us all. CHE places Winthrop in the "public teaching institutions" category, which determines our peer institutions. Clemson and MUSC both fall into the research category and community colleges are a separate tier. The data for last year (this year's have not yet been posted) show Winthrop fourth in average salaries for Professor, second for Associate Professor, fourth for Assistant Professor, sixth for Instructor, and third overall. The only difference in 2005-2006 was that we were third for Assistant Professor. For 2005-6, Citadel topped the list in all categories, and in 2006-7, in all but Assistant Professor. Keep in mind that they have both engineering and business, both of which tend to drive higher salary levels.

The President reminded us that Winthrop recognized long ago that there were "three legs to our future stool":
1. keeping pace with technology (which we've done successfully),
2. investing our own money as capital rather that just waiting for the state (also successful, as evidenced by our recent and current building projects – only the library is currently awaiting state support), and
3. faculty salaries.

In considering faculty salaries, it is important to remember that for every 1% of salary increase mandated by the state, the state actually provides only 60% of that amount. Winthrop must make up the difference and for about five or six years in a row, Winthrop added more than that to the raise pool. Our only source for these additional monies is tuition, which must also cover the growing declines in state support. Last year we lost $300K in state support; we could lose another $750K this year. It will take a tuition increase of $85 just to make up for this anticipated loss.

Overall, we need to keep in mind that South Carolina has traditionally not attributed as much value to higher education as have our southeastern regional neighbors or the rest of the country. This is changing, but slowly. Consequently we cannot expect to meet regional or national markers for parity in faculty salaries.

      D. A major concern was raised about state health insurance benefits. Although this is a state issue, it affects us at Winthrop, and the concern should be forwarded to the appropriate person(s) at the state level. The concern centers on the fact that preventative/yearly exams are not covered. Not only are they not covered, but:

      1. Yearly exams do not even go towards deductibles or major medical costs. Research supports the fact that preventive exams/screenings save long-term costs. Why doesn't the state encourage these exams/screenings?

2. The state plan has deductibles, co-pays, and coinsurances. Most plans have 2 of these, but almost never all 3 in the same plan. Normally you pay a set flat payment per visit (co-pay) or a percent payment, i.e., .20% (coinsurance), but never both and a deductible, too. We shouldn't accept the "we don't have anything to do with this…this is a State issue" answer. The question is, "Who is the person to address this to the State?"

The President's Response:

The State Health Plan website provides a number of answers to frequently asked questions, and includes the fact that "Blue Cross/Blue Shield does not provide our insurance. It simply processes our medical claims. The State Health Plan is self-insured, meaning it does not pay premiums to an insurance company. All premiums are used to pay for your health insurance." It also points out that state legislators get the same insurance coverage we do and are subject to the same premium increases or benefits changes. For preventive coverage, the plan follows guidelines from the U.S. Preventive Services Task Force and encourages local sponsorship of additional prevention activities. The semi-annual screening program through Prevention Partners provides testing at very low cost compared with having a doctor order the same tests individually.

The State Health Plan falls under the State Budget and Control Board, which has five members and is chaired by the Governor. Recommendations are presented by staff members to the Board for approval but the legislature still must appropriate the money to fund the program. This year salary increases have been pared in order to keep healthcare costs from rising. Specific concerns we have would need to be addressed to the State Board; there is no single person to tackle. This means taking concerns to our legislators, as ultimately the responsibility falls back into the General Assembly.

Respectfully submitted by:

John E. Robbins, Chair
Faculty Concerns Committee
April 16, 2008

(A special thank you goes to Lynn DeNoia for taking copious notes at the meeting and compiling said notes for this document.)

Report from Rules Committee

The Rules Committee considered and approved a request by the ACCESS student group to make an announcement at the 4/25/08 meeting of Faculty Conference.

Committee on Petitions Report
Academic Year 2007 – 2008

The 2007- 2008 Committee on Petitions met at least once a month between August 2007 and April 11, 2008. Members of the committee were: Mark Dewalt, Laura Glasscock, Antje Mays, Phil Moody, and Anne Olsen. We considered a total of 171 petitions requesting exceptions to various University baccalaureate degree requirements. The following summary shows the types of petitions considered and the actions taken

University-Wide Undergraduate Petitions Summary
May 2007 - April 2008

	Approved	Denied	Approved on Appeal
Course Overload	7	10	6
Old General Education	3	7	2
New General Education	12	17	11
Academic Suspension	10	31	3
Course Level Requirement	2	2	0
Changing/Combining Catalogs	12	9	0
Residency Requirement	6	0	0
S/U Grading Option	0	4	0
Repeating a Course	0	3	0
Transfer Policy	1	2	0
BA Credit Hour Limit (36-hour)	3	0	0
Academic Forgiveness Policy	0	0	1
Hours above 299	7	0	0
	63	**85**	**23**

At the April 2008 meeting, the committee elected Anne Olsen to serve as chair for the 2008-2009 academic year.

The chair thanks the members of the committee for their hard work and dependability. The members have truly made it a pleasure for me to serve as chair of this committee.

Respectfully submitted,

Anne L. Olsen, chair

Preliminary Report of the
Faculty Governance Review Committee
April 25, 2008

Summary of Work thus Far:

The faculty governance review committee met as a whole seven times over the academic year. In the fall, we started with a series of meetings where we evaluated the strengths and weaknesses of our current governance structure. The issues/weaknesses emerging from the discussion generally fell into one of the following domains: Communication Issues, Curriculum Processes, General Education, Graduate Education, and Roles/Rewards/Ranks. At our last meeting in the fall semester (November), the collective broke up into five subgroups that were to examine one of the five domains. Each subgroup went out on campus and spoke with various stakeholders (such as the Academic Vice President, Dean of University College, Chair of Faculty Conference, among others) and then proceeded to identify a set of issues and suggestions for how to improve governance in that specific domain. In February, the regular meetings of the whole group resumed. Through a series of four meetings in the spring, we debated the issues and suggestions for improvement raised by each subgroup. Thus, what we have to share with you today is a master list of issues and suggestions for improvement.

Recommendations are phrased as broadly as possible. Where details are given, they are of course subject to debate and change. Some recommendations can be implemented by Faculty Conference and Graduate Faculty Assembly by changing by-laws. Other recommendations can be taken only as suggestions to the appropriate administrative body.

Communication Issues:

Findings:

1. The Faculty Concerns Committee involves needless formality and paperwork in order to get a simple question answered. The person best able to answer the question directly is usually not the President, although the President and other executive officers should remain apprised of the faculty's concerns.

2. The concerns dealt with by the Faculty Concerns Committee are often non-academic.

3. The Budget Priorities Committee and the Admissions Advisory Committee are somewhat misnamed, as they are venues for receipt of information, rather than venues for input into the processes named in their titles.

4. There appears to be no formal venue for faculty input into the University's strategic planning process (although numerous particular opportunities occur, such as meetings/forums over calendar).

Recommendations:

1. The Faculty Concerns Committee should be renamed and restructured. A committee of ombudspersons (one elected by each academic unit) will replace the current large committee. Each ombudsperson receives the concerns of the people within their unit, and has the authority to approach the people on campus best able to answer a given concern. This full committee could meet largely by e-mail and telephone, and each member should inform other members of the type of concerns they are addressing. If the committee sees a pattern of common concerns, then the committee could take those concerns to appropriate administrators and/or faculty bodies for consultation on possible solutions. The committee will report the concerns received, its findings and its solutions to Faculty Conference and to the President once each semester.

2. We believe that a better approach to input into the three areas of strategic planning, admissions policy, and budgeting (as well as other areas of common concern) would be a committee that met 3 (or 4) times each year with the Executive Officers of the University to provide a combined faculty perspective on these processes. This committee should be a standing committee of Faculty Conference. The Budget Priorities Committee and Admissions Advisory Committees would be eliminated.

Curriculum Issues:

Findings:

1. There is confusion about which entities are required to vote on which kinds of actions.

2. The amount of time it takes for individual curriculum actions to move through the entire system and gain approval is lengthy.

3. There ought to be a balance between having enough review to ensure that potential problems are addressed and a system that is unnecessarily complicated.

4. There is an overlap between undergraduate and graduate curricular approval that needlessly complicates some curriculum actions.

5. The description of the report of the Undergraduate Petitions Committee in the current Faculty Manual is insufficient.

6. The number of individual petitions requesting the same waivers of requirements is quite large, often as a result of transfer articulation issues.

Recommendations:

1. We recommend an **elected Faculty Conference Standing Committee on University Curriculum** (CUC or some other appropriate name) comprised of five members, one member elected from each of the four undergraduate degree-granting colleges and one from the Graduate School. All members shall have served three years as a full-time faculty member immediately preceding election. Members of this committee will serve **three**-year terms (staggered so that not all the members turn over in the same year) and elect a chair from among their members. The Registrar or his/her designate will be an ex-officio member of the committee. This ensures that enough eligible members are available to serve on the committee, that members have enough experience at Winthrop to be able to identify and help address potential conflicts and concerns, that members serve long enough to gain expertise and provide an ongoing knowledge base, and that the graduate faculty is officially represented on the committee. Members will no longer be the ranking College member from Academic Council or the elected member from Academic Council; membership in the new committee is separate from Academic Council membership although the committee will continue to report to Faculty Conference *through* Academic Council.

2. The new committee will be the "last stop" for routine curricular actions that affect individual courses since it can see and respond to questions, conflicts, etc. It will publish curriculum changes in a timely fashion so that, <u>as in the current system, any faculty</u>

<u>member who wishes may ask questions and raise concerns about the committee's
actions</u>. Faculty should have a week once a decision is published to make this request so
that the process is not unduly slowed. This is consistent with other review times for
agendas, etc. This change will allow a large number of curricular changes to be approved
more quickly than they currently can be.

3. Academic Council will become the "last stop" for curriculum actions that affect
    undergraduate programs, majors, and minors. Faculty Conference will remain the last
    stop for curriculum actions that affect undergraduate degree programs and degrees
    offered. Graduate Council and Graduate Faculty Assembly will continue to review
    curriculum actions that affect only graduate programs until such time as a new graduate
    governance system is established; at that time, this process may need to be tweaked or
    streamlined.

4. We recommend that the guidelines for which courses must go to the General Education
    Curriculum Committee and Teacher Education committees be clarified.

5. Guidelines for the approval of degree programs that involve courses in several colleges
    should be developed.

6. The description of the Undergraduate Petitions Committee's report should be clarified
    in the Faculty Manual. We suggest adding language such as "The committee report to
    Academic Council shall include, but not be limited to, a summary of undergraduate
    petitions giving the type of petitions, the number denied, the number approved, and the
    number approved on appeal."

7. When a curricular action that affects a number of students take place, departments and
    colleges should address these with blanket petitions rather than sending individual
    petitions for each student affected. A mechanism for submitting blanket petitions
    should, if possible, be incorporated into the online curriculum action process so that
    these don't get "lost in translation," as sometimes happens now.

8. The following charts summarize a proposed streamlined curriculum action system. Only
    minor tweaking of the Curriculum Action software system would be needed to
    implement these changes. The final version of these charts should be included in the
    Faculty Manual for information instead of the current flow charts.

Process for Acting on Matters Relating ONLY to Undergraduate Curriculum

Curriculum Action	College Assembly Votes on Change	TEC/GECC Committees Vote on Change	CUC Votes on Change, then Reports to the faculty*	Academic Council Votes on Change	Faculty Conference Votes on Change
Rename or change course description	Yes	Sent forward for information only*	Sent forward for information only*	No*	No*
Add or change a pre-requisite	Yes	Yes	Yes	No*	No*
Add or renumber a course	Yes	Sent forward for information only*	Yes, to prevent duplication	No*	No*
Drop a minor	Yes	Sent forward for information only*	Yes	Yes	No*
Change graduation requirements in a major (no change in overall # of hours)	Yes	If applicable	Yes	Yes	No*
Add , change or drop a designator	Yes	If applicable	Yes	Yes	Yes
Change # of hours needed to complete a degree program	Yes	If applicable	Yes	Yes	Yes
Add or drop a degree program	Yes	If applicable	Yes	Yes	Yes

*As in the current system, any member of Academic Council or Faculty Conference may ask to have a discussion of any particular curriculum action put on the agenda for full discussion. Faculty should have a predetermined amount of time to make this request so that the process is not unduly slowed.

Process for Approving Courses Open to BOTH UNDERGRADUATE and GRADUATE STUDENTS

	Simultaneously,		**If either group disagrees, CUC arbitrates the dispute and sends forward or back, as appropriate. If both groups agree, then it goes forward to CUC (through committee if necessary), and**			
Curriculum Action	**College Assembly Votes on Change**	**Graduate Council Votes on Change**	**TEC/GECC Committees Vote on Change if needed**	**CUC Votes on Change, then Reports to the Faculty***	**Academic Council Votes on Change**	**Faculty Conference & Graduate Faculty Assembly Vote on Change**
Rename or change course description	Yes	Yes	Sent forward for information only*	Sent forward for information only*	No*	No*
Add or renumber a course	Yes	Yes	Sent forward for information only*	Yes, to prevent duplication	No*	No*
Add or change a pre-requisite	Yes	Yes	Yes	Yes	No*	No*
Change graduation requirements in a major (no change in overall # of hours)	Yes	Yes	If applicable	Yes	Yes	No*
Add, change or drop a designator	Yes	Yes	If applicable	Yes	Yes	Yes

* As in the current system, any member of Academic Council or Faculty Conference may ask to have a discussion of any particular curriculum action put on the agenda for full discussion. Faculty should have a predetermined amount of time to make this request so that the process is not unduly slowed.

Proposal for Courses Enrolling GRADUATE STUDENTS ONLY

Curriculum Action	College Assembly Votes on Change	Graduate Council Votes on Change and Reports to the Faculty	Graduate Faculty Assembly Votes on Change
Rename or change course description	Yes	Sent forward for information only*	Sent forward for information only*
Add or change a pre-requisite	Yes	Sent forward for information only*	Sent forward for information only*
Add or renumber a course	Yes	Sent forward for information only*	Sent forward for information only*
Add or change requirements for a concentration or emphasis within a program	Yes	Sent forward for information only*	Sent forward for information only*
Change graduation requirements in a degree program (no change in overall # of hours)	Yes	Yes	Sent forward for information only*
Add, change or drop a designator	Yes	Yes	Yes
Change # of hours needed to complete a degree program	Yes	Yes	Yes
Add or drop a degree program	Yes	Yes	Yes

* As in the current system, any member of Graduate Council or Graduate Faculty Assembly may ask to have a discussion of any particular curriculum action put on the agenda for full discussion. Faculty should have a predetermined amount of time to make this request so that the process is not unduly slowed.

General Education issues:

Findings:

1. At the adoption of the current Gen Ed program, a document was produced that outlined a plan for assessing the Gen Ed program. This assessment plan has not been implemented, with the exception of the Touchstone courses.

2. In August 2008, Academic Leadership Council determined that the Dean of University College should bear ultimate responsibility for assessment of the Gen Ed program.

3. There currently exists a widespread sense among faculty and administrators that the Gen Ed program is in urgent need of a well-defined assessment procedure.

Recommendations:

1. A new standing committee of Academic Council should be formed: the General Education Assessment Committee. It should consist of 5 elected members, one from each of the 5 major academic divisions, and 3 members to be appointed by the Dean of University College. The Dean of University College and a delegate from the Office of Institutional Effectiveness will serve as ex-officio members. This committee will work with the Dean of University College and the Office of Institutional Effectiveness to assess the General Education program. Upon completion of the assessment, the committee will send findings to the General Education Curriculum Committee for action.

2. The current General Education Committee should be renamed the General Education Curriculum Committee (GECC) and should review all those courses which have been previously designated as meeting one of the core skill areas within the Gen Ed program to ensure that the courses continue to meet the criteria for inclusion in designated area. We propose the GECC develop a schedule to ensure that each of these courses is reviewed every 5 years.

3. The membership of the GECC should be elected by each of the 5 major academic divisions. We propose three of the members should come from Arts and Sciences and 1 each from the other 4 divisions. The requirement that at least 3 members shall be serving on Academic Council will be stricken. We suggest the Director of General Education no longer serve on the committee, but that the Director of Freshman Writing and the Registrar be added as ex-officio members.

4. The Intensive Writing/Oral Communications Committee should be disbanded as its functions will be addressed by the new GECC.

Graduate Governance issues:

Findings:

1. Winthrop University's graduate program is expected to change significantly as it becomes the Graduate School under the leadership of newly appointed Dean Murnane. The recent task force report *Looking to the Future: Transforming Graduate Studies at Winthrop University* will likely influence the future Graduate School.

2. In many cases, the Graduate Council's involvement with the petitions process seems to be a "rubber stamp" of the Department and College decisions.

3. At this time, graduate faculty status requires two years of service prior to pro forma approval by Graduate Council. Apparently that status is retained indefinitely without periodic review. The rationale for these procedures is unclear.

4. The current Faculty Manual does not include formal procedures to elect the Chair of Faculty Assembly.

Recommendations:

1. Given the transitional timing, major changes to governance issues, specifically related to graduate faculty and graduate programs, should be postponed until the new Dean can be involved in the decision making process. However, there are some issues that can and should be addressed at this time.

2. We recommend that every petition not be reviewed by Graduate Council, but rather an initial review be conducted by the appropriate personnel at the department and the college level. The Chair of Graduate Council will review the recommendations of the department and the college. When there is a disagreement between two signatories to a petition the Petitions Sub-Committee should review the petition. This mediation would be an effective and more authentic way of participating in the petitions process and may make it appropriate to make the petitions process open.

   With regard to petitions paperwork, we recommend a digital process unless there is a need to call a meeting for discussion. The Petitions Committee should be meeting digitally unless the Chair calls an in-person meeting.

3. Representatives of the graduate faculty should review the current graduate faculty status criteria and approval process with Dean Murnane and help determine the need for revisions. If additional criteria for graduate faculty status were instituted, we would urge the development of an efficient approval process that meets the new requirements but involves very little paperwork.

4. The Graduate Faculty Assembly should adopt the electoral procedures currently listed on p. 75 of the Faculty Manual.

Roles & Rewards issues:

Findings:

1. Desire to better define the tenure and promotion deadlines in order to allow for sufficient review of candidates.
2. Desire to redesign annual report process for tenured faculty to streamline it for the faculty member and evaluators.
3. Need to reconsider annual report processes to allow better indications of cross-disciplinary involvement, new roles with students, varied scholarly work (even within a discipline), etc.
4. Need to reconsider definitions of tenure and rank to better distinguish levels and expectations.
5. Examine expectations for service, specifically for junior faculty, and in light of possible new governance structures.

Proposals to be made to the Academic Leadership:

1. Restructure the timeline for review of tenure and promotion portfolios to provide more time for college level review.
2. Revise annual report process including alternate formats and an academic year calendar.
3. Redefine the idea of Service by creating two subcategories, Academic Responsibility and Professional Stewardship.
4. Redefine, in light of other changes, the university definitions of tenure, promotion to associate professor, and promotion to professor.

Future Work of the FGRC:

The Faculty Governance Review Committee will hold meetings with faculty committees, college faculties, and other groups to receive comments and suggestions on our proposals. The Committee will refine its recommendations and present a final draft of its recommendations for consideration and approval by the Faculty Conference and Graduate Faculty Assembly. Following approval of the recommendations, a subcommittee of the Faculty Governance Review Committee will draft amendments to the by-laws of Faculty Conference and Graduate Faculty Assembly incorporating the recommendations. The Faculty Governance Review Committee will then present these amendments in the form of a revised set of by-laws for discussion and approval by Faculty Conference and Graduate Faculty Assembly.

Committee Chairs for 2008-2009

Standing Committees:

Academic Freedom and Tenure	Jane Thomas
Admissions Advisory Committee	Chlotia Garrison
Budget Priorities Committee	
Faculty Concerns	David Meeler
Faculty Personnel Committee	
Library Committee	Jennifer McDaniel
Rules Committee	William Kiblinger
Undergraduate Petitions Committee	Anne Olsen

Other:

Academic Council	Beth Costner
General Education Committee	
Graduate Council	Kelly Richardson