



FACULTY CONFERENCE AGENDA 11-19-21

I. Call the meeting to order Approval of the Minutes for the October 1, 2021 Faculty Conference Meeting	
II. Report from the FC Chair	Jennifer Jordan
V. Report from the President	George Hynd
VI. Report from the Provost/Vice President for Academic Affairs and Division of Finance and Business Affairs	Adrienne McCormick
VII. Report from Academic Council	Alice McLaine
VIII. Report From Enrollment Management and Marketing	Joe Miller
IX. Report from Counsel for Student Leaders	Erin Emiroglu
XI. Unfinished Business	Jo Koster
XII. New Business	Janet Wojcik
XIII. Announcements	Kimarie Whetstone, Gina Jones
XIV. Adjournment	



Report from the FC Chair

RESOLUTIONS ADOPTED BY THE WINTHROP UNIVERSITY BOARD OF TRUSTEES 10/29/21

- **RESOLUTION REGARDING THE TUITION RATES FOR MASTER OF ARTS - ARTS ADMINISTRATION ONLINE GRADUATE PROGRAM FOR 2022-23 ACADEMIC YEAR**

WHEREAS, the respective Boards of Trustees at state institutions of higher learning are empowered to determine tuition rates; and

WHEREAS, the members of the Board recognize their fiduciary responsibility to ensure that the University's budget strikes a balance between actual resources and commitments; and

WHEREAS, based on a review of like programs, the program in Arts Administration at Winthrop University is currently priced considerably higher than its competitors; and

WHEREAS, Winthrop may anticipate an increase in enrollment for this program with more competitive pricing;

THEREFORE, BE IT RESOLVED that the tuition for the Master of Arts - Arts Administration online graduate program for the 2022-23 Academic Year be set at \$699 per credit hour.

- RESOLUTION REGARDING THE REALLOCATION OF THE ENROLLMENT DEPOSIT TO FUND THE NEW STUDENT FEE, AND A ONE-TIME NON-REFUNDABLE HOUSING APPLICATION FEE TO ACCOMPANY ALL FIRST TIME HOUSING APPLICATIONS BEGINNING WITH THE ENTERING CLASS OF 2022

WHEREAS, the respective Boards of Trustees at state institutions of higher learning are empowered to determine schedules of student fees; and

WHEREAS, the members of the Board of Trustees at Winthrop University have examined the recommendations regarding the reallocation of the enrollment deposit, the establishment of the New Student Fee, and the introduction of a Housing Application fee at Winthrop University; and

WHEREAS, the members of the Board recognize their fiduciary responsibility to ensure that the University's budget strikes a balance between actual resources and commitments; and

THEREFORE, BE IT RESOLVED that the \$300 Enrollment Deposit be reallocated to fund the New Student Fee—\$210 for Freshmen and \$85 for Transfers—and a one-time, non-refundable \$50 housing application fee which will accompany all first-time housing applications commencing in Spring and Summer 2022 for the 2022-23 Academic Year as reflected on the fee schedules to be adopted by the Board of Trustees.



- RESOLUTION REGARDING BECOMING A LAPTOP CAMPUS FOR 2022-2023 ACADEMIC YEAR

WHEREAS, having access to technology in the classroom is an experience most of our students bring from K-12 and can facilitate new types of learning experiences in higher education not currently possible; and

WHEREAS, a laptop requirement for all students would give students more flexibility on when, where, and how they complete their work; and

WHEREAS, knowing students have laptops that meet minimum system requirements specified by academic colleges and Winthrop's Computing & Information Technology department will permit faculty to design their curriculum and pedagogical techniques around certain baseline assumptions regarding student technology capabilities in the classroom; and

WHEREAS, over time, computer laboratory spaces may be recoverable as academic spaces, and increases in enrollment will not automatically necessitate increases in laboratory space.

THEREFORE, BE IT RESOLVED that Winthrop University institute a laptop requirement for all students attending Winthrop University beginning in the 2022-23 Academic Year.

LET IT BE FURTHER RESOLVED that Winthrop administration be charged with developing a robust laptop program that includes adequate Wi-Fi and technological support while minimizing the financial impact to the University.



Report
From
President
Hynd



Report From
Provost Adrienne
McCormick &
Division of
Finance and
Business Affairs
(Unfinished
Business-Jo
Koster)



Report from Academic Council

Academic Council

- Reminding College Curriculum Committees and Academic Departments to be certain that curriculum action is clean and all impacts of curriculum action have been considered
 - Are you dropping a course that is a pre-requisite for other courses that are required in a program? Hidden hours
 - Verify lecture and lab hours
 - If the designator is changed, has the up-dated course and designator been changed in all affected courses
 - Are the Course Goals objective and measurable as required by SACSCOC
- The November 5 Committee on Undergraduate Curriculum meeting lasted well over 2 hours due to concerns found by the committee that should have been addressed at previous levels

Academic Council

- Curriculum Action - Programs
- Modify BS in Early Childhood Education – updated course designators, numbers, and titles; modify some major requirements
- Modify BS in Elementary Education – updated course designators, numbers, and titles; modify some major requirements
- Modify BS in Middle Level Education – Students may not S/U the methods course in each concentration
- Formally approve the concentrations in the BS in Education Studies
 - Early Childhood Education
 - Elementary Education
 - Middle Level English Language Arts
 - Middle Level Math
 - Middle Level Science
 - Middle Level Social Studies
 - Physical Education
 - Special Education
- Approve Minor in Illustration – new minor

Academic Council

■ General Education Committee

- Proposal to have the Intensive Writing Component fall under the General Education Committee
 - Consultation and approval with Writing Intensive Committee has occurred
 - Details of Inclusion and Recertification will be finalized during Spring 2022
- Proposal to adopt a Mission Statement for the General Education Program

Winthrop University's General Education program develops critical, innovative, and curious thinkers who are ready to contribute to our rapidly changing and diverse communities. Courses in the program cultivate crucial skills in research, analysis, and communication, helping students become informed and responsible global citizens who appreciate various points of view. Grounded in a strong liberal arts tradition, the General Education multidisciplinary curriculum provides a broad intellectual foundation that prepares all students for focused study in their major, and equips them for personal and professional successes after graduation.

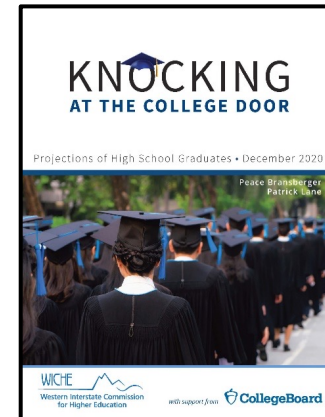
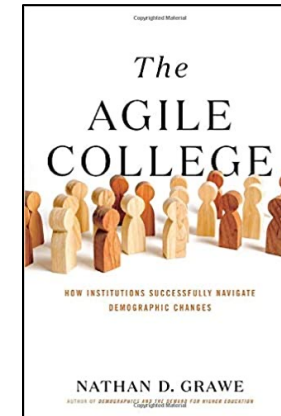
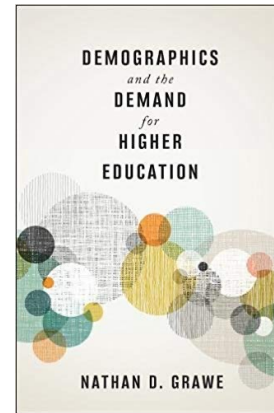
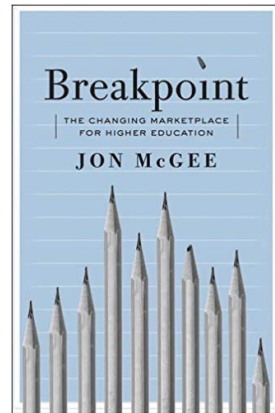


Academic Council

- Proposal to remove two of the existing components in the Residency Requirements for Degrees
 1. A minimum of 25% of course credits required for a degree (30 hours in a 120-hour program) must be taken within five calendar years preceding the date the degree is granted.
 2. A minimum of 22 of the final hours required for the degree must be taken in residence at Winthrop exclusive of CLEP credit. However, a minimum of 15 is required if the student participates in a recognized exchange program at Winthrop University. This exception will require the approval of the Winthrop director of the exchange program, the head of the student's department, and the director of student services in the college of the student's major.
 3. When part of the final hours is taken at another institution, the student must have taken a minimum of 30 semester hours at Winthrop prior to taking the final 30 hours. The institution and the course taken must be satisfactory to the student's adviser and to the dean of the college.
 4. A minimum of 12 semester hours of course credits must be taken in residence at Winthrop in the major discipline(s).

Enrollment Management and Marketing

The Changing Landscape of Higher Education

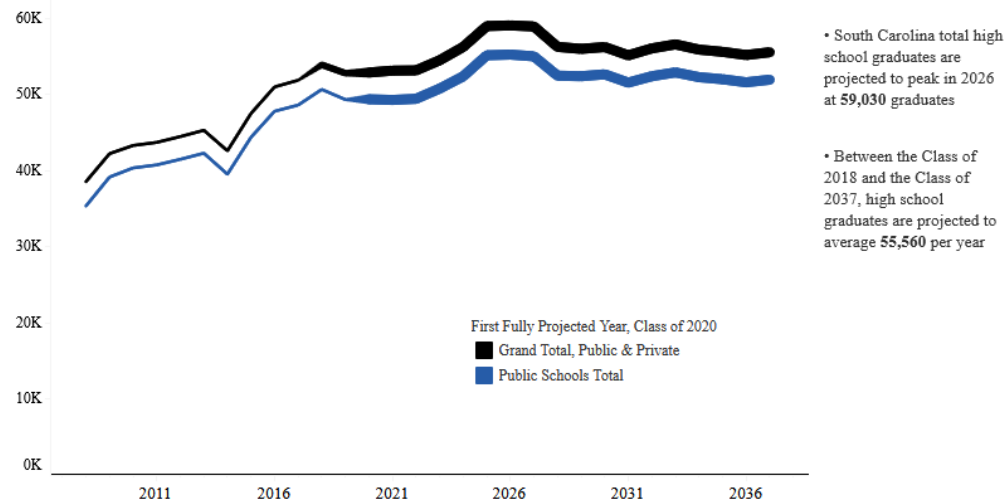


High School Graduates Profile for

South Carolina

Projected values are displayed as either thicker or darker in the profile charts. See the notes for more details.

Total & Public High School Graduates, Class of 2008 to 2037



Source: Western Interstate Commission for Higher Education, *Knocking at the College Door, Projections of High School Graduates, 2020*. Notes: Projections begin with class of 2018 for Public and Private together. 2020 for Public only.

High School Graduates Profile for

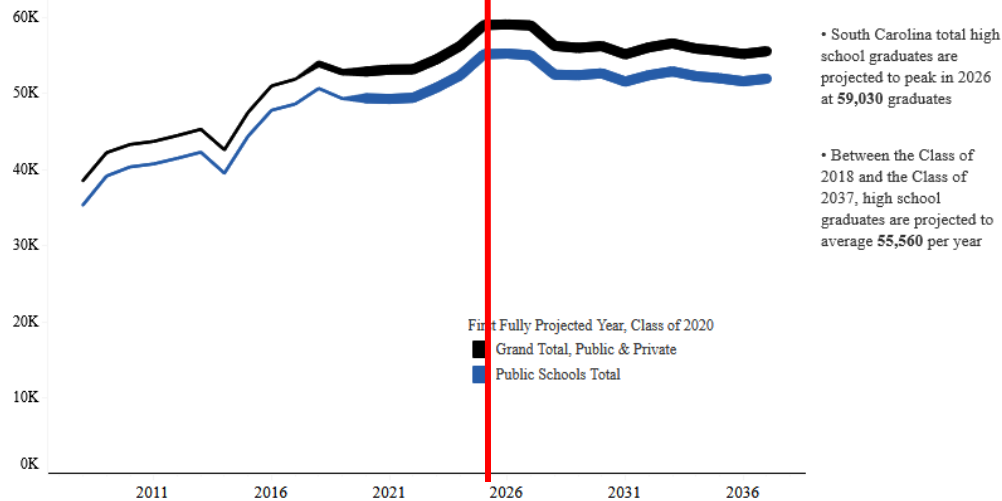
South Carolina

We are here

KNOCKING
AT THE COLLEGE DOOR

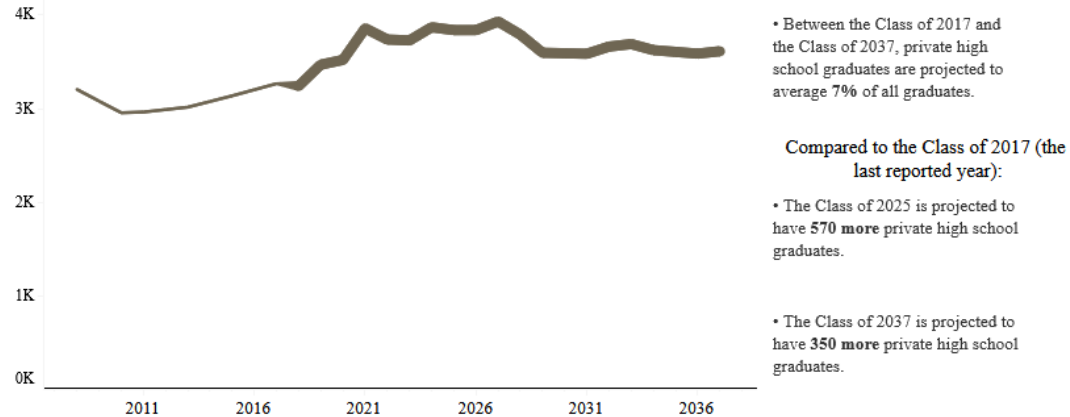
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Total & Public High School Graduates, Class of 2008 to 2037



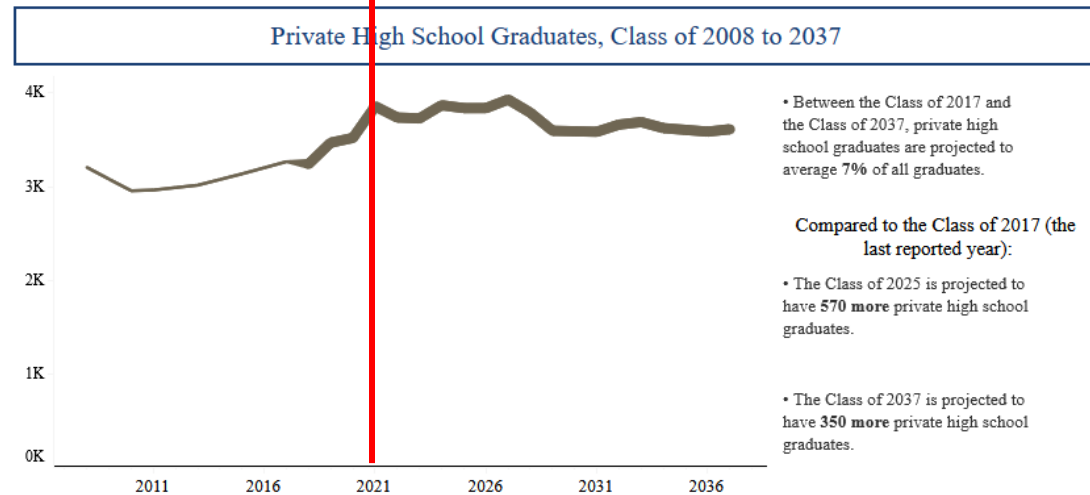
Source: Western Interstate Commission for Higher Education, Knocking at the College Door, Projections of High School Graduates, 2020. Notes: Projections begin with class of 2018 for Public and Private together. 2020 for Public only.

Private High School Graduates, Class of 2008 to 2037



Source: Western Interstate Commission for Higher Education, *Knocking at the College Door, Projections of High School Graduates, 2020*. Notes: Projections begin with class of 2018 (thicker line).

We are here

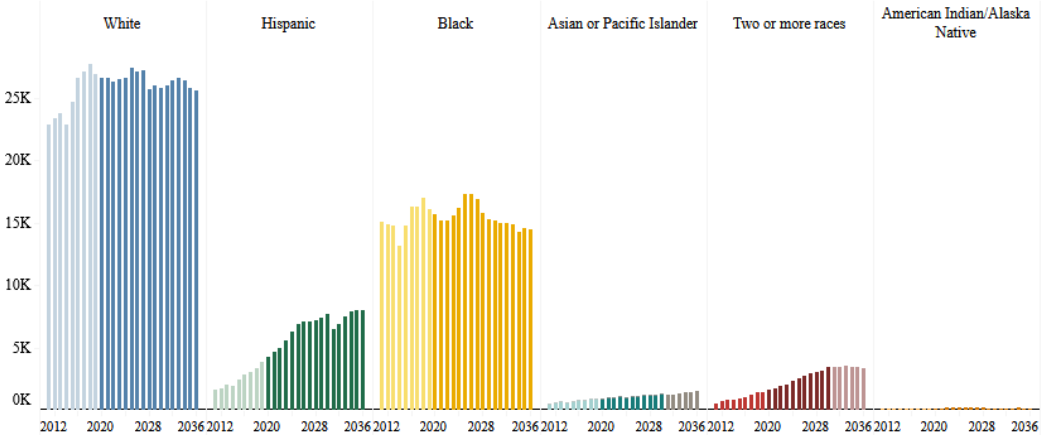


Source: Western Interstate Commission for Higher Education, *Knocking at the College Door, Projections of High School Graduates, 2020*. Notes: Projections begin with class of 2018 (thicker line).

Public High School Graduate Trends, Class of 2011 to 2036

• Between the Class of 2019 and 2036, the share of non-white public graduates is projected to increase from 45% to 52%

Public High School Graduates by Race/Ethnicity

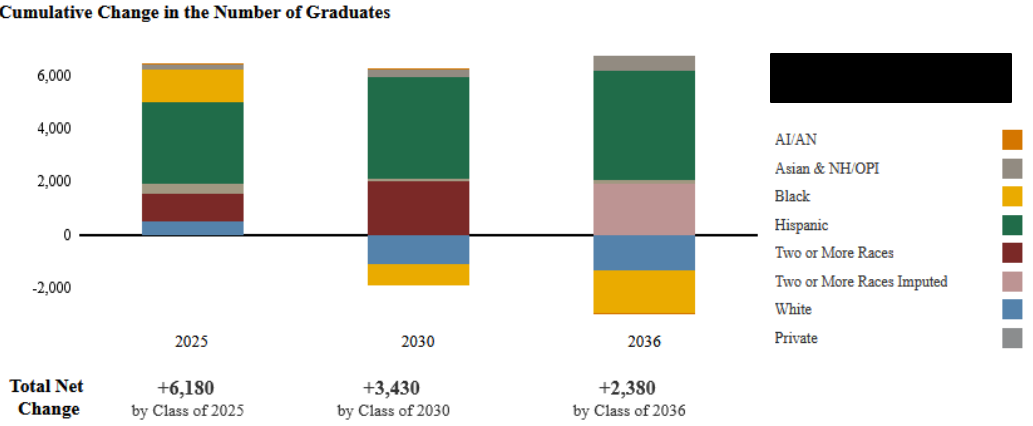


First Fully Projected Year, Class of 2020
 Click on a population below to highlight trends in the chart above

- White
- Hispanic
- Black
- Asian & NH/OPI
- Asian
- NH/OPI
- AI/AN
- Two or More Races
- Two or More Races Imputed

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door, Projections of High School Graduates, 2020*. Notes: Projections begin with class of 2020 (thicker line).

Projected Changes in High School Graduates Compared to the Class of 2019



Source: Western Interstate Commission for Higher Education, *Knocking at the College Door, Projections of High School Graduates, 2020*.

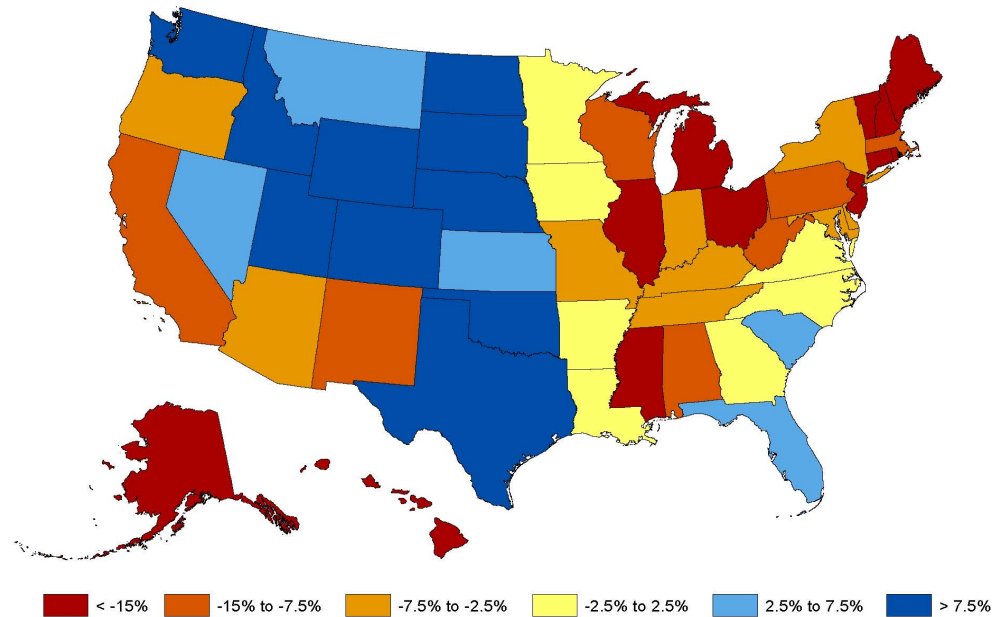
SOUTH CAROLINA

School Year	Grand Total Public & Private	Private School Graduates	Public School Graduates								
			Public School Graduat	Hispanic	Non-Hispanic						
					White	Black	America n	Asian	Native Hawaiia	Asian/ Pacific	Two or More Races
2012-13	45,255	3,009	42,246	2,070	23,802	14,769	123	647	60	707	775
2013-14	42,562	3,070	39,492	1,949	22,823	13,156	109	593	53	646	802
2014-15	47,464	3,130	44,334	2,397	24,725	14,735	130	653	63	716	911
2015-16	50,949	3,195	47,754	2,845	26,627	16,314	150	713	73	786	1,019
2016-17	51,826	3,260	48,566	3,010	27,121	16,253	140	763	69	832	1,205
2017-18	53,860	3,240	50,623	3,382	27,738	16,977	142	855	80	935	1,436
2018-19	52,750	3,460	49,290	3,843	26,904	16,029	133	868	62	930	1,440
2019-20	52,840	3,510	49,330	4,280	26,580	15,680	130	900	60	960	1,610
2020-21	53,090	3,850	49,240	4,680	26,620	15,160	130	910	70	980	1,690
2021-22	53,120	3,730	49,390	4,910	26,250	15,170	160	970	80	1,050	1,930
2022-23	54,450	3,720	50,730	5,530	26,490	15,570	160	980	80	1,060	2,040
2023-24	56,200	3,860	52,340	6,240	26,610	16,210	150	980	70	1,050	2,280
2024-25	58,940	3,830	55,110	6,910	27,400	17,270	170	1,050	90	1,130	2,500
2025-26	59,030	3,830	55,190	7,120	27,080	17,300	190	1,040	90	1,130	2,730
2026-27	58,890	3,920	54,960	7,100	27,230	16,840	170	1,080	90	1,170	2,890
2027-28	56,210	3,780	52,430	7,200	25,730	15,740	160	1,150	80	1,220	2,980
2028-29	55,940	3,590	52,350	7,340	26,010	15,240	130	1,120	80	1,200	3,190
2029-30	56,190	3,590	52,600	7,640	25,830	15,210	140	1,190	80	1,270	3,440
2030-31	55,100	3,580	51,520	6,520	26,020	15,010	130			1,190	3,440 !
2031-32	56,010	3,660	52,350	6,890	26,430	14,940	130			1,210	3,460 !
2032-33	56,540	3,680	52,860	7,480	26,630	14,910	150			1,280	3,500 !
2033-34	55,850	3,620	52,230	7,860	26,370	14,280	160			1,410	3,480 !
2034-35	55,560	3,600	51,960	8,000	25,830	14,530	150			1,420	3,440 !
2035-36	55,140	3,580	51,560	7,960	25,580	14,440	130			1,490	3,380 !
2036-37	55,500	3,610	51,900								

We are here

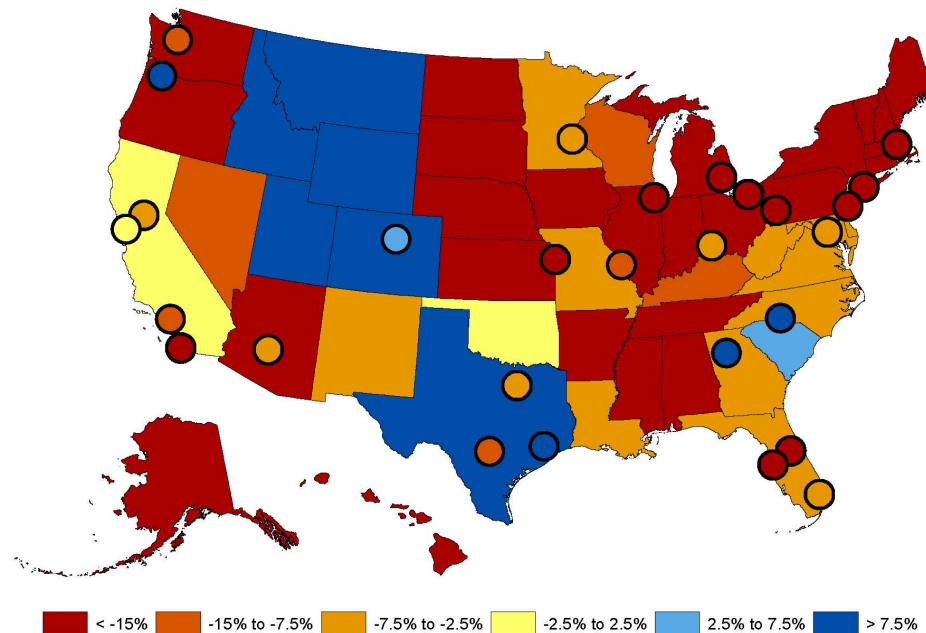


Forecasted changes in high school graduates 2012-2032



Source: Grawe, Nathan. "Demographics and the Demand for Higher Education", HEDI index figure 1.5

Forecasted changes in college-going students 2012-2032



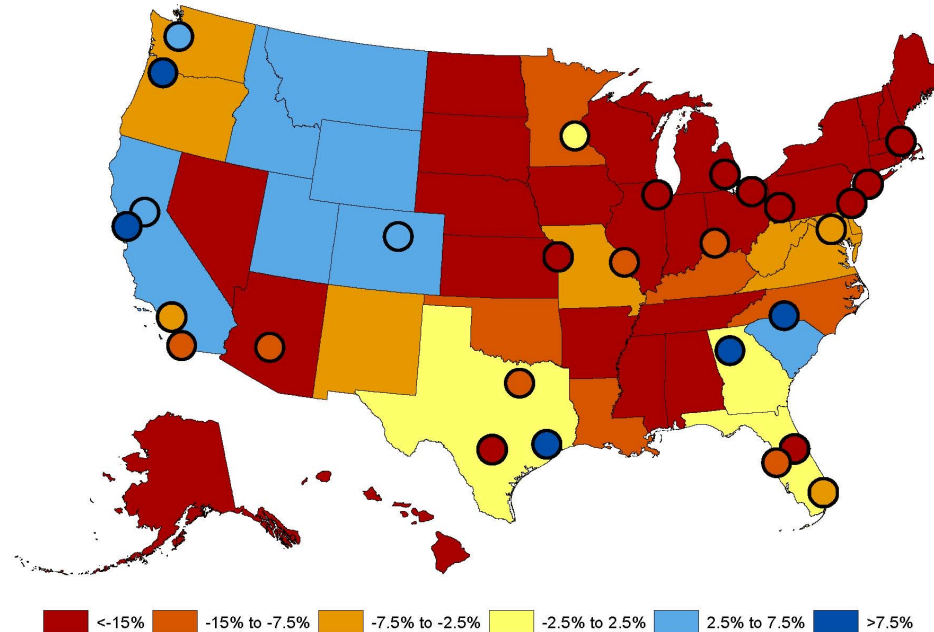
Source: Grawe, Nathan. "Demographics and the Demand for Higher Education", HEDI index figure 4.3

Three marketplace trends

- Disruptions in demography, economy and culture
- “Overall demand for postsecondary education will remain very high, but college enrollment will become increasingly less predictable and stable.” p. 85
- “Families will remain highly price sensitive and demand will rise for more financial assistance.” p. 88
- “Students, families, and the public at large will express rising outcome expectations and demand accountability in increasingly strong terms.” p. 95

Source: McGee, Jon. “Breakpoint: The Changing Marketplace for Higher Education”

Forecasted demand for students entering a regional four-year institution 2012-2032

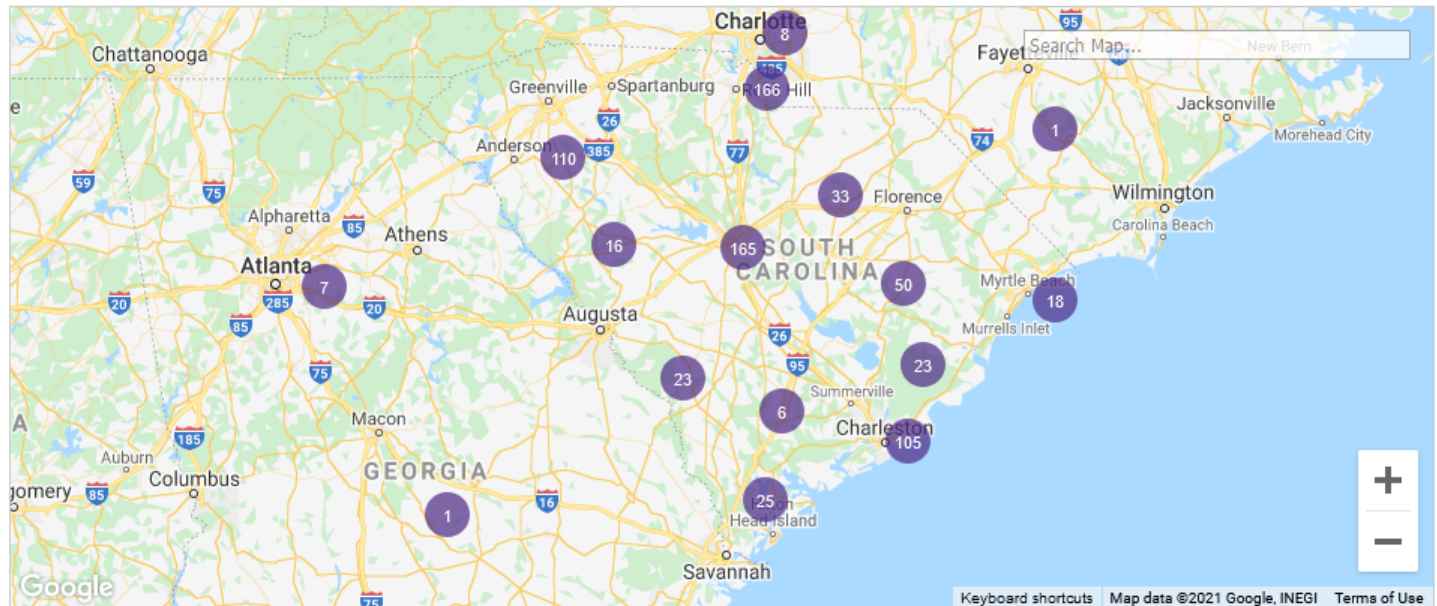


Source: Grawe, Nathan. "Demographics and the Demand for Higher Education", HEDI index figure 6.3

Admitted Freshmen Fall 2021



Enrolled Freshmen Fall 2021



Considerations & Conversations

- “What are our primary sources of distinction and comparative advantage today versus our key competitors? Are those advantages unique to us or are they easily replicable? Are they sustainable?” p. 121
- “What is the market footprint of our distinction? Among what types of students are we considered distinctive? Can we successfully and reliably meet our enrollment goals enrolling these kinds of students?” p. 121
- “Do we have a strong and sustainable market position among the students we seek to enroll? How much of our demand is real and how much is illusory or not serious?” p. 129
- “Are we prepared academically, socially, and culturally to meet the needs of students who are new to our campus and to our campus culture? What must we change? Are these changes aligned with our mission and core competencies?” p. 129

Source: McGee, Jon. “Breakpoint: The Changing Marketplace for Higher Education”

Winthrop Marketing

Current Initiatives

Columbia Campaign - \$50,000

- Hyper-focused campaign on specific geographic market to maximize impact
- 3-months (September – November); peak recruitment season
- Impact will be on Fall 2022 enrollment

Billboard – Irmo High School





Winthrop Marketing

Current Initiatives

Columbia Campaign - \$50,000

- Multi-channel campaign:
 - Billboards – 3 distributed throughout Columbia (287K weekly views/impressions; 3.4M total)
 - Digital ads targeted (geo-fenced) to 11 Columbia-area high schools
 - OTT (digital streaming services – Hulu, Roku, etc.) video advertising
30 sec. commercial
 - Direct mail campaign (die-cut postcard in the shape of SC) to prospective students within 25-mile radius of Columbia
 - Email campaign to Columbia-area prospects in our database
 - Peachjar digital flyer campaign – direct email to Columbia high schools
 - SC State Fair Sky Glider ad



Postcard



:30 commercial



Digital ads



Sky Glider





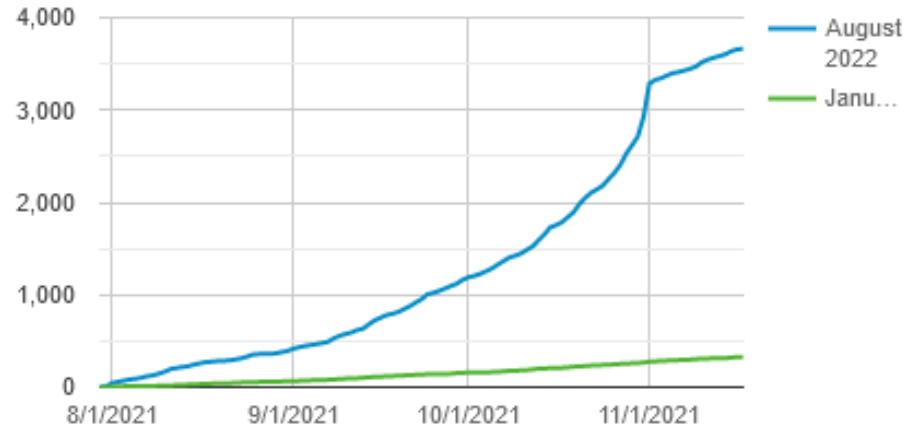
Winthrop Marketing Initiatives

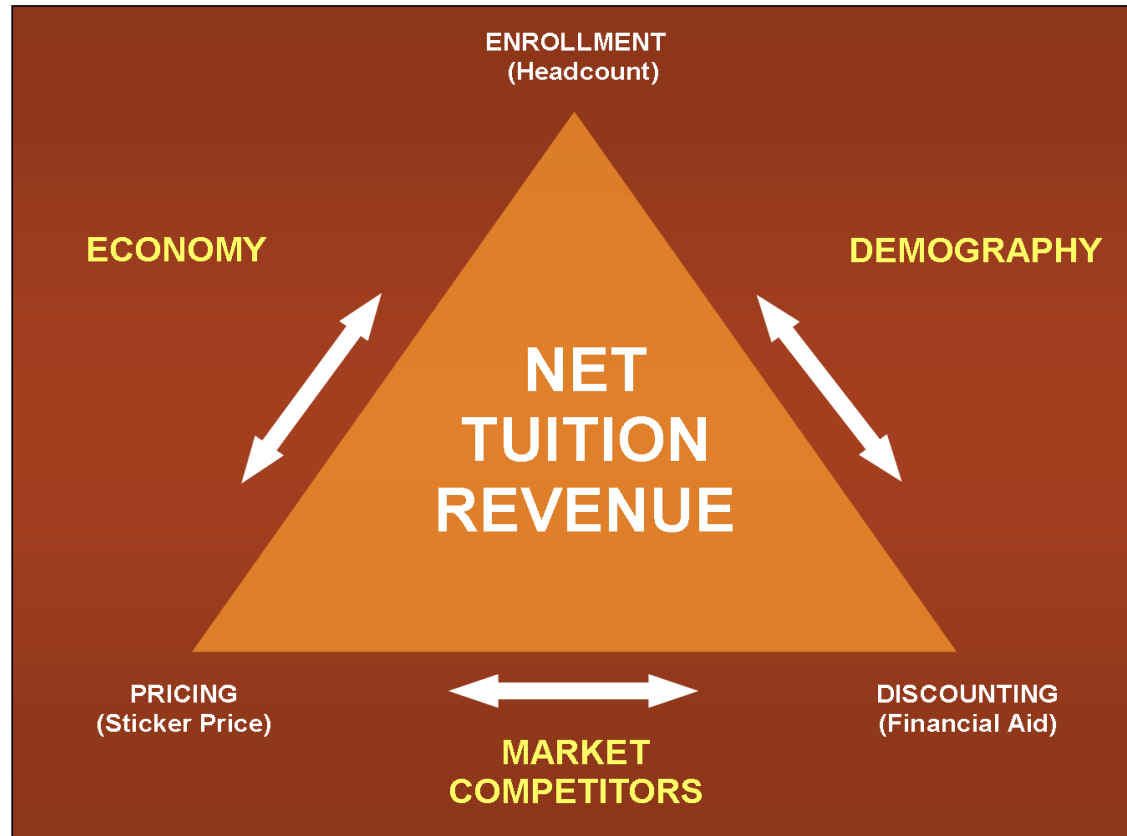
Current Initiatives

Marketing Funds Investment – Board of Trustees

- UCM & EMM working in partnership
- **Phase 1** (Immediate – February 2022): **App Generation**
 - Focus on app gen for Fall '22
 - Multi-channel tactics (outdoor, print/direct mail, digital); videography
 - Primary/secondary markets including Columbia, Greenville/Spartanburg, Charleston, Rock Hill/Charlotte
- **Phase 2** (February 2022 – May 2022): **Yield**
 - Focus on yield for Fall '22
 - High-touch yield pieces; collaboration with Colleges (Undergraduate, Graduate, Adult) - December
- **Phase 3** (May 2022 & beyond): **Early (and late) Engagement**
 - Focus on yield for Fall '22 and app gen for Fall '23+ (with encumbered funds)
 - Search Engine Optimization – improves quality & quantity of traffic to website through organic search
 - Other strategies to complement heavy recruitment season in fall 2022

2022 Apps Submitted







WINTHROP
UNIVERSITY

Thank You



Report from
Counsel for
Student
Leaders:
Erin Emiroglu

New Business

- Doctoral Professional University (DPU) committee updates (Janet Wojcik)
- Adhoc Technology Committee (Andrew Besmer)

Announcements

Registrar:

- Grades due for all GR degree candidates: **Wednesday, December 15 by 3 PM.**
- Grades due for all UG degree candidates: **Thursday, December 16 by 9 AM.**
- Grades due for all students: **Friday, December 17 by 5 PM.**
- Please continue to put last dates of attendance for students for whom you assign an F, U, IF, or IU.
This is for federal financial aid purposes.



Announcements

- Kimarie Whetstone
- Graduate Faculty meeting immediately following this meeting

Adjournment

When you finish your last final and can put this covid-semester-nightmare behind you

