

# Winthrop University Faculty Conference

17 April 2020

2:00 p.m., Blackboard Collaborate Ultra

## Agenda

- I. Approval of Minutes for February 28, 2020 Faculty Conference
- II. Report from the Chair Adolphus Belk, Jr.
- III. Report from the Interim President George Hynd
- IV. Report from the Provost/Vice President for Academic Affairs Adrienne McCormick
- V. Academic Council Kelly Costner
- VI. Committee Reports
- VII. Registrar, Office of Records and Registration Gina Jones
- VIII. Unfinished Business
- IX. New Business
- X. Announcements
- XI. Adjournment

Faculty Conference Membership (336) 35 percent = 118; 20 percent = 67

# Winthrop University Faculty Conference

28 February 2020

2:00 p.m., Whitton Auditorium, Carroll Hall

Minutes

## I. Approval of Minutes

Faculty voted to approve the Minutes, as amended, from November 22, 2019 Faculty Conference.

## II. Report from the Chair

**Adolphus Belk, Jr.**

- A. First, Dr. Belk welcomed Dr. Jane LaRoche, [a Board of Trustee member](#), who was in attendance. He also recognized Dr. Jo Koster who agreed to serve as parliamentarian for today's meeting in place of Dr. Jennifer Dixon-McKnight.
- B. Next, the faculty chair also acknowledged the passing of [Dr. Stevie Chepko](#), former professor and chair of the Department of Physical Education, Sport, and Human Performance in the College of Education. She passed away on Monday, February 3 at the age of 70.
- C. Dr. Belk noted minor changes to the agenda for today's meeting.
- D. Lastly, Dr. Belk stated that he shared his Chair's Report via email to keep the meetings moving efficiently. (The full report is available in Appendix 1.) He then opened the floor for questions, concerns, or comments about the report. Hearing none, he moved forward to the Provost's Report.

### Summary of the Chair's Report

#### Follow-up: Inquiry to the Board of Trustees regarding the status of President Dan Mahony

Dr. Belk provided an update from the November Faculty Conference concerning the inquiry to the Board of Trustees regarding the contract status of President Dan Mahony. Given that the request reflected the will of the majority of those in attendance, Dr. Belk sent an email on Monday, December 2 seeking clarification from the Board regarding the president's standing. That message was shared with the Faculty Conference.

Later that day, Dr. Belk received an anonymous letter via campus mail regarding the decision to contact the Board about Dr. Mahony. The author stated that [he/she] did not believe Dr. Mahony should remain as Winthrop's president and that there was no way for [him/her] to express that viewpoint given how the conversation progressed. While Dr. Belk does not believe he misread the room at the November meeting, the letter raised a legitimate concern about procedure.

Therefore, he will keep the letter on his desk as a reminder of the significance of due process.

On Tuesday, December 3, it was announced that Dr. Mahony would step down as president, effective March 1, 2020, to assume leadership of the Southern Illinois University System. The Board also expressed its intention to “name an interim president to lead the university until it is time to begin a search for the 12<sup>th</sup> president.”

**Meeting with Board of Trustees Chair Mr. Glenn McCall and Vice Chair Ms. Kathy Bigham on Saturday, December 14, 2019**

A group of faculty members met with Mr. McCall and Ms. Bigham following commencement. It included members of the Faculty Committee on University Priorities (FCUP), deans, and other faculty leaders. (Note: the Olde Stone House could only accommodate approximately fifteen people.) They shared thoughts regarding both the search for an interim president and a full-time executive. The list of preferred qualifications included having an academic background, possessing high level experience in university leadership, knowledge of SACS review procedures, and a record of collaborative decision-making. The meeting lasted about 90 minutes.

On Wednesday, January 29, 2020, the Board announced [Dr. George Hynd as its preferred candidate](#). Meetings were scheduled between Dr. Hynd and several faculty and staff members for Thursday, January 30. The Board would then meet on Friday, January 31 at 11:30am to vote on his candidacy. A formal introduction and press conference were scheduled for 12pm.

**Meeting with Dr. George Hynd on Thursday, January 30, 2020**

Faculty leaders sat down with Dr. Hynd at the Olde Stone House and shared concerns about both his interim presidency and the search for a 12<sup>th</sup> president. The meeting was scheduled prior to the pronouncement that he was the Board’s preferred and only candidate. Still, those assembled were welcoming to Dr. Hynd, taking the opportunity to help him learn more about Winthrop. They also shared ideas about what they would like to see happen over his two-plus year interim presidency. In turn, Dr. Hynd said that he wanted to see Winthrop build on its successes, address critical issues such as enrollment, maintenance, and the SACS review. In sum, he wants the university to be well positioned to receive his successor—whoever she or he may be.

At Dr. Hynd's request, Dr. Belk met with him one-on-one later on January 30, talking further about faculty concerns.

### **Board of Trustees Meeting on Friday, January 31, 2020**

The Board took action on two items during this session: 1) approving the sale of the "[Coke Building](#)" located on Cherry Road, and 2) voting to install Dr. Hynd as interim president from March 1, 2020, through June 2022.

Now officially the incoming interim president, Dr. Hynd was formally introduced to the Winthrop community at the press conference following the Board meeting. In taking questions [he said](#) that two of his main objectives were to see that the institution does not lose momentum on crucial issues and that the university be in good shape when the 12<sup>th</sup> president comes on board.

### **Board of Trustees Meeting on Tuesday, February 18, 2020**

The Board met to [finalize the contract](#) for interim president Dr. Hynd. Two votes were taken: One to approve Dr. Hynd's contract with the university and the other to approve a supplemental contract for Dr. Hynd from the Winthrop Foundation. Both were unanimously adopted.

In concluding, Dr. Belk noted that Winthrop is once again in a season of change. He stated, "President Mahony is on his way out. Dr. Hynd is on his way in. For those of us that remain, we still have work to do to make Winthrop the best possible place that it can be for all the constituencies that it serves."

### **III. Report from the Provost/V.P. for Academic Affairs      Adrienne McCormick**

Key activities:

- **Ms. Jackie Concodora**, Director of Health and Counseling Services, was selected to serve as the first Ombuds for Winthrop University.
- [Dr. Jamie Cooper](#) will start as new Vice Provost for Student Success and Dean of University College on April 6, 2020. Dean Gloria Jones will continue to serve through March.
- **Searches** are underway or complete for Vice Provost for Institutional Research and Effectiveness, Dean of Dacus Library, twenty faculty members, and six staff members.
- **The "Wildly Important Goal" (WIG):** Monitoring fall to spring retention; analyzing GPA data to decide on how to improve our efforts in spring.
- Update on the [Classification and Compensation Study](#):
  - Sibson is now known as [Segal](#), rebranded under the name of its parent company.

- Regarding the timeline for completion, we are currently in the Job Classification Salary Structure and Program Development which overlaps a bit with Implementation and Communication Plan Development.
- Dr. McCormick has been involved with reviewing salary structures and trying to create a structure that is right for Winthrop.
- They are also doing the work of developing implementation plans, which concerns the resources set aside to help close the gaps that they have identified. They are very close to having additional recommendations to bring out and start the communication plans to campus on next steps.
- For more detailed information about the week-by-week, month-by-month goals and deliverables see the **Provost's Report** in the Appendix 2.
- A complete **policy review** is underway. Mr. Tim Drueke is leading the effort to move all items in the policy repository from the old format into the new one. The team is placing policies into the following categories:
  - **Green**: Little to no changes needed
  - **Yellow**: Slight modifications needed
  - **Red**: Complete overhaul needed, or the policy does not exist and therefore must be created.
- **The pre-tenure review committee** completed a survey of the faculty and is now considering next steps.
- **Academic Master Planning**. A culture of innovation and new programs action group will convene in the near future.
- [The Committee on Academic Quality](#) is scheduled to meet on March 13, prior to Board of Trustees Retreat. It will review new program proposals.
- **SACSCOC Compliance Review**. A wonderful team has analyzed the university's position to develop a set of concerns and those items were shared with senior leadership. They will take the initiative to improve in those areas prior to submission of the final report so that Winthrop might avert compliance concerns.
- **Mid-year budget reviews** are complete.
- Now starting fiscal year 2021 **budget development** conversations.
- Currently, **news from the state** and mid-year budget reviews are positive. Your efforts at being good stewards of your budgets are appreciated!
- As we transition Dr. Hynd into his new role, your patience is also appreciated.

At the conclusion of the provost's presentation, Dr. Tom Polaski asked what Winthrop was doing to prepare for the [corona virus](#) (COVID-19). Dr. McCormick stated the Critical Incident Management Team had a meeting scheduled for Tuesday, March 4. They will put a contingency plan in place should there be any reported cases in South Carolina.

#### IV. Academic Council

**Kelly Costner**

Academic Council (AC) met on Friday, January 24 with eleven members in attendance. Most of the 55 items in Academic Regulations and Degree Requirements sections of catalog were reviewed by two small groups within AC. Comments or edits were aggregated into one document for each section. Now, AC members will work to sort items into the following categories: 1) format, 2) edit for clarity, or 3) research/revise policy. Next, they will establish groups to pursue each category.

- Thirteen degree program modifications – no vote required
- Six certificate/minor modifications – no vote required
  - Dr. Peter Judge made a statement that he does not believe the minor change of hours is correct. He will follow up to confirm what was the curriculum action submitted.
- Seventy course actions – no vote required
- Six course actions approved after clarification – no vote required
- Three items approved at College Assembly level – no vote required

Items must be submitted by **Friday, March 13** to be reviewed by the next SEC Meeting on March 27.

#### General Education Actions

- First Certification – approved by AC
- SOCS component: CSCI 329, Race, Gender, Class, and Computing  
Motion carries to approve the course
- Recertifications – approved by GNED – no vote required
  - **CONST:** PLSC 201
  - **GLOBAL:** ENGL 208; PLSC 205, 207, 260; THRT 210
  - **HART:** DANA 231; ENGL 200, 203, 208, 211; PEAC 200, PHIL 230, RELG 220, THRT 210
  - **ORAL:** PLSC 260
  - **SOCS:** SCWK 200

## General Education – Reminders

- **Final Deadline** for 2020 submissions: **Thursday, Mar 5**
- **Final Meeting** of 2020: **Thursday, Mar 12**
- **The Complete ULC** must be included on the syllabus when submitting courses for certification
- **Syllabi** should include the **most current accessibility statement**. While this is not technically the purview of the committee, syllabi should provide students with the most up-to-date and comprehensive information.
- Instructors might help students better understand the writing component of a particular class by adding a **general statement on the syllabus about the writing requirements** (e.g., connecting various assignments as appropriate).
- **The Physical Activity Component Review team** submitted SLO revisions and they were approved by AC. The team members were Erin Hamel (COE), Dustin Hoffman (CAS), DeAnn Brame (Dacus Library).
  - The motion carried to adopt the proposed changes to the SLOs.
- **The Quantitative Skills Component Review team** submitted SLO revisions and they were approved by AC. The team members were Kristen Abernathy (CAS), Kristen Wonderlich (CVPA), Brad Witzel (COE).
  - The motion carried to adopt the proposed changes to the SLOs
- **Academic Council – Information Items**
  - Proposal to establish General Education Assessment Committee
  - Bylaws review is in progress
  - Research or Creative Scholarship Course Attribute. This was introduced for action at Friday, April 3 AC meeting. Robin Lammi and William Schulte will develop characteristics or criteria. Classes (or course sections) with this attribute would involve significant research and/or creative scholarship: Students' projects would make original intellectual or creative contributions to the discipline. The purpose of this attribute is to advertise and track student participation in such coursework and for the "transcript of the future."
  - **Transfer Credit Policies** – Seven major challenges were identified in our existing policies with priority levels
    1. Info on WU web and links to equivalency systems (High)
    2. Complex sets of pre-reqs for upper level courses (High)
    3. Transfer-designated AA and AS degrees still evaluated on course-by-course basis (High)
    4. Courses from 4yr IHEs not accepted if direct content/program is not offered at WU (Medium)
    5. Seventy-five hour rule remains an obstacle (Medium)

6. Not all SC Tech College courses transfer if direct content is not offered at WU (Medium)
7. Military credit evaluated more conservatively than other types (Medium)

The next Academic Council meeting is scheduled for Friday, April 3 in G01 Owens.

## V. Committee Reports

### A. Ad Hoc Committee on Pre-Tenure Review

**Melissa Carsten**

Last year, the task force reviewed and revised some of the policies concerning tenure and promotion and brought its recommendations to the faculty at the April 19, 2019 Faculty Conference. All but one of items were approved by the faculty. The sole item that was not ratified would have mandated the inclusion of the pre-tenure review letter in the dossier for candidates going up for tenure. There was a lot of discussion about whether that would change the pre-tenure review process and what it would do for faculty members working toward tenure. And so, in fall 2019, the Provost convened an ad hoc committee to revisit the issue. One of the committee's first steps was to **survey faculty members** to gauge their perceptions of and experiences with a pre-tenure review process. The objective was to gain insight into how professors felt about the issue.

About the survey and the findings:

- The committee asked professors to complete the survey on the pre-tenure review process at their January Faculty Assemblies. One Hundred and ninety-eight (198) responses were collected. (There are about 336 members of Faculty Conference.)
- The greatest number of completions were from the College of Arts and Sciences, but there was good representation from all faculty units.
- One of the most important questions was whether faculty included the pre-tenure review letter in the tenure portfolio. The committee found that there were different cultural norms across colleges regarding the item's inclusion. For instance, while most faculty members in Arts and Sciences included the pre-tenure letter, their counterparts in the College of Business typically did not do so.
- The survey also asked what the primary reasons were for including or not including the pre-tenure review.
  - The respondents who *included* the letter reported that they received really good reviews, that a colleague or administrator advised them to include it, or that they did not know that doing so was optional.



- The respondents who *did not include* the letter said they thought it was unnecessary because they had a strong portfolio, or they were told it was not normal to include in their college.
- Having received poor reviews was not listed as a major reason for not including the pre-tenure letter in the dossier.
- Interestingly, 13 out of the 21 respondents said that pre-tenure review was not in place when they went up for tenure or that it was not applicable to the process they navigated to earn tenure.
- The committee also examined whether pre-tenure reviews were treated as more of a summative or a formative process. The instrument defined summative as a review of one's accomplishments to date and formative as providing recommendations for continuous improvement as one progressed toward tenure and promotion. The findings showed that a majority of respondents felt it was balanced. They reported receiving some summative comments about their performance but noted that they also received formative feedback and recommendations for improvement.
- When asked what the process ought to look like at Winthrop, most said it should be both summative and formative or mostly formative. Very few faculty members thought it should be mainly summative.
- When looking deeper at the data to see trends, the committee observed that people are really craving more formative feedback from the onset of their time on the tenure track and not just at the pre-tenure review stage. They want better suggestions for improvement as they work to meet or exceed the criteria for tenure and promotion.
- In doing its work, the committee realized that this is a much more complex process than just looking at pre-tenure review and asking whether associated materials should be included in the tenure dossier. If the goal of the entire process is to provide faculty with greater formative feedback throughout the entire process, then the group must look more broadly than just a brief tenure review.
- Having completed the survey and presented its major findings, the committee will formulate and report on some more specific policy ideas. It will also seek feedback from the faculty. If this happens, then the group might bring forward a policy that can be reviewed at Faculty Conference. Although nothing will be voted on this academic year, the objective is to make as much progress as possible and hopefully get something approved early next academic year.



various destinations to campus. In doing so, they work hard to make sound decisions that ensure public safety.

On the day of the tornado, several people were unhappy that Winthrop did not shut down, but Ms. Higgs Burkhalter was in constant conversation with members of the Critical Incident Management Team about what the weather was doing in real time. The weather calmed down around 5pm and then there were no major weather issues for the remainder of the day that would have justified shutting down campus. The snow emergency, however, presented a different scenario. That weather situation unfolded quickly, the region is not well-equipped to handle snow, we had people coming in from across the area, and we knew the temperatures would drop that night. Thus, decision makers could not anticipate how quickly the situation would improve. Here again, Ms. Higgs Burkhalter and the team got together and made the best decision possible given the available information. No matter the challenge, their objective is to ensure the safety of members of the campus community.

Second, Ms. Higgs Burkhalter discussed **viral-related illnesses**. A few weeks ago, a communication was sent out about [mumps](#), but it did not include certain details that some members of the campus community demanded. Such details were intentionally omitted. Winthrop officials must work with the S.C. Department of Health and Environmental Control ([DHEC](#)) on these matters. The university's first concern is to isolate whatever the issue is. We want to check to make sure the person (or people) involved had the appropriate vaccinations. In the recent mumps incident, the individual was properly vaccinated but still got sick. Once university officials know that the individual is abiding by those health protocols and then they notify the campus community. Additional steps are required when it comes to Macfeat Child Laboratory, because they need more detail to ensure students are protected. Due to [HIPAA](#)-protected information, details about the individual's identity, location, or how they were infected cannot be provided. At this point Winthrop has just one confirmed case. That said, if you should ever run into a situation where you need additional information, then you are welcome to contact Ms. Higgs Burkhalter. She will work with colleagues in [Health and Counseling Services](#) or DHEC (whichever is most appropriate) to make certain that you get as much of a response as possible without violating HIPAA or [FERPA](#).

The corona virus (COVID-19) is the next major campus health concern. The Critical Incident Management Team will meet next Tuesday. [Note: According to the [World Health Organization](#), COVID-19 "spreads primarily through droplets generated when an infected person coughs or sneezes, or through droplets of saliva or discharge

from the nose.”] Thus, Ms. Higgs Burkhalter is asking you to regularly and thoroughly wash your hands and to sneeze (or cough) into your elbow, not your hands. If you are not feeling well, then do what you can do to protect yourself and others. If Winthrop should have a confirmed COVID-19 case, then the university will follow the appropriate protocols, which might include self-isolation. The Critical Incident Management Team will work with South Carolina health organizations as well as the CDC to protect the campus community. Communication will certainly go out to students before they depart for spring break.

Wanda Koszewski commented that even though there have been no cases reported in South Carolina as of now, the DHEC advisement stated that we need to be more proactive than reactive. Handwashing is more important than wearing a mask. She also asked if Winthrop will take the stand on banning travel to China like the UNC system and the University of South Carolina. Ms. Higgs Burkhalter responded that was not her call to make, but it will be one of the topics discussed with the Critical Incident Management Team. Provost McCormick added that there have been conversations on how to move face-to-face courses to remote learning using platforms such as Blackboard—if necessary.

Next, Ms. Higgs Burkhalter updated the Faculty Conference on ongoing **staff searches**. Two such high profile searches are the Associate Vice President and Dean of Students and the Director of Residence Life. Two other national searches will occur later this semester after the job descriptions are finalized. No invitations to participate have gone out yet but be on the lookout and please say yes if called upon to serve on a search committee. Lastly, searches are also in progress for a new Chief of Police and an Assistant Chief of Police.

Finally, speaking of **WUPD**, you may have noticed them a bit more around campus. Even though some key leadership positions are vacant, WUPD is now better staffed than it has been in some time. Therefore, you will continue to see more of them around campus, day and night, as they patrol in new vehicles.<sup>1</sup> Also, university parking policies and procedures have not changed, there are now just more officers to enforce them. This includes more closely monitoring parking and enforcing campus speed limits. You will also see WUPD officers on bicycles. However, because of the jackets they wear while riding you cannot see the top part of their uniform, but they are still WUPD officers. The goal is for them to be seen and to be

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<sup>1</sup> WUPD finally purchased new vehicles from the state, which came without distinctive markings, emblems, or emergency lights. The vehicles were placed into the field even before this detailing was completed. Some members of the campus community assumed that WUPD had gone “top secret” by putting officers in unmarked cars. This was not the case. The vehicles will soon be “upfitted” with all the equipment and markings to make them look like traditional WUPD vehicles.

engaged with the campus outside of their police vehicles so that you can get to know them.

**VII. Presentation by [the Office of Accessibility](#) Chris Keck and Karen Medlin**

Chris Keck, Program Director, and Karen Medlin, Test Center Operations Manager, spoke about the Office of Accessibility (OA) and the services it provides students with documented disabilities. After a student meets with OA and is approved for accommodations, they get a **Letter of Accommodation**. In the past, OA distributed those letters to instructors on the behalf of students. Now, to increase accountability of the student, OA makes them take the initiative when communicating with professors. Thus, students must send the letters to their instructors. Mr. Keck brought this up because OA has received several questions from faculty receiving letters directly from students. The letters are, in fact, legit.

Another new update is the creation of an **Accessibility Guidelines** page. The Accessibility Guidelines will list all of the accommodations that a student is eligible for and will match it up with the guidelines for that accommodation. Also provided on the Accessibility Guidelines page is a template that instructors can use. The student and instructor can use the form together because it gives you both a chance to talk about what is needed in your class and, more importantly, how flexible you are able to be in your class, as it deals with issues like attendance, assignment deadlines and exams.

Furthermore, OA is transitioning to a **stand-alone website**. Staff members are in the process of creating a resource page to include the most up-to-date syllabus statement and offer several statements to choose from so when you need it you can just visit the site and copy and paste a statement into your syllabus.

Dr. Jeannie Haubert thanked OA for requiring more accountability from students and also expressed gratitude for the shift in enhancing faculty-student communication.

Dr. Michael Whitney asked if the accommodation letters were print or electronic. The answer was electronic. He then asked about the risk of counterfeiting. Mr. Keck replied that they might provide sample letters on the resource page so that faculty will be familiar with what they look like. Also, OA will inform students that if they fake or modify the original letter of accommodation in any way, then they have committed disability fraud (a crime) and could be prosecuted. Furthermore, with the new program that they are adopting in the near future, everything should be marked or branded and come directly from their system as a digital email.

Next, Ms. Medlin reviewed the Test Center guidelines. She works with students one-on-one to get all their exams scheduled for the semester. They must complete an online form requesting that they be able to use their Test Center accommodation. They must provide three business days' notice to do so. (There is one exception given each semester because sometimes they do forget.) Students have options even if the request is denied, they just need to have an awkward conversation with their professors to come up with appropriate alternatives you are comfortable in providing.

Dr. Whitney asked if there was anything in place to give the faculty appropriate notice in getting the test prepared for the student. Ms. Medlin answered yes. Not only do they have to submit a request to let her know they want to use the Test Center, but students should communicate with their professors. After all, students get their syllabi at the beginning of each semester, so they know the dates for most of their exams. As a result, student should talk to their professors and make plans for where they will take those tests. Getting the request for your exam from the Test Center *should not* be the first time you hear about the student's plans. If you cannot get the test ready because of short notice from the student, then it is the student's responsibility to ask you what some other options are.

#### **VIII. Registrar, [Office of Records and Registration](#)**

**Gina Jones**

- Wednesday, March 11 – Withdrawal and S/U deadlines for full-semester classes.
- Wednesday, March 25 – Advising for fall and summer session registration begins.
- Wednesday, April 8 – Fall registration begins.
- Advising is coming up and it has been brought to the registrar's attention that some faculty members have actually discouraged students from using DegreeWorks. Although DegreeWorks is not perfect, it is a really good way to track our students' progress toward completing degree requirements. If something does not look right in DegreeWorks, then please notify the Office of Records and Registration so that staff members can respond to your concerns. Relatedly, there is a DegreeWorks edit form on the website to report inaccurate information. Moreover, if you want or need one-on-one training in DegreeWorks, then please let the office know. Ms. Cassandra Wright would be happy to assist you.
- Finally, do not forget to click the "Yes" button in Wingspan to clear the advising flag for your students.

#### **IX. Unfinished Business**

There was no unfinished business.

## **X. New Business**

Dr. Ginger Williams, a member of FCUP and presenting in place of committee chair Dr. Malayka Klimchak, shared a set requests for the consideration of Faculty Conference. If approved, then Dr. Belk will present these requests to the Board of Trustees as our faculty representative. The purpose of the requests is to make sure that the faculty representative has appropriate participation in Board meetings and is involved as much as possible in decision-making processes for the university. The requests were as follows:

1. We request that the Faculty Representative to the Board of Trustees deliver oral reports to the full Board of Trustees, in addition to written reports.
2. We request that, whenever possible, the Board of Trustees hold board meetings at Winthrop University, so that the Faculty and Student representatives to the Board of Trustees, as well as faculty, staff, and Winthrop community members, can easily attend.
3. We request that the Faculty Representative to the Board of Trustees be a member of the Search Committee for the next President of Winthrop University, as well as the Search Committees for all future executive officers of Winthrop University.
4. We request that, whenever possible and appropriate, the Board of Trustees invite the Faculty Representative to the Board of Trustees to participate in Executive Sessions of the Board of Trustees.

As those in attendance considered the requests, Dr. Belk implored them to think about the position of Faculty Chair, not just him as the current Chair. He added that the position is bigger than any person who holds it. The first request is a matter of restoration. While the Board likely had its own logic for making the shift to written quarterly reports from the both the student and faculty representatives, that decision was made at a July 2019 meeting (in Columbia) that neither the student nor faculty representatives could attend. Even though the written reports serve a purpose, it was important to the faculty that the faculty representative had a voice at the full Board meeting and had the opportunity to speak to the full Board. In closing his remarks, Dr. Belk noted that certain decisions will always belong to the Board of Trustees. Still, the aforementioned requests simply ask that the faculty representative be included in the Board's deliberations whenever possible and appropriate. In doing so, the Board would have a conduit to get the voice and concerns of the faculty when making its decisions.

Dr. Belk then turned to the Faculty Conference for discussion of the items.

Dr. Guy Reel asked about the process once this is delivered to the Board. Will they likely have a meeting about it where we can discuss it with them or could they just table it? Dr. Belk said that he did not have an answer to the question, but noted that the requests came from FCUP, not him. Committee members were very careful, particularly given the current environment, not to ask for things that might exacerbate or worsen tensions that clearly exist right now.

Dr. Jo Koster asked for point of clarification. In Request No. 3, what other executive officers beside the president does the Board of Trustees appoint? Dr. Belk answered that he thinks, when selecting the University's executive leadership, there should always be a formal opportunity for faculty to provide input. If we are able to get some agreements that are official, then the practice to include faculty will remain consistent, no matter if the people holding the positions change.

Dr. Siobhan Brownson asked about the history with Request No. 4. Did the faculty representative used to be invited? Dr. Belk said that it is the prerogative of the Chair of the Board to invite people to attend executive session if their participation is thought to be useful and appropriate. When Mr. Karl Folkens was Chair of the Board, he invited Dr. John Bird (former Faculty Conference Chair) to most sessions when they were conducting a search for the 11<sup>th</sup> president. That has not been the case over the last few years. Therefore, the request is to include the faculty representative in executive session whenever possible and appropriate. To date, Dr. Belk was invited to attend one executive session back in October 2019, when the Board was having conversations about the Classification and Compensation Study. He has since been included in those deliberations as a member of that working group.

Each item was voted on individually and each was unanimously approved.

## **XI. Announcements**

Dr. Cheryl Fortner-Wood made an announcement concerning the deadline of next Friday for two slots that the [McNair Scholars Program](#) Advisory Board added for students who meet the first generation and low-income criteria, regardless of race. Eighty-nine percent of McNair graduates go on to graduate school, so it is a good program with some amazing faculty mentors. So if you know any students who meet the eligibility criteria please encourage them to apply. They can contact the McNair office for more details.



**XII. Adjournment**

The meeting was adjourned at 3:52pm.

Respectfully Submitted by,  
Tenisha L. Powell, Ph.D.  
Secretary, Faculty Conference  
Associate Professor of Early Childhood Education  
Winthrop University

**Appendix 1**  
**Winthrop University Faculty Conference**  
28 February 2020  
2:00 p.m., Whitton Auditorium

**REPORT FROM THE CHAIR**

**I. Follow-up from the November 22, 2019 Faculty Conference: Inquiry to the Board of Trustees regarding the status of President Dan Mahony**

As reported in the minutes for the November meeting, a faculty member asked about the status of President Mahony, who responded that his contract ran through June 2020. Another faculty member then asked me to seek clarification from the Board regarding the president's standing. Given that the request reflected the will of the majority of those in attendance, I agreed to pursue the matter via e-mail. I did so on Monday, December 2. I also shared that message with the Faculty Conference. (See Appendix 1.)

Also, on December 2, I received an anonymous letter through campus mail regarding the decision to contact the Board about Dr. Mahony. It was dated November 25. The author<sup>2</sup> wrote, "An incident occurred at the Faculty Assembly on Friday that I have uncomfortable about and the more I processed the event, the more I felt compelled to write this letter." They continued, "I do not believe President Mahoney should remain as Winthrop's President. Yet, at that moment, there was no way for me to legitimately express a negative point of view (nor was the faculty asked)" as things proceeded "without any indication of taking a pulse of the faculty, asking for input from all faculty you represent." The letter concluded, "The university needs leadership, specifically for the President's job description. Bold leadership (which has been lacking). I encourage you to hold on making Presidential support statements unless you truly have asked and/or acknowledged that you are not representing *all* faculty—just the President's friends."

While I do not think I misread the room at our November meeting, I do think the letter raised a legitimate concern about procedure. Therefore, I will keep it on my desk as a reminder of the significance of due process.

The next day, Tuesday, December 3, it was announced that [Dr. Mahony would step down](#) as Winthrop's president, effective March 1, 2020, to assume leadership of the Southern Illinois University System. The Board also announced

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<sup>2</sup> The author's remarks were not edited in any way.

its intention to “name an interim president to lead the university until it is time to begin a search for the 12th president.”

**II. Report on the Saturday, December 14, 2019 Meeting with Board of Trustees Chair Mr. Glenn McCall and Vice Chair Ms. Kathy Bigham**

A group of faculty members met with Mr. McCall and Ms. Bigham following the undergraduate and graduate commencement ceremony. It included members of the Faculty Committee on University Priorities (FCUP), deans from across Winthrop’s colleges, and other faculty leaders. The provost wanted to invite a larger, even more representative group of faculty leaders, but the Olde Stone House could only accommodate fifteen or so of us. Together, we shared thoughts regarding both the search for an interim president and a full-time executive. The list of preferred qualifications included having an academic background, possessing high level experience in university leadership, experience with SACS review procedures, and a record of collaborative decision-making, etc. The meeting lasted about 90 minutes.

On Wednesday, January 29, 2020, the Board announced that [Dr. George Hynd was its preferred candidate](#). Meetings were scheduled between Dr. Hynd and several faculty and staff members for Thursday, January 30. The Board would then meet on Friday, January 31 at 11:30am to vote on his candidacy. A formal introduction and press conference was scheduled for 12pm.

**III. Report on the Thursday, January 30, 2020 Meeting with Dr. George Hynd, the Preferred Candidate**

Faculty leaders had a sit-down at the Olde Stone House with Dr. Hynd. They shared faculty concerns about both his interim presidency and the search for a 12<sup>th</sup> president.

The meeting was scheduled prior to the announcement that Dr. Hynd was the Board’s preferred and only candidate. What initially seemed like it might be an interview felt more like an on boarding. Still, those assembled were welcoming to Dr. Hynd, taking the opportunity to help him learn more about Winthrop, its culture, and its faculty governance structures. They also shared ideas about what they would like to see happen over his 2-plus year interim presidency. In kind, Dr. Hynd commented that he wanted to see Winthrop build on its successes, address critical issues such as student enrollment, deferred maintenance, and the upcoming SACS review. In sum, he wants the university to be well positioned to receive his successor—whoever she or he may be.

At Dr. Hynd's request, he and I also had a one-on-one meeting later on January 30, talking further about faculty concerns.

#### **IV. Report on the Friday, January 31, 2020 Board of Trustees Meeting**

The Board took action on two items during this gathering: 1) approving the sale of the "[Coke Building](#)" located on Cherry Road and 2) voting to install Dr. Hynd as interim president from March 1, 2020, through June 2022.

The Board unanimously approved the sale of the Coke Building. However, the vote on the second item was not unanimous, as [Dr. Jane LaRoche](#) spoke against hiring Dr. Hynd, suggesting that doing so was a "mistake." Dr. LaRoche raised several concerns in her statement to the Board—ranging from the circumstances of Dr. Mahony's departure to the process through which the preferred candidate for interim president was chosen. You can find the full video of her remarks [here](#) and a transcript [here](#). In an interview with *The Rock Hill Herald*, I commented, "There is a place for dissent in our democracy ... in our institutions. Dissenters often raise issues about processes and practices that we must take seriously if we're going to be fair and just. We know for a fact that Dr. LaRoche loves Winthrop and always has. Many of us can love Winthrop, honor Winthrop but still have very different ideas about what ought to be done to advance the institution."

Dr. Hynd, now officially the incoming interim president, was formally introduced to the Winthrop community at the press conference immediately following the Board meeting. In taking questions [he said](#) that two of his main objectives were to see that the institution does not lose momentum on crucial issues and that the university be in good shape when the 12<sup>th</sup> president comes on board. "You're going to have an outstanding new president and he or she is going to feel like they came to an institution that is energized, has taken care of accreditation issues, if there are any, and is really poised for that next leap forward," said Hynd.

#### **V. Report on the Tuesday, February 18, 2020 Board of Trustees Meeting**

The Board met to discuss the contract for interim president Dr. Hynd. Two votes were taken: One to approve Dr. Hynd's contract with the university; the other to approve a supplemental contract for Dr. Hynd from the Winthrop Foundation. One trustee opposed the employment contract.

## VI. Concluding Remarks

In closing, Winthrop is once again in a season of change. As I stated to [The Johnsonian](#), “President Mahony is on his way out. Dr. Hynd is on his way in. For those of us that remain, we still have work to do to make Winthrop the best possible place that it can be for all the constituencies that it serves.”

That said, congratulations to Dr. Dan Mahony. I wish you well in your future endeavors as the president of the Southern Illinois University System. Thank you for your service to Winthrop University.

Finally, welcome to Winthrop, Dr. George Hynd. I look forward to working with you to serve the university and its students.

Sincerely,

Adolphus G. Belk, Jr., Ph.D  
Chair, Faculty Conference  
Professor of Political Science and African American Studies  
Winthrop University

**E-mail to the Board of Trustees Regarding the Status of  
President Dan Mahony  
December 2, 2019**

re: the status of president mahony

hello board members,

the faculty conference held its last meeting on friday, november 22. at that meeting, following a brief presentation from president dan mahony, a longtime faculty member inquired about the president's status at winthrop. at that time, president mahony informed us that he is in the final year of his contract. thus, i am sending this message to follow up on the resultant concerns expressed by the faculty pertaining to the status of an effective and well-respected president.

given that the president's annual reviews have resulted in rating of [meets](#) or [exceeds](#) expectations, and given the measurable progress in pursuing the objectives of [the winthrop plan](#)—including a [record high](#) 6-year graduation rate of 64.1 percent (beating the 2025 target) and a diversity rate of 21 percent for faculty and managerial staff (also exceeding the 2025 target), and given that winthrop recently earned its [best overall u.s. news & world report ranking in 25 years](#), faculty members want to know if the president's contract will be extended beyond the current academic year.

while the faculty understands that the institution is not where it wants to be regarding enrollment, we have even witnessed some positive developments on that front with [a record number of freshman applications](#) in january 2019.

we will patiently await an answer.

sincerely,  
abjr...making benjamin ryan tillman roll over in his grave since 2003.

**adolphus g. belk, jr.**  
professor of political science and african american studies  
chair, faculty conference  
faculty diversity and inclusion liaison  
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## Appendix 2



# Provost's Report

Faculty Conference

February 28, 2020



## Key Activities

- Ombuds position announcement
- Jamie Cooper will start as new Vice Provost for Student Success and Dean
- VPIRE, Library Dean, 20 faculty, and 6 staff searches underway or complete
- WIG: monitoring Fall to Spring retention; analyzing GPA data to decide on how to improve our efforts in Spring



# Segal Classification and Compensation Study

## Engagement Summary

Estimated Timing: October 2018 – April 2020

Sibson is now Segal, re-branded under their parent company name.

Discovery and Interviews	Total Pay Philosophy	Market Assessment	Job Classification, Salary Structure and Program Development	Implementation and Communication Plan Development*
October – January	January – June	May – October	September – March	February – April
<ul style="list-style-type: none"> <li>Conduct stakeholder discussions</li> <li>Review data and materials</li> </ul>	<ul style="list-style-type: none"> <li>Develop draft total pay philosophy</li> <li>Develop peer group(s) and comparison market(s)</li> <li>Review and approve total pay philosophy, including peer groups/ comparison markets</li> </ul>	<ul style="list-style-type: none"> <li>Conduct initial salary market pricing</li> <li>Review and finalize matches with HR</li> <li>Conduct variance analysis</li> </ul>	<ul style="list-style-type: none"> <li>Develop salary structure/ranges</li> <li>Assign jobs to structure/ranges</li> <li>Validate with leaders</li> <li>Identify incumbent and cost implications</li> <li>Finalize structure/ ranges</li> <li>Revise pay administration guidelines</li> <li>Prepare and share report of findings</li> </ul>	<ul style="list-style-type: none"> <li>Develop implementation &amp; communications plan</li> <li>Develop total compensation statements</li> <li>Create additional program rollout materials</li> <li>Roll out program to participants (e.g., town halls, FAQs, individual letters, etc.)</li> </ul>

\* Implementation plan covers a multi-year period.



# Classification and Compensation

## Key Next Steps

Work Step	Primary Role	Date
Provide responses to faculty and staff census questions and time in rank file	Winthrop	February 19
Deliver recommendations for revisions to pay administration guidelines	Segal	February 21
Update census files in staff model	Segal	Week of February 24
Conduct working session to discuss implementation for staff structures	Segal / Winthrop	Week of March 2/March 9
Update faculty model with updated census data, time in rank data, and make adjustments to salary structure	Segal	Week of February 24
Conduct working session to review updated faculty model	Segal / Winthrop	March 2 or March 3
Validate draft job placement within staff salary structure with leaders	Winthrop	Week of March 9/16
Validate draft job placement within faculty salary structure with leaders	Winthrop	Week of March 9/16
Present Findings and Recommendations to Senior Leadership Team and Conduct Train the Trainer for HR	Segal	Winthrop to provide available dates
Conduct Employee Information Sessions	Segal	April 7 or April 23





## Key Activities

- Policy Review in full swing
- Pre-tenure review committee completed survey and is refining next step suggestions
- Academic Master Planning:
  - Convening the Culture of Innovation and New Programs group for 2<sup>nd</sup> meeting
  - AASCU Winter meeting: great ideas for balancing program review and planning with teaching and learning development efforts



## Key Activities

- Academic Quality meeting scheduled for March 13 prior to Board of Trustees Retreat
  - Will review program proposals under consideration at CHE, including:
    - BS in Applied Software Development
    - BA in Data Science
    - BS in Educational Studies
    - MAT proposals for Early Childhood Education, Elementary Education, Middle-Level Education, and Special Education
- SACSCOC Compliance Review and QEP surveys



## Key Activities

- Mid-year budget reviews: complete
- Starting FY 21 budget development conversations
- News from the state and mid-year budget reviews are positive
- Your efforts at being good stewards of your budgets are appreciated!
- As we transition Dr. Hynd in to his new role, your patience is appreciated.



## Questions?

**Academic Council**  
Report to Faculty Conference  
28 February 2020

**AC WORK SESSION ON FRIDAY, JANUARY 24**

**Present:** 11 members

**Outcome**

- Most of the 55 items in *Academic Regulations* and *Degree Requirements* sections of catalog have been reviewed by two small groups
- Comments/edits aggregated into one document for each section

**Now:** Survey AC members to sort items into working categories

- a. format
- b. edit for clarity, or
- c. research/revise policy

**Next:** Establish groups to pursue each category

**CURRICULUM ACTION**

**13 degree program modifications—no vote required**

<b>Program</b>	<b>Title</b>	<b>Action</b>
<b>BA-MLAN-FREN</b>	BA IN MODERN LANGUAGES/FRENCH OPTION	Modify program: Add FREN 112 as an alternative to FREN 102.
<b>BA-MLAN-SPAN</b>	BA IN MODERN LANGUAGES/SPANISH OPTION	Modify program: Add SPAN 112 as an alternative to SPANs 102.
<b>BS-BIOL-BMRS</b>	BS BIOL - Biomedical Research	Modify program: Requirements in major: Add note students are encouraged to take BIOL 270/271; Remove BIOL 422 as an alternative to BIOL 310; Replace CHEM 523/525 with BIOL 530; Add a requirement of BIOL 307, 308 or 321; Students must now select one course from Area A and one additional from Areas A, B, or C; Add BIOL 301 to Area A, BIOL 305 and 306 to Area C, BIOL 371, 450H, 460, 471 and 472 to Area D; Delete note that students must select at least one 500-level BIOL course; Note that a maximum of six hours of credit for research may be used toward the total 42 hours of BIOL courses required for the BS degree. Required Math and Science Courses: Remove CHEM 106; Add Biochemistry and Physics requirements; Allow MATH 105 as an alternative to MATH 201;

		Add a Statistics requirements; Delete MATH electives, Area E, and Required Ethics Course.
<b>BS-BIOL</b>	BS IN BIOLOGY	Modify program: Add BIOL 301 to Area A, BIOL 305 and 306 to Area C, BIOL 371, 460 and 472 to Area D; Remove CHEM 106; Include CHEM 104 and GEOG 308 in Area E; Note that a maximum of six hours of credit for research may be used toward the total 42 hours of BIOL courses required for the BS degree.
<b>BS-BIOL-MTEC</b>	BS IN BIOLOGY W/CERT MEDICAL TECHNOLOGY	Modify program: Remove note that Area B and C are satisfied by required program and that at least one course must include a lab; Add BIOL 301 to Area A, BIOL 305 and 306 to Area C, BIOL 371, 460 and 472 to Area D; Delete note that students must select at least one 500-level BIOL course; Remove CHEM 106; Include CHEM 104 and GEOG 308 in Area E; Note that a maximum of six hours of credit for research may be used toward the total 42 hours of BIOL courses required for the BS degree.
<b>BS-BADM-ACCT</b>	BS IN BUSINESS ADMINISTRATION/ACCOUNTING	Modify program: Replace ACCT 525 with ACCT 520 in the concentration.
<b>BS-BADM-CIFS</b>	BS IN BUSINESS ADMINISTRATION/INFO SYSTE	Modify program: Add CSCI 210 in the concentration; Add CSCI 290 as an option to CSCI 293, 295, 297, or 392 in the concentration.
<b>BS-HDFS</b>	BS In Human Development & Family Studies	Modify program: Adding HDFS 370 and 490 (490 is an option to SOCL 305) to the Professional Course Sequence; Drop HLTH 501 from the Child and Adolescent Studies concentration; Drop SCWK 533 from the Child and Family Services concentration
<b>BS-DIFD-DCOM</b>	BS in Info Design - Digital Commerce	Modify program: Remove DIFD 141 from the major core; Change VCOM 261 to DESF 161; Change MGMT 341 to MGMT 220.
<b>BS-DIFD-DMMD</b>	BS in Info Design - Digital Mass Media	Modify program: Change VCOM 261 to DESF 161; Add MCOM 390 and 493 to "Choose 2..." in the concentration.
<b>BS-DIFD-INMD</b>	BS in Info Design - Interactive Media	Modify program: Remove DIFD 141 from the major core; Change VCOM 120, 150, 154 to DESF 120, 150, 154; Add VCOM 453 and 392 to "Choose 2..." in the concentration.

<b>BS-DIFD-WEBD</b>	BS Info Design - Web App Development	Modify program: Remove DIFD 141 from the major core.
<b>BS-BIOL-CNSV</b>	BS IN BIOLOGY Conservation Biology Track	Modify program: Remove BIOL 316 and 507 from requirements in the major; Remove note that Area A is satisfied by required program and that at least one course must include a lab; Add BIOL 301 to Area A, BIOL 305 and 306 to Area C, BIOL 371, 460 and 472 to Area D; Delete note that students must select at least one 500-level BIOL course; Remove CHEM 106; Include CHEM 104 and GEOG 308 in Area E; Note that a maximum of six hours of credit for research may be used toward the total 42 hours of BIOL courses required for the BS degree.

**6 certificate/minor modifications—no vote required**

<b>Program</b>	<b>Title</b>	<b>Action</b>
<b>CERT-RISK</b>	Certificate in Risk Assurance	Modify certificate: Replace ACCT 525 with ACCT 520.
<b>Minor-BIOL</b>	Minor in Biology	Modify minor: Specify that minor should include BIOL 220/222 (or 270) and 221/223 (or 271).
<b>Minor-NUTR</b>	Minor in Human Nutrition	Modify minor: Replace CHEM 105, 106, 107, 108 or equivalent courses with CHEM 101 or CHEM 104 or CHEM 105.
<b>Minor-PHRL</b>	Minor in Philosophy and Religion	Modify minor: Add RELG 313 or 314 as an alternative to PHIL 220 or 225 or 371 or RELG 220.
<b>MINOR-RISK</b>	Minor in Risk Assurance	Modify minor: Replace ACCT 525 with ACCT 520.
<b>Minor-THTR</b>	Minor in Theatre	Modify minor: Remove THRA 180 (zero-credit hour class).

**70 course actions—no vote required**

<b>Course</b>	<b>Title</b>	<b>Action</b>
<b>ACCT509</b>	Auditing Principles and Procedures (3).	Modify course: Update terms offered; Change prerequisite from “Grade of C or better in ACCT 306 and Acct 303” to “Grade of C- or better in ACCT 306. All ACCT courses numbered above 299 have a prerequisite of junior status, an overall GPA of at least 2.00 and a grade of C- or better in HXMP 102 OR Graduate Status.”

<b>ARTH421</b>	Visual Culture of Medieval Pilgrimage	New course
<b>ARTS307</b>	Introduction to Interdisciplinary Studio	New course
<b>BADM111</b>	Cohort: Academic Success	New course
<b>CSCI311</b>	Computer Architecture and Organization	Modify course: Change prerequisite from "A grade of C- or better in CSCI 208; and grade of C- or better in MATH 261" to "Grade of C- or better in MATH261; and either ASWD major or grade of C- or better in CSCI208."
<b>CSCI327</b>	Social Implications of Computing (3).	Modify course: Change prerequisite from "CRTW201 and CSCI, DIFD, or BADM/CIFS major; or permission of the department chair" to "CRTW201 and CSCI, DIFD, ASWD, or BADM/CIFS major."
<b>CSCI329</b>	Race, Gender, Class, and Computing	New course
<b>CSCI355</b>	Database Processing (3:3:0).	Modify course: Change prerequisite from "A grade of C- or better in either CSCI 208 or CSCI 242; grade of C- or better in CSCI 210" to "A grade of C- or better in either CSCI 208 or CSCI 243; grade of C- or better in CSCI 210."
<b>CSCI365</b>	Information Security	Modify course: Change prerequisite from "C- or better in CSCI 208" to "C- or better in CSCI 208 or ASWD major."
<b>CSCI432</b>	Computer Science Theory	Modify course: Change prerequisite from "CSCI 271 and CSCI 311" to "CSCI 311 and grade of C- or better in CSCI 271."
<b>CSCI440</b>	Introduction to Computer Graphics (3).	Modify course: Update terms offered; Change prerequisite from "MATH 101 or 103 or 201, MATH 261 or 300, and a grade of C or better in CSCI 208" to "MATH261; either ASWD degree or grade of C- or better in CSCI208."
<b>CSCI441</b>	Web Application Design and Development	Modify course: Change prerequisite from "CSCI 355 and (CSCI 241 or CSCI 243 or CSCI 297)" to "CSCI355 and (CSCI243 or CSCI297 or ASWD major)."
<b>CSCI451</b>	Mobile Application Development	Modify course: Change prerequisite from "CSCI271 or CSCI355" to "CSCI271 or CSCI355 or ASWD major."
<b>CSCI466</b>	Network Processing	Modify course: Change prerequisite from "QMTH205; and either CSCI271 or CSCI355" to "QMTH205 or MATH341 or MATH141; and either CSCI271 or CSCI355."

<b>CSCI491</b>	Software Development Internship	Modify course: Change prerequisite from “2.5 GPA both overall and within major; and either CSCI271 or CSCI355” to “2.5 GPA both overall and within major; and CSCI271 or CSCI355 or ASWD major.”
<b>CSCI492</b>	Information Systems Internship	Modify course: Change prerequisite from “2.5 GPA both overall and within major; and either CSCI271 or CSCI355” to “2.5 GPA both overall and within major; and CSCI271 or CSCI355 or ASWD major.”
<b>DANT201</b>	Choreography I	Modify course: Change prerequisite from “DANT 200 and DANA 112, 211 or equivalent, and THRT115” to “DANT 200 and DANA 112, 211 or equivalent.”
<b>DIFD311</b>	Digital Culture and Society	Modify course: Change prerequisite from “DIFD major or DIFD minor or permission of the DIFD Department and C- or better in HMXP 102” to “DIFD major or DIFD minor or permission of the DIFD Department and C- or better in HMXP 102 and a 2.0 GPA.”
<b>EDUC531</b>	Teaching Elementary and Secondary Mathematics	Modify course: Renumber from EDUC 331; Add additional requirements for graduate credit.
<b>EXSC384</b>	Exercise Physiology	Modify course: Update terms offered; Change prerequisite from “C- in BIOL 214 or BIOL 308” to “C- in BIOL 214 or BIOL 308, cumulative GPA 2.5.”
<b>EXSC385</b>	Exercise Physiology Laboratory	Modify course: Change prerequisite from BIOL 308 to “C- in BIOL 214 or BIOL 308, cumulative GPA 2;” Change corequisite from “BIOL 308, EXSC 384” to EXSC 384.
<b>EXSC465</b>	Strength and Conditioning	Modify course: Change prerequisite from “PESH 102, minimum Junior status” to “PESH 102, minimum Junior status, C- or higher EXSC 384, 2.5 overall GPA.”
<b>EXSC480</b>	Exercise Testing and Prescription	Modify course: Change prerequisite from “PHED 384, PHED 385” to “EXSC 384, Cumulative GPA 2.5;” Remove corequisite of “PHED 481 for EXSC majors only.”
<b>EXSC481</b>	Individual Program Design and Application	Modify course: Change course title from Application of Exercise Testing and Prescription; Change prerequisite from “EXSC 384, EXSC 385, EXSC 480, EXSC 511” to “EXSC 385, EXSC 480, EXSC 511, PESH 201 or proof of valid CPR, Cumulative GPA of 2.5.”
<b>EXSC484</b>	Exercise Physiology II	Modify course: Change prerequisite from “BIOL 213 and BIOL 214 OR BIOL 307 and 308, and C- in PHED 384 or EXSC 384” to “BIOL 213 and BIOL

		214 OR BIOL 307 and 308, and C- in PHED 384 or EXSC 384, Cumulative GPA of 2.5.”
<b>EXSC486</b>	Exercise Physiology II Laboratory	Modify course: Change prerequisite from “BIOL 214 or 308, EXSC 384, EXSC 385” to “BIOL 214 or 308, EXSC 384, EXSC 385, Cumulative GPA of 2.5.”
<b>EXSC492</b>	Certification Seminar in Exercise Science: Exercise Physiologist	Modify course: Change prerequisite from “Grade of C- or higher in BIOL 213 or 307, BIOL 214 or 308, senior standing, approval of advisor” to “Grade of C- or higher in BIOL 213 or 307, BIOL 214 or 308, senior standing, approval of advisor, PESH 201 or proof of valid First Aid & CPR, Cumulative GPA of 2.5.”
<b>EXSC493</b>	Certification Seminar in Exercise Science: Strength & Conditioning	Modify course: Change prerequisite from “Grade of C- or higher in BIOL 213 or 307, BIOL 214 or 308, senior standing, approval of advisor” to “Grade of C- or higher in BIOL 213 or 307, BIOL 214 or 308, senior standing, approval of advisor, PESH 201 or proof of valid First Aid & CPR, Cumulative GPA of 2.5.”
<b>EXSC494</b>	Portfolio in Exercise Science	Modify course: Change prerequisite from “Grade of C- or higher in BIOL 213 or 307, BIOL 214 or 308, senior standing, approval of advisor” to “Grade of C- or higher in BIOL 213 or 307, BIOL 214 or 308, senior standing, approval of advisor, Cumulative GPA of 2.5.”
<b>EXSC496</b>	Internship in Exercise Science	Modify course: Change prerequisite from “Grade of C- or higher in BIOL 213 or 307, BIOL 214 or 308, senior standing, approval of advisor” to “Grade of C- or higher in BIOL 213 or 307, BIOL 214 or 308, senior standing, approval of advisor, PESH 201 or proof of valid First Aid & CPR, Cumulative GPA of 2.5.”
<b>FINC519</b>	Security Analysis and Portfolio Management	New course
<b>FREN111</b>	Accelerated Elementary French I	New course
<b>FREN112</b>	Accelerated Elementary French II	New course
<b>GERM111</b>	Accelerated Elementary German I	New course
<b>GERM112</b>	Accelerated Elementary German II	New course



<b>HDFS370</b>	Research in Human Development and Family Studies	New course
<b>HDFS490</b>	Contemporary Issues and Trends in Family Studies	New course
<b>MLED530</b>	Strategies and Assessment for Middle Level Learners	Modify course: Renumber course from MLED 330; Add additional requirements for graduate credit; Update terms offered; Change corequisite from MLED 331 to MLED 531.
<b>MLED531</b>	Field Experience in Middle Level Education	Modify course: Renumber course from MLED 331; Add additional requirements for graduate credit; Change corequisite from MLED 330 to MLED 530.
<b>MLED592</b>	Internship I	New course
<b>MLED593</b>	Capstone in Middle Level Education	Modify course: Renumber course from MLED 405; Add additional requirements for graduate credit; Change corequisite from EDUC 402 to "EDCO 402 or EDCO 690."
<b>MUSA161N</b>	Winthrop Symphony Orchestra	New course
<b>MUSA173</b>	Beginning Steel Drums	New course
<b>MUSA273</b>	Advanced Steel Drums	New course
<b>MUSA291N</b>	Lab Ensemble - Woodwinds	New course
<b>MUSA295N</b>	Lab Ensemble - Brass	New course
<b>MUSA297N</b>	Lab Ensemble - Percussion	New course
<b>NUTR222</b>	NUTR 222 - Introduction to Nutrition Laboratory	New course
<b>NUTR380</b>	Nutrition Education Theory and Practice	Modify course: Remove corequisite of NUTR 370.
<b>NUTR494</b>	494. Seminar in Human Nutrition (3).	Modify course: Change prerequisite from "NUTR 370 (A grade of C- or higher); Human Nutrition Majors Only. NUTR 427 may be taken as a pre- or co-requisite" to "Senior Standing;" Remove corequisite of NUTR 427.
<b>PESH111</b>	111. Introduction to Spin Cycling	Modify course: X-course becoming a permanent course.
<b>PESH381</b>	Research Methods in Exercise and Physical Activity	Modify course: Change course title from "Research Methods in Physical Activity and Sports Management;" Change prerequisite from "Junior status, grade of C or better in WRIT 101 or HMXP 102" to "Junior status, Cumulative GPA of 2.5."
<b>READ570</b>	Instructional Methods and Assessment I: Teaching Emergent, Beginning, and	New course

	Struggling Readers and Writers.	
<b>READ580</b>	Instructional Methods and Assessment II: Teaching Transitional, Intermediate, and Advanced Readers and Writers	New course
<b>SPAN111</b>	Accelerated Elementary Spanish I	New course
<b>SPAN112</b>	Accelerated Elementary Spanish II	New course
<b>SPED591</b>	Assessment in Special Education (3).	Modify course: Renumber from SPED 391; Add additional requirements for graduate credit; Update terms offered; Change prerequisite from "SPED 281 and admission to Teacher Education Program" to "SPED 281 Introduction to the Special Education OR SPED 681 Educational Implications for the Exceptional Individual."
<b>SPED593</b>	Professional Ethics in Special Education	Modify course: Renumber from SPED 401; Add additional requirements for graduate credit; Remove prerequisite of EDUC 401; Change corequisite from EDUC 402 to "SPED 402 or 690."
<b>SPMA325</b>	Global Perspectives in Sport	Modify course: Update terms offered; Add prerequisite of "Cumulative GPA of 2.5."
<b>SPMA380</b>	History of Sport	Modify course: Renumber course from SPMA 381; Update terms offered; Add prerequisite of "Cumulative GPA of 2.5."
<b>SPMA490</b>	Sales and Promotion in Sport	Modify course: Change prerequisite from "SPMA Major, Junior Status, and SPMA 480" to "SPMA Major, Grade of C or better in SPMA 480, Cumulative GPA of 2.5."
<b>THRA180</b>	Technical Theatre Practicum: Running Crew	Modify course: Remove prerequisite of THRT 110.
<b>THRA260</b>	Stagecraft	Modify course: Change prerequisite from "THRT110, THRT115, THRT210, THRA120, with a grade of C or better in each course" to "THRT110, THRT115, THRT210, THRA120, with a grade of C- or better in each course."
<b>THRA262</b>	Drafting for Theatre	Modify course: Change prerequisite from "THRT110, 115, 210, THRA120, and 180 with a grade of C or better in each course" to "THRT110, 115, 210, THRA120, and 180 with a grade of C- or better in each course."

<b>THRA360</b>	Scene Design	Modify course: Change prerequisite from “THRT110, 115, 210, THRA120, and 180 with a grade of C or better in each course” to “THRT110, 115, 210, THRA120, and 180 with a grade of C- or better in each course.”
<b>THRA411</b>	Audition Techniques	Modify course: Change prerequisite from “THRA 120, 180, THRT 110, 115, 210” to “THRA 120, THRT 110, 115, 210 with a grade of C- or better.”
<b>THRA413</b>	Auditioning for Musical Theatre	Modify course: Change prerequisite from “THRA 120, 180, THRT 110, 115, 210, musical theatre major or permission of department” to “THRA 120, THRT 110, 115, 210 with C- or better, Theatre major with musical theatre concentration or permission of department.”
<b>THRT110</b>	Introduction to Design for Theatre	Modify course: Remove corequisite of THRA 180.
<b>THRT312</b>	History of Dress and Decor	Modify course: Change prerequisite from “THRT110, 115, 210, THRA120 and 180 with a grade of C or better in each course, or permission of instructor” to “THRT110, 115, 210, and THRA120 with a grade of C- or better in each course, or permission of instructor.”
<b>THRT386</b>	Theatre History and Literature II	Modify course: Update terms offered; Change prerequisite from CRTW 201 to “CRTW 201, THRT 385.”

**6 course actions approved after clarification—no vote required**

<b>Course</b>	<b>Title</b>	<b>Action</b>
<b>ARTH480</b>	<b>Special Topics in Art History</b>	<b>Modify course: Remove prerequisite of “ARTH 175 and 176 or permission of the instructor.”</b>
<b>PLSC319</b>	Race and Ethnic Politics in the United States	Modify course: Update teaching method; Remove prerequisite of “PLSC 201 or AAMS 300 with grade of C- or better or permission of the instructor.”
<b>READ590</b>	Children's Literature	New course
<b>SPMA480</b>	Sport Marketing	Modify course: Change prerequisite from “SPMA Major, Junior Status, and SPMA 101” to “SPMA Major, Grade of C or better in SPMA 240 and SPMA 245, Cumulative GPA of 2.5.”
<b>SPMA494</b>	Sport Management Portfolio	Modify course: Change prerequisite from “C or better in SPMA 392 and 398” to “Junior or Senior standing as an SPMA Major, Grade of C or better in SPMA 392, Grade of C or better in SPMA 398, Cumulative

		GPA of 2.5, Approval of Sport Management Program Coordinator.”
<b>SPMA496</b>	Internship in Sport Management	Modify course: Change prerequisite from “SPMA 398, junior status as an SPMA major, admission into the SPMA Program” to “Junior or Senior standing as an SPMA Major, Grade of C or better in SPMA 392, Grade of C or better in SPMA 398, Cumulative GPA of 2.5, Approval of Sport Management Program Coordinator.”

**Items approved at College Assembly level – no vote required**

<b>Course</b>	<b>Title</b>	<b>Action</b>
<b>BIOL472</b>	Undergraduate Research in Biology	Modify course: Remove note “May not be used for Area D credit.”
<b>DIFD141</b>	Introduction to Web Application and Digital Information Design	Modify course: Change title from Introduction to Web Application Design; Update catalog description; Change lecture hours from 0 to 3.
<b>ENGL311</b>	Special Types of Literature	Modify course: Change the number of times a student can receive credit for this course from 1 to 3; add note that may be retaken for additional credit under different topics.

**GENERAL EDUCATION ACTIONS**

**First Certification—approved by AC**

- SOCS component: CSCI 329 Race, Gender, Class, and Computing
- **Vote required**

**Recertifications—approved by GNED—no vote required**

- **CONST:** PLSC 201
- **GLOBAL:** ENGL 208; PLSC 205, 207, 260; THRT 210
- **HART:** DANA 231; ENGL 200, 203, 208, 211; PEAC 200, PHIL 230, RELG 220, THRT 210
- **ORAL:** PLSC 260
- **SOCS:** SCWK 200

**GENERAL EDUCATION REMINDERS**

1. **Final Deadline** for 2020 submissions: **Thurs Mar 5**  
**Final Meeting** of 2020: **Thurs Mar 12**

2. **Complete ULC** must be included on the syllabus when submitting for certification (see example below)

**NO: ULC 2**

**NO: ULC 2**—Winthrop graduates are personally and socially responsible.

**YES:**

**ULC 2—Winthrop graduates are personally and socially responsible.**

Winthrop University graduates value integrity, perceive moral dimensions, and achieve excellence. They take seriously the perspectives of others, practice ethical reasoning, and reflect on experiences. Winthrop graduates have a sense of responsibility to the broader community and contribute to the greater good.

3. **Syllabi** should include the **most current accessibility statement**. While this is not technically the purview of the committee, syllabi should provide students with the most current and comprehensive information.
4. Instructors might help students to understand the writing component of a particular course more fully by adding a **general statement on the syllabus about the writing requirements** (for example, connecting various assignments as appropriate).

## **GENERAL EDUCATION –COMPONENT REVIEWS**

### **Physical Activity Component Review**

Erin Hamel (COE), Dustin Hoffman (CAS), DeAnn Brame (Dacus Library)

#### **Revised SLO approved by AC (additions in *red italics*):**

Students will demonstrate appropriate *and safe* physical activity specific to the course *that will enable them to identify the connection between physical activity and overall health*.

### **Quantitative Skills Component Review**

Kristen Abernathy (CAS), Kristen Wonderlich (CVPA), Brad Witzel (COE)

#### **Revised SLOs approved by AC (changes in *red italics*):**

1. Students will interpret mathematical models (formulas, graphs, tables, and schematics) to describe the behavior of a system and draw inferences from them.
2. Students will *communicate* mathematical information symbolically, visually, numerically, *or* verbally.
3. *Students will recognize situations where quantitative methods can be used to model and solve problems, and employ appropriate tools from algebra, geometry, or statistics in formulating, analyzing and solving those problems.*
4. Students will *think critically* to estimate and check answers to problems using mathematics in order to determine reasonableness, identify alternatives, and select optimal results.

## ACADEMIC COUNCIL—INFORMATIONAL ITEMS

### 1. Proposal to establish General Education Assessment Committee

Alice Burmeister, Jennifer Disney, Wendy Sellers, Gloria Jones

#### Excerpt:

“This standing committee of the Academic Council is responsible for assessing both the General Education Core and the General Education Program on a regular basis to determine how the Core and the General Education program contribute to the development and achievement of the University Level Competencies.”

- **Chair** to be appointed by Chair of AC
- **Members** to be appointed by CAO with several permanent members in key positions (Dean of UC, Director of Composition, etc.)
- **Approved** by AC
- **Rules Committee** will bring as motion to FC

### 2. Bylaws Review—in progress

Alice Burmeister, Jennifer Disney, Wendy Sellers, (Kelly Costner)

**To be considered** for eventual recommendations to Rules Committee:

1. The **multiple committees** that are under the AC umbrella but which **don't report regularly to AC** or perhaps do so only once per year—should that change?
2. Identifying areas in the Bylaws for which we need to develop (for AC) something like an **operational/procedural manual**.
3. Examine **operational drift** from intent of bylaws...Return to the original intent or revise Bylaws if original intent has become impractical?
4. Possible **chair and chair-elect structure** for AC? CUC? Other AC subgroups?

### 3. Research or Creative Scholarship Course Attribute

- Introduced for action at Fri Apr 3 AC meeting
- Robin Lammi (Director of UG Research) and William Schulte (MCOM) will develop characteristics/criteria
- Courses (or course sections) with this attribute would involve **significant research and/or creative scholarship**: Students' projects would make **original intellectual or creative contributions** to the discipline.
- **Purpose**: To advertise and track student participation in such coursework and for the “transcript of the future”
- To be applied at section level on a term-by-term basis and entered by department chair while building schedule—**any college/course/section**

### 4. Transfer Credit Policies

- Report from CAS Work Group (Fall 2019) for further study by AC
- **7 major challenges** in our existing policies
  - For each:
    - Suggestions
    - Notes/data
    - Priority level (Low, Medium, High)
- Includes resources for further investigation

- **7 major challenges (with priority level)**
  1. **Info on WU web** and links to equivalency systems (H)
  2. Complex sets of **pre-reqs** for upper level courses (H)
  3. Transfer-designated **AA and AS degrees** still evaluated on course-by-course basis (H)
  4. **Courses** from 4yr IHEs **not accepted** if direct content/program is not offered at WU (M)
  5. **75hr rule** remains an obstacle (M)
  6. Not all **SC Tech College courses** transfer if direct content is not offered at WU (M)
  7. **Military credit** evaluated more conservatively than other types (M)

**Next scheduled meeting:**  
**Fri Apr 3, 2020**  
**G01 Owens**



# Committee on Pre-Tenure Review Process

Report on Faculty Survey Responses  
Faculty Conference  
February 28, 2020



## Committee Members

- Adolphus Belk (Chair of Faculty Conference)
- Ginger Williams (CAS)
- Dwight Dimaculangan (CAS)
- Lisa Johnson (COE)
- Peter Judge (CAS)
- Melissa Carsten (CBA)
- Alice Burmeister (CVPA)
- Jackie McFadden (Library)
- Scott Werts, (CAS)
- Bettie Parsons Barger (COE)
- Adrienne McCormick (Provost; ex officio)





## Response Rates and Sample Characteristics

### Academic Unit

- Arts and Sciences = 91 (47%)
- VPA = 21 (11%)
- Education = 47 (24%)
- CBA = 28 (15%)
- Library = 6 (3%)

### Involved in pre-tenure review?

- Dept. Personnel Committee = 67 (34%)
- College Personnel Committee = 41 (21%)
- Administrative Review = 22 (11%)

### Rank/Level

- Tenured = 105 (54%)
- Non-Tenured = 88 (46%)

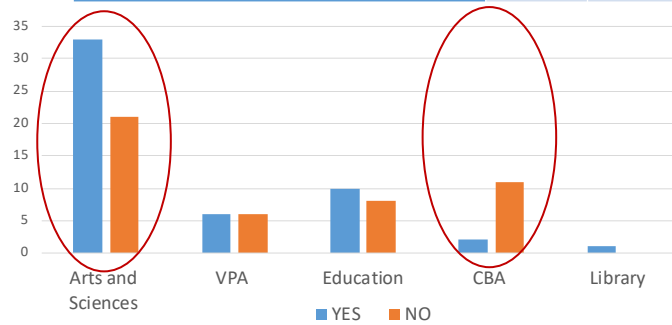
### Received Pre-Tenure Review

- Yes = 26 (32%)
- No = 56 (68%)



## Did you include your Pre-Tenure Review Letters in your Tenure Portfolio?

College (N)	Yes	No
Arts and Sciences (91)	34	21
VPA = (21)	6	6
Education = (47)	10	8
CBA = (27)	2	13
Library = (6)	1	0





## Did you include your Pre-Tenure Review Letters in your Tenure Portfolio? **Yes = 54 (53%) No = 48 (47%)**

Why Did you Include Materials?	N (Percent)
1. I received excellent reviews	29 (15%)
2. I received good reviews	10 (5%)
3. I made positive adjustments after receiving fair reviews	8 (4%)
4. I made positive adjustments after receiving poor reviews	0
5. To address comments made by my chair/dean in annual reports that referenced the pre-tenure review.	5 (3%)
6. A colleague/administrator advised me to include the letters.	11 (6%)
7. Not sure/Don't know	3 (2%)
8. Other	11 (6%)



## Did you include your Pre-Tenure Review Letters in your Tenure Portfolio? **Yes = 54 (53%) No = 48 (47%)**

Why Did you Omit Materials?	N (Percent)
1. I received poor pre-tenure review letters	0
2. I only made some of the suggested adjustments from the pre-tenure review	0
3. I did not make any of the suggested adjustments from the pre-tenure review.	0
4. Including the pre-tenure reviews would have hurt my portfolio.	3 (2%)
5. It was not necessary because my tenure portfolio made a strong case for tenure.	19 (10%)
6. A colleague/Administrator advised me not to include the letters	9 (5%)
7. Not sure/Don't Know	9 (5%)
8. Other	21 (11%)



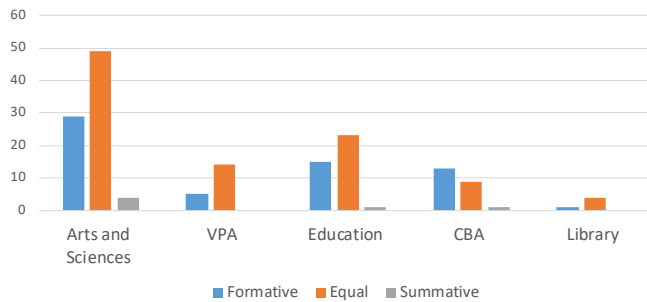
## Formative vs. Summative Reviews?

- In your department or college, has the pre-tenure review been more formative or more summative?
  - More Formative = 35 (18%)
  - More Summative = 21 (11%)
  - Equal amounts of both = 70 (35%)
  - Other = 5 (3%)
- How do you think the pre-tenure review process *should* be used at Winthrop University?
  - More Formative = 64 (33%)
  - More Summative = 6 (3%)
  - Equal amounts of both = 99 (50%)
  - Other = 4 (2%)



## How do you think the pre-tenure review process *should* be used at Winthrop University?

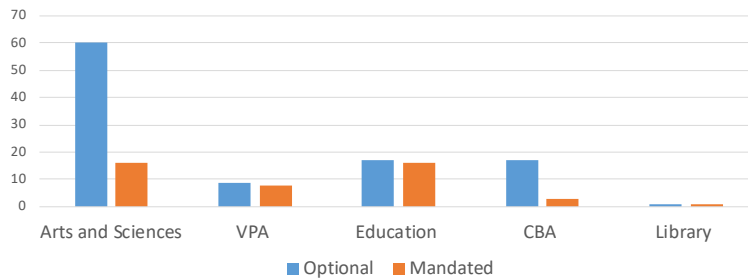
College (N)	Formative	Summative	Equal
Arts and Sciences (91)	29	4	49
VPA = (21)	5	0	14
Education = (47)	15	1	23
CBA = (27)	13	1	9
Library = (6)	1	0	4





## Optional or Mandated Inclusion?

College (N)	Optional	Mandated
Arts and Sciences (91)	60	18
VPA = (21)	9	8
Education = (47)	17	16
CBA = (27)	19	4
Library = (6)	2	1



## Qualitative Comments

- Paraphrased and summarized as follows:
  - Faculty need much more formative advice on how to meet standards.
  - Chairs and deans need to provide more formative feedback on a yearly basis, then the pre-tenure review will not be a shock to anyone.
  - If faculty are making improvements over time, it should not be detrimental to include the pre-tenure review...even if it has constructive feedback.
  - Committees need better training...bias is still a problem.



## Conclusions and Next Steps

- Survey brought forth more complex points to consider
- Desire exists for consistent, formative, high quality feedback
- Overlap of annual reporting process with pre-tenure review
- Consideration for a “less is more” approach for overall process
- Process transparency



**Christopher Keck  
Program Director**

**Karen Medlin  
Test Center  
Operations Manager**

**Office of Accessibility  
307 Bancroft Hall  
Winthrop University  
1-803-323-3290**



## **OA Overview**

**LOA's and Accessibility Guidelines  
Test Center Policies and Procedures**

## **Gina Jones, Registrar, Office of Records and Registration**

### **Reminders**

- Wed, March 11      **Withdrawal and S/U deadlines for full-semester classes**
- Wed, March 25      **Advising for fall and summer session registration begins**
- Wed, April 8        **Fall registration begins**

### **New Business: Requests for the Board of Trustees**

1. We request that the Faculty Representative to the Board of Trustees deliver oral reports to the full Board of Trustees, in addition to written reports.
2. We request that, whenever possible, the Board of Trustees hold board meetings at Winthrop University, so that the Faculty and Student representatives to the Board of Trustees, as well as faculty, staff and Winthrop community members, can easily attend.
3. We request that the Faculty Representative to the Board of Trustees be a member of the Search Committee for the next President of Winthrop University, as well as the Search Committees for all future executive officers of Winthrop University.
4. We request that, whenever possible and appropriate, the Board of Trustees invite the Faculty Representative to the Board of Trustees to participate in Executive Sessions of the Board of Trustees.