

Winthrop University Faculty Conference
2 October 2020
2:00 p.m., Blackboard Collaborate Ultra

Agenda

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| I. | Approval of Minutes for August 21, 2020 Faculty Conference | |
| II. | Report from the Chair | Adolphus Belk, Jr. |
| III. | Report from the Interim President | George Hynd |
| IV. | Report from the Division of Academic Affairs | Meg Webber |
| V. | Academic Council | Kelly Costner |
| VI. | Committee Reports | |
| | A. Faculty Committee on University Priorities (written) | Michael Matthews |
| | B. Undergraduate Petitions (written) | Cody Walters |
| | C. Rules Committee | Trent Kull |
| | D. Faculty Personnel | Scott Werts |
| | E. Update from the Ad Hoc Committee on Pre-Tenure Review | Peter Judge |
| VII. | Update from the Faculty Advisor to the Council of Student Leaders | Jennifer Dixon-McKnight |
| VIII. | Presentation: Key research findings on faculty burnout and self-preservation in the workplace | Kaetrena Kendrick |
| IX. | Registrar, Office of Records and Registration | Gina Jones |
| X. | Unfinished Business | |
| XI. | New Business | |
| XII. | Announcements | |
| XIII. | Adjournment | |

Winthrop University Faculty Conference

21 August 2020

2:00 p.m., Blackboard Collaborate Ultra

Minutes

(Note: A video recording of the meeting can be found [here](#).)

I. Approval of Minutes

Faculty voted to approve the Minutes as amended from April 17, 2020 Faculty Conference

II. Report from the Chair

Adolphus Belk, Jr.

A. First, Dr. Belk welcomed new and returning faculty to the first faculty conference of the 2020-2021 academic year. He stated both the meeting and group chat will be recorded to help with the minutes. He then introduced Dr. Tenisha Powell, Associate Professor of Early Childhood Education, who will serve as secretary and Dr. Jennifer Dixon-McKnight, Assistant Professor of History who will serve as parliamentarian.

B. Next, Dr. Belk asked for a motion to suspend the rules and do business electronically. The motion was made, seconded, and passed.

Dr. Belk noted the passing of Dr. Anthony J. DiGiorgio, the longest tenured president in Winthrop history. Dr. DiGiorgio passed away due to complications from cancer on May 20, 2020.

Dr. Belk's Chair's Report was shared via email earlier in the week. (See full report in Appendix 1). He asked if there were any questions, comments, or concerns related to his report. Hearing none, he moved to the report from the interim president.

III. Report from the Interim President

George Hynd

First, Dr. Hynd stated he is very excited to bring students back to campus. He has finally moved into the President's House and is hopeful that at some point they can open it up to host faculty and staff. Dr. Hynd reiterated that the academic calendar has been adjusted to start with remote learning for the first two weeks and in-person, hybrid, and online courses will resume on September 8. Following Thanksgiving Break students will move off campus and will conclude the semester with remote learning. He stated we are finally a Zoom campus so faculty and staff can use that online conferencing tool.

Second, Dr. Hynd provided an update on COVID-19 related items. He recommended that everyone—especially new faculty—visit the [Return to Learn site](#) to find important information about instituted practices and management. We are doing everything we possibly can to make this a safe campus for everyone. We are still operating under [Phase 2](#) as stated by South Carolina governor Henry McMaster.

Third, at the April faculty conference, Dr. Hynd outlined a number of aspirations for the 2020-2021 academic year and, with this meeting, again shared several goals for the year.

- Review [the Winthrop Plan](#) to learn from it and determine how to improve upon it.
- Work with the provost, Academic Council, and all the faculty on Academic Master Planning.
- Build a solid foundation for the next Winthrop president to launch a major fundraising campaign.

Fourth, in addition to the abovementioned items, Dr. Hynd indicated that he wants to address the structural challenges in Winthrop's budget. One example is that we need to move away from co-mingling resources. In other words, using axillary resources to fund scholarships and other things on campus. Another example is that we rely on year-end vacancy savings from unfilled positions to help balance the budget. Winthrop would be more financially secure if it can get to the point where end-of-year resources could be carried forward for special projects, funding faculty research and travel, and student research projects.

This has been a very difficult budget year. Our enrollments are holding at the moment, though we will not know the final numbers for a few more weeks. We have done several things to help mitigate the risk of COVID-19, which has also stressed Winthrop's budget. We will pay close attention to what the state legislature does this year regarding funding. The initial aspiration that all South Carolina presidents had was to live on the continuing resolution for using last year's budget figures moving forward. Dr. Hynd is not sure that is where we will end up, as budget cuts could be on the horizon. What is more, if we have to move to remote learning in the middle of the Fall semester, then that will also have a significant impact on Winthrop's bottom line. Lastly, no one has a good idea of what Spring 2021 will look like.

Next, Dr. Hynd noted that furloughs are being actively considered. He will not share the details because they are still in the works, but he will meet with a representative group of faculty and staff on Monday afternoon. He added that there were no other conversations at this point relating to voluntary early retirement programs, voluntary separation, or reduction in force. All in all, we are trying to be cautious in our budget development, but Dr. Hynd thinks we will have the resources needed to have a successful academic year moving forward.

Finally, other priorities Dr. Hynd would like to advance this year include continuing working with the University Diversity Council, fostering and supporting campus conversations about diversity and inclusive excellence, and promoting recruitment and retention of diverse faculty and staff. Dr. Hynd also wants to launch (and maybe complete) a Facilities Master Plan. Such a plan will have to take into consideration some items already on the table such as Richardson and Wofford Halls. We also need to have conversations about new residence facilities and a new cafeteria. We really need to review our entire campus and ask "What are the facilities that we

might envision moving forward that would better serve our faculty, staff and our students?”

Questions and Comments for Dr. Hynd

- With respect to the Facilities Master Plan when can we expect work on Byrnes Auditorium to begin again? Dr. Hynd will follow up with Chris Johnson to answer to this question. The interim president knows that this is a priority for the faculty, and it is on the list of things to get accomplished. His last understanding was that a team from the insurance company was coming out to review the situation here on campus.
- In the interest of transparency and public confidence, the University of South Carolina has posted [a COVID dashboard](#) showing the metrics of how well they are doing meeting various standards of campus safety. Will Winthrop add information like this to the Return to Learn site? Dr. Hynd stated that this is a great opportunity to learn from our colleagues and will definitely look at the information. We are waiting to hear back from the Medical University of South Carolina (MUSC) on the risk mitigation procedures we have put in place.
- During an interview with CN2 earlier this summer, Dr. Hynd shared that a couple of students (no specific number given) had come back to campus and tested positive for COVID-19. We understand the limitations due to medical and student privacy laws, but would it be possible to share information with the campus community about the number? Dr. Hynd’s worst fear is that there will be little clickers on university’s home webpage stating the number of COVID cases on campus. At this point, we will not be announcing the number of positive cases on a daily basis. We had 49 students on campus for summer camps and there were 2 students who returned and later developed symptoms. Both went to the hospital to be tested and were confirmed. Fourteen students were quarantined as a precaution. Even though we will not put out a daily clicker on how many cases we have, we do report that information to SC DHEC. We are looking at ways to track student activity so that we are able to do some contact tracing. If a student, faculty member, or staff member tests positive, then we will immediately follow-up and let those who have had any contact with that individual know so they can self-quarantine.
- In the April meeting, anticipated summer revenue losses were about \$500,000. Where do we stand in terms of tuition shortfall at this time? Our tuition itself is relatively high compared to other state colleges. We have had internal conversations about reducing our tuition. This last summer presented a good opportunity to reduce the summer tuition by another 10 percent and enrollments went up! So, it does create one data point for us to think about what will happen if we reduced our tuition for in-person or online.
- Why not include textbooks instead of reducing tuition? Provost McCormick answered this question by stating it is a much more complex issue due to Winthrop’s contractual relationship with Barnes & Noble as our book seller. We do get a lot of returns as a result of the revenues that we generate

through the store, so we do have to meet that contractual obligation. We are making some efforts to provide reduced cost to textbooks through the First Day pilot program. Dwight Dimaculangan is one of our key participants in a pilot program that will be vastly reducing the cost of textbooks for students by providing digital access on the first day through our learning management system.

- A comment was made that faculty have been working hard to move classes online, doing virtual advising, recruiting new students, etc. If something is going to be done, it has to be well thought out.
- Many of the colleges that recently opened then closed due to high numbers of positive cases had active testing and monitoring programs that could detect infections even without symptoms. Since Winthrop does not have the capacity to do that type of rigorous testing program, how will we know if and when we should go remote because of too many positive cases? We are monitoring just like everyone else across the country. Dr. Hynd asked a group of faculty, independent of the senior leadership to take a look at all the recommendations available to us from sources like Johns Hopkins, Harvard School of Public Health, and others to give us some ideas of what kinds of information would help us make decisions on either to not bring students back or if we do bring students back, when to move to remote. One of those things is the infection rate. The positivity rate in South Carolina is hovering around 15 percent. The national positivity rate is about 8 percent. Another consideration is the capacity of Piedmont Medical Center and other nearby medical facilities to handle an exponentially growing population of students on campus. A third consideration is how many students can we house who need to be isolated due to testing positive. We do have some capabilities in our Health Center to do some limited testing, but we will be relying on students to be good reporters on their own conditions. Right now, we are committed to bringing students back to campus, but we are ever mindful of all the considerations just mentioned. If a student is experiencing signs or symptoms and is a residential or an in-state student, then we are sending them home. We will take care of international students or those who are home insecure. Therefore, we have some capacity and if we exceed that mark on campus, then that will be a major factor in making decisions.
- Point of Information – every once in a while, Rock Hill and surrounding areas conduct free and mobile testing. This information should be shared with the campus community when it becomes available—especially if Winthrop does not have the resources for widespread testing and contact tracing.
- Is it not an ethical responsibility to our Winthrop community to communicate when we have COVID cases on campus? Dr. Hynd stated that he thinks it will be a given that we will have cases on campus. Once we get 1,700 students living in our residence halls, we will have cases. Putting out a report on a daily basis is something we do not need to do. What we must do is have contact tracing and we will.
- Is there a specific timeline on when decisions regarding furloughs will be made? If we are furloughed in the Fall, is there potential that we could also be

- furloughed in the Spring? If furloughs are required, would they be tiered with folks making the highest salaries getting the most furloughed days and lowest paid folks getting the fewest days. Dr. Hynd will not get into the details at this meeting but will convene with a representative group on Monday afternoon to give those details. He has taken seriously conversations with the Faculty Committee on University Priorities (FCUP) and the Staff Assembly about tiers and will take those recommendations moving forward.
- Will there be resources for faculty members who have to make instruction modality modifications due to students not being able to come to class? This could increase considerably a faculty member's burden because he/she would have to serve the course in at least two different forms. Dr. Hynd is aware of this issue and is hopeful that our load of cases where students have to be sent home is low enough where it will not be an undue burden on faculty members. He will allow Provost McCormick to address this more in her report.
 - Point of Information – Infinity Health Center has testing events almost every week. They are doing no-cost, curbside COVID-19 testing and this is the kind of information that would be helpful for our campus community. Provost McCormick stated that she thinks the next testing Infinity Health Center will offer will be on August 28th.

Dr. Belk thanked everyone for their questions and stated that there will be more discussions between faculty leaders and Winthrop's senior leadership, including an upcoming meeting between the president, provost, and FCUP.

IV. Report from the Provost and Executive Vice President for Academic Affairs Adrienne McCormick

The report from the Provost was shared via email earlier in the week. (See full report in Appendix 2). She highlighted a few points from the report.

- Dr. McCormick gave kudos to faculty members for the amazing work they have done to meet present challenges and those we know are ahead of us. That work is seen, appreciated, and deeply impressive.
- Academic Leadership spent this past Monday in a retreat where they analyzed our goals achieved in 2019-2020. They met 68 percent of their goals, are continuing efforts on 15 percent, and did not meet 17 percent, many of which were impacted by COVID-19. Provost McCormick is using the work plan data as a platform upon which to build a 2019-2020 Academic Affairs Division Annual Report that documents our outcomes individually and collectively. The provost will share the report when it is complete.
- Winthrop hired two new deans last Spring: [Jamie Cooper](#), as Vice Provost for Student Success and Dean of University College, and [Kaetrena Davis Kendrick](#), Dean of Dacus Library and Pettus Archives. Provost McCormick also appointed Noreen Gaubatz as Interim Director of Institutional Effectiveness.

- We have a few leadership changes to recognize. Please join me in congratulating the following:

University College:

- Jasmine Howze, Director of University College Academic Advising
- Katie Knop, Coordinator of the Learning Excellent Academic Practices (LEAP) Program
- [Nick Grosseehme](#), Director of Undergraduate Research

College of Visual and Performing Arts:

- [Eva Roberts](#), Chair and Professor of Design

College of Education:

- [Bettie Parsons Barger](#), Director of the Rex Institute
- [Lisa Harris](#), Director of the Graduate Program
- [Lindsey Yearta](#), Chair of the Education Core

College of Arts and Sciences:

- [Robin Lammi](#), Chair of Chemistry, Physics, and Geology
- [Darren Ritzer](#), Interim Chair of Psychology
- [Scott Werts](#), Interim Dalton Chair of Environmental Sciences and Studies

- **2020-2021 Planning:** While 2020 and the pandemic are still with us, we are starting a new academic year. You will hear more about our divisional goals after Provost McCormick has had time to align them more fully with the individual college and unit goals that were submitted in area annual reports. The retreat included initial discussion of goals in the following areas:
 - Closing the loop on our retention WIG from 2019-2020 and identifying next steps
 - Identifying program health metrics to advance Academic Master Planning
 - Prioritizing diversity, equity, and inclusion outcomes
 - Increasing institutional effectiveness as we work on [SACSCOC](#), policy review, budget, and communications planning
 - Improving morale
- **Academic Master Planning and Program Health Metrics:** Of these, the provost is sure the faculty would like to hear more about what she means by “program health metrics.” Our Academic Master Planning process did not get off the ground last year as planned due to the pandemic. To continue this work in a more streamlined manner, members of ALC and other academic staff will work with [EAB](#) resources to complete an undergraduate portfolio review and market scans so we know what programs are smart for us to invest in (whether existing or new) to ensure strong enrollments in the future. A second and equally important effort this Fall is to develop and put in place a

set of program health metrics. We will use these metrics to establish a regular program review process that identifies whether a program is doing well and should be sustained, whether it should be grown (with a timeline and plan to accomplish growth), whether it should be transformed (with a timeline and plan for that transformation), and/or whether it should be eliminated, if it fails to achieve program health expectations or to grow enrollments after a remediation effort to grow or transform. We are working on program health metrics in ALC conversations and retreats now, with a goal of finalizing a new review plan as soon as possible

- **Professional development funds** were awarded to those faculty and staff who completed WOTC 101 and 102 this past spring and summer and taught online for the first time in our push to continue instruction in the midst of the upheaval throughout summer session and into Fall 2020 semester.
- The work of the **Task Force on Tenure and Promotion** will continue this year, in the reactivation of the pre-tenure review task force. This group will bring a final process recommendation back to Faculty Conference and will then be slightly reconfigured to address ways to improve the criteria we use to evaluate faculty on student intellectual development, as well as our processes for evaluating student perceptions of their learning through course evaluations.
- Provost McCormick asked Scott Werts, in his final task as the outgoing Chair of the Faculty Personnel Committee, to summarize and make improvement recommendations after their first round of **expedited tenure reviews** in 2019-2020.
- **Searches for 2020-2021**: We are in a hiring freeze, so all faculty searches are on hold with the exception of one area where we have an accreditation concern and timing of the annual conference is such that we have to advertise now. But filling any position will be contingent on enrollments and budget as we move forward.
- **The Center for Professional Excellence** is developing a curated set of on-demand webinars to support faculty with resources on fluid instruction, digital learning, and other areas in high demand. The CPE will continue to partner with other campus units to provide training for faculty submitting tenure and promotion portfolios, as well as for evaluation committees. More information is coming soon as we consider ways to transform our regular routines and supports in the COVID-moment.
- **S/U and withdrawal deadlines** were once again extended to the last day of classes, and Academic Council recommended that the **CR grading options** we created in Spring 2020 continue in effect through Fall 2020. Graduate Council also voted to continue CR grading options for Fall 2020, with a limit of 9 total credits in any degree program.
- Our **Health and Counseling Services** unit is the front-line for student health supports. They have put a **Patient Portal** in place to triage students to the appropriate services. If any students are quarantined or isolated, the Dean of Students Office will notify faculty of the student absence. They will not notify you of the student's health status, as that is protected information.

- Discussions of anti-racist work, civic engagement, and academic freedom:
 - Each college has authentic plans in place to keep inclusion work moving forward
 - Academic Affairs will partner with Diversity Council on training, webinars, conversations, and change efforts
 - [The West Forum](#) continues to promote civic engagement, including a course on the remaining activities associated with the Republican National Convention in Charlotte
 - The time is ripe for discussions of Academic Freedom and how it intersects with free speech rights and inclusion work in higher education

- We will continue to navigate the unknowns together:
 - strengthening our mastery of learning technologies as a key COVID-19 lifeline
 - navigating enrollment shifts: we were smart to go into online and degree completion programs when we did (looking for the bright side in all things!), and we will continue to see the rewards of those decisions: we are currently down 5 percent in undergraduate degree-seeking enrollment compared to this time last year, but we are up an astounding 35 percent in graduate degree-seeking enrollment, which comes with a healthy revenue share to our Wiley partners. We will continue to monitor for volatility in the next few weeks.

- Provost McCormick will continue sharing [Friday Features](#) with you, all of which are catalogued on the drop-down menu titled “About the Division” on the Academic Affairs website. In addition, she will continue leading the Provost’s Office staff in:
 - Supporting our faculty through the onboarding, tenure, promotion, and other review processes
 - Providing professional development supports where you need them, when you need them
 - Reaffirming our excellence for SACSCOC
 - Identifying and leveraging a QEP for an even stronger Winthrop as we move forward together

Questions and Comments for Provost McCormick

- Last academic year, with the rapid shift to remote learning and students vacating the dorms there were a lot of financial stresses placed on students and their families. In response the [Winthrop Foundation](#) created [a special fund](#) for students in distress and the last time it was checked, that fund had raised about \$30,000 to assist students. Are you aware of any policies or procedures on how that fund will be managed and how students can tap into it for help? Provost McCormick stated that she is not but will find out. She can say that we have a new initiative this year in funds for targeting retention grants to students for completion purposes who may have had unexpected

financial barriers. Also, names of students who were dropped due to nonpayment were given to Deans and Student Services offices so that we can make every effort to support and retain every student who wants to come back.

- Are adjuncts eligible for the \$1,000 stipend for completing the online training? Adjuncts are not eligible for the \$1,000, but they have always received \$700 the first time they teach an online course after completing WOTC 101 and 102. This is ongoing. The \$1,000 for faculty was time-limited and will not be something we continue indefinitely because of the limited resources.
- What resources are being made available to help students who need reliable computers, particularly while working remotely for the first two weeks? We started working on this as soon as we made the decision to go remote. IT partnered with Dacus Library to identify those students who were loaned laptops last year and had returned them. We asked everyone who had a laptop to return it, so that we could update it and reissued it. We also had additional hotspots this year provided through funding from the state. If you are aware of students in need, have them contact IT and complete the request form.
- What are the two emergency funds for students and how do you connect students to them? One of the funds is the Winthrop Foundation Campaign (i.e., [the Student Emergency and Assistance Fund](#)). The other fund is not something students can apply for. We use predictive analytics on our side to identify the places where we know a student has a certain gap and has stated he/she cannot come back due to financial reasons. There are other places where you can get immediate support for students such as the Winthrop University Emergency Fund for Students through Student Life.
- What are your ideas/plans to protect untenured faculty from the potentially unfavorable student evaluation due to this unusual semester? Is there a tenure clock update/suspension for tenure-track faculty due to the pandemic? We have already made allowances for how faculty will use student evaluations. Currently, they may choose whether or not to include them in their portfolio. That was done in spring and Provost McCormick will follow up with the deans on whether that will continue for the Fall. We do want to look at the whole student evaluations process because we know there is a lot of research on questioning how effective they are as indicators of faculty performance in this area. That will be the work of the Committee mentioned earlier. We need to look at the criteria that we use to evaluate faculty accomplishments in student intellectual development. Thinking about best practices or approaches across higher education, the provost would like to collaborate with the team to employ a combination of peer reviews of primary artifacts from the teaching materials, reflections by the faculty themselves, and student's perceptions of their own learning as opposed to just using standard student evaluation of the faculty. We are not pausing the tenure track this year. We are trying to keep business moving forward. We will continue to have training with the tenure and promotion teams to take into

consideration the allowances from Spring 2020's unusual situation and how we would respond moving forward.

- Will the university consider a laptop requirement for next year's incoming class? We are happy to consider that and are already talking about it.
- Will Winthrop publish guidance or expectations for how to be culturally responsive in online learning? Absolutely, we can look to Dr. Kimarie Whetstone and her team to put up some resources. We also need to make sure we are addressing accessibility concerns in any of our remote offerings. We cannot afford not to do our due diligence and do really well to ensure access for all of our students.
- Point of Information – The Department of Human Nutrition is starting a food pantry during the week of September 7 and more information will be forthcoming.
- Will we be considering summer student evaluations in the same way that we considered evaluations from the Spring 2020 semester? Provost McCormick will have to go back to review how summer evaluations have been used in the past to adequately answer this question. She does not believe they have the same level of requirements as Spring and Fall semesters since summer instruction for many areas is voluntary.
- Dr. Belk encouraged people to continue to go through the Daily Digest Reports because a lot of information is shared through that account in one place.
- Are there support systems offered to students who don't have a safe space to complete digital learning? Provost McCormick will definitely look more into this and take this back as a question. There are always the on-campus resources through our partners in Student Life, and through the Counseling Center. When you as the faculty are seeing these types of concerns you can reach out to talk to your department chair or our partners with the Dean of Students office. It is a very important reminder to faculty that before you question the decisions a student might make, be thinking of what the drivers may be and try to help connect them to the resources we do have available here on campus.

Dr. Belk publicly acknowledged and thanked Provost McCormick for the work she has done and is doing on advancing the institution and advocating for our students during this challenging time.

V. Academic Council

Kelly Costner

AC did support the move to continue the modified grading system of the Fall semester. It is working to establish their various subcommittees within the council. Next week they should be able to send out a message so that everyone knows who the responsible people for various curriculum related tasks will be.

VI. Committee Reports

Rules Committee

Trent Kull

Rules Committee members for 2020-2021 are:

- [Trent Kull](#), CAS (Chair)
- [Arran Hamm](#), CAS
- [Jay Hanna](#), CAS
- Amanda McLeod, Library
- [Minnie Mize](#), COE
- [Anna Romanova](#), CBA

If you have any issues that you would like the committee to look at just contact Trent, email works best.

Proposed changes to the Faculty Conference Bylaws

- Article X-Committees of the Academic Council
- Section 4: General Education Assessment Committee (add)
- Section 5: Honors Committee (renumber)
- Section 6: Educator Preparation Committee (renumber)

This is from a standing committee, so it does not require a motion. There were no questions or concerns. The changes were voted on and accepted.

VII. Diversity, Equity, and Inclusion Certificate Program Jeannie Haubert

The program will be modeled after a program out of the University of Minnesota. The workshops have been put together by a large group of your peers who have expertise in a variety of different areas. Each workshop has 5 faculty or staff working on developing the workshop and then also delivering the workshop. This will be an ongoing commitment to diversity, equity and inclusion on campus meaning that they will have workshops being delivered all year long and will continue next year. They will offer a workshop each month. The workshops are 3 hours each and will be online, synchronous. Attending 5 workshops will earn a base certification and attending all 10 workshops will earn an advanced certification. The workshop in the series are:

- August: Diversity, Equity & Inclusion: What's my Role? (8/27 and 8/28, 7:30-9:00 am)
- September: Racism and Ethnocentrism (9/11 and 9/25, 3:00-4:30 pm)
- October: Facilitating Challenging Conversations (10/9 and 10/16 9:00-10:30 am)
- November: Addressing Implicit Bias and Microaggressions
- December: Gender Equity, Feminism, and Intersectionality
- January: Challenging Classism and Ageism
- February: LGBTQIA Identities and Communities
- March: Ableism and Disability Justice

- April: Religious and Spiritual Identities
- May: Diversity Leadership

Faculty and staff will be able to register for the workshops via [the CPE website](#). Continue to watch for the announcements in the Daily Digest for dates and times. For more information, contact [Dr. Jeannie Haubert](#), Director of the Diversity, Equity, and Inclusion Certificate Program.

VIII. Office of Computing and Information Technology **Patrice Bruneau** IT Updates

- Laptops will be available for all faculty members. If you have not received your laptop, then email the helpdesk to make sure you are on the list. Staff is very limited so please be patient with this labor intensive process. To speed up the process, please be sure to show up exactly at the time of your appointment and wear a mask.
- IT is working on developing some “Train-the-Trainer”-type sessions so that those people can then return to their departments and instruct the remainder of their faculty colleagues.
- Document cameras will be added to every podium since the whiteboards within various video conferencing platforms are not very practical.
- We have Collaborate, Teams, and finally Zoom. His recommendation is that you pick one and practice to become familiar with that one. Also, pick 2 or 3 trusted students in your classes and use them to provide immediate feedback.
- Instead of connecting wirelessly you can also connect using a direct ethernet card for better connectivity.
- Be prepared for technical difficulties.
- Coming soon: Self-Service Password Reset (SSPR) and Multi-Factor Authentication (MFA).
- Class listservs will be provided on 8/24, 8/31, and 9/7.

Questions and Comments for Bruneau

- Can you explain why multi-factor authentication is necessary especially considering we have to log into our email several times a day? Credentials in general are just no longer safe. The MFA will add security in knowing whether or not your password has been compromised.
- If faculty are given a laptop will they be able to keep their mouse, screen and keyboards in their offices? For your office it should feel the same. You keep the same monitor, keyboard and mouse. You have a very similar set-up, the only difference is that when you have to go, you simply unplug your laptop and go.
- Can we run a Blackboard Collaborate session from the classroom computers while also teaching an in-person class? The classroom computers will allow you to log in to any one of the three video conferencing platforms.

For the sake of time, Patrice will answer additional questions offline and will share the answers in a document with Dr. Belk. Dr. Belk will distribute the document to all faculty.

IX. Registrar, Office of Records and Registration **Gina Jones**

- In May, there was a soft release for Banner 9 registration in time for new student orientations.
- For orientation there were multiple advising sessions spread out over many days rather than the 10 or so sessions they normally have.
- They created training videos for registration in DegreeWorks and held virtual office hours in Blackboard for any student who needed help with registration.
- A shout out to TJ Hyatt who single-handedly changed all the courses in the Fall course schedule to some variant of online or hybrid.
- They published the undergraduate catalogue and updated all the “Majors and More” pages.
- They managed registration and grading for 342 courses over 22 summer sessions
- So far, they have graduated 61 more students.
- Withdrawal/SU deadline for all parts of term: The last day of the term
 - For full term classes: December 3
 - Interim Grading Deadline: October 8, 5 pm

X. Unfinished Business

There was no unfinished business.

XI. New Business

The following motion came from the Department of Interdisciplinary Studies: We move that Academic Council be tasked with taking a close look at the modified grading system instituted late in Spring 2020 and continued into Fall 2020 to address the following:

1. What was the impact of the modified grading system in Spring 2020? This might include looking at data on the number of CR grades given, the percent of students opting for the SU option, the overall campus GPA compared to a “typical” spring semester.
2. What are other institutions doing in terms of modified grading systems and what is the timing of these?
3. What were the challenges that our faculty encountered as a result of this modified grading system?
4. Based on 1-3, please allow the entire faculty to take a vote on extension to the modified grading system.

Kelly Costner provided a slight correction in that the report that he shared is about the way the voting happened during the summer in terms of continuing for the Fall so this kind of data to his knowledge has not yet been collected. Those

were just the votes, comments and questions that people who voted from among the AC members submitted.

Because this motion is coming from the faculty, it does need to be seconded. Motion was seconded.

The Registrar's Office offered some preliminary data on these questions after Spring 2020 so we have begun to gather data on some of these questions. Should this research be conducted by the Provost's Office and Academic Affairs or Academic Council?

The most important thing is to look at the data and not particularly who was pulling it together.

There were several points of discussion on this matter. The motion was approved. Two things that came out of the discussion was 1) the need to analyze the data from the spring and 2) to clarify the process for any future changes.

There was a motion to approve the policy extended from Spring 2020 to Fall 2020. The motion was seconded.

The polling question was "*Do you approve of continuing the Spring 2020 grading system to the Fall 2020 semester?*"

Yes	145
No	9
No response	35

The motion passed.

XII. Announcements

- If you have not yet done so, please submit any electronic reserve request to your library liaison or to Martha Smith
- Please watch out for the email for Virtual Convocation for Monday, August 24
- The International Center will be hosting a virtual study aboard fair in early November right after the Elections. Please be on the lookout for further information
- Two student Town Halls next week, one on Tuesday by Student Affairs on student engagement and another one on Wednesday about knowing our history.
- Welcome again to all our new faculty, congratulations to our faculty in new roles and also congratulations to the faculty members who earned tenured, or were promoted to the rank of Associate Professor or finally promoted to the rank of Full Professor.

XIII. Adjournment

The meeting was adjourned at 4:36pm.

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
21 August 2020
2:00 p.m., Blackboard Collaborate Ultra

REPORT FROM THE CHAIR

I. Welcome and Introductions

To our new colleagues: Welcome to Winthrop University! For our returning colleagues: Welcome back! My name is [Dr. Adolphus Belk, Jr.](#) and I am the Chair of the Faculty Conference and Faculty Representatives to the Board of Trustees. Our secretary is [Dr. Tenisha Powell](#), Associate Professor of Early Childhood Education. Our parliamentarian is [Dr. Jennifer Dixon-McKnight](#), Assistant Professor of History. Both Drs. Powell and Dixon-McKnight served in these roles during the 2019-2020 academic year and graciously agreed to continue in their respective capacities for one more term. I am thankful for their service.

II. In Memoriam: Dr. Anthony J. DiGiorgio, 1940-2020

On May 20, 2020 in Tucson, AZ, the longest tenured president in Winthrop history passed away due to complications from cancer. Dr. Anthony DiGiorgio, the proud son of an immigrant bricklayer, was 79 years-old. He served as Winthrop's ninth president from 1989 to 2013.

Like the late Dr. Claude Bissell, President DiGiorgio believed that [excellence required three things](#): 1) caring more than some might think wise, 2) risking more than some might think safe, and 3) dreaming more than some might think is practical. It was his pursuit of excellence that helped elevate Winthrop to a national-caliber comprehensive university. In recognizing Dr. DiGiorgio's passing and highlighting his achievements, the university's [announcement of his death](#) noted:

Under DiGiorgio, Winthrop University, once a small regional women's college, achieved university status, then experienced a renaissance and period of unparalleled growth, becoming recognized nationally as one of the best public institutions of its type by several publications. For more than two decades, it received accolades for academic excellence, student character development, commitment to racial diversity, student programming, sound fiscal management and environmental and athletics achievements.

In 2013, Dr. DiGiorgio was named Winthrop's President Emeritus and Distinguished Professor. He was also inducted into the [Winthrop Athletics Hall of Fame](#) that same year. He is survived by his wife, Gale N. DiGiorgio, daughter Darrah DiGiorgio Johnson, and grandchildren Gabriella Grates, Beckett Johnson,

and Jack Johnson. Dr. DiGiorgio was preceded in death by elder daughter, Dina, in 2007. "Dina's Place" in the DiGiorgio Campus Center was named in her honor.

III. Recognition of Faculty

At the conclusion of the previous academic year [several faculty members](#) earned tenure, were promoted to Associate Professor or Professor, or were granted Emeritus status. They are as follows:

Faculty who earned Tenure (15)

- [Fatima Amir](#), Chemistry, Physics, and Geology, College of Arts and Sciences
- [Bettie Parsons Barger](#), Curriculum and Pedagogy, College of Education
- [Gregory Bell](#), History, College of Arts and Sciences
- [Andrew Besmer](#), Computer Science and Quantitative Methods, College of Business Administration
- [Joni Boyd](#), Physical Education, Sport, and Human Performance, College of Education
- [Crystal Glover](#), Curriculum and Pedagogy, College of Education
- [Tracy Griggs](#), Management and Marketing, College of Business Administration
- [Jessie Hamm](#), Mathematics, College of Arts and Sciences
- [Clifton Harris](#), Chemistry, Physics, and Geology, College of Arts and Sciences
- [Dustin Hoffman](#), English, College of Arts and Sciences
- [Kathryn Kohl](#), Biology, College of Arts and Sciences
- [Wanda Koszewski](#), Human Nutrition, College of Arts and Sciences
- [Aimee Meader](#), Mass Communications, College of Arts and Sciences
- [David Schary](#), Physical Education, Sport, and Human Performance, College of Education
- [Lindsay Yearta](#), Education Core, College of Education

Note: [Anthony Hill](#) (Social Work) and [Donald Rakestraw](#) (History), both of the College of Arts and Sciences, earned tenure through expedited review effective January 1, 2020.

Faculty promoted to Associate Professor (16)

- [Abbigail Armstrong](#), Counseling, Leadership, and Educational Studies, College of Education
- Bettie Parsons Barger, Curriculum and Pedagogy, College of Education
- Gregory Bell, History, College of Arts and Sciences
- Andrew Besmer, Computer Science and Quantitative Methods, College of Business Administration
- Crystal Glover, Curriculum and Pedagogy, College of Education
- Tracy Griggs, Management and Marketing, College of Business Administration

- Jessica Hamm, Mathematics, College of Arts and Sciences
- Clifton Harris, Chemistry, Physics, and Geology, College of Arts and Sciences
- [Justin Isenhour](#), Music, College of Visual and Performing Arts
- Kathryn Kohl, Biology, College of Arts and Sciences
- [Marvin McAllister](#), Theatre and Dance, College of Visual and Performing Arts
- [Jeffrey McEvoy](#), Music, College of Visual and Performing Arts
- Aimee Meader, Mass Communications, College of Arts and Sciences
- [Seth Rouser](#), Fine Arts, College of Visual and Performing Arts
- [Michael Whitney](#), Computer Science and Quantitative Methods, College of Business Administration
- Lindsay Yearta, Education Core, College of Education

Faculty promoted to Professor (9)

- [Nicholas Grossoehme](#), Chemistry, Physics, and Geology, College of Arts and Sciences
- [Matt Hayes](#), Psychology, College of Arts and Sciences
- [Jason Hurlbert](#), Chemistry, Physics, and Geology, College of Arts and Sciences
- [Willis Lewis](#), Accounting, Finance, and Economics, College of Business Administration
- [Michael Matthews](#), Management and Marketing, College of Business Administration
- [Douglas Presley](#), Music, College of Visual and Performing Arts
- [Darren Ritzer](#), Psychology, College of Arts and Sciences
- [Jason Tselentis](#), Design, College of Visual and Performing Arts
- [Janet Wojcik](#), Physical Education, Sport, and Human Performance, College of Education

Faculty granted Emeritus status (8)

- Laura Gardner, Professor of Fine Arts
- Mark Herring, Dean of Library Services
- [Gloria Jones](#), Associate Professor of English and Dean of University College
- Antigo Martin-Delaney, Associate Professor of Psychology
- Linda Pickett, Associate Professor of Elementary Education
- [Joseph Prus](#), Professor and Chair of the Department of Psychology
- [William Rogers](#), Professor of Biology
- Anna Sartin, Associate Professor of Theatre

IV. Report on the Winthrop University Board of Trustees

The [Board of Trustees](#) held five meetings or [committee](#) meetings between June 12 and August 14, 2020. They are summarized below. Please note that the

faculty and student representatives delivered oral reports to the Board at the June 19 meeting. My report can be found below in Appendix 1.

June 12, 2020: Committee on Finance Meeting, Teleconference

- Preliminary review of fiscal year 2019-2020 year to date activity
- Executive session
- Update on fiscal year 2020-2021 budget process

June 19, 2020: Full Board Meeting, Owens Hall

- **Committee on Finance**
 - Executive session
 - Consideration of the fiscal year 2020-2021 budget
 - Consideration of Resolution Regarding the Operating Budget and Student Fees for Fiscal Year 2020-2021

- **Committee on Institutional Advancement and Development**
 - Presentations by both University Relations and University Advancement.

- **Committee on Academic Quality¹**
 - Consideration of Resolution to Confer Emeritus Status
 - Reports from the Provost, Faculty Representative to the Board, and the College Deans

- **Committee on Enrollment and Retention**
 - Update from the Graduate School
 - Report on new undergraduate recruitment
 - Update on university student retention efforts

- **Committee on Student Life and Athletics**
 - Presentations by both the Division of Student Affairs and Winthrop Athletics

- **Full Board Meeting**
 - Public comment by Dr. Ginger Williams (Interdisciplinary Studies)
 - Executive session
 - Report from the Executive Committee and Chair of the Board, Mr. Glenn McCall
 - Report from the Interim President, Dr. George Hynd
 - Committee Reports
 - Report from the Faculty Representative, Dr. Adolphus Belk, Jr.
 - Report from the Student Representative, Ms. Imani Belton
 - Report from the Nominating Committee regarding the election of officers for 2020-2021

¹ Both the Committee on Academic Quality and the Full Board of Trustees meetings were made available to the public via Blackboard Collaborate Ultra.

- **Actions taken by the Board**
 - Approved a [resolution](#) “condemning racism and other forms of injustice” that also asked the South Carolina legislature to “consider an amendment to [the Heritage Act](#) that would permit Winthrop University to change the name of Tillman Hall back to its original name of Main Building.”²
 - Approved a [resolution](#) regarding a “Memorandum of Understanding” between Winthrop and the City of Rock Hill and the use of venue spaces.
 - Approved [resolution](#) to recognize Ms. Imani Belton, Chair of the Council of Student Leaders, for her meritorious service as the student representative to the Winthrop University Board of Trustees.
 - Approved [resolution](#) regarding the operating budget and student fees for fiscal year 2020-2021, “incorporating no increase in tuition and variable increases in room and board rates reflecting plans for remote learning at the close of the fall semester...”
 - Approved [resolution](#) to immediately discontinue the men’s and women’s tennis programs as intercollegiate scholarship sports.
 - Approved [resolution](#) to confer Emeritus status on eight former faculty members.

July 30, 2020: Committee on Finance, Virtual Meeting³

- Update on the 2019-2020 audit process
- Review of preliminary 2019-2020 year-end results
- Discussion of capital portfolio and auxiliary planning
- Executive session

August 4, 2020: Committee on Compensation, Virtual Meeting

- Executive session⁴

August 14, 2020: Full Board Meeting, Virtual Meeting⁵

- Executive session

² Winthrop’s main administration building was [renamed Tillman Hall in 1962](#) in honor of former South Carolina governor and United States Senator [Benjamin Ryan Tillman—an unreconstructed and violent white supremacist](#).

³ Public viewing for the July 30 and August 4 committee meetings was made available at Dina’s Place in the DiGiorgio Campus Center.

⁴ The committee chair, Ms. Kathy Bigham, invited me to participate in the full executive session and I did so.

⁵ Nearly the entire meeting was held in executive session. Still, public viewing for the opening of the meeting was available in the Thompson Conference Room in the main administration building. I inquired about participating in the session and was told, “The items to be discussed concern personnel issues therefore, there is no need for you to dial into the meeting.”

V. Closing Remarks: An Opportunity to Lead

We have been through a lot over the last several months. We are still in the midst of a public health crisis that has especially wreaked havoc across [South Carolina](#). We have also witnessed demonstrations in [all fifty states](#) and [around the world](#) following the murders of [Ahmaud Arbery](#), [Breonna Taylor](#), [George Floyd](#), and others. An essay in [The Chronicle of Higher Education](#) observed, “In the weeks since George Floyd was killed by the Minneapolis Police Department, the nation has witnessed the rise of a national movement to protest systemic racism in American life. College leaders have issued statements denouncing bigotry and pledging their commitment to diversity. But critics have denounced some of those statements as insufficient and ‘[toothless](#).’” In contrast, Winthrop’s leadership—including [the Board of Trustees](#), [the interim president](#), [the provost](#), and [the Athletic Department](#)—released statements that both “condemned racism and other forms of injustice” and charted a direction on how the university will uphold its commitments to “advancing the cause of social justice for all.”

Despite these efforts, Winthrop has been enveloped in [one controversy](#) or [another](#) during the same time period. People arguing opposing viewpoints on academic freedom, freedom of speech, and/or the Black Lives Matter movement bombarded Winthrop’s social media accounts demanding that it take one course of action or another to placate their anger. Interestingly, many of the most fervent and frequent posters had no real connections to the institution or South Carolina. For their part, actual members of the Winthrop community, particularly students, are asking tough questions and are looking for the university to muster the willpower, confidence, and courage to lead on these and related issues. For our part, we have an opportunity to lead but must also guard against burnout.

In my April 2020 report I implored you to **take care of yourselves** as you take care of your families and manage your Winthrop responsibilities. With regard to the coronavirus, [the Centers for Disease Control \(CDC\) recommends](#) that we take breaks from consuming news about COVID-19. In addition, it advises we take care of our bodies, set aside time to relax, and connect with people we trust to discuss our feelings. The CDC also recommends that we tend to our mental health—especially if we have preexisting mental health conditions. I think these suggestions are also beneficial for those whose teaching, scholarship, and service are dedicated to dismantling systems of oppression.

Thank you, be safe, and be well.

Sincerely,

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

**Quarterly Report to the Winthrop University Board of Trustees
from the Chair of the Faculty Conference and Faculty Representative to the Board
June 18 – 19, 2020**

The Faculty Conference held its final meeting of the year on April 17, 2020 via Blackboard. Over 200 people participated in the session, a significant increase from in-person gatherings which usually number in the 130s. The meeting and resultant actions are summarized below. Lastly, this report highlights faculty concerns expressed to the Faculty Chair since the last quarterly report—particularly regarding [COVID-19](#) and the [demonstrations across the states](#) following the murders of [George Floyd](#), [Breonna Taylor](#), and [Ahmaud Arbery](#).

I. In Memorium

The Faculty Conference acknowledged the passing of **Mr. Jack West**, son of Winthrop alumnae Lois Rhame West and South Carolina governor John C. West, Sr., and **Dr. Ameda Avrill Manetta**, retired Associate Professor Emeritus of Social Work. Both made tremendous contributions to Winthrop University and will be sorely missed.

II. Update on Academic Council

Academic Council continued with routine maintenance of the curriculum such as approving a new degree program, modifying existing programs, and certifying or recertifying courses for inclusion in the general education program. Though not exhaustive, the changes noted below might be of special interest to the Board of Trustees.

New degree program

Bachelor of Science in Cybersecurity (CYBR)

First-time certifications

Course	Title	General Education Area
READ 590	Children’s Literature	Humanities and Arts
FREN 202	Intermediate French II	Oral Communication
FREN 220	Fairy Tales, Songs, and Comics	Oral Communication
SPAN 202	Intermediate Spanish II	Oral Communication
PLSC / WMST 316	LGBTQ Politics and Policy	Social Science
CSCI 327	Social Implications of Computing	Technology
ARTH 421	Medieval Pilgrimage	Global Perspectives; Humanities and Arts
ARTH 358	Art and Architecture of the Islamic Worlds	Global Perspectives; Humanities and Arts
ARTH 455	Museums, Monuments, and Cultural Heritage	Global Perspectives; Humanities and Arts; Historical Perspectives
VCOM 392	Special Topics	Global Perspectives; Humanities and Arts;

Academic Council also played an instrumental role in crafting the [modified grading system](#) for undergraduates that was used during the Spring 2020 term. Any student who earned a D grade automatically received a credit (CR) grade on their records, and the D did not count in the G.P.A. calculation. Furthermore, any student who earned an F automatically received an unsatisfactory (UN) grade on their record, and the F did not count in the G.P.A. calculation. These changes helped “further minimize the potential negative impacts of the shift to remote instruction on student performance.”

III. Follow-up: Requests to the Board of Trustees from the Faculty Conference

The requests below were approved by the Faculty Conference on February 28, 2020 and were presented to the Board in the March quarterly report from the Faculty Chair:

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.

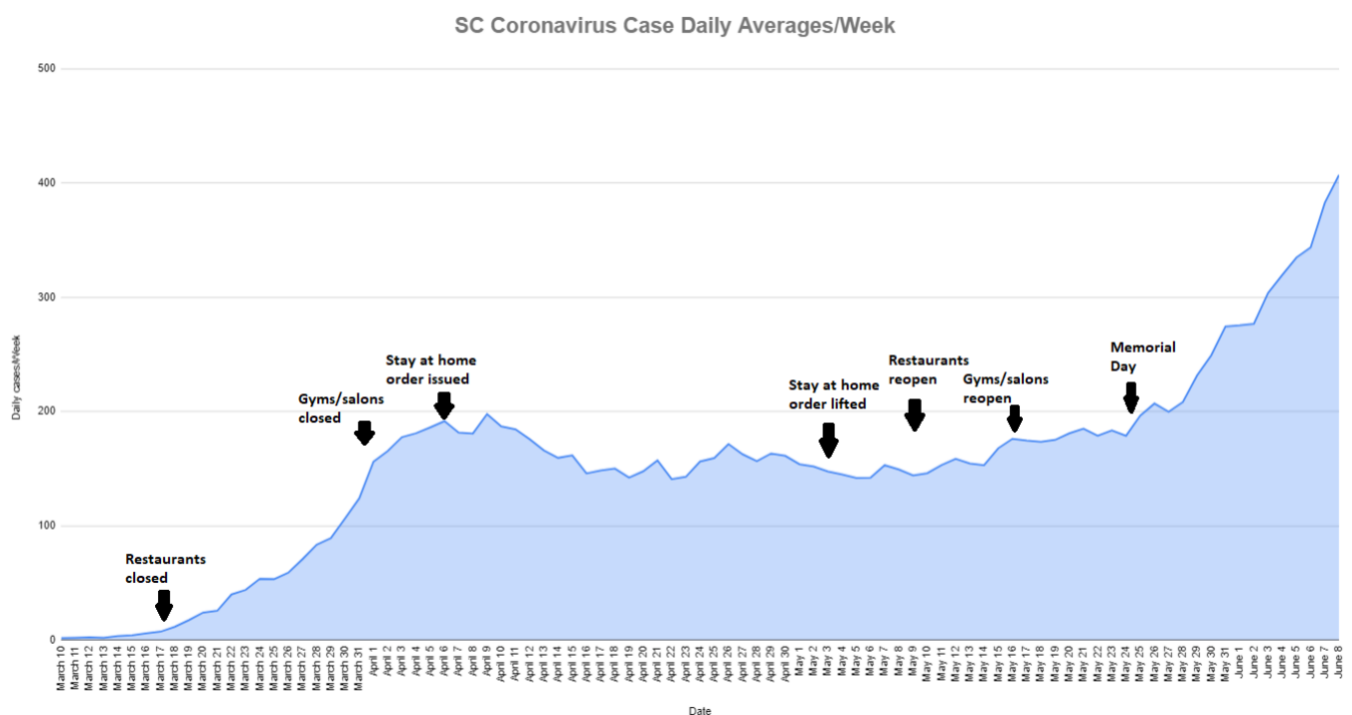
Although one practice was seemingly adopted soon thereafter (i.e., including both the faculty and student representatives in executive sessions when appropriate), the faculty is still awaiting an official response from the Board.

IV. Concerns Regarding the Coronavirus Disease (COVID-19)

The Winthrop faculty has consistently demonstrated its dedication to students through teaching, scholarship, and service. Professors have also displayed their commitment to the institution in the way they have been involved in preparations to re-open campus for the Fall amid the COVID-19 pandemic. Even so, some have expressed serious concerns about what doing so will mean for the health and safety of students, staff, and instructors.

First, stay-at-home orders and physical distancing seemed to mitigate the number of new coronavirus infections and deaths throughout the United States, in general, and in South Carolina, as shown in Figure 1. Now, fears of a second wave of infections are mounting as states lift such restrictions to re-open for business. [Data](#) from the S.C. Department of Health and Environmental Control reveal an increase in COVID-19 cases starting in late May and growing in early June. The state now has 16,441 active cases as of June 11, with [434 new infections](#) as of June 9, and 540 on June 8. Therefore, as Winthrop plans to re-open the faculty want more detailed information about how the institution intends to promote public safety and what it might do if a second wave materializes. Specific concerns include, but are not limited to, testing (will it be regular and ongoing?), requiring all community members to wear masks and practice physical distancing, and how the institution will ensure the protection of those cleaning and maintaining campus facilities. Some are likely aware of the “[Covid-19 Phased Plan for Returning Employees to Work.](#)” Still, it would be good for the faculty to hear directly from and be able to ask questions of university leadership.

Figure 1. South Carolina Coronavirus Case Daily Averages/Week



Source: [Andy Shain](#), Columbia Bureau Chief, *The Post and Courier* (2020)

Second, there were challenges to improving faculty morale long before the disruptions of the spring semester. Then professors were asked to do even more. The coronavirus threat radically altered both student advising and the delivery of what were intended to be face-to-face classes. In the space of about one week professors shifted those activities to the remote environment, in some cases without much prior online training. The pandemic also subjected faculty to personal and professional hardships, including lost opportunities for scholarly activity and professional development—notably for

tenure-track instructors or those planning to seek promotion. This labor placed people under considerable stress. We know the university was facing a difficult financial situation prior to COVID-19. We know the university has also labored mightily to grow its overall enrollment. Lastly, we know the pandemic has exacerbated these challenges. Nevertheless, please understand that the emotional impact of furloughs or freezing positions (without exception) if other options exist would be devastating to an already weary faculty.

V. Closing Remarks: Moving Toward “a more perfect Union”

I conclude this report with great sorrow because of tragic, but miserably recurrent events that have unfolded across the nation. From February through May 2020, three African Americans were either killed during encounters with law enforcement officers or police agencies and prosecutors did not bring swift action against the civilians who murdered them. The cases of [George Floyd](#) (Minneapolis), [Breonna Taylor](#) (Louisville), and [Ahmaud Arbery](#) (Brunswick, GA) sparked outrage that ignited demonstrations in all 50 states. The people, as eloquently stated by [Fannie Lou Hamer](#) in 1964, are “sick and tired of being sick and tired.” That feeling extends to Winthrop’s Black faculty who, given their scholarly expertise, experience, or exterior, are routinely being called upon to offer insight on what is going on in this country.

In exploring what these happenings mean for Winthrop, Interim President [George Hynd stated](#), “While we grieve for Mr. Floyd and seek to make sense of the aftermath of his death, let all of those with a connection to Winthrop come together and become the change agents needed to address the institutionalized inequities that fuel the disparities in our country.”

In a subsequent message to the campus community, Provost Adrienne McCormick added,

Just as we banded together to find new ways to do all of our varied job functions in response to the virus we call COVID-19, so too must we find new ways to work together as a community to respond to the ongoing impacts of institutionalized racism in our nation. It too is a virus. It too can kill. We are *vulnerable individually and collectively*. The ongoing and historical impacts of systemic racism—and its close relations to class privilege and white supremacy—threaten the individual bodies of black, indigenous, and all people of color, as we have seen played out across the nation in the past weeks with the deaths of George Floyd, Breonna Taylor, Ahmaud Arbery, and so many others before them. Racism also threatens us collectively as a democracy. At Winthrop, we made it our goal to close achievement gaps between our black and white students. We achieved that goal. At Winthrop, we made it our goal to increase the employment of faculty and staff from underrepresented groups in all positions—including leadership. We achieved our initial stretch targets and continue this important work. But to close the gap at one point in time is not enough. To say we have met our stretch targets in a given window of time is not enough. Inclusion work is not a box that can be checked; it is an ongoing commitment. We are *accountable individually*

and collectively as well, to being anti-racist in a racist society, and to advancing the cause of social justice for all.

Finally, striking a similar tone, [a statement](#) issued by Winthrop Athletics declared,

We have come together. We have listened to each other's stories. We have cried together, we have encouraged each other, and we have made a plan of action together. We have something to say... We acknowledge that BLACK LIVES MATTER but cannot be satisfied with words alone. We must take action.

It is that final point that bears repeating: We must take action. A month before Floyd's death, Black and White Americans [differed sharply](#) regarding their confidence in law enforcement. Now, among many other things, Americans are demanding [major changes to police procedures and practices](#) that might, as Dr. Martin Luther King, Jr. noted in *A Testament of Hope*, "save us from social catastrophe." The movement for change will inevitably come to Winthrop once students return. We have to be ready for them. That means being honest about the transgressions that Black students (and faculty) sometimes experience as they move about campus. It also means better educating them on what [the American Political Science Association](#) described as "the linkages between race, power, governance, social injustice and oppression." While Winthrop has made strides in this regard, more can be done to critically "examine and address how our own programs, procedures, teaching, and scholarship may be shaped by or contribute to upholding, rather than dismantling, systems of oppression."

We are living through an historical moment. We must rise to meet the challenge it presents if we are to make a more perfect Union with liberty and justice for all.

Sincerely,

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

Appendix 2

Winthrop University Faculty Conference

21 August 2020

2:00 p.m., Blackboard Collaborate Ultra

REPORT FROM THE PROVOST

1. **2019-2020 Year in Review:**

What can I say? 2020 will live long in infamy. What you all accomplished last year was astonishing. You reinvented everything and saw the students you teach and serve through a pandemic. We don't have final retention numbers yet, and we continue to monitor new enrollments closely. The numbers as of today are reassuring given the dire projections we all have been considering. They are much better in graduate retention and new enrollment than predicted, which is helping with our overall projections. We know that the realities of the pandemic will impact students in ways that have never been part of our calculus before. So we are cautiously optimistic while planning in ways that will provide us a safety net, should we need it. But what we can say with confidence is that we taught, advised, tutored, counseled, supported, connected, graduated, triaged, Collaborated, Zoomed, re-advised, re-connected, and just plain saw students through a Spring semester unlike any other. For that, I applaud you. If we were in a room together, I would say give yourselves a round of applause. Cue audience applause track ☺.

Academic Leadership spent this past Monday in a retreat where we analyzed our goals achieved in 2019-2020. I am happy to report that we met 68% of our goals, are continuing efforts on 15%, and did not meet 17%, many of which were impacted by COVID-19. Given the challenge we all faced, this success rate is deeply impressive. Again, I want to recognize the hard work that these numbers represent. The Deans unit leaders have been amazing stewards this year, navigating the pandemic and ensuring that these priorities moved forward despite the added challenges of shifting to remote work. I am using the work plan data as a platform upon which to build a 2019-2020 Academic Affairs Division Annual Report that documents our outcomes individually and collectively. I will be sure to share the report with you all when it is complete.

While we implemented spending and hiring freezes last year, we did have a number of searches for new hires that were completed prior to the freeze going into effect. We hired two new Deans last year: Jamie Cooper, as Vice Provost for Student Success and Dean of University College, and Kaetrena Davis Kendrick, Dean of Dacus Library and Pettus Archives. I also appointed Noreen Gaubatz as Interim Director of Institutional Effectiveness. The Deans and I agreed that we would not use our precious Faculty Conference time today to introduce the new faculty, since many of them were introduced earlier this week in their individual Faculty Assemblies. You can read their biographies on the [New Faculty page on the Academic Affairs website](#). I do hope you will visit that site to see the impressive folks who have joined us this year.

We have a few leadership changes to recognize. Please join me in congratulating the following:

University College:

Jasmine Howze, Director of University College Academic Advising
Katie Knop, Coordinator of the Learning Excellent Academic Practices (LEAP) Program
Nick Grossoehme, Director of Undergraduate Research

College of Visual and Performing Arts:

Eva Roberts, Chair and Professor of Design

College of Education:

Bettie Parsons Barger, Director of the Rex Institute
Lisa Harris, Director of the Graduate Program
Lindsey Yearta, Chair of the Education Core

College of Arts and Sciences:

Robin Lammi, Chair of Chemistry, Physics, and Geology
Darren Ritzer, Interim Chair of Psychology
Scott Werts, Interim Dalton Chair of Environmental Sciences and Studies

2. **2020-2021 Planning:** While 2020 and the pandemic are still with us, we are starting a new academic year. You will hear more about our divisional goals after I have had time to align them more fully with the individual college and unit goals that were submitted in area annual reports. Our retreat included initial discussion of goals in the following areas:
 - Closing the loop on our retention WIG from 2019-2020 and identifying next steps
 - Identifying program health metrics to advance academic master planning
 - Prioritizing diversity, equity, and inclusion outcomes
 - Increasing institutional effectiveness as we work on SACSCOC, policy review, budget, and communications planning
 - Improving morale (this list is not in rank order 😊)

3. **Academic Master Planning and Program Health Metrics:** Of these, I am sure the faculty would like to hear more about what I mean by “program health metrics.” Our Academic Master Planning process did not get off the ground last year as planned, due to the pandemic. To continue this work in a more streamlined manner, members of ALC and other academic staff will work with EAB resources to complete an undergraduate portfolio review and market scans so we know what programs are smart for us to invest in (whether existing or new) to ensure strong enrollments in the future. A second and equally important effort this Fall is to develop and put in place a set of program health metrics. We will use these metrics to establish a regular program review process that identifies whether a program is doing well and should be sustained, whether it should be grown (with a timeline and plan to accomplish growth), whether it should be transformed (with a timeline and plan for that transformation), and/or whether it should be eliminated, if it fails to achieve program health expectations or to grow enrollments after a remediation effort to grow or transform. We are working on program health metrics in ALC conversations and retreats now, with a goal of finalizing a new review plan as soon as possible. I commend the faculty and academic leaders on the work they completed in 2019-2020 to see new program proposals through, to identify ways to modify and

streamline programs, and to look to the work of this year in doing the same. In many ways, we are already strong in this area. The goal of ALC is to complete market and portfolio scans with an eye to both short-term cost savings opportunities, but just as importantly, long-term program opportunities that will put Winthrop on strong footing into the next decade.

4. I know you still have questions on the **professional development funds** awarded to those faculty and staff who completed WOTC 101 and 102 this past Spring and Summer and taught online for the first time in our epic push to continue instruction in the midst of the upheaval throughout Summer and into Fall 2020 semesters. I am working on the guidelines and procedures that we will use with Meg Webber and Claire Weikle, and we will send out instructions through the Deans in the near future.
5. The work of the **Task Force on Tenure and Promotion** will continue this year, in the reactivation of the pre-tenure review task force. This group will bring a final process recommendation back to Faculty Conference, and will then be slightly reconfigured to address ways to improve the criteria we use to evaluate faculty on student intellectual development, as well as our processes for evaluating student perceptions of their learning through course evaluations.
6. I asked Scott Werts, in his final task as the outgoing Chair of the **Faculty Personnel Committee**, to summarize and make improvement recommendations after their first round of expedited tenure reviews in 2019-2020.
7. **Searches for 2020-2021:** We are in a hiring freeze, so all faculty searches are on hold with the exception of one area where we have an accreditation concern and timing of the annual conference is such that we have to advertise now. But filling any position will be contingent on enrollments and budget as we move forward. Staff searches are also on hold, again with the exception of areas with accreditation concerns. Temps may be hired as needed to bridge until we have better information on enrollments, state allocations, and our overall budget outlook for the year.
8. The **Center for Professional Excellence** is developing a curated set of on-demand webinars to support faculty with resources on fluid instruction, digital learning, and other areas in high demand. The CPE will continue to partner with other units on campus to provide training for faculty submitting tenure and promotion documents, as well as for evaluation committees. More information is coming soon as we consider ways to transform our regular routines and supports in the COVID-moment.
9. **What (else) to expect for 2020-2021:**
 - **MUSC** completed a campus visit and review of our Return to Learn planning and will have feedback for us by early next week. Kudos to all who were involved in planning for that intensive process. Initial responses identified many areas of planning strength as well as suggestions to improve our planning that we can get to work on right away.

- A working group completed a set of [Decision Triggers and Guidelines](#) for Senior Leadership, to guide us and our Board of Trustees members in making decisions about next steps as we work to ensure the safety of our students and employees and protect the well-being of the institution as a whole.
- [Laptops](#) have been ordered for all faculty who did not have them before, and document cameras have been ordered for all classrooms with in-person classes scheduled in them this Fall semester. We are at work on a plan for additional mics as well, to facilitate remote access for those students who may need to miss in-person sessions due to quarantine and isolation in the coming months.
- [Laptop loaners and hotspots](#) have been and will be provided to students without access to a reliable device and/or internet service. Many thanks to our partners in IT and Dacus for facilitating this work.
- S/U and withdrawal deadlines were once again extended to the last day of classes for students, and Academic Council recommended that the CR grading options we created in Spring 2020 continue in effect through Fall 2020.
- Graduate Council also voted to continue CR grading options for Fall 2020, with a limit of 9 total credits in any degree program.
- Our Health and Counseling Services unit is the front-line for student health supports. They have put a [Patient Portal](#) in place to triage students to the appropriate services. If any students are quarantined or isolated, the Dean of Students Office will notify faculty of the student absence. They will not notify you of the student's health status, as that is protected information.
- Discussions of anti-racist work, civic engagement, and academic freedom:
 - Each college has authentic plans in place to keep inclusion work moving forward
 - Academic Affairs will partner with Diversity Council on training, webinars, conversations, and change efforts
 - West Forum continues to promote civic engagement, including a course on the remaining activities associated with the Republican National Convention in Charlotte
 - The time is ripe for discussions of Academic Freedom and how it intersects with free speech rights and inclusion work in higher education
- We will continue to navigate the unknowns together:
 - strengthening our mastery of learning technologies as a key COVID-19 lifeline
 - navigating enrollment shifts: we were smart to go into online and degree completion programs when we did (looking for the bright side in all things!), and we will continue to see the rewards of those decisions: we are currently down 5% in undergraduate degree-seeking enrollment compared to this time last year, but we are up an astounding 35% in graduate degree-seeking enrollment, which comes with a healthy revenue share to our Wiley partners. We will continue to monitor for volatility in the next few weeks
 - responding to potential budget shortfalls: CFO/CAO roadshow coming soon to discuss budget shortfalls and planning that will make us stronger in the future
- I will continue sharing [Friday Features](#) with you, all of which are catalogued on the drop-down menu titled "About the Division" on the Academic Affairs website. In addition, I will continue leading the Provost's Office staff in:

- Supporting our faculty through the onboarding, tenure, promotion, and other review processes
- Providing professional development supports where you need them, when you need them
- Reaffirming our excellence for SACSCOC
- Identifying and leveraging a QEP for an even stronger Winthrop as we move forward together
- And I know you will continue doing the important stuff the faculty and staff at Winthrop always do and do so well:
 - Teaching our students
 - Supporting our students
 - Sharing what you have learned with each other

I know this is just scratching the surface of a myriad of things we might discuss, but in the interest of time, and to allow you to ask me questions, I will end here.

Have a great semester!