Winthrop University—Academic Council
Friday, November 15, 2019, 2:00pm
G02 Owens Hall

Kelly	Costner	COE
Kristen	Abernathy	CAS
DeAnn	Brame	Library
Alice	Burmeister	CVPA
Jennifer	Disney	CAS
Laura	Glasscock	CAS
Erin	Hamel	COE
Matthew	Hayes*	CAS
Dustin	Hoffman	CAS
Alice	McLaine	COE
Wendy	Sellers	CAS
Larry	Stevens*	CBA
Danko	Tarabar	CBA
Jason	Tselentis	CVPA
Michael	Whitney	CBA
Brad	Witzel	COE
Kristen	Wonderlich	CVPA
Gina	Jones	Rec and Reg
Imani	Belton	Student

*absent

Guests: Tim Drueke, Gloria Jones, Adolphus Belk, Takita Sumter, Lisa Johnson

Agenda

I. **Minutes of the Fri Sep 20, 2019 meeting—approved by e-mail vote**

II. **Remarks from the Chair (Kelly Costner)**
Dr. Costner welcomed everyone. He noted assigned seats for group work with academic policies that will occur later in the meeting.

III. **Remarks from the Provost and Executive Vice President for Academic Affairs (Adrienne McCormick)**
Tim Drueke filled in as Provost McCormick is in China assisting with a commencement ceremony for the MBA Liuzhou students.

Mr. Drueke talked about the Culture of Innovation…group charge (see Appendix A) for the Academic Master Plan. This is for looking at how we do things. Dr. Disney asked if the group list is online. Mr. Drueke replied that it is not at this time. Dr. Jones named several people in the group.

Mr. Drueke also indicated that there was work being done on some programs going through CHE review. Several people are working on the upcoming SACS review as well as a QEP project.

IV. Remarks from the President of the Council of Student Leaders (CSL) (Imani Belton)

Ms. Belton talked about a Student Experience Survey being sent out to students which includes the overall student experience, residential student campus involvement, commuter student involvement, involvement in Rock and Hill and Charlotte area, housing, and CSL knowledge and recognition. CSL has set a goal of 500 participants.

Dr. Hammel asked if she could get link to the survey and also for results when they are available. Ms. Belton indicated that she would be sharing those results with AC.

Ms. Belton also spoke about a food pantry for students who couldn't afford food.

Dr. Glasscock asked how the food pantry worked.

Regarding the Common Time discussion, Ms. Belton urged folks to be listening to students.

Mr. Drueke spoke about his and Adrienne's addressing CSL regarding course scheduling challenges. There are several time blocks that overlap and the goal is to fix that. They heard how Common Time is used by students. Dr. Disney asked what feedback was heard. Mr. Drueke's takeaway was that students really value the Common Time on Tuesday/Thursday for catching up, meetings, fairs, etc. Fridays were being used for research, work, internships, school based field placements, and studio time, among others.

V. Reports from Standing Committees

A. **Committee on University Curriculum** (Laura Glasscock)

These 10 program change items (degree) were unanimously approved by Academic Council. Only the new degree program will require a vote by Faculty Conference.

Program	Title	Action
BA-ARTH	BA in ART HISTORY	**Modify program:** Update courses with title changes; Remove required six credit hours of "Specialized Electives Any appropriate courses related to art history."
BA-ARTS-CERT	BA in ART with Certification	**Modify program:** Change General Education Intensive Writing requirement from ARTH 454 to ARTE 548; Update Social Science to reflect EDUC 200 change to EDCO 200; From the major: Remove ARTT 113; Remove ARTS 121 as an alternative to ARTS 220; Update title of ARTS 206, ARTS 281, ARTT 300; Remove ARTT from major electives, change to 3 credits, and remove requirement that it has to be all in one designator; Remove ARTH 454; Professional Education Sequence: Update EDUC courses to EDCO.
BA-DANC	BA in DANCE	**Modify program:** Require 2 hours of credit for each of DANA 311, 312, 221, and 222; Require both DANA 251 and 252 instead of choosing one; Increase requirement for DANA 443/444 to 4 hours from 3; Reduce major electives from 9 to 3.
BA-ENGL-	BA IN ENGLISH/LICENSURE	**Modify program:** In major foundations, require ENGL 208,

Program	Title	Action
CSST	SEC SCH TEACHER	rather than a choice between it and ENGL 203 or 211; In professional education sequence, require C or better in ENGE 390 and note that it cannot be taken on an SU basis.
BA-MCOM	B.A. in Mass Communication	**Modify program:** Note that MCOM 230 meets the General Education Technology Requirement; Remove CSCI 101, 101B, 101F and 101N from the major and add MCOM 230; In Broadcast and Journalism interest areas, IMCO courses can also meet elective requirement; Add Digital Sports Production Interest area; Not that MCOM 241 may be taken at another accredited university.
BA-PLSC	BA IN POLITICAL SCIENCE	**Modify program:** Require one course from Comparative Politics and one from International Relations (was previously combined); Add PLSC 555 as an option for Political Theory requirement; Add PLSC 316, 320 to and remove PLSC 504, 508 from the Pubic Administration requirement; Remove PLSC 337 from and add 475 to the Experiential Learning requirement; Increase major total from 30 to 33 credits.
BS-EDST	BS in Educational Studies	**New degree program**
BS-IMCO	BS IN INTEGRATED MARKETING COMMUNICATION	**Modify program:** Note that MCOM 230 meets the General Education Technology Requirement; In IMC and Visual Arts Requirement: change from 7 to 3 credits, remove IMCO 105 and 475, remove ARTS 311, VCOM 222, VCOM 259 and add ARTS 324, DESF222, VCOM 354, VCOM 262, and VCOM 392 to options; In Business Requirement: remove CSCI 101, 101C, 101N, QMTH 210, change MKTG 482 to 385, remove MGMT 341, MKTG 481, and add MGMT 220, MKTG 387, DIFD 141, and ENTR 373; In MCOM/IMCO requirements: Add MCOM 230, change designators for MCOM 341, 370, 349, and 471 to IMCO, change MCOM electives to 6, add IMCO 105.
BS-NUTR-CDPV	BS in Nutrition/Chronic Disease Prevent	**Modify program:** In Major Requirements, replace NUTR 520 with 471.
BS-NUTR-DIET	BS IN HUMAN NUTRITION/DIETETICS	**Modify program:** Note that NUTR 428 meets the General Education Oral Communication requirement; In major: Change NUTR 370 to 321; Replace NUTR 523/524 with NUTR 423/424; Change CHEM 105, 106/108 to CHECM 104, 105/108.

These 4 program change items (minor) were unanimously approved by Academic Council:

Program	Title	Action
MINOR-FINC	Minor in Finance	**New minor**
Minor-HIST	Minor in History	**Modify minor:** Change from "HIST 101, 102, 211, and 212, and at least 6 hours in courses numbered above 299" to "3 hours from HIST 111, 112, and 113; 3 hours of HIST 211 and 212, and an additional 12 hours of HIST, at least 6 hours of which must be courses numbered above 299."
MINOR-LGST	Minor in Legal Studies	**Modify minor:** Remove AAMS 315 and PLSC 315 from minor elective; Add AAMS 302, AAMS 308, AAMS 314, AAMS 319,

Program	Title	Action
		AAMS 338, AAMS 515, ACCT 401, ACCT 501, ACCT 502, ACCT 506, ACCT 509, ECON 331, ECON 332, ECON 335, ECON 343, ECON 345, ECON 349x, EDUC 110, EDUC 312, ENTR 373, GRNT 300, GRNT 504, HCMT 200, HCMT 303, HIST 308, HIST 312, MGMT 523, MGMT 575, PEAC 370, PLSC 515, PLSC 319, PLSC 323, PLSC 324, PLSC 332, PLSC 335, PLSC 337, PLSC 338, PLSC 345, PLSC 371, PLSC 504, PLSC 505, PLSC 506, PLSC 512, PSYC 316, PSYC 320, RELG 370, SCWK 200, SCWK 306, SOCL 213, SOCL 303, SOCL 309, SOCL 312, SOCL 314, SOCL 330, SOCL 504, SOCL 508, SPMA 200, WMST 300, WMST 305, WMST 310, WMST 337, and WMST 371 to minor electives.
MINOR-SSCI	Minor in Social Sciences	**Modify minor:** Add GEOG 320, MCOM 301, SCWK 300 to social science methodology list of options.

B.   General Education Committee (Alice McLaine)

1. **Committee actions** from Fri 11-01-2019

a. First Certify
GLOBAL--ANTH101
SOSC--ANTH101
TECH--MCOM226, MCOM230
The First Certify courses were approved and will go to Faculty Conference for approval.

b. Recertify
HART—ARTT298, DESF 222, VCOM 258
NASC—GEOL220
        TECH—ARTS 281, VCOM 262

2. **Additional GNED Business**--Component reviews

The Physical Activity Component review committee is comprised of Erin Hamel, College of Education, Dustin Hoffman, College of Arts and Sciences, and De Ann Brame, Dacus library.

The Quantitative Skills Component review committee is comprised of Kristen Abernathy, College of Arts and Sciences, Kristen Wonderlich, College of Visual and Performing Arts, and Brad Witzel, College of Education.

VI.   Old Business

VII.   New Business

A.   **Need for General Education Assessment Committee** (Gloria Jones, Dean of UC)

Dr. Jones asked if some of the courses in the core are barriers to student success. The committee members talked to other institutions and determined that transfer students have a challenge with not seeing how their courses are transferring. Admissions and student services are working on a process to get this done more quickly.

[See summary of report in Appendix B].

One recommendation is that for transfer students who come in with 60 hours or more, that they take one course, a combination of HMXP and CRTW. Dr. Jones hopes to have this course in place by the end of the academic year.

She also indicated that the Gen Ed forms have been revamped since it had been ten years since they have been reviewed. The "Criteria for Inclusion" hinted at Student Learning Outcomes (SLOs) but weren't clear. This is a springboard into something else: a General Ed Assessment Committee. She and the Provost have a process by which the core will be assessed every two years. The plan going forward is to access the Core every two years and then to access one ULC across the General Education program each year.

Dr. Jones said this is not a punitive assessment. [That's for the recertification process] She said we currently have an ad hoc committee but going forward we will have a standing committee and it would report to Academic Council. Mr. Drueke stated that we would have to determine the makeup of the committee and put it in the by-laws.

Dr. Costner indicated we need a motion, but Mr. Drueke said we need a draft charge and sample membership. This will need to go to the Rules committee.

Dr. Disney indicated she would work with Dr. Jones on this. Drs. Burmeister and Sellers also volunteered.

B.   Review of Bylaws—this will be looked at in the spring.

C.   AC support of Recruitment and Retention goal: Comprehensive review of Academic Regulations and Degree Requirements

Dr. Costner arranged the members into small groups to review Degree Requirements. Afterwards, the council discussed next steps, which will include review of Academic Regulations. Dr. Costner will compile the responses on the policies reviewed and summarize for the council.

The council also discussed how to proceed with the next set of policies – electronic collaboration, separately scheduled time, or an additional meeting in January to focus solely on the next set. The council agreed to add an extra meeting in January. The first available date is January 24. The council agreed to meet then. An appropriate room will be reserved.

VIII.   Announcements/ Adjournment
 Dr. Costner announced that the next meetings will be January 24 and February 14.

 Meeting was adjourned at 3:45 p.m.

 Respectfully Submitted,

 Gina Jones, Secretary

Culture of Innovation and New Programs Working Group Charge:
November 15, 2019

The Culture of Innovation and New Programs working group is charged with reviewing progress toward meeting the following Winthrop Plan goals:

1. Support inclusive excellence by expanding our impact on students and our communities through enrollment growth and increases in retention and graduation rates.
1.2 Enrich our academic program mix by developing new and innovative programs (degree programs, certificate programs, continuing education programs) and by refining existing academic programs to meet the emerging needs and interests of diverse student populations and the community.

2. Continually enhance the quality of the Winthrop experience for all students by promoting a culture of innovation, with an emphasis on global and community engagement.
2.1 Develop new programs and enhance current ones that have the potential to be national models.
To that end, the Culture of Innovation and New Programs working group will:

- Receive quarterly updates on the 2019-2020 **Academic Master Plan (AMP)** development process launching in Fall 2019;

- Advise the Provost and Vice Provost for Academic Affairs on the AMP development and implementation process;

- Appoint and hear reports from an **AMP subcommittee** of the Culture of Innovation and New Programs working group, which will be charged with developing and completing an **Academic Master Plan for 2020-2025** (with stretch goals to see us through 2030).

What is an Academic Master Plan (AMP)?
An academic master plan is a central driver of integrated planning and decision-making that links mission, vision, and goals to people, services, and resources in a flexible process of evaluation, action, and improvement. The AMP will be developed through a collaborative, research-based process with inputs from all constituents.

What Types of Questions fuel an AMP?
- Where are we now, in terms of an academic mission & current practices? If we don't make any changes, where are we heading?
- Where do we want to be in 5 -10 years? What will make us distinctive, competitive, and resilient in the face of coming demographic changes?
- What steps must we take to get there?

The AMP will include recommendations for:
- New program development from 2020-2025, with an eye to 2030 and developing a portfolio that will be resilient in the face of demographic changes, including cost/benefit analyses of proposed new programs and supporting market data in step with regional and national economic development opportunities.
- Professional development supports needed to advance programmatic innovations and revitalization.
- College name change proposals or program restructuring to align with program development.
- Annual and program review processes geared toward assessing the health of our current program mix.
- Procedures agreed upon and approved through shared governance for program sun-setting.

What is meant by "Rightsizing the Program Portfolio," the topic of your webinar today?
We will hear from EAB about how Winthrop can:
- identify clear metrics for "program health" using shared priorities and agreed upon data
- structure our annual and program review processes to optimize continuous improvement
- resource and support programs which require revitalization or revision
- agree upon conditions for program sun-setting and/or elimination

Gen Ed Core Review Task Force
2018 – 2019 Academic Year

Introduction:
Provost Debra Boyd, following a request from Academic Council, created the General Education Core Review Committee in fall 2018. The Committee convened on October 5, 2018 and was charged by the Provost to review and evaluate the Core to determine whether it created barriers for our students, with a special emphasis on transfer students. If the Committee identified barriers, Academic Council requested that the Committee consider how to eliminate the barriers. The General Education Core Review Committee met weekly throughout the fall semester to respond to this charge.

Committee Members:
Peter Judge, Committee Chair, Philosophy and Religious Studies
Kristen Abernathy, Department of Mathematics
Alice Burmeister, College of Visual and Performing Arts, Art History
Sherell Fuller, College of Education, Education Core
Noreen Gaubatz, Director of Assessment
Adam Glover, World Languages and Cultures
Amanda Hiner, CRTW201, English
Gloria Jones, Dean of University College
Leah Kendall, First Year Experience, ACAD
Katarina Moyon, HMXP102, Political Science
Gay Randolph, Director of Student Services, College of Business
Kelly Richardson, WRIT101, English

Summary of Findings:
After extensive research, including analysis of curricula, policies, and procedures at both Winthrop and at comparable institutions, the committee found that Gen Ed Core requirements do not hinder students from progression toward graduation or from transferring into the university. On the contrary, the committee's research indicated that the Gen Ed Core contributes positively to student retention by equipping students to succeed in upper-level courses in their major. Research did, however, reveal that other significant barriers exist for transfer students, including a lack of timeliness in evaluating transcripts, problems with transfer student advising, potentially unnecessary prerequisites for some 300-level courses, difficulty adhering to the "75-Hour Rule," and problems navigating the university website.

Summary of Recommendations:

Improving the Transfer Process
A. Adopt a Transfer-Friendly Attitude
In order to compete for students with institutions in and around South Carolina, Winthrop University needs to adopt a transfer-friendly attitude across the board.
B. Evaluation of transcripts
An Admissions personnel member should be dedicated to reviewing transcripts for transfer students within 48 hours of receipt of the transcripts. Having such a person would put the university in line with most competitors.
C. Transfer Student Advising
Inconsistent advising is one of the biggest barriers for students attempting to transfer to Winthrop. One or two transfer student academic advisors must be hired to advise our annual 200-300+ new transfer students both prior to their arrival and after their arrival to campus each academic year. Having such a person would provide transfer students uniform advising on General Education and major area of study requirements. The

committee also recommends that each academic department designate an experienced faculty member as a transfer student advisor. Departmental transfer advisors should be trained when they begin this role.

D. Restructuring of prerequisites

Given the characteristics of transfer populations and time constraints that students face, academic departments should review reasons for General Education Core prerequisite requirements for 300-level courses to determine whether the prerequisites still represent the departments' needs. Departments should also review what courses from other colleges/universities may be used to fulfill General Education requirements with the goal being to assist progress toward a degree.

E. Removal of "75 hour rule"

The "75 hour rule" was created because the Core is seen as a foundational set of courses for our students. Given the changing characteristics of our transfer students, the university should consider waiving the "75 hour rule" for transfer students coming to Winthrop with more than 60 earned credit hours.

F. Possible combined course for transfers with more than 60 hours

If the university believes that transfer students with more than 60 relevant earned hours would benefit from taking one course rather than two courses within the Core thereby leading to a more timely graduation, a combined HMXP102/CRTW201 course could be developed for those students. Resources would need to be offered to the directors of HMXP102 and CRTW201 to review the content and combine the two courses.

G. Web Site

The university might consider purchasing software, such as Transferology or other transfer course evaluation computer programs, which would allow students who are not transferring from one of the SC tech schools to quickly analyze how courses might transfer into Winthrop. This kind of technology would align Winthrop with the majority of universities that the Committee examined in offering a timely answer to transfer students' most pressing question, "how many hours do I need to complete at Winthrop in order to earn a degree?"

Improving Internal and External Knowledge

H. Tell our story better

Winthrop University must promote the benefits of its General Education Core program via the website, as well as highlighting that the university is one of seven institutions worldwide recognized by the Foundation for Critical Thinking for our substantive instruction in critical thinking courses.

I. Rebranding of General Education Core courses, possibly with new titles

The university should consider renaming Core courses to provide a clearer understanding of content and the sequential nature of the courses.

J. New faculty orientation

New hires need to be thoroughly introduced to the General Education Core, even if they never teach these courses.

K. Educate current faculty

All departments should have a short re-introduction as to what takes place in Winthrop's Core courses and how these courses teach and re-enforce key skills for academic success.

L. Critical Thinking Certificate

The university should consider the creation of a Critical Thinking Certificate to highlight the significance of Winthrop's Core courses. A student could become certified by taking the Core courses plus one (or two) additional courses from a variety of disciplines. Courses would be certified in much the same way the Writing and Oral Intensive courses are certified.