

Winthrop University Faculty Conference Agenda

April 25, 2014

Barnes Recital Hall

- I. Approval of minutes for March 7, 2014 Faculty Conference (attached)
- II. Report from the Chair John Bird
- III. Report from the President Jayne Comstock Williamson
- IV. Report from the Vice President for Academic Affairs/Provost Debra Boyd
- V. Committee Reports
 - a. Academic Council (materials attached) Jo Koster
 - b. Rules Committee (attached) Paula Mitchell
 - c. Faculty Committee on University Priorities Michael Lipscomb
 - d. Faculty Committee on University Life (attached) Jennifer Disney
 - e. Academic Freedom and Tenure Dave Pretty
 - f. Faculty Personnel (attached) Anna Sartin
 - g. Library (attached) Laura Gardner
 - h. Undergraduate Petitions (attached) Kristen Kiblinger
 - i. Undergraduate Curriculum (attached) Will Thacker
- VI. Unfinished Business
- VII. New Business
 1. Bylaws change—Rules Committee (attached) Paula Mitchell
- VIII. Announcements
 - a. Registrar Announcements Gina Jones
 - b. Other Announcements
- IX. Adjournment

Faculty Conference Membership (329) 35% = 115 20% = 66

(refreshments to follow meeting)

Winthrop University Faculty Conference

7 March 2014

2:00 pm Kinard Auditorium

Quorum Not Reached

The meeting was commenced by Dr. Bird at 2:00.

I. There was a motion to proceed without a quorum; it passed.

II. Approval of minutes for November 22, 2013 Faculty Conference

The minutes were approved.

III. Report from the Chair, John Bird

- a. The Board of Trustees had their fall retreat and changed their bylaws to be congruent with Faculty Conference bylaws. Dr. Bird noted his thanks to the Board of Trustees, to President Comstock, and to the Rules Committee for helping to bring about this important agreement.
- b. Dr. Bird noted that the Board entered into a Memorandum of Understanding with the Winthrop Foundation. They also spent all day Saturday brainstorming about enrollment strategies and funding priorities; Sunday morning they received an update on the football question/debate. The retreat concluded with a Board self-evaluation. Dr. Bird was impressed with how seriously the Board takes their role and how hard they work to function effectively.

Jennifer Solomon: What is a Memorandum of Understanding?

John Bird: It's a legal agreement; it has been published in *The Johnsonian*.

Debra Boyd: The document may be on the Foundation's webpage for anyone to peruse.

- c. Dr. Bird noted that the next board meeting will be May 9, 2014. There will be opportunities for public comment.

IV. Report from the Vice President for Academic Affairs/Provost, Debra Boyd

- a. Provost Boyd encouraged faculty members to make their ideas about football known in public conversations.
- b. Provost Boyd thanked faculty for getting their interim grades in on time. Enrollment and retention are so important to the future of the University; it is crucial for us to

- retain students that should be retained. Indeed, it is much less expensive to retain than to recruit new students. Provost Boyd thanked faculty for thinking about this work as part of Winthrop's larger retention efforts; students cannot always gauge their progress on their own.
- c. Provost Boyd encouraged faculty to encourage students to register for courses and direct them to appropriate summer classes. 65 courses will be offered online this summer -- not hybrid, online! Provost Boyd thanked faculty for working to provide summer courses; students prefer to take courses with Winthrop faculty, and it is nice for them to have access to such courses when they are working or away in the summer. The university needs to start thinking about developing a year-long schedule; this could be helpful to students and faculty. We can do more planning when we know what is offered. Please also direct advisees toward services that will help them throughout the semester.
 - d. Provost Boyd noted the upcoming inauguration; programs with lists of activities are available. The week's events are all about academic affairs and student accomplishments; please come to the Lunch and Learn sessions to hear your colleagues discuss interesting topics! There also will be an Arts Crawl, a Peace Pole dedication, a tea for the SC Mother of the Year, a baseball game, and a campus day of service. The day of service is all about reading and literacy; please join us and participate. What is highlighted during inauguration week are academics and academic programs.

V. Pat Ballard, University Personnel Committee: Elections

All names of people running are read aloud and present candidates stand; nominations for additional candidates are taken from the floor. No additional nominations were made. Voting was conducted using the Curley method.

Colleagues not in attendance can vote in the library (until 12:00 on Monday, March 10).

VI. Jo Koster, Academic Council

- a. Old Business: Changing the date for the S/U option; policy wording has now been revised. (At the December meeting, Faculty Conference voted to postpone action on an Academic Council Motion to change the declaration date for the S/U option until Academic Council had also addressed the issue of the catalog language describing the S/U policy,)

Dr. Koster noted that the Council of Student Leaders passed a resolution voicing their position on the issue: they are "unanimously resolved" to support the extension of the deadline to elect the S/U option. The resolution was read to the faculty.

Dr. Koster presented revised language, decided upon by the committee, concerning the S/U option. Dr. Koster also presented a slide illustrating how the new language will appear on the Records and Registration website.

The floor was opened for discussion.

Gregg Oakes: Thanks for the work on this. I have a question about the word "rescinding"...

Dr. Koster: The language was changed to address the situations of students who do not want to be penalized for making good grades (taking the A or B grade instead of the S/U).

Irene Boland: Discussed how students abuse system, specifically in the course Geology 250/251, for education majors. 75% of education majors took it S/U, even though it is required for their major.

Paul Martyka: If a student fails and gets a grade of U in one semester, does taking it the next semester as a S/U count as a second S/U?

Jo: Yes. In the actual policy language, that issue is addressed... It may be good to note this on the website. Thank you for the question.

Gina Jones: This has never been an issue. Students seem to understand this.

Dave Pretty: I can understand not wanting to funnel these rescindments through the chair, but I recall that other schools funnel them through an approval process (advisors, chairs, deans). Wouldn't it be good to send students to their advisors before they make these choices?

John Bird: You can drop a course without talking to an advisor... (Voices: that's wrong too!)

Frank Pullano: Regarding LEAP... 130 students just got their midsemester grades. Allowing this to happen could have a huge effect on whether a student who is currently on probation gets off probation, on whether students can keep scholarships, on whether they can come back. I am all for this. I want to keep kids off probation. I urge all LEAP kids to take S/U for math as freshmen. From a practical retention standpoint, this would be great as far as I'm concerned for those kids.

Adolphus Belk: Kids will try to manipulate whatever system we create. I'm not worried about the students who will do this no matter what. I'm worried about the students Frank is talking about. What are we going to do to increase graduation rates? They owe the money, whether they finish the degree or not. This will not change the rigor or integrity of our courses, but it can assist those who might struggle because of more legitimate circumstances.

Marilyn Smith: I'd like to call the question.

Vote: Ayes have it.

We now vote on the question.

The motion passes.

- b. Curricular Actions: Dr. Koster offered thanks to the General Education Committee and the Curriculum Committee who worked very hard, despite snow days.

Seven pages of curriculum actions went forward. Only one needs a vote. Move to drop the BS in Science Communication. No students enrolled; idea that the BS in Individualized Studies can create and house a major like this. Motion approved.

Please review information in the course and program action system; there have been a few hiccups. Also, discussions and decisions of the Curriculum Committee are available for all to see on this site.

General Education Actions: two courses added to Touchstone Program. This was approved.

A list of recertified 200-level courses was circulated by email. Reminder: in 2014-2015, all 200-level courses in categories not certified this year will be up for recertification

- c. Proposed Changes to the General Education Program:

A committee was charged (by Provost Boyd) to examine the current General Education program and first met last May. Dr. Koster outlined the goals of the committee and provided research showing how Winthrop ranks against sister programs. The committee presented seven new principles for General Education. Committee Members: Gloria Jones, Chair (University College), John Bird (CAS, Faculty Conference), Alice Burmeister (CVPA), Gina Jones (Registrar), Malayka Klimchak (College of Business), Jo Koster (CAS, Academic Council/CUI), Frank Pullano (CAS, LEAP), Marilyn Sarow (CAS, Academic Affairs), Gale Teaster-Woods (Library), Will Thacker (COB, GNED), Jonatha Vare (COE)

Four recommendations were brought forward for discussion, not for a vote. (See APPENDIX I below) Four separate proposals will be presented for faculty to vote on at the April 25 meeting.

Don Rogers: I would like to offer my support and approval; however, will there be an appeals process we can go through in case of accreditation issues?

Committee: Yes, accreditation trumps all else.

Can we change HMXP and CRTW designators so students are less confused and can find them online (HUM and CRIT?)

Committee: We can consider this.

Greg Oakes: Must there be two designators in the Social Science and Humanities and the Arts categories?

John Bird: That is a retention of a policy we already have to ensure breadth, but it's a good idea to discuss.

Greg Oakes: My concern is that in an increasingly technological society, the field of Logic, Language, and Semiotics seems especially valuable.

Gloria Jones: This does not mean courses in that designator will not still be required by many majors. Most majors still require foreign language, and a number of the courses captured in the Logic, Language, Semiotics designator, like the foreign language courses, can be moved to other designators/categories.

Jo Koster: Critical thinking and higher order skills are indeed important. Just because we're moving that requirement is not to say that Logic, Language, and Semiotics are not important. The courses under that designator may, however, be able to fit into other categories.

Jennifer Disney: I would like to further and encourage the move to adopt a 120-credit hour degree program. It is realistic to ask students to do 15 hours per semester. Indeed, state funding programs assume students need support for a 120-hour degree. These changes seem like they will help students.

Cliff Calloway: I like the new terminology. Nevertheless, I'm looking at the Technology, Oral, and Writing Intensive requirements. I would prefer experts to teach that rather than students get them within the major. I'm not sure intensive writing and oral components gathered in some fields. Also, why are math and science lumped together? (Committee answer: STEM)

Committee: We agree that oral and written skills can be taught by experts. However, those requirements should be part of "major requirements." What does this mean? *Former General Education requirements will now be part of a major taught outside the department.* We also promote the notion that writing and oral requirements exist across the curriculum, in all sorts of courses.

Jeff Sinn: I have a concern about the 40% reduction in Social Sciences and Humanities requirements. I would like to reference the recent book, *Academically Adrift*. The liberal arts are the only field acknowledged in this book as producing notable educational gains. I don't want to confuse student freedom with a natural choice to take more courses in the liberal arts. Will "freedom" be well-spent, or are students averse to rigor? Also, if we are going to decimate social

sciences, why is history privileged? Why these changes now ... after the sustained discussion we had last time? Well-trained specialists cause terrible global problems – look at the economic downturn, global warming.... We need people to have training across the board and to be well-rounded and challenged in diverse ways.

Jo Koster: Your points are well-taken and worthy of discussion.

John Bird: I'm on your side. I thought we watered it down last time, and even a year ago I would have been suspect. Nevertheless, I have been convinced by the SACS requirement of 30 hours. We require 46! I think we can reduce the hours without violating the principals of General Education. If we stop over-specification of courses, I think it will let students have the freedom to learn a great variety of things they care about, as well.

Padmini Patwardhan: Many programs specify foreign languages... how does this fit in?

Committee: Only one foreign language course counts now; the other course must be Logic or Semiotics.

Padmini Patwardhan: Language competences seem like they would be crucial to a university that values global learning. I think we are missing an opportunity.

Committee: We are so different from our peers. What is our competition doing, locally? We have to change if we want to attract and retain students.

Siobhan Brownson: These proposals sound positive for our traditional students. Can anyone speak to advantages and disadvantages for transfer students?

Gloria Jones: These changes will be very helpful for transfer students and provide additional flexibility. They will also removes barriers for students transferring from one major to another.

Siobhan Brownson: What about the core?

Gloria Jones: Other courses that meet certain requirements can be substituted for courses in the core; that has always been the case.

Jo Koster: We would like to charge the faculty to go back and discuss this with your departments. Let's think critically about our choices. If we don't have a program to vote on in April we will tell you. Thank you for the great suggestions... Please send additional ones (in written form) to Gloria Jones by April 4.

Debra Boyd: This request started with Academic Council and the Curriculum Committee. This started with faculty concern about the program. Thanks for all the hard work. This is an important attempt on your part to figure out what our students need... and how we are either supporting their goals or erecting barriers to keep them from achieving their goals.

VII. Casey Cothran, Rules Committee: Bylaws Change

Michael Lipscomb discussed the Bylaws change (see Appendix II): The Chair of the University Life committee shall serve as an ex officio, nonvoting member of the Faculty Committee on University Priorities.

Faculty Conference voted to place this bylaws change on the agenda for the April 25 meeting.

VIII. Academic Freedom and Tenure

Dave Pretty, chair of Academic Freedom and Tenure, offered a resolution supporting academic freedom, in light of recent moves by the South Carolina Legislature to cut funding for College of Charleston and University of South Carolina-Upstate because of their choices of freshman summer reading. The proposed resolution reads as follows:

“The Winthrop University Faculty Conference unequivocally defends academic freedom as essential to higher education. This freedom, and the occasional controversies it can generate, is fundamental to the pursuit of truth and knowledge in all disciplines. Legislative efforts attempting to influence or limit curricular decisions at any institution are a threat to academic freedom at all academic institutions.”

Discussion of the resolution followed, concerning its intentions, its wording, and its effect. The question was called, and the resolution passed. John Bird informed the body that the resolution would be sent to the state legislature, along with resolutions from other faculty governing bodies in the state.

IX. Unfinished Business

There was none.

X. New Business

There was none.

XI. Adjournment

The meeting was adjourned at 4:30.
Respectfully submitted,

Casey A. Cothran

Next meeting April 25, 2014 -- 2:00 Barnes Recital Hall

Faculty Conference Membership (329) 35% = 115 20% = 66

APPENDIX I

RECOMMENDATIONS

Based on all our discussions and deliberations, we propose the following:

1. We recommend that we change the name of our general education program from the Touchstone Program back to the General Education Program. Faculty, current students, and incoming students are confused by the current terminology.
2. We recommend that we move to reduce the minimum number of hours required for graduation from 124 to 120, a number that is in line with most of our peer institutions and many institutions nationally.
3. We recommend that Majors and programs re-examine their programs of study in relation to general education.
 - a. Majors and programs should follow the seven general education principles to make changes in requirements.
 - b. We must all work together to provide our students a clear and workable plan.
 - c. While some programs will have to move requirements now met in General Education courses into their majors under the new program, we encourage them not to try to recoup all the hours saved in a reduced General Education program into their majors. Rather they should regard any increased number of hours in the major that results from this revision as a temporary state that may be addressed by further curriculum realignment.
4. We recommend that Winthrop adopt a modified version of our current General Education program that reduces the overall number of hours from 46-58 hours to 35-50 hours. This modified program adds one hour in Physical Activities (which may be waived for certain groups of students), deletes the Logic/Language/Semiotics requirement, moves the Quantitative requirement into a new grouping, and reduces the number of hours in Social Sciences, Humanities and Arts, and potentially in Natural Sciences. (NB: SACS minimum is 30 hours)
 - a. Winthrop should allow students to apply two courses (usually 6 hours) from their major designators to General Education (e.g. "double-dipping"), exclusive of Writing Intensive, Oral Intensive, and Technology, which should be met in the major, if possible.
 - b. Winthrop should not restrict the number of hours in a student's minor that can be used to meet General Education requirements.

APPENDIX II

University Rules Committee

The University Rules Committee proposes a revision to the Faculty Conference Bylaws, Article VIII, Sections 7 & 8. Any proposed amendment to the bylaws must first be brought to the Faculty Conference for a vote to place it on the agenda of the next meeting; we are therefore asking for a vote to place the amendment on the agenda for the April 25 meeting. The existing wording of Article VIII, Section 7 and Article VIII, Section 8 is given below, followed by the proposed revised wording, with changes in boldface.

Existing wording:

Section 7. University Life. This committee shall be responsible for examining issues submitted by faculty members that affect the conduct of university life, and shall address these issues by communicating directly with appropriate administrators and members of the University faculty and staff to understand the issue more fully and to facilitate a resolution to the concern as needed. The committee shall report its findings, and the status of issues to Faculty Conference, to the Committee on University Priorities, and to the President at least once each semester.

The committee shall consist of nine members: two members elected from each of the degree-granting colleges and one member elected from the Library faculty. At least one member elected from each of the degree-granting colleges and the member elected from the Library faculty shall be tenured. The Chair of the committee shall attend open meetings of the appropriate committee of the Board of Trustees.

Section 8. University Priorities. This committee shall be responsible for meeting at least once per semester with the President and the other Executive Officers of the University to provide a faculty perspective on admissions policy, planning, objective setting, and resource allocation, as well as other areas that are important to the university's future.

The committee shall consist of eight members: one member elected from each of the degree-granting colleges, one member elected from the Library faculty, one member elected from the faculty of University College, and one member elected by the Graduate Faculty Assembly. All members of this committee shall be tenured. The Chair of the Faculty Conference shall serve as an ex officio member with vote. The Chair of the committee shall attend open meetings of the Finance Committee of the Board of Trustees

Proposed revised wording:

Section 7. University Life. This committee shall be responsible for examining issues submitted by faculty members that affect the conduct of university life, and shall address these issues by communicating directly with appropriate administrators and members of the University faculty and staff to understand the issue more fully and to facilitate a resolution to the concern as needed. The committee shall report

its findings, and the status of issues to Faculty Conference, to the Committee on University Priorities, and to the President at least once each semester.

The committee shall consist of nine members: two members elected from each of the degree-granting colleges and one member elected from the Library faculty. At least one member elected from each of the degree-granting colleges and the member elected from the Library faculty shall be tenured. The Chair of the committee shall attend open meetings of the appropriate committee of the Board of Trustees. **The Chair of the committee shall serve as an ex officio, nonvoting member of the Faculty Committee on University Priorities.**

Section 8 University Priorities. This committee shall be responsible for meeting at least once per semester with the President and the other Executive Officers of the University to provide a faculty perspective on admissions policy, planning, objective setting, and resource allocation, as well as other areas that are important to the university's future.

The committee shall consist of **nine** members: one member elected from each of the degree-granting colleges, one member elected from the Library faculty, one member elected from the faculty of University College, and one member elected by the Graduate Faculty Assembly. All **voting** members of this committee shall be tenured. The Chair of the Faculty Conference shall serve as an ex officio member with vote. **The Chair of the Faculty Committee on University Life shall serve as an ex officio member without a vote.** The Chair of the committee shall attend open meetings of the Finance Committee of the Board of Trustees.

Justification and explanation:

These changes in the by-laws will place the Chair of the Committee on University Life as a non-voting, ex-officio member of the Committee on University Priorities. This request comes unanimously from the Committee on University Priorities with the unanimous support of the Committee on University Life. Given the overlapping charge of these committees, this change will facilitate coordination between the two committees as they respond to faculty concerns. The stipulation of *non-voting* member, coupled with the wording change for all *voting* members of University Priorities to be tenured, is considered necessary by the Rules Committee because the current by-laws state that all members of University Priorities must be tenured, whereas not all members of University Life need be tenured. It is conceivable that a non-tenured chair of University Life could be elected, which would violate the by-laws as currently written. The proposed changes in the by-laws have been unanimously approved by the Rules Committee.

Supporting Materials from Academic Council's April 18, 2014 meeting

CUC Business

The Committee on Undergraduate Curriculum met at 2:00pm on Friday, April 11, 2014 in the West Center Computer Lab. In attendance were committee members William Thacker, Jeannie Haubert, Kelly Costner, Jason Tslentis and Marilyn Smith. Also present were Beth Costner, Gina Jones and secretary, Jackie K. Brockington, Jr.

Program Change Items (Degree) recommended and forwarded to Academic Council for action: (requires approval of Faculty Conference)

Degree	Major	Conc.	Department	Action
BS	PHED	CERT	Physical Education, Sport and Human Performance	MODIFY PROGRAM: Remove PHED 210 and PHED 303 from required courses in the major; Adjust credit hours for PHED 150 and PHED 247

Program Change Items (Minor) recommended and forwarded to Academic Council for action: (require approval of Faculty Conference)

Minor	Title	Department	Action
DANC	Dance	Theatre and Dance	MODIFY PROGRAM: Reduce total number of hours required for minor from 21 to 18; Add THRA 173 to list of approved courses; Reduce remaining credits from DANT/DANA electives or THRT 115 or THRA 173 from 9 to 6
THRT	Theatre	Theatre and Dance	MODIFY PROGRAM: Reduce total number of hours required for minor from 21 to 18; Reduce number of required hours in THRT or THRA electives from 9 to 6

Course Action Items approved at CUC Level but require no further action:

Subject	Course	Title	Department	Action
ACCT	280	Introduction to Financial Accounting	Accounting, Finance, & Economics	MODIFY COURSE: Change Prerequisite from "CSCI 101B and one of MATH 101, 105, 150 or 151" to "C- or better in MATH 151, 105 or 201"; Change Course Title and Catalog Description; Change Lecture Hours from 0 to 3; Add Methods of Evaluation
ACCT	281	Introduction to Managerial Accounting	Accounting, Finance, & Economics	MODIFY COURSE: Change Prerequisite from "ACCT 280" to "C- or better in CSCI 101B and ACCT 280"; Change Course Title and Catalog Description; Change Lecture Hours from 0 to 3; Add Methods of Evaluation
ANTH	315	Forensic Anthropology	Sociology and Anthropology	MODIFY COURSE: Change credit hours from 3 to 4; Change lab hours 0 to 1; Add "Laboratory" to teaching method
ANTH	540	Human Ecology	Sociology and Anthropology	MODIFY COURSE: Change Prerequisites from "ANTH 201 or ANTH 202; or BIOL 203/204 or consent of the instructor" to "ANTH 201 or ANTH 202; or BIOL 203/204; or WMST 300; or consent of the instructor"; Change Cross Listing from "BIOL 540 -- Special Topics in Biology" to "BIOL 540 -- Special Topics in BIOL 540; WMST 540 -- Women's Studies Human Ecology."; Add Methods of Evaluation; Chang Catalog Description and Goals for the Course
ARTH	341	Art of Ancient Greece and Rome	Fine Arts	MODIFY COURSE: Change Prerequisite from "ARTH 175 or permission of instructor" to "No"; Add Methods of Evaluation
ARTH	342	Early Medieval Art	Fine Arts	MODIFY COURSE: Change Prerequisite from "ARTH 175 or permission of instructor" to "No"; Add Methods of Evaluation
BADM	250	Legal and Ethical Environment of Business	Management and Marketing	NEW COURSE

BADM	561	Electronic Commerce for Managers	Management and Marketing	MODIFY COURSE: Change Prerequisite from "MGMT 341 or MGMT 661" to "MGMT 341 or graduate status"; Add Methods of Evaluations and Goals for the Course;
BIOL	300	Scientific Process in Biology	Biology	MODIFY COURSE: Change Prerequisites from "BIOL 203, 204 and either BIOL 205 or BIOL 206; GNED 102; CHEM 105 and CHEM 107; MATH 101 or CTQR 150 or any MATH course with MATH 101 as a prerequisite; students must have a minimum GPA of 2.00 in 200-level BIOL courses taken, and a minimum grade of C in CHEM 105, CHEM 107, and GNED 102." to "BIOL 203, 204 and either BIOL 205 or BIOL 206; HMXP 102; CHEM 105; MATH 101, 150, or 151 or any MATH course with MATH 150 or 151 as a prerequisite; students must have a minimum grade of C in all 200-level BIOL courses taken and a minimum grade of C in CHEM 105 and HMXP 102."; Add Methods of Evaluation and Goals for the Course"
CSCI	101D	Advanced Microsoft Excel	Computer Science and Quantitative Methods	NEW COURSE
CSCI	207	Introduction to Computer Science	Computer Science and Quantitative Methods	MODIFY COURSE: Change Prerequisites from "MATH 151, or MATH 101, or MATH course that has MATH 101 or MATH 151 as a prerequisite" to "MATH 151, or MATH 101, or a MATH course that has MATH 101 or MATH 151 as a prerequisite, or math placement score sufficient to place into MATH 201"; Add Methods of Evaluation
EDCO	305	Technology in the Classroom	Counseling, Leadership & Educational Studies	MODIFY COURSE: Change Prerequisite from "Admission to Teacher Education Program" to "Grade of C or better in EDUC 220 or PHED 590. Admission to Teacher Education Program."

EDUC	200	Developmental Sciences and the Context of Poverty	Curriculum and Pedagogy	MODIFY COURSE: Change Prerequisite from "Grade of C or better in EDUC 101." to "Grade of C or better in EDUC 101 or FACS major."
ENGL	305	Shakespeare	English	MODIFY COURSE: Add Prerequisite of "ENGL 203: Major British Authors"; Add Methods of Evaluation and Goals for the Course
ENGL	330	Women and Literature	English	MODIFY COURSE: Change Prerequisite from "Writing 102" to "HMXP 102"; Add Cross Listing of WMST 330; Change Goals for the Course; Add Methods of Evaluation
ENGL	333	Global Narratives	English	NEW COURSE
ENTR	473	Entrepreneurial Finance	Management and Marketing	MODIFY COURSE: Add Corequisite of ENTR 579; Add Methods of Evaluation and Goals for the Course
ENTR	579	Business Plan Development	Management and Marketing	MODIFY COURSE: Change Prerequisites from "ENTR 373 and ENTR 374 or ENTR 473; or graduate status." to "ENTR 373 or graduate status."; Add Methods of Evaluation and Goals for the Course"
FINC	111	Financial Literacy	Accounting, Finance, & Economics	NEW COURSE
FINC	211	Personal Finance	Accounting, Finance, & Economics	MODIFY COURSE: Change Course Number from 101 to 211; Add Goals for the Course and Methods of Evaluation
FINC	311	Principles of Finance	Accounting, Finance, & Economics	MODIFY COURSE: Prerequisite from "ACCT 280 and ACCT 281 or ACCT 601" to "C- or better in ACCT 280, 281, and QMTH 205. All FINC courses numbered above 299 have a prerequisite of junior status, an overall GPA of at least 2.00 and a grade of C- or better in HMXP 102. "; Change Catalog Description; Add Goals for the Course

				and Methods of Evaluation
*GEOG	201	<i>The Geography of World Regions</i>	<i>Interdisciplinary Studies</i>	<i>MODIFY COURSE: Add Methods of Evaluation; Remove Independent Study from Teaching Method; Add Goals for the Course; Change Lecture Hours from 2 to 3</i>
*GEOG	305	<i>Introduction to Geographic Information Systems</i>	<i>Interdisciplinary Studies</i>	<i>MODIFY COURSE: Change Prerequisite from "GEOG 101 or GEOG 103 or GEOG 104 or permission of the instructor." to "GEOG 101, sophomore status, or permission of instructor"; Add Cross Listing of "Cross-listed with GEOL 305"; Add Methods of Evaluation and Goals for the Course</i>
*GEOG	306	<i>Geography of Latin America and the Caribbean</i>	<i>Interdisciplinary Studies</i>	<i>MODIFY COURSE: Change Perquisite from "GEOG 101 or GEOG 103. Sophomore status or permission of the instructor." to "GEOG 101, Sophomore status, or permission of instructor"; Add Methods of Evaluation and Goals for the Course</i>
*GEOG	308	<i>Introduction to Geospatial Technologies</i>	<i>Interdisciplinary Studies</i>	<i>NEW COURSE</i>
*GEOG	320	<i>Remote Sensing of the Environment</i>	<i>Interdisciplinary Studies</i>	<i>MODIFY COURSE: Change Prerequisite from "Sophomore status or permission of instructor." to "GEOG 101, Sophomore status, or permission of instructor."; Add Methods of Evaluation and Change Goals for the Course</i>
GRNT	550	Special Topics in Gerontology	Interdisciplinary Studies	<i>NEW COURSE</i>
HLTH	506	Human Sexuality	Physical Education, Sport and Human	<i>MODIFY COURSE: Add Prerequisite of "Junior Status, or WMST 300. or permission of instructor."; Add Cross listing of "WMST 506 Human Sexuality"; Add Methods of Evaluation</i>

			Performance	and Goals for the Course
HLTH	507	Women's Health Issues	Physical Education, Sport and Human Performance	MODIFY COURSE: Add Prerequisite of "Junior status, or WMST 300 or permission of instructor."; Add Cross listing of WMST "WMST 507 Women's Health Issues"; Add Methods of Evaluation and Goals for the Course
MGMT	321	Management and Leadership	Management and Marketing	MODIFY COURSE: Add Prerequisite of "All MGMT courses above 299 have a prerequisite of junior status, an overall GPA of at least 2.00 and a grade of C- or better in HMXP 102."; Change Course Title and Catalog Description; Add Goals for the Course and Methods of Evaluation;
MGMT	326	Sustainable Operations	Management and Marketing	MODIFY COURSE: Change Prerequisite from "QMTH 205" to "QMTH 210. All MGMT courses above 299 have a prerequisite of junior status, an overall GPA of at least 2.0 and a C- or better in HMXP 102."; Add Methods of Evaluation
MGMT	341	Information Systems and Business Analytics	Management and Marketing	MODIFY COURSE: Change Prerequisite from "ACCT 280 and QMTH 205" to "C- or better in ACCT 280, QMTH 205, CSCI 101, CSCI 101B, and CSCI 101D. All MGMT courses above 299 have a prerequisite of junior status, an overall GPA of at least 2.00 and a grade of C- or better in HMXP 102."; Change Course Title and Catalog Description; Add Goals for the Course
MGMT	355	Business Communication and Professional Development	Management and Marketing	MODIFY COURSE: Add Prerequisite of "All MGMT courses above 299 have a prerequisite of junior status, an overall GPA of at least 2.00 and a grade of C- or better in HMXP 102."; Change Course Title and Catalog Description; Add Goals for the Course and Methods of Evaluation

MGMT	480	Business Policy	Management and Marketing	MODIFY COURSE: Change Prerequisite from "FINC 311, MGMT 321, MKTG 380, MGMT 326, MGMT 341, MGMT 355." to "Prerequisites: C- or better in BADM 180, QMTH 210, FINC 311, MKTG 380, MGMT 321 and MGMT 355. All MGMT courses above 299 have a prerequisite of junior status, an overall GPA of at least 2.0 and a C- or better in HMXP 102."; Add Goals for the Course and Methods of Evaluation
MGMT	524	Employment Law	Management and Marketing	MODIFY COURSE: Change Prerequisite from "MGMT 321." to "MGMT 321 or graduate standing."; Add Methods of Evaluation and change Goals for the Course
MGMT	526	Talent Management Seminar	Management and Marketing	MODIFY COURSE: Change Prerequisite from "MGMT 322, MGMT 323, MGMT 522, ACCT 280 and QMTH 206 or graduate standing and MGMT 622 and MGMT 522." to "Grade of C- or better in MGMT 322, MGMT 323, MGMT 522, ACCT 280 and QMTH 206 or graduate standing and MGMT 622."; Add Methods of Evaluation
MKTG	380	Principles of Marketing	Management and Marketing	MODIFY COURSE: Change Prerequisite from "ACCT 280" to "All MKTG courses have a prerequisite of junior status, an overall GPA of at least 2.00 and a grade of C- or better in HMXP 102."; Change Catalog Description; Add Goals for the Course and Methods of Evaluation
MUSA	115	Jazz Seminar I	Music	NEW COURSE
MUSA	116	Jazz Seminar II	Music	NEW COURSE
MUSA	117	Jazz Improvisation I	Music	NEW COURSE
MUSA	118	Jazz Improvisation II	Music	NEW COURSE

MUSA	182	Piano Class II	Music	MODIFY COURSE: Add Prerequisite of MUSA 181; Change Catalog Title from "Piano Class" to "Piano Class II"; Add Catalog Description, Methods of Evaluation and Goals for the Course
MUSA	215	Jazz Seminar III	Music	NEW COURSE
MUSA	216	Jazz Seminar IV	Music	NEW COURSE
MUSA	281	Piano Class III	Music	MODIFY COURSE: Change Prerequisite from "MUSA 182 or permission of the instructor." to "MUSA-182."; Change Catalog Title from "Piano Class" to "Piano Class III"; Add Methods of Evaluation and Goals for the Course; Change Catalog Description
MUSA	282	Piano Class IV	Music	MODIFY COURSE: Add Prerequisite of MUSA 281; Change Catalog Title from "Piano Class" to "Piano Class IV"; Add Catalog Description, Methods of Evaluation and Goals for the Course
MUST	121	Introduction to Music Technology	Music	MODIFY COURSE: Add Corequisite of MUST 111; Add Goals for the Course and Methods of Evaluation; Change Catalog Description
MUST	190	Introduction to Music Education	Music	MODIFY COURSE: Add Prerequisite of EDUC 101; Add Methods of Evaluation and Goals for the Course;
MUST	217	Jazz Theory	Music	NEW COURSE
MUST	235	Diction for Singers: English and Italian	Music	MODIFY COURSE: Add Prerequisite of MUSA 112D
MUST	313	Jazz Arranging and Composition	Music	NEW COURSE

PHED	271	Technology in Physical Education	Physical Education, Sport and Human Performance	MODIFY COURSE: Change Credit Hours from 2 to 3; Change Lab Hours from 1 to 2
PHED	490	Seminar in Physical Education	Physical Education, Sport and Human Performance	MODIFY COURSE: Change Credit Hours from 3 to 2
<i>*PHYS</i>	<i>250</i>	<i>Matter and Energy</i>	<i>Chemistry</i>	<i>MODIFY COURSE: Change Credit Hours from 3 to 4; Remove Corequisite of PHYS 251; Add Methods of Evaluations and Goals for the Course</i>
<i>*PHYS</i>	<i>251</i>	<i>Matter and Energy Laboratory</i>	<i>Chemistry</i>	<i>DROP COURSE</i>
QMTH	205	Business Statistics	Computer Science and Quantitative Methods	MODIFY COURSE: Change Prerequisite from "MATH 101, 105, 150 or 151; CSCI 101; CSCI 101B; and two of CSCI 101A, C or P" to "A C- or better in MATH 151, 105 or 201, and CSCI 101B."; Change Catalog Title and Goals for the Course; Add Methods of Evaluation
WMST	330	Women and Literature	Interdisciplinary Studies	MODIFY COURSE: Change Prerequisite from "WRIT 102 or CRTW 201" to "HMXP 102, WMST 300, or permission of the instructor"; Add Cross Listing of ENGL 330; Add Goals for the Course and Methods of Evaluation
WMST	452	Women in Art	Interdisciplinary Studies	NEW COURSE
WMST	504	Psychology of	Interdisciplinary	DROP COURSE

		Women	Studies	
WMST	506	Human Sexuality	Interdisciplinary Studies	NEW COURSE
WMST	507	Women's Health Issues	Interdisciplinary Studies	MODIFY COURSE: Change Prerequisite from "Junior status." to "Junior status, or WMST 300, or permission of the instructor."; Add Cross Listing of HLTH 507; Add Goals for the Course
WMST	540	Human Ecology	Interdisciplinary Studies	NEW COURSE
WMST	554	Women in Modern China	Interdisciplinary Studies	NEW COURSE
WRIT	367	Editing for Professionals	English	NEW COURSE

**Courses approved electronically prior to April 11, 2014 CUC meeting.*

Program Change Item (Degree) not approved at the CUC level

Degree	Major	Conc.	Department	Action
BS	BADM		Management and Marketing	MODIFY PROGRAM: Add MATH 151 to Quantitative Reasoning Skills Requirement; Change Technology Requirement from "CSCI 101 and CSCI 101B and 2 or CSCI 101A, C, F, I or P to "CSCI 101 & CSCI 101B & D and one of CSCI 101A or C, or CSCI 151 & CSCI 101B & CSCI 101D, or CSCI 207 & CSCI 101B & CSCI 101D"; Remove QMTH 206 from Logic/Language/Semiotics Requirement; Decrease General Education total credit hour range from 50-55 to 47-52; Add FINC 111, QMTH 210 and BADM 250 to list of required courses in the major; Remove BADM 350 from list of required courses; Reduce Elective Credit Range from 6-20 to 5-19; Change Course titles for ACCT 280, 281, BADM 180, MGMT 321, 326 355, and 341

Course Action Item not approved at CUC Level:

Subject	Course	Title	Department	Action
QMTM	210	Business Analytics	Computer Science and Quantitative Methods	NEW COURSE

The following items were approved at the College Assembly Level and require no further action:

Subject	Course	Title	Department	Action
BADM	180	Business Issues and Careers	Management and Marketing	MODIFY COURSE: Change Catalog Title and Catalog Description; Add Goals for the Course; Add Methods of Evaluation
CSCI	101	Introduction to Computers and Information Process	Computer Science and Quantitative Methods	MODIFY COURSE: Change Catalog Description; Change Lecture Hours from 0 to 1.5; Add Methods of Evaluation
CSCI	101A	Intermediate Word and PowerPoint	Computer Science and Quantitative Methods	MODIFY COURSE: Change Course Title, Transcript Description and Goals for the Course; Add Methods of Evaluation
GEOG	101	Human Geography	Interdisciplinary Studies	MODIFY COURSE: Add Methods of Evaluation; Remove Independent Study from Teaching Method; Add Goals for the Course
MUSA	181	Piano Class I	Music	MODIFY COURSE: Change Catalog Title from "Piano Class" to "Piano Class I"; Change Catalog Description; Add Methods of Evaluation and Goals for the Course

NUTR	371	Food and Nutrition Management I	Human Nutrition	MODIFY COURSE: Change Course Title from "Foodservice Systems"
NUTR	471	Food and Nutrition Management II	Human Nutrition	MODIFY COURSE: Change Course Title from "Foodservice Procurement"; Change Catalog Description

General Education Committee

Review of Applications for Touchstone Recertification

- New Certifications

PROGRAM	NUMBER	COURSE	CATEGORY
CSCI	101D	Advanced Excel	LLS
MDST	510	Medieval Literature and Film	HUMANITIES AND ARTS
PHIL	350	Nietzsche/ Special Topics in Philosophy	HUMANITIES AND ARTS
HIST	502	Social Movements Since the 1960s	HISTORICAL
PEAC	502	Social Movements Since the 1960s	HISTORICAL

- Re-certifications

PROGRAM	NUMBER	COURSE	CATEGORY
FREN	280	The French Film	Global
GERM	280	The German Film	Global
SPAN	280	The Spanish Film	Global

OLD BUSINESS

A. **Overlap of major and minor courses.**

Proposal from the Registrar to change the catalog to read:

Each program leading to the Bachelor of Arts degree requires the completion of a minor in addition to the major program. Students may fulfill the minor requirement with one or more minors of their own choosing. The minimum number of semester hours required for a minor is 15, at least 6 of which must be in courses numbered above 299. Minors are recorded on the permanent record. No course may be included in two minors or in a major and a minor (excluding General Education courses) unless the student is pursuing a Bachelor of Science, Bachelor of Social Work, **Bachelor of Fine Arts, Bachelor of Music, or Bachelor of Music Education**. **Students may not select a major and minor which are the same.** In the College of Business Administration, no course may count toward a business administration major and a business administration minor. Students majoring in Integrated Marketing Communication or Sport Management may not minor in any business minor.

B. **Grade Group Proposal, April 2014**

A grade of C- in all courses should translate to an S in courses that students are taking S/U.

Justification:

Students are not being graded equitably across the campus because not all faculty use the plus/minus system in their grading. For example:

1. If faculty member A does not use the plus/minus grading option, any student in that professor's class who earns a 70/71 would receive an "S." If faculty member B does use the plus/minus system, our current guidelines indicate that a C- should be recorded as a U.
2. All students in WRIT 101, HMXP 102, and CRTW 201 who earn a C- receive an S if they are taking the course on an S/U basis.

**Proposal from the General Education Task Force to Academic Council
April 12, 2014**

(all proposals approved by Academic Council and forwarded to Faculty Conference for action)

As a result of the review of Winthrop's general education program that we undertook at the charge of the Provost, and based on the analysis that we reported to Academic Council and Faculty Conference in March 2014, as well as the ACU definition of general education, the new definition for General Education that we reported to Faculty Conference in March 2014, and the seven principles of General Education revision we reported to Faculty Conference in March 2014, we bring forward to Academic Council the following seven recommendations, which we suggest be voted on separately:

- 1. Change the name of Winthrop's general education program from "The Touchstone Program" to "the General Education Program."**

Rationale: This will reduce confusion for faculty, staff, current students, and incoming students.

- 2. Reduce the minimum number of hours required for graduation from 124 to 120, and strongly encourage departments and programs to move to reduce the minimum number of hours required for graduation from 124 to 120, except where licensure, accreditation, or complexity make such reductions impossible. New departments and programs must not exceed the 120-hour minimum.**

Rationale: 120 hours is more in line with most of our peer institutions and aspirational institutions, and allows students to complete an undergraduate degree within the 120 hours of financial aid offered by the LIFE scholarship.

- 3. Require that departments and programs re-examine their overall programs of study in relation to general education in accordance with the seven principles set out by this task force.**

Rationale: The reduction in hours both to graduate and to complete general education offers all departments and programs the opportunity to ensure that they have removed any unnecessary restrictions, brought their programs into line with the General Education program in its current form, and provided students with the opportunity to make appropriate critical choices about the courses they take to complete their degree requirements.

- 4. Recommend that Winthrop adopt a modified version of our current General Education program that reduces the overall number of hours from 46-58 to 35-50 hours, as outlined in the following table. This modified program will allow two courses from a student's major program of study to apply to General Education (usually 6 hours), exclusive of the Writing Intensive, Oral Intensive, and Technology proficiencies [which should be met in the major if possible].**

Rationale: The modified program retains the shared core of ACAD 101 (for first-time college students), WRIT 101, HMXP 102, and CRTW 201; adds one hour in Physical Activities (which may be waived for some groups); deletes the Logic/Language/Semiotics requirement; moves the

Quantitative requirement into a new grouping with Natural Sciences; and concentrates the hours in Social Sciences and Arts And Humanities. In doing so, it allows students to achieve “broad exposure to multiple disciplines and forms the basis for developing essential intellectual, civic, and practical capacities” as recommended by the American Association of Colleges and Universities, while allowing students to practice critical thinking in choosing courses and exploring new areas outside their majors and minors. The table below illustrates the requirements of the proposed program. *Please note that the “Seven Principles” will allow more than two courses to be applied if they are required as such for licensure or accreditation purposes. Broadly interdisciplinary majors may also need such flexibility. CUC will work in consultation with majors to resolve issues regarding the way such situations affects fulfillment of general education within programs of study.*

- 5. Although it was outside our charge of looking at ways in which the General Education program might have lost focus or have fallen victim to ‘major creep,’ we are aware that many faculty have questions about the General Education Core (ACAD 101, WRIT 101, HMXP 102, and CRTW 201) in terms of content, sequencing, consistency of delivery, transferability, and other issues. We therefore recommend that the Provost appoint a task force of faculty and staff with appropriate expertise to evaluate the Core and make recommendations for any changes that might be necessary to ensure that it continues to meet the principles of the General Education program.**

Rationale: Feedback received by our task force indicates that there are a number of concerns about the General Education core. We do not wish to penalize our students by holding up consideration of the current changes while the core is reviewed, but we agree that it is time to look at the core critically and to decide what, if any, changes are required to keep it consistent with our program and University Learning Competencies.

- 6. Charge the General Education Curriculum Committee to examine the category descriptions and requirements to ensure that they are congruent with the revised General Education definition and program, and ensure that the processes by which courses are included or recertified for the General Education program document that these courses meet all the requirements for inclusion, such as course content, writing components, etc.**

Rationale: If proposal 4 goes through, we will need a set of criteria for inclusion, goals, and student learning outcomes for the Physical Activities category, so that departments and programs can have that information when revising their curricula; also, questions have been raised as to whether the criteria, goals, and SLOs for several of the areas may need updating or rethinking, given that more than a decade has passed since they were created. It may be necessary for the GNED committee to begin this work in advance of the 2014-15 academic year, so we wanted to make everyone aware of these needs.

- 7. Charge the Office of Records and Registration or appropriate support offices to update the instructions for the Curriculum Application Process to remind departments and programs of the need to explain clearly the reasons (such as licensure or accreditation requirements) for specifying or restricting the selection of courses in a student’s general education choices so that there is a clearly-documented rationale for why such decisions were made.**

Rationale: The “justification” box on the Curriculum Application System exists, but we want to

create a clear record of why decisions are being made to better inform both students and faculty about the constraints placed on individual degree programs. A clear explanation will lessen the reliance on “lore” to explain why curriculum decisions have been made in the past.

Recommendation 4: Proposed General Education Program (for 2015-16 Catalogue)

ACAD 101 (required of first-time freshmen only)	1
<u>Shared Skills and Proficiencies</u>	
Writing and Critical Thinking	
WRIT 101 (A grade of C- or better is required)	3
HMXP 102 (Grade of C- or better in WRIT 101 is pre-req)	3
CRTW 201 (A grade of C- or better in HMXP is pre-req)	3
Oral Communication (may be met in course counted in the major)	0-3
Technology (may be met in course counted in the major)	0-3
Intensive Writing (may be met in course counted in the major)	0-3
Physical Activity (may be waived for some students)	1
<u>Thinking Critically Across Disciplines</u>	
Global Perspectives	3
Historical Perspectives	3
Constitution Requirement (may be met in another Gen Ed category)	0-3
<u>Introducing Students to Broad Disciplinary Perspectives</u>	
Social Sciences, Humanities and Arts	9
Social Science (at least two designators if 6 hrs)	3-6
Humanities & Arts (at least two designators if 6 hrs)	3-6
Quantitative Skills and Natural Science (including one lab science)	9-12
Quantitative	3-8
Natural Science (if two courses taken, one each from 2 of 3 categories and one must be a lab)	3-8
Total	35-50

APPENDICES

American Association of Colleges and Universities Description of General Education

The American Association of Colleges and Universities defines “general education” as “part of a liberal education curriculum that is **shared by all students**. It provides **broad exposure to multiple disciplines** and forms the **basis for developing essential intellectual, civic, and practical capacities**. General education can take many forms, and increasingly includes introductory, advanced, and integrative forms of learning.” [emphasis ours].

https://www.aacu.org/leap/what_is_liberal_education.cfm

General Education Task Force's Definition of "General Education" for Winthrop University

General Education builds a broad knowledge base, develops critical thinking skills, fosters innovation, and prepares students to become responsible, informed, and effective citizens in a changing and complex world.

General Education Task Force's Seven Principles to Preserve the Integrity of Winthrop's General Education Program:

- I. Majors should specify specific courses in general education categories **only** if they are bound by accreditation or an outside agency.
- II. Majors may recommend a specific course for discipline or pedagogical reasons, but they must accept other courses that have been approved for our general education program if students take them (or have previously taken them).
- III. If a student changes majors, he or she may use previously-taken courses to satisfy general education requirements, except in the case of accreditation or licensure issues.
- IV. Majors are encouraged to fulfill the writing intensive, technology, and oral proficiency requirements within the major. We realize that this will not be possible in all majors. *(These are exempted from item V because they represent proficiencies rather than points of view.)*
- V. There should be a **two course limit** on how much of a student's major program of study may be used to meet GNED requirements; departments should be asked to make changes in their programs to avoid exceeding that limit.
- VI. Overall, to fulfill general education requirements, we should try to focus on competencies rather than specific courses as much as possible.
- VII. Majors should not be so rigid in the way they interface with general education that students can't complete the major within four years if they do not start in the major from the first semester, accreditation requirements notwithstanding.

Academic Council Members Completing Their Terms

- Chris Aubrie, CSL
- Jennifer Jordan, COE
- Willis Lewis (VPAA)
- Ron Parks (CVPA)
- Brad Tripp (CAS); replacement is David Meeler
- Jo Koster (Faculty Conference); replacement is Dave Pretty

Standing Committee Annual Reports

University Rules Committee

2013-2014

The Rules Committee (“Rules”) completed all remaining items of old business from Spring 2013 and dealt with several new items of new business this year. All meetings were conducted by e-mail.

Rules reviewed and approved the revised College of Education Roles and Rewards document and the revised College of Arts & Sciences Roles and Rewards document. All College Roles and Rewards documents are now properly aligned and approved. These documents are not by-laws and therefore no formal approval by Faculty Conference is needed.

In new business, Rules proposed language for an amendment to the Faculty Conference Bylaws, Article II Section 3. This amendment would reinstate a section of the Faculty Handbook policy statement that was modified under former President DiGiorgio: specifically, the clause dealing with the President’s approval/disapproval of Faculty Conference actions and the right of the Faculty Conference to appeal a presidential disapproval to the Board of Trustees. President Comstock had indicated a willingness to restore this right to the faculty. The wording of the amendment was unanimously approved by Rules and subsequently by Faculty Conference.

Also in new business, at the unanimous request of the Faculty Committee on University Priorities and the University Committee on Faculty Life, Rules proposed a change to the Faculty Conference bylaws, Article VIII, Sections 7 and 8. This amendment would add the Chair of the University Committee on Faculty Life as an ex-officio, non-voting member of the Faculty Committee on University Priorities. This item has been placed on the agenda for the April 25 meeting of Faculty Conference for approval.

Finally, Rules provided guidance to the Library on the question of the composition of personnel committees of the College Assemblies. Faculty Conference bylaws require all members of the Faculty Personnel Committee to be tenured. Rules determined that this requirement for tenure also holds for any Faculty Assembly committees that handle personnel matters (tenure and promotion), based on the consistency requirement in Article VI, Section 2: “Each assembly shall adopt bylaws for its own governance which shall be subordinate to and consistent with these Bylaws”. Faculty Assemblies with

bylaws that that do not conform to this requirement will need to revise their bylaws accordingly during the next academic year.

No Chair has yet been selected for the Rules Committee for the 2014/2015 academic year.

Respectfully submitted,

Paula L. Mitchell

Outgoing Chair

University Rules Committee members:

Gary Brooks

Casey Cothran

Marshall Jones,

Paula Mitchell

Sue Spencer

Sarah Spring

Faculty Committee on University Life Report 2013-2014

Chair: Dr. Jennifer Leigh Disney

Committee Members: Kathryn Davis, Stacey Davidson, Matthew Hayes, Jackie McFadden, Anne Olsen, Elke Schneider, Karen Stock, Laura Ullrich

This year, the Faculty Committee on University Life had ten issues upon which to focus. Four items (#1-4) dealt with Human Resources and workplace policy issues, and two items (#5-6) dealt with Facilities Management and health and safety concerns. As a result, the committee scheduled two meetings with these two offices. Human Resources was represented by Lisa Cowart, Associate Vice President for Human Resources, and Facilities Management was represented by Walter Hardin, Associate Vice President for Facilities Management, Chris Johnson, Sustainability Coordinator, and Mitzi Stewart, Winthrop University's Certified Hazardous Materials Manager and Environmental Health and Safety Manager. These meetings were incredibly informative. We will do our best to provide a summary of the information contained in these meetings and offer links where faculty and staff members can go for further information.

The remaining four issues we were asked to address we did not feel required a full meeting of the committee, but rather a committee representative charged with seeking information from the appropriate member of the staff or administration. Brief reports on those issues (#7-10) are included below as well.

Each area of Human Resources concern is covered by a university policy. The relevant policy is linked after the appropriate issue raised below, including the [Non-Discrimination and Anti-Harassment Policy](#); the [Ethics Act](#); the [Sexual Harassment and Discrimination Policy](#); the [Workplace Violence Policy](#); and the [Risk Management](#) link. In some cases, Lisa spoke with us about the difference between a reported action being unethical/immoral and illegal.

- 1) **University Life:** Faculty have raised questions regarding where to go to report inappropriate or discriminatory behavior being engaged in by one of their superiors. Faculty have expressed a desire to see the university be proactive about building awareness about workplace discrimination based not only on race and gender, but also familial status (not getting a position because of being a mother or father of young children -- assumptions being made that you wouldn't have time, be distracted, etc.). There also needs to be a clear, simple, straightforward, and law-compliant way to make a complaint or raise a concern without being afraid for your job or tenure/promotion chances. **(Human Resources, Committee Meeting)**

[Non-Discrimination and Anti-Harassment Policy](#)

- 2) **University Life:** Faculty have raised questions about Winthrop University's compliance with the anti-nepotism policy and making sure that there is no hiring, supervisory, or managerial advantage gained among and between family members among the administration, faculty, and staff. For example, can a search committee be told that they

must hire the family member of an administrator? (**Human Resources, Committee Meeting**)

[Ethics Act](#)

- 3) **University Life:** Faculty have raised questions regarding whether or not Winthrop University has a Sexual Misconduct Policy and/or Sexual Harassment Policy to cover relationships between faculty members and students. In addition, is there any policy in place to give faculty members guidance and support if a faculty member feels s/he is being threatened or in danger of losing his/her life? (**Human Resources, Committee Meeting**)

[Sexual Harassment and Discrimination Policy](#)

[Workplace Violence Policy](#)

- 4) **University Life:** Faculty have raised questions about workers compensation/liability issues for students engaged in internships. What policies are in place to cover our student interns? (**Human Resources, Center for Career and Civic Engagement, Committee Meeting**)

[Risk Management](#)

- 5) **University Life:** Faculty have asked about the need to fix leaking roofs around the campus in buildings such as Withers, McLaurin, and Thurmond. Faculty have also inquired about the possibility of installing solar panels on more building roofs on campus, perhaps in the process of fixing them. (**Facilities Management and Sustainability Coordinator – Committee Meeting**)

The last major roofing project took place in 1983. On July 1, \$70,000 worth of patching roofs did take place. A new roof on Withers is estimated to cost \$3.5-\$4.5 million. Cost savings would take a long time to see in adding solar panels to existing roofs. Degree of large flat space and whether or not the roofs could take the extra weight are also factors to consider. Use of skylights, windows, and solar panels on newly constructed buildings like the West Center are important aspects of energy budget savings.

- 6) **University Life:** Faculty have raised some health and safety questions about certain buildings on campus. Is the carpet that was installed some years back in Bancroft Hall covering up asbestos? There has been lots of talk about toxic mold, and faculty expressed concern that there may be an even more serious problem lurking below the retouched surface. The HVAC system in Kinard Hall and other buildings may also need to be examined. (**Facilities Management and Sustainability Coordinator – Committee Meeting**)

Our experts in Facilities Management explained to us that there are more than 500 policies that they follow to keep people out of trouble and keep people protected. It is illegal to remove asbestos-containing material without certain precautions (yet it is not illegal to produce asbestos-containing materials - FYI.) There are no regulations that stipulate that one must remove asbestos-containing materials except in K-12 schools. The regulations stipulate that you must maintain asbestos-containing materials in good condition undisturbed. We also must maintain third party abatement contracts with licensed abatement companies and environmental consulting companies. Asbestos was not a common building material until after WWII. When asbestos-containing materials have been found in the floor tiles (ex, Rutledge, 1989), the key is not to disturb the tile, to call in a consultant, and to conduct active air samples to verify the safety. Self-reporting to the state also takes place.

“Toxic mold” is not really a true term. While there is a species of mold that exhibits some characteristics of toxicity, indoor air quality is never done. Because indoor air quality is not an exact science, there really are not clear standards. Filters are changed twice a year when the unit needs cleaning. Our staff experts in Facilities Management explained so much more to us, and they offered to do a TLC Session on these kinds of workplace health and safety issues if there was interest among the campus community.

- 7) **University Life:** Faculty have raised questions about the hours of operation of The West Center. Faculty have observed a lot of activity at 11:00pm at night when students are forced to leave. The West Center provides a safe, healthy environment in which our students are engaged. Should we re-examine the hours of operation in terms of extending them or adjusting them based upon use? (**Grant Scurry –Kathy Davis**)

Grant Scurry is going to conduct some research on how many students have been in the West Center on all the nights this semester from 10-11pm and see if it is feasible/cost effective to keep it open until midnight. We have to remember that keeping a facility this big open for an extra hour impacts a lot of things, but he seemed quite willing to look into it. He is going to get back to us about the participation trends and added costs.

- 8) **University Life:** Faculty have asked about establishing a greater police presence around Winthrop lake, particularly regarding speeding that endangers runners, walkers, bicyclists, and their children. Faculty point out that such a presence could also be a way of increasing revenue through the ticketing of speeders. Faculty have also suggested the installation of speed bumps that take bicyclists into account on the roads surrounding the lake area. (**Campus Police – Karen Stock**)

The police are very supportive of speed bumps. There was a consultant that came several years ago and recommended the installation of speed bumps. The issue is the cost. Figures mentioned seemed to be as high as several thousand dollars. This reportedly does not come out of the police budget and it is unknown from where it would come. Other cost estimates seemed to be in the range of hundreds of dollars, and thus did not seem cost prohibitive, but rather an issue of priority. Even one speed bump at the curve when leaving the shack parking lot would arguably make a big difference. This should be pursued.

- 9) **University Life:** Faculty have suggested that midterm grading be incorporated into the Five Year Calendar, either for currently affected student populations or for broader populations as requirements for providing midterm grades to those populations are mandated (**Debra Boyd, Gloria Jones**).

It is our understanding that midterm grading is being incorporated into the Five Year Calendar.

- 10) **University Life:** Faculty have asked questions about their ability to buy U.S. Savings Bonds automatically through payroll, at each pay period. Faculty have expressed that this program existed until a few years ago when payroll went to online only, ending the program. According to faculty reports, it is still possible to have the automatic purchase of the bonds through payroll. Faculty would like us to look into the re-establishment of this program. (**Payroll - Laura Ullrich**)

The US Department of Treasury stopped issuing paper savings bonds in January 2012. Individuals may purchase savings bonds via the Dept of Treasury's online process at www.treasurydirect.gov. Due to extremely low employee participation, Winthrop discontinued the payroll deduction as an efficiency measure at the time the paper bonds were discontinued and the option to purchase online became available.

Annual Report: University Personnel Committee

The members of the University Personnel Committee met during the spring semester 2014, after individually reviewing the folders of materials and evidence presented by the faculty members standing for promotion and/or tenure this year. After discussion of each candidate's qualifications, as well as the recommendations of the Departmental Personnel Committees, the College Personnel Committees, and the respective Deans, we voted to recommend or not to recommend the requested actions. In general, we found the faculty candidates well qualified, and the majority of the votes were unanimous.

After reporting the votes of the committee to the Vice President of Academic Affairs, the committee met with her to discuss our recommendations, and the effectiveness of the process.

Also, the committee elicited faculty candidates for a ballot for elections to fill vacancies for next year on University committees. The ballot was voted on at the March Faculty Conference. The voting was overseen by members of the UPC, and all open positions were filled successfully.

End of the report.

Respectively submitted by Associate Professor Anna Sartin, Chair of UPC

4/8/2014

Library Committee Meeting Notes--Laura Gardner

Present at meeting held Tuesday March 4, 2014 in the second floor Library Conference Room were: Kristen Abernathy, Marleah Bouchard, Ronnie Faulkner, Jim Schultz, Mark Herring, and Laura Gardner.

- Budget issues
 - \$250,000/year approximately on monographs (including individual ebook orders)
 - President Comstock supports having a budget driver. Never had here, since 1999-always had a frozen budget, which because of inflation was basically a cut.
 - Buy electronic over text now
- Personnel
 - Hiring a librarian in Pettus, who will work Archives and Reference in Main.
 - By 2020-65% of librarians will retire
- Library development--Mark and Ronnie
 - Endowment established with preliminary goal of \$100,000.
 - Friends events--50 Friends. Jane White, Chair, Janet Gray, Vice-Chair. Have events, annual meetings.
 - Library Advisory Board and Friends have merged.
 - Events: Richard Tillinghast (March 6), Roger Baumgarte (April 7), Pat Conroy (Possible?), Annual Meeting will be early October 2014
- Pettus
 - 17,000 sq. ft.
 - One of best Archives in SE for an institution of Winthrop's size--George Washington letter, medieval manuscripts
- Next Generation ILS (integrated library system)
 - Proposed library system is now cloud based (OCLC WorldShare Management), not on site. This would constitute a savings over current costs.
- Social media
 - Let our colleges know what we have
- Digital Commons
 - Do not have yet. Looking at Bepress.
 - Would link faculty with what research they had done; act as connector
 - Help with tenure and promotion--gray literature, not yet published
- Library marketing
 - Dacus--4th largest library in SC
- Information literacy
 - Doing more work with students
 - Let faculty know what we have
- Inclement weather policy--Dacus
 - Stay open snow days for 5 hours (Noon until 5 p.m.)
- Rock Hill Patrons
 - Have been closed to larger community, except Friends and those with special guest cards who have demonstrated research needs
 - University administration is considering revising current building access policy
 - Safety issues one of the major concerns

Report of the Undergraduate Petitions Committee

2013-2014 Academic Year

	Total	Approved	Denied	Approved On Appeal*
Academic Suspension or Dismissal	36	10	26	12
General Education	44	35	9	4
Change of Catalog	4	4	0	0
Course Overload	25	16	9	5
Residency Requirement	5	5	0	0
S/U Policy	16	2	14	0
Transfer Policy	5	0	5	0
Repeat Policy	4	2	2	1
BA Limit on Hours in Major	1	1	0	0
Course Withdrawal Policy	5	1	4	0
Cultural Events Policy	0	0	0	0
Course Audit Policy	1	1	0	0
TOTAL	146	77	69	22

Report from Committee on Undergraduate Curriculum 2013-14

Members: Will Thacker (Chair, appointed from AC); Tom Polaski (Graduate Council); Jeannie Haubert (CAS); Kelly Costner (COE); Jason Tselentis (CVPA); Laura Ulrich (replaced by Marilyn Smith spring semester while Laura is on a Fulbright) (COB)

The Committee on Undergraduate Curriculum met four times in the 2013-14 academic year to address curricular matters. We approved 22 Program Changes involving undergraduate majors and minors, and reviewed 127 Course Actions.

CUC would especially like to express its appreciation to Gina Jones and Jackie Brockington in the Office of Records and Registration and Tim Drueke in the Office of Academic Affairs for their continuing support of our work, and to thank the Deans, Assembly Chairs, and college and departmental committee officers for making the curricular process run smoothly this year. Their help is much appreciated.

Dr. Tom Polaski will be rotating off the committee as the graduate school representative. His replacement as not yet been elected.

Respectfully submitted,

Will Thacker, Chair

New Business--University Rules Committee

The University Rules Committee proposes a revision to the Faculty Conference Bylaws, Article VIII, Sections 7 & 8. Any proposed amendment to the bylaws must first be brought to the Faculty Conference for a vote to place it on the agenda of the next meeting; that vote was taken at the March 7 meeting. The existing wording of Article VIII, Section 7 and Article VIII, Section 8 is given below, followed by the proposed revised wording, with changes in boldface.

Existing wording:

Section 7. University Life. This committee shall be responsible for examining issues submitted by faculty members that affect the conduct of university life, and shall address these issues by communicating directly with appropriate administrators and members of the University faculty and staff to understand the issue more fully and to facilitate a resolution to the concern as needed. The committee shall report its findings, and the status of issues to Faculty Conference, to the Committee on University Priorities, and to the President at least once each semester.

The committee shall consist of nine members: two members elected from each of the degree-granting colleges and one member elected from the Library faculty. At least one member elected from each of the degree-granting colleges and the member elected from the Library faculty shall be tenured. The Chair of the committee shall attend open meetings of the appropriate committee of the Board of Trustees.

Section 8. University Priorities. This committee shall be responsible for meeting at least once per semester with the President and the other Executive Officers of the University to provide a faculty perspective on admissions policy, planning, objective setting, and resource allocation, as well as other areas that are important to the university's future.

The committee shall consist of eight members: one member elected from each of the degree-granting colleges, one member elected from the Library faculty, one member elected from the faculty of University College, and one member elected by the Graduate Faculty Assembly. All members of this committee shall be tenured. The Chair of the Faculty Conference shall serve as an ex officio member with vote. The Chair of the committee shall attend open meetings of the Finance Committee of the Board of Trustees

Proposed revised wording:

Section 7. University Life. This committee shall be responsible for examining issues submitted by faculty members that affect the conduct of university life, and shall address these issues by communicating directly with appropriate administrators and members of the University faculty and staff to understand the issue more fully and to facilitate a resolution to the concern as needed. The committee shall report its findings, and the status of issues to Faculty Conference, to the Committee on University Priorities, and to the President at least once each semester.

The committee shall consist of nine members: two members elected from each of the degree-granting colleges and one member elected from the Library faculty. At least one member elected from each of the degree-granting colleges and the member elected from the Library faculty shall be tenured. The Chair of the committee shall attend open meetings of the appropriate committee of the Board of Trustees. **The Chair of the committee shall serve as an ex officio, nonvoting member of the Faculty Committee on University Priorities.**

Section 8 University Priorities. This committee shall be responsible for meeting at least once per semester with the President and the other Executive Officers of the University to provide a faculty perspective on admissions policy, planning, objective setting, and resource allocation, as well as other areas that are important to the university's future.

The committee shall consist of **nine** members: one member elected from each of the degree-granting colleges, one member elected from the Library faculty, one member elected from the faculty of University College, and one member elected by the Graduate Faculty Assembly. All **voting** members of this committee shall be tenured. The Chair of the Faculty Conference shall serve as an ex officio member with vote. **The Chair of the Faculty Committee on University Life shall serve as an ex officio member without a vote.** The Chair of the committee shall attend open meetings of the Finance Committee of the Board of Trustees.

Justification and explanation:

These changes in the by-laws will place the Chair of the Committee on University Life as a non-voting, ex-officio member of the Committee on University Priorities. This request comes unanimously from the Committee on University Priorities with the unanimous support of the Committee on University Life. Given the overlapping charge of these committees, this change will facilitate coordination between the two committees as they respond to faculty concerns. The stipulation of *non-voting* member, coupled with the wording change for all *voting* members of University Priorities to be tenured, is considered necessary by the Rules Committee because the current by-laws state that all members of University Priorities must be tenured, whereas not all members of University Life need be tenured. It is conceivable that a non-tenured chair of University Life could be elected, which would violate the by-laws as currently written. The proposed changes in the by-laws have been unanimously approved by the Rules Committee.