

Winthrop University Faculty Conference Agenda

April 13, 2018

2:00 pm

Dina's Place, Digiorgio Student Center

- I. Approval of minutes for February 23, 2018 Faculty Conference (attached)
- II. Report from the Chair on April 5-6, 2018 Board of Trustees Meeting Michael Lipscomb
- III. Report from the President Dan Mahony
 - a. Budget Report
- IV. Report from Provost/Vice President for Academic Affairs Debra Boyd
- V. Academic Council (Appendix I) Jo Koster
- VI. Elections (Appendix II) Lou Pantuosco
- VII. Committee Reports
 - a. Rules Committee Dustin Hoffman (for Andrew Besmer)
 - b. Library Phillip Gibson
 - c. Faculty Personnel Lou Pantuosco
 - d. Academic Freedom and Tenure Ginger Williams
 - e. Financial Exigency Jo Koster
 - f. Academic Conduct (Appendix III) Alice Burmeister
 - g. Undergraduate Petitions Laura Glasscock
 - h. Undergraduate Curriculum (Appendix III) Will Thacker
 - i. Faculty Committee on University Priorities Ron Parks
 - j. Faculty Committee on University Life (Appendix III) Adrianna Cordis
- VIII. Proposed Amendments to the Bylaws (Appendix IV) Dustin Hoffman (for Andrew Besmer)
- IX. Report on Ombudsperson policy proposal (Appendix V) Ginger Williams
- X. Winthrop University Foundation Report Amanda Stewart
- XI. Task Force on Tenure and Promotion Protocols Michael Lipscomb
- XII. Unfinished Business
- XIII. New Business
 - a. Discussion of the +/- grading system Gloria Jones
- XIV. Announcements
 - a. Registrar Announcements Gina Jones

- b. SPAR Announcements
- c. International Center
- d. Peace Conference
- e. SOURCE
- d. Other Announcements

Terri Wright
Leigh Poole
Ginger Williams
Robin Lammi

XII. Adjournment

Faculty Conference Membership (333) 35%= 117 20%=67
(celebratory refreshments to follow meeting in Macfeat House, provided by President Mahony)

Faculty Conference Minutes February 23, 2018

Kinard Auditorium (018)

2:00 p.m.

- I. Faculty voted to do business in the absence of a quorum.
- II. Approval of Minutes for December 1, 2017 Faculty Conference (*Minutes to Follow*)
Faculty voted to approve the minutes from December.
- III. Report from the Chair: Dr. Michael Lipscomb
 - A. Dr. Lipscomb stated that he wanted to make sure that we respect everyone's ability to hear; there are no microphones in Kinard 018. He asked faculty to please identify themselves by name when speaking. Secondly, Dr. Lipscomb said he may rephrase what individuals say in a louder voice, so please pay attention to make sure he says it correctly.
 - B. Another quick point of business: It is fundamental to the Faculty Conference Chair to be a liaison from the administration and Board of Trustees to the faculty and back. The Faculty Conference Chair works with FCUP and FCUL. Please bring concerns to Dr. Lipscomb, personally, through email, or anonymously through a note, or communicate to anyone on FCUP or FCUL. These three will report back to faculty through yearly reports made available on the appropriate webpage.
 - C. Report from February 2/3, 2018 Board of Trustees Meeting:
 - 1. Carl Folkens brought forth a motion to create a task force to look at the needs of the President's house. The goal is to have needed repairs codified in a way that connects to the transparency the Board and President want to promote.
 - 2. Per SC Human Affairs Diversity Guidelines, we're the second most diverse university in the state. We're committed to increasing this.
 - 3. Discussion about the sale of the Coke Plant, appraised for over 1 million dollars.

4. We are in the middle of a search for the Dean of CAS; four finalists are visiting. Faculty were encouraged to meet them and provide input on the online portal.
5. There is also a search for the new VP of Student Affairs: phone interviews will be soon. Finalists will be on campus in late March for visits.
6. A new food service contract is underway.
7. The employee satisfaction survey is in faculty email; faculty were encouraged to participate.
8. The classification and salary study is progressing.
9. Initiating dual enrollment/concurrent enrollment initiative and arts summer program will run in summer 2018. Online graduate programs are moving forward in a positive direction.
10. Faculty were encouraged to stay for the Graduate Faculty Conference after Faculty Conference.
11. We have a new logo adorning our different websites. The Board and Jeff Perez's office did research that went into the creation of this logo.
12. Dr. Jeff Perez gave an update about the new tax law impact on WU.

IV. Report from the President: Dr. Dan Mahony

- A. Dr. Mahony was absent as he was attending an important wrestling meet for his son. Dr. Boyd combined his report with hers.
- B. An update on House Ways and Means committee spreadsheets indicate they will support only 3.3 million dollars in nonrecurring funds. We do not know about the Senate yet; we will see what they say and what actually goes through. Dr. Boyd thanked Gary Simrill, House member and WU alum, who tries to support us.
- C. Recent news reports that South Carolina universities and CHE are in financial peril; that theme isn't consistent with reality. Winthrop has been right sizing for a while, and if you remove what we spend in scholarships, our budget has actually decreased. We will at least break even; we may use some of our unrestricted net position to do some things around campus. The Board will have to approve those things. Division between legislature and CHE; the legislature say CHE has no influence on them when making decisions about policy or funding. Legislature tries to look at situations as independent entities rather than following what CHE says.
- D. There will be a CHE town hall meeting at the Baxter Hood Center at 5:30 on March 1st. These are focused on hearing what communities have to say. They want to talk to families of college-aged students but some Winthrop administrators will be there.
- E. Based on faculty requests, people who are on the tenure and promotion committees want to read portfolios online. As a faculty member if you feel you cannot do this, you can use paper, but by beginning of fall 2019, we'll all be electronic and put materials online.
- F. Michael Matthews, Management and Marketing, asked about CHE and right sizing: is Winthrop looking at the Georgia model? As one possibility? Is it programmatic or budget right sizing? How concerned and involved should we as a body be with this? Dr. Boyd answered that anything that happens has to happen through the state legislature, so faculty should not be too concerned. One goal is

to make sure certain programs aren't duplicated across the state in Georgia; we're not too worried that will happen in South Carolina. CHE committees are looking more carefully at programs. A program's viability and performance is now based on enrollment, majors, and completion. So we may have to talk about how we respond. There are many ways we can work this without necessarily losing programs. It may take a higher level of accountability, higher level on the CHE's part of understanding what happens to colleges and universities in the state. Hopefully they are going to begin to listen more carefully to the folks who deliver the programs about what needs to happen. Not many of them understand how institutions work, so our job is to help them understand that.

V. Academic Council: Dr. Jo Koster

- A. There was one item of curriculum, the creation of a new major in the department of nutrition: a BS in nutrition—chronic disease prevention. Faculty voted to pass it.
- B. Dr. Koster reported that Faculty Conference had finished work on 15 modifications to degree programs and asked whether there were any questions.
- C. Academic Council approved the creation of three new minors and modification to five others.
- D. Dr. Koster further reported that Academic Council approved 33 course changes.
- E. Reminder from CUC: 500-level courses are to enroll both graduate and undergraduate students. If you have a 500 that excludes one of these two populations, next time it comes through CUC, they will ask for a better justification than “we've always done it this way.”
- F. The GENED committee recertified a number of courses. A 100 level course needs to be submitted by March 22nd. Next year will be 200 level courses.
- G. New GENED to be crosslisted: MCOM 495 and PLSC 314.
- H. Modifications to the Attendance Policy in online courses: at the request of FCUP, Academic Council is taking up the language of this attendance policy and suggesting needed revisions for online courses; Dr. Koster asked faculty to let her know if they have any input.

VI. Committee Reports

- A. Rules Committee (*Supporting Materials Related to possible Policy Repository and Bylaws Changes included in Appendix II to the Agenda*): Dr. Andrew Besmer
 1. Dr. Besmer brought to a vote the creation of Academic Integrity as a standing committee of the Faculty Conference, under Article VIII of Faculty Conference. Drs. Burmeister and Besmer worked on the language, and this was distributed electronically before the meeting. There was a friendly amendment to add University College to the membership for this committee—one faculty member from UC was added. The faculty voted in favor of the creation of this committee.
 2. There is a concurrent change to bylaws and policy repository regarding FCUP membership to formalize the relationship between FCUP and FCUL. Friendly amendment added "without vote" to the ex officio member of the FCUP. Faculty voted in favor of accepting this change to the bylaws.

3. Electronic voting: Dr. Dustin Hoffman thanked faculty for working hard on this with him; the amendment is for the bylaws to allow for committee position electronic voting. This will require simpler voting than Kerley; we'll use the Borda method to tally votes, as CAS does. The amendment also changes the faculty monitors who keep charge of this—the FC parliamentarian will work with the Chair of FC as witness. Today faculty vote to put it on the docket for next time. Dr. Greg Oakes asked for info on the Borda method. Dustin said it gives a 1, 2, etc. raking system, but whereas Kerley has methods to knock people out, Borda is just about how many points you get: you get more points for a 1, fewer for a 2, etc. Dr. Siobhan Brownson, English, asked, "How user friendly is electronic voting?" Dr. Hoffman said we'd use Qualtrics, which warns us if we forget to do something. Mr. Jason Tselentis, Design, asked whether each method be tested to see which of those methods would give a more user friendly experience? Dr. Hoffman responded that we haven't tested, but counting Kerley is very time consuming and complicated; Borda is simpler for the tally. Greg Oakes said Wikipedia has a good account of Borda. Faculty voted to put this on the agenda for next time.
- B. Facilities Management: Mr. Walter Hardin
1. Mr. Hardin was asked to give ten year look ahead to the Finance Committee of the Board of Trustees about maintenance. He shared that report with the faculty, and it is included in the supporting materials.
- C. Office of Access and Enrollment Management: Mr. Eduardo Prieto
1. Mr. Prieto reported on what the Office of Access and Enrollment Management shared with Board of Trustees few weeks ago. His report is included in the supporting materials. Mr. Pietro answered a number of faculty questions after his report:
 - a. Question: Is there a way students can come from in state? A lure? The score on SAT and ACT? Mr. Pietro responded we are using these scores as a lure.
 - b. Question: Brand recognition in the area is down; people think we're Wingate. Dr. Pietro spoke to increasing Winthrop's brand recognition.
 - c. Question: Faculty in Nebraska and maybe Jesuit system faculty can have a child come free; those kids bring friends. Have we looked into that? Mr. Pietro responded, "Yes, in the last couple of years. We haven't figured out how to pull that off without involving the state. We do have a fund that includes scholarships; it's based on donations and it's dipped into the negative over the last year. We can't use state funds right now to send faculty kids to school. Typically that ends up being \$750-\$800 per student.
 2. Dr. Zach Abernathy came forward to report on factors affecting student success at WU, specifically how much standardized tests are an indicator of success. The test optional admissions policy offered at many schools today means students don't have to submit standardized test scores for admissions; test flexible means they could give an AP test score or the

like; test blind means no one's test scores are considered in admissions. Dr. Abernathy's report is included in the supporting materials. The conclusion of his study found that faculty intervention efforts matter more to student success than their ACT or SAT test scores. Test scores do not offer much value, but Admissions doesn't want to only look at high school GPA because of problems like grade inflation, so they are considering other things. Test scores do correlate with wealth of the family. If it's Winthrop's mission to serve the public regardless of wealth, we might want to consider test optional admissions.

D. Task Force on Tenure and Promotion Protocols: Dr. Mike Lipscomb

1. Dr. Lipscomb reported that the task force was put together to review all policies and practices related to tenure and promotion, including pre- and post-tenure review. This group will be making recommendations for what it deems appropriate changes to those protocols. Dr. Lipscomb is the chair and read off the different members' names. The group was formed in response to concerns by the Academic Freedom and Tenure committee and others. Some of those different people brought forward things in contradiction to one another, so the taskforce is not looking to push forward one particular agenda. This committee will have a Town Hall meeting on Thursday, March 1 for library faculty at 2:30 in Library room 211; Friday March 2 for CBA at 11:00 the Shack; Friday March 2 for CAS at 1:00 in Kinard 018; Friday March 2 for COE at 2:00 in Plowden; and Friday March 2 for CVPA at 3:00 in Rutledge Auditorium. These are all hooked to or embedded into Assembly meetings for colleges. Thursday, March 8 there will be an open meeting at 11:00, location TBA. The taskforce will set up an electronic platform so faculty can give feedback online, plus faculty can talk to any member of the task force, whether anonymously or not. Dr. Lipscomb encouraged faculty to be involved in this process of reviewing this important protocol.

E. Report from the Registrar: Ms. Gina Jones

1. Ms. Jones clarified that faculty and staff living in North Carolina do get dependent in-state tuition at Winthrop.
2. On behalf of Dr. Gloria Jones, Ms. Jones thanked everyone for getting in interim grades.
3. Ms. Jones reminded faculty of the online graduation application and that the last day to withdraw from a class or S/U a full semester course is 3/7.
4. FERPA training and Degree Works training sessions haven't been well attended, so Ms. Jones offered to come to departments. She reiterated there is important knowledge to be had here and stated "If you'd like your college or departmental meeting to include us, we'd be happy to come."

F. New Business:

1. Ginger Williams, Chair of CAS Assembly, shared resolution passed unanimously by that body to be on record for how Winthrop sees global education and cultural sensitivity. She read the resolution aloud. The resolution is included in the supporting materials. Dr. Lipscomb changed "Faculty Assembly to CAS" to "Faculty Conference of Winthrop

University” and said the date should be changed to today’s date. The resolution passed and will be sent forward to state representatives and senators.

G. Announcements

1. Ginger Williams, as Chair of Academic Freedom and Tenure and Promotion Committee, talked about working on establishing a university ombudsperson. Research showed 200 universities, including most of our peers, have such an office; all ombuds belong to an international organization that describes what they do. She said the committee plans to bring a proposal in April and hope to have faculty endorsement for this. Dr. Tracy Griggs, Management and Marketing, asked whether this would be someone already on staff. Dr. Williams answered that it would. Asked whether the person would be elected or appointed, Dr. Williams responded the committee is thinking they’d be appointed. A policy is being formulated, and the committee is looking at what other universities do. There may be an advisory committee that plays a role in choosing this person. There are rules that describe what they do: they have to be neutral, informal, confidential, and their main goal would be to help faculty and staff solve their problems. HR’s main purpose is not to solve the problems of faculty and staff, or if it is a purpose, they have to do it in a certain way, where an ombuds could be informal, not get entangled in the legal machinery of HR.
2. Dr. Lipscomb, as Cultural Events Chair, reminded faculty not to ignore the cultural events requirement; if students don’t meet the 18 events requirements they will scramble to find petition-worthy things and often those petitions don’t pass because they’re not within the time limit. He urged faculty to look at their advisees’ cultural events credits and help them get out front on that. They can easily meet that requirement.
3. Robin Lammi: Abstract book and SOURCE: Dr. Lammi asked faculty to please urge students who’ve participated in scholarly and creative work to submit abstracts to the book. The deadline is March 1st. SOURCE will be April 20th. If you have questions, email Dr. Lammi. Dr. Boyd added that a theme running through the searches is that both faculty and administrators being interviewed are impressed with the work our faculty do to mentor students.
4. Dr. Leigh Poole reminded faculty of the March 1st deadline for students to study abroad next fall or next academic year. April 2nd is the deadline for anyone who wants to lead a faculty led study abroad course next spring or summer.

Appendix I: Report of Academic Council (April 6, 2018)

Appendix : General Education Core for Bachelor of Professional Studies Program

Overview of BPS Core Courses			
BPS Core Course Title	BPS Program Semester	Summary of Course Content/Goals	Gen Ed Core Alignment?
PFST301 – Introduction to Professional Studies	Year I (Fall)	<ul style="list-style-type: none"> • To analyze and understand academic culture and the principles of learning. • To practice self-reflection and analyze skills gained through prior learning. • To improve written communication skills, including documentation. 	Yes – HMXP 102
PFST 302 – Diversity and Collaboration in the Workplace	Year I (Fall)	<ul style="list-style-type: none"> • To understand diversity in professional settings. • To increase awareness of multiple points of view. • To cultivate empathy and communication skills. • To develop leadership skills for application in diverse workplaces. 	Yes – HMXP 102
PFST 303 – Applied Critical Thinking	Year I (Spring)	<ul style="list-style-type: none"> • To identify impediments to critical thinking. • To analyze texts and professional issues by applying the Elements of Reasoning. • To evaluate texts and professional issues using the Standards of Critical Thinking. • To improve written communication, including correct documentation. 	Yes – CRTW 201
PFST 401 – Professional	Year 2	<ul style="list-style-type: none"> • To understand and analyze principles and practices of 	

<p>Identity and Leadership Development</p>	<p>(Fall)</p>	<p>professional and personal development.</p> <ul style="list-style-type: none"> • To research effective problem-solving and decision-making, including critical thinking. • To analyze personal and professional goals and objectives. • To study effective communication and conflict-resolution strategies. 	
<p>PFST 402 – Global Environments and Economies</p>	<p>Year 2 (Fall)</p>	<ul style="list-style-type: none"> • To analyze principles for critically understanding the needs of global and diverse professional settings. • To develop skills to improve communication with diverse individuals, companies, leaders, and clients. • To develop analytical and communication skills to work in diverse contexts. 	
<p>PFST 495 – Capstone Seminar</p>	<p>Year 2 or 3 (Spring or Fall)</p>	<ul style="list-style-type: none"> • To develop a major written report from initial proposal through final draft. • To apply critical thinking skills and reasoning to solve practical problems in professional settings or context. • To demonstrate effective communication skills through persuasive and analytical writing and oral presentations. • To create an effective and appealing résumé for use in the current job market. 	

BPS Core Courses and Gen Ed Core Alignment

PFST 301 – Introduction to Professional Studies

Course Description:

In this course, adult learners will be introduced to the BPS program and to Winthrop's academic culture. The course will provide students with a broad analytical perspective on the principles of learning, including Winthrop's University Level Competencies, in order to provide a context to evaluate their prior learning and work experience in reference to these principles. The course will emphasize recognition of blocks and lenses through which students may view education and learning and analytical skills such as critical reading and listening. Students will write argumentative and reflective papers synthesizing authors' arguments with their own experience and education and may choose to create a portfolio application for credit for prior learning. Though BPS students have already completed sixty hours at an accredited university, this first course in the BPS Core will allow them to reacquaint themselves with academic reading and communication and with thesis-driven argumentative writing related to challenging texts and applied to their past work experience.

Possible Course Texts:

- Plato's *Allegory of the Cave*
- Newman's "The Idea of a University"
- Bohm's "On Communication"
- Non-fiction prose texts on educational identity, the 21st century learner, or critical and creative thinking in the workplace such as *The Keys to Success: Building Analytical, Creative, and Practical Skills for College, Career, and Life* (Carter, Bishop, and Kravits)
- Possible texts on constructing and writing a PLA Portfolio
- "The Correct Use of Borrowed Information"
- "How to Read Critically"

Possible Types of Course Assignments:

- Concentration proposal, justification, and written report.
- Prior Learning Experience Portfolio consisting of an argumentative paper reflecting on the cognitive and academic skills attained in professional contexts and including concrete evidence to support claims
- Reflective and argumentative papers incorporating borrowed material and synthesizing multiple texts and perspectives
- Total word count for graded papers should meet or exceed word count for HMXP 102 (4500 words)

Both PFST 301 and HMXP 201 Require:

- Critical reading and analysis of mature prose texts
- Analysis and examination of prose texts addressing the self and education
- Analysis of the role of education and past experience in forming personal identity
- Argumentative and reflective writing
- The practice of both oral and written communication skills
- Thesis-driven writing that requires the correct use of borrowed information
- A minimum of 4500 words of graded writing

PSFT 302 – Diversity and Collaboration in the Workplace

Course Description:

In this course, students will be introduced to the systems and complexities of human interactions and leadership, including professional responsibilities related to leadership roles in organizations. Students will learn principles and best practices governing human interaction in professional settings. Ethical principles will be integrated with practical principles and practices, as these together foster strong professional organizations and positive community relationships. The course will focus on developing heightened awareness of others' perceptions and points of view and improving communication skills for application in diverse professional environments. Students will also examine leadership styles and learn to identify and appreciate social and cultural differences between peoples and cultures.

Possible Course Texts:

- Mature, non-fiction prose texts on diversity and globalization in the workplace, such as Livermore, *Driven by Difference: How Great Companies Fuel Innovation through Diversity*; Brown, *Inclusion: Diversity, The New Workplace, & The Will to Change*; or Barak, *Managing Diversity: Toward a Globally Inclusive Workplace*
- Mature, non-fiction prose texts on leadership styles, personality types, and organizational operations in the workplace
- McIntosh, "White Privilege, Male Privilege"
- Bohm, "On Communication"
- Myers, "Ingroup and Outgroup"
- Donne, "Meditation 17"
- "The Correct Use of Borrowed Information"
- "How to Read Critically"
- "How to Listen Critically"
- Could assign Achebe, *Things Fall Apart*; Firoozeh Dumas, *Funny in Farsi*; Kidder, *Mountains Beyond Mountains*; or another multi-cultural text written from a Latin American or non-Western perspective

Possible Types of Course Assignments:

- Reflective essays confronting positive and negative experiences with effective and ineffective leaders
- Thesis-driven essays analyzing leadership styles of contemporary and historical figures
- "Mock" evaluations derived from case-studies and role plays (with the student as both 'supervisor' and as 'subject') and presentation and critique of evaluation results
- Case study and role play activities or papers intended to build empathy and understanding of different points of view and perspective
- "VLOGs" or written journal entries authored by students reflecting on readings, experiences, encounters, or reactions to reading coming from the course
- Oral presentations
- Total word count for graded papers should meet or exceed word count for HMXP 102 (4500 words)

Both PFST 302 and HMXP 201 Require:

- Critical reading and analysis of mature prose texts
- Analysis and examination of texts addressing diversity in the workplace and leadership styles
- Analysis of diverse human perspectives and points of view
- Increased awareness of others' perceptions
- Increased self-awareness resulting from analysis of one's own attitudes and beliefs towards culture and diversity
- Reflective and argumentative writing incorporating borrowed material
- The practice of both oral and written communication
- A minimum of 4500 words of graded writing

PSFT 303 – Applied Critical Thinking

Course Description:

In this course, adult learners will learn a practical and transferable method of critical thinking developed by Dr. Richard Paul and promoted by the Foundation for Critical Thinking. This method emphasizes metacognitive self-reflection; provides students with a comprehensive and transferable system for analytical thinking and for the evaluation of the logic and effectiveness of reasoning; addresses the impediments to critical thinking; and cultivates critical thinking character traits such as intellectual humility, empathy, and fair-mindedness as they relate to professional contexts and settings. The course will include instruction in researched, argumentative writing and will culminate in a research paper addressing critical thinking or ethical decision-making in the workplace. Emphasis will be placed on incorporating and assessing the Elements of Reasoning and the Intellectual Standards in student work. The course goals and student learning outcomes for this course are almost identical to those of CRTW 201; however, the course content and analysis will focus on application in professional contexts and the assigned critical thinking text will be more rigorous and substantive.

Possible Course Texts:

- Richard Paul and Linda Elder's *Critical Thinking: Learn the Tools the Best Thinkers Use*, Concise Edition
- Non-fiction prose texts addressing critical thinking or ethical decision-making in the workplace, such as Nussbaum's *Creative Intelligence*, etc.
- Case studies of critical thinking failures or successes in professional settings.
- "The Correct Use of Borrowed Information"

Possible Types of Course Assignments:

- Thesis-driven academic papers integrating borrowed material and incorporating metacognitive reflection, analysis, and evaluation
- Formally assessed oral presentations
- Updated concentration proposal and justification
- Research paper incorporating secondary sources applying critical thinking strategies to a professional field or context
- Total word count for graded papers should meet or exceed word count for CRTW 201 (6000 words)

Both PFST 303 and CRTW 201 Require:

- Consideration of impediments to critical thinking

- Analysis and evaluation of mature prose texts and professional problems using the Elements of Reasoning and the Intellectual Standards
- Reflective and argumentative writing incorporating borrowed material
- Critical reading and analysis of mature prose texts
- Argumentative research paper analyzing a problem or issue from a professional context incorporating borrowed information and involving library research
- The practice of both oral and written communication
- A minimum of 6000 words of graded writing

In addition to completing **PFST 301, PFST 302, and PFST 303**, adult learners in the BPS Program will complete three additional Core courses: **PFST 401, Professional Identity and Leadership Development, PFST 402, Global Environments and Economies, and PFST 495, Capstone Seminar**. These courses are designed to strengthen both hard and soft skills, including decision-making, goal setting, synthesis of information, problem-solving, oral and written communication, critical and analytical thinking, interpersonal skills, global awareness, and lifelong learning. In addition, they address all four of Winthrop's University Level Competencies and are designed to fulfill the goals and student learning objectives of Winthrop's General Education Core.

Winthrop University's ULCs

- **Competency 1: Winthrop graduates think critically and solve problems.**

Winthrop University graduates reason logically, evaluate and use evidence, and solve problems. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions. Winthrop graduates consider the full context and consequences of their decisions and continually reexamine their own critical thinking process, including the strengths and weaknesses of their arguments.

- **Competency 2: Winthrop graduates are personally and socially responsible.**

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

- **Competency 3: Winthrop graduates understand the interconnected nature of the world and the time in which they live.**

Winthrop University graduates comprehend the historical, social, and global contexts of their disciplines and their lives. They also recognize how their chosen area of study is inextricably linked to other fields. Winthrop graduates collaborate with members of diverse academic, professional, and cultural communities as informed and engaged citizens.

- **Competency 4: Winthrop graduates communicate effectively.**

Winthrop University graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts – including but not limited to written, oral, and visual presentations – that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas.

BPS Core Courses and Gen Ed Core Alignment

BPS Core Course Title	BPS Program Semester	Course Goals	Course SLOs	Gen Ed Core Alignment
<p>Core I – PFST301 – Introduction to Professional Studies</p>	<p>Year I (Fall)</p>	<ol style="list-style-type: none"> 1. To introduce students to the Bachelor of Professional Studies degree program and to the Winthrop University academic culture and experience. 2. To provide BPS students with an analytical perspective on the principles of learning as a working adult so that they can assess prior learning or experience in reference to those principles. To compare, contrast, and link prior professional experience with the principles of learning in an academic context. 3. To use argumentative and reflective writing, the critical reading of mature prose texts, and research as means of general cognitive development and as 	<ol style="list-style-type: none"> 1. Evaluate prior learning and prior experience with respect to critical thinking and academic standards and criteria. 2. Communicate effectively in argumentative and reflective writing, including exhibiting recognition of blocks and lenses through which they view education and learning. 3. Analyze and evaluate texts in relevant professional disciplines through the use of critical reading strategies. 4. Recognize and use prewriting, organizing, drafting, and revising strategies. 5. Apply feedback from the instructor, peers, and self-analysis to improve their writing. 6. Evaluate, document, and incorporate source material accurately and appropriately according to “The Correct Use of Borrowed Information” and MLA documentation style. 	<p>HMXP: “This course explores the self and its relationship to education, to community, to the natural world, and to the sacred. Students will critically encounter challenging readings that will force them to examine life changing ideas about themselves.”</p> <p>The successful HMXP student will</p> <ul style="list-style-type: none"> • Read and demonstrate a basic understanding of the central ideas of a variety of texts. • Compare, contrast, and link ideas from a variety of textual sources. • Use information from multiple viewpoints to form well-reasoned arguments and conclusions. • Demonstrate the impact of the perspectives of others on their own experience. • Create texts that demonstrate an appropriate sense of audience and occasion. • Demonstrate personal integrity by properly incorporating and citing borrowed material in written and oral expression.

		<p>activities which foster intellectual growth in an academic environment.</p> <ol style="list-style-type: none"> 4. To plan, organize, and develop persuasive written documents to be integrated into a BPS Prior Learning Portfolio. 5. To develop clear communication by revising effectively through the complete rethinking, restructuring, and revision of written reports. 6. To evaluate, document, and incorporate source material accurately and appropriately, according to “The Correct Use of Borrowed Information.” 	<ol style="list-style-type: none"> 7. Construct a Prior Learning Assessment Portfolio including persuasive and analytical justifications, documentation of prior learning, and correctly-formatted borrowed material. 	<p>PFST 301 and HMXP Content Alignment: Critical reading and analysis of mature prose texts; analysis and examination of prose texts covering the self and education; analysis of the role of education and past experience in forming personal identity; argumentative and reflective writing; oral and written communication skills; thesis-driven writing that requires the correct use of borrowed information.</p>
<p>Core II – PFST 302 – Diversity and Collaboration in the Workplace</p>	<p>Year I (Fall)</p>	<ol style="list-style-type: none"> 1. To introduce students to the systems and complexities of human interactions and leadership. 2. To analyze diverse issues and experiences in 	<ol style="list-style-type: none"> 1. To demonstrate awareness of how leadership ‘style’ and practice varies across various contexts (formal v. informal; blue collar v. white collar; progressive v. stabilizing, etc.) and individuals. 2. To distinguish among leadership ‘styles’ with focus on recognized ‘effective’ leaders in a variety of industries. 	<p>HMXP: “This course explores the self and its relationship to education, to community, to the natural world, and to the sacred. Students will critically encounter challenging readings that will force them to examine life changing ideas about themselves.”</p> <p>The successful HMXP student will</p>

		<p>professional settings.</p> <ol style="list-style-type: none"> 3. To examine hierarchical relations in many contexts and professional environments. 4. To learn principles for critically understanding and evaluating both leadership activities and employee responsibilities within a given professional setting. 5. To develop heightened awareness of others' perceptions and points of view and to increase intellectual empathy and emotional intelligence. 6. To develop skills to improve communication with diverse individuals, companies, leaders, and clients. 7. To assess one's attitudes and beliefs 	<ol style="list-style-type: none"> 3. To develop an empathy that promotes successful human interaction. 4. To critically identify primary social and cultural differences between peoples and cultures, including: religious, economic, aspirational, etc. 	<ul style="list-style-type: none"> • Read and demonstrate a basic understanding of the central ideas of a variety of texts. • Compare, contrast, and link ideas from a variety of textual sources. • Use information from multiple viewpoints to form well-reasoned arguments and conclusions. • Demonstrate the impact of the perspectives of others on their own experience. • Create texts that demonstrate an appropriate sense of audience and occasion. • Demonstrate personal integrity by properly incorporating and citing borrowed material in written and oral expression. <p>PFST 302 and HMXP Content Alignment: Analysis of diverse human perspectives and points of view, increased awareness of others' perceptions; increased self-awareness resulting from self-analysis of one's own attitudes and beliefs towards culture and diversity; oral and written communication skills.</p>
--	--	---	--	---

		<p>towards culture and diversity in a multicultural environment.</p> <p>8. To develop skills to work in diverse professional and social contexts.</p>		
<p>Core III – PFST 303 – Applied Critical Thinking</p>	<p>Year I (Spring)</p>	<ol style="list-style-type: none"> 1. To learn that the complex process of critical thinking is a part of all we do and that the process relies on such skills as observing, speaking, listening, reading, and writing. 2. To use writing, reading, speaking, and critical thinking to foster general cognitive development and intellectual growth in both academic and professional environments. 3. To recognize critical thinking and problem-solving strategies in different academic disciplines and to apply them in 	<ol style="list-style-type: none"> 1. Knowledge: By the end of the semester, students will be able to <ol style="list-style-type: none"> a. identify and define filters, barriers, and impediments to critical thinking b. identify and define the elements of reasoning c. identify and define the standards of reasoning d. identify and define the character traits of a critical thinker 2. Skills: By the end of the semester, students will be able to <ol style="list-style-type: none"> a. apply the elements of reasoning to analyze their own thinking and the thinking of others b. apply the standards of reasoning to analyze their own thinking and the thinking of others c. use critical reading strategies to analyze a variety of texts in professional contexts d. plan, draft, and revise critical writing in a variety of professional disciplines and fields 	<p>CRTW Course Goals:</p> <ol style="list-style-type: none"> 1. To learn that the complex process of critical thinking is a part of all we do and that the process relies on such skills as observing, speaking, listening, reading, and writing. 2. To use writing, reading, speaking, and critical thinking to foster general cognitive development and intellectual growth in an academic environment. 3. To recognize critical thinking and problem-solving strategies in different academic disciplines. 4. To evaluate arguments, evidence, and the contexts in which they appear. 5. To prepare for writing by carefully analyzing evidence. 6. To plan, organize, and develop essays based on introspection, general observation, deliberation, research, and the critical reading of mature prose texts drawn from varied disciplines. 7. To learn to revise effectively by completely rethinking, restructuring, and rewriting essays.

		<p>professional contexts.</p> <ol style="list-style-type: none"> 4. To evaluate arguments, evidence, and the contexts in which they appear. 5. To prepare for writing by carefully analyzing evidence. 6. To plan, organize, and develop essays based on introspection, general observation, deliberation, research, and the critical reading of mature prose texts drawn from varied disciplines and professional contexts. 7. To learn to revise effectively by completely rethinking, restructuring, and rewriting essays. 8. To recognize individual writing voices and learn how those voices can be adapted to fit different audiences and 	<ol style="list-style-type: none"> 3. Attitudes: By the end of the semester, students will be able to <ol style="list-style-type: none"> a. recognize and appreciate the differences between critical and noncritical thinking in themselves, in others, and in professional organizational systems b. integrate critical thinking character traits into their academic and professional lives c. assess the degree to which they are applying critical thinking in professional contexts 	<ol style="list-style-type: none"> 8. To recognize individual writing voices and learn how those voices can be adapted to fit different audiences and rhetorical situations. 9. To improve oral communication skills through classroom discussions and small group activities. <p>Knowledge: By the end of the semester, students will be able to</p> <ul style="list-style-type: none"> • identify and define filters, barriers, and impediments to critical thinking • identify and define the elements of reasoning • identify and define the standards of reasoning • identify and define the character traits of a critical thinker <p>Skills: By the end of the semester, students will be able to</p> <ul style="list-style-type: none"> • apply the elements of reasoning to analyze their own thinking and the thinking of others • apply the standards of reasoning to analyze their own thinking and the thinking of others • use critical reading strategies to analyze a variety of texts • plan, draft, and revise critical writing in a variety of rhetorical contexts and disciplines • effectively discuss their thinking and the thinking of others in a variety of oral forms (e.g., discussions, group presentations, etc.) <p>Attitudes: By the end of the semester, students will be able to</p>
--	--	---	---	--

		<p>rhetorical situations.</p> <p>9. To improve oral communication skills through classroom discussions and small group activities.</p>		<ul style="list-style-type: none"> • recognize and appreciate the differences between critical and noncritical thinking in both themselves and others • integrate critical thinking character traits into their academic and personal lives <p>PFST 303 and CRTW Content Alignment: Consideration of impediments to critical thinking; analysis and evaluation of mature prose texts and professional problems using the Elements of Reasoning and the Intellectual Standards; self-reflection and reflective writing; critical reading and analysis of mature prose texts; argumentative writing analyzing a problem or issue from a professional context incorporating borrowed information and involving library research; oral communication and graded presentation skills.</p>
<p>CORE IV – PFST 401 – Professional Identity and Leadership Development</p>	<p>Year 2 (Fall)</p>	<ol style="list-style-type: none"> 1. To evaluate and understand the principles and practice of personal development. 2. To identify the skills, knowledge, and abilities needed in a chosen profession or organization. 3. To understand and develop the practices and value of good time management. 	<ol style="list-style-type: none"> 1. Apply advanced organizational communication concepts and skills to academic and professional settings through appropriate written and verbal forms, technologies and media. 2. Prioritize and manage resources effectively. 3. Manage and resolve conflicts productively. 4. Enhance professional and personal leadership skills. 5. Demonstrate professional skills for success in competitive job markets and life-long career development. 	

		<ol style="list-style-type: none">4. To research the processes of problem-solving and decision making, to include critical thinking strategies, contingency plans, and methods of implementing and evaluating a solution.5. To analyze and use both qualitative and quantitative data to arrive at sound decisions.6. To evaluate effective verbal, written, and non-verbal communication practices in a professional environment.7. To analyze goals and objectives, including the range of tools and strategies for achieving professional and personal goals and objectives.8. To determine strategies to resolve personal or interpersonal	<ol style="list-style-type: none">6. Appraise, develop, monitor, and revise a professional development plan.	
--	--	--	--	--

		<p>conflict, including an understanding of different personalities and how they react to conflict, the common causes of conflict, and the roles of assertiveness and co-operation in conflict resolution.</p> <p>9. To understand task delegation, including appropriate planning, identification of skills and strengths in others, and review and management of delegated tasks.</p> <p>10. To learn appropriate responses to feedback and constructive criticism and to develop an identity as a lifelong learner.</p>		
Core V – PFST 402 – Global Environments and Economies	Year 2 (Fall)	<p>1. To examine the implications of working in a complex global society and economy.</p>	<p>1. Describe how professional organizations and institutions are affected by globalization.</p> <p>2. Differentiate the basic concepts of multiculturalism, sexual orientation, religion, gender, minority group,</p>	

		<ol style="list-style-type: none">2. To analyze global and diverse experiences with respect to gender, race, nationality, cultural customs, workplace norms, etc., in a domestic and global workplace.3. To examine ethnic and cross-cultural relations in global contexts and professional environments4. To learn principles for critically understanding and evaluating the global/diverse dimensions of the given professional setting.5. To develop an understanding and appreciation of the issues and needs of the populations served in different professional fields.6. To develop skills to improve communication with diverse individuals,	<p>and components of culture affecting varied work environments.</p> <ol style="list-style-type: none">3. Recognize personal biases and stereotypes affecting one's ability to effectively communicate in personal and professional contexts.4. Develop intellectual empathy and an awareness of multiple points of view.5. Analyze the ethical and legal implications of policies and practices relative to diverse populations through case studies and real life experiences.	
--	--	---	--	--

		<p>companies, leaders, and clients.</p> <p>7. To assess one's attitudes and beliefs towards culture and diversity in a multicultural and global environment.</p> <p>8. To recognize and appreciate specific cultural, economic, and social knowledge into professional and social contexts.</p> <p>9. To develop skills to work in diverse contexts.</p>		
<p>Core VI – PFST 495 – Capstone Seminar</p>	<p>Year 2 or 3 (Spring or Fall)</p>	<p>1. To effectively demonstrate an understanding of the theories, methods, and practices employed in critical reading, listening, thinking, and writing in professional settings.</p> <p>2. To apply critical thinking skills and reasoning to solve practical problems in professional settings or context.</p>	<p>1. Incorporate principles, theories, and tools learned in the BPS core courses in analytical problem-solving, argumentative writing, and research.</p> <p>2. Apply information, skills, and principles from BPS core courses to develop an independent research project in a specific profession or discipline.</p> <p>3. Research, synthesize, and analyze ideas from multiple sources and be able to apply these concepts to professional contexts and problems.</p> <p>4. Integrate borrowed material correctly and in accordance with academic standards.</p>	

		<ol style="list-style-type: none">3. To demonstrate effective communication skills through persuasive and analytical writing and oral presentations.4. To create an effective and appealing resume for use in the current job market.5. To apply time management skills to accomplish specific tasks.6. To develop a major written report from initial proposal through final draft.7. To identify weaknesses in their own writing and apply appropriate revision processes to strengthen communication.8. To present an effective message that demonstrates audience analysis, appropriate organization and content, and clear and confident delivery, with command of verbal	<ol style="list-style-type: none">5. Communicate research findings effectively in a formal oral presentation addressed to an audience of students and faculty members.	
--	--	---	--	--

		<p>and nonverbal communication.</p> <p>9. To apply ethical, critical, and professional principles to research, understand, and resolve their chosen issue.</p> <p>10. To apply ethical principles and adhere to academic standards in the incorporation and documentation of borrowed material.</p>		
--	--	---	--	--

PFST301: Introduction to Professional Studies

Catalog description: This course introduces the adult student to the BPS degree program and helps them link prior learning and/experience with future career goals. The course also provides a broad and analytical perspective on the principles of learning as a working adult.

Goals for the course: The course is designed to improve students' understanding of the academic culture and experience, ability to reflect/analyze personal skills and knowledge based on prior learning, and written communication skills including documentation.

Justification: Course is part of core sequence for new Bachelor of Professional Studies degree. Once students complete both PFST301 (this course) and PFST302 (Diversity and Collaboration in the Workplace), they will have covered the equivalent of HMX102. The General Education Committee is being provided with additional documentation.

PFST302: Diversity and Collaboration in the Workplace

Catalog description: Students learn principles and best practices governing human interaction in professional settings. Ethical principles are integrated with practical principles and practices, as these together foster strong professional organizations and positive community relationships.

Goals for the course: Students will improve their understanding of diversity in professional settings, increase awareness of multiple points of view, cultivate empathy and communication skills, and develop leadership skills in diverse workplaces.

Justification: Course is part of core sequence for new Bachelor of Professional Studies degree. Once students complete both PFST301 and PFST302, they will have covered the equivalent of HMX102; General Education Committee is being provided with additional documentation.

PFST303: Applied Critical Thinking

Catalog description: Students build their critical thinking skills for application in academic and professional settings. Students learn a practical method of critical thought and analysis and develop written and spoken application of the method to understand and resolve practical real-world challenges and issues.

PFST401: Professional Identity and Leadership Development

Catalog description: Students in this course establish and develop a professional identity and refine professional skills for application in specific professional settings. Students will encounter complex and challenging professional problems and apply ethical principles and critical thinking strategies to resolve them.

Goals of the course: Understand the principles and practices of professional and personal development; research effective problem-solving and decision-making; analyze personal and professional goals and objectives; study effective communication and conflict-resolution strategies; learn effective leadership strategies for application in professional contexts.

Justification: Course is part of core sequence for new Bachelor of Professional Studies degree.

PFST402: Global Environments and Economies

Catalog description: This course introduces the student to the systems and complexities of the global economy and to the issues that these create for the working professional. The course reveals principles for critically understanding and evaluating the global dimensions of the given professional setting. Faculty-led study of professional settings abroad is an integral component of the course; other global experiences may be considered pending approval from the program.

Goals for the Course:

To learn principles for critical understanding of the needs of global and diverse professional settings
To develop skills to improve communication with diverse individuals, companies, leaders, and clients
To develop analytical and communication skills to work in diverse contexts

Justification: Course is part of core sequence for new Bachelor of Professional Studies degree.

PFST495: Professional Studies Capstone Seminar

Catalog description: Students draw upon the resources of their core and concentration coursework to conduct an independent research project or practical field study at their place of employment, at a community organization, or at Winthrop University on a contemporary work-related issue. The research or practical field study will allow students to work on a question or problem of their choice. Students will apply ethical, critical, and professional principles to research, understand, and resolve their chosen issue. Students will produce a formal academic paper that reflects a deep understanding of the topic selected and includes correctly-formatted borrowed material and will make a formal presentation of their work to an audience of students and faculty members.

Goals for the Course:

To develop a major written report from initial proposal through final draft.
To apply critical thinking skills and reasoning to solve practical problems in professional settings or context.
To demonstrate effective communication skills through persuasive and analytical writing and oral presentations.
To create an effective and appealing resume for use in the current job market.

Justification: Course is part of core sequence for new Bachelor of Professional Studies degree.

***Winthrop University
Academic Council Report***

General Education

First Certify

The following courses were approved for inclusion and require a vote by Faculty Conference:

GLOBAL

ARTH 357

HISTORICAL

ARTH 357

HUM/ARTS

ARTH 357

RELG 300 – the committee also approved the department’s request to make the inclusion retroactive to include this semester

CONSTITUTION

PLSC 309

QUANTITATIVE

QMTM 205

The following courses were approved for recertification in the appropriate categories and do not require Faculty Conference vote:

GLOBAL

GEOG 101

HUM/ARTS

DANA 102

DANA 104

MUSA 111-112

MUSA 141-169

VPAS 115

DANA 105

VCOM 151

NATURAL SCIENCE

PHYS 101

PHYS 105

BIOL 150

BIOL 151

CHEM 101

CHEM 105

CHEM 106/108

GEOG 110/113

PHYS 102

PHYSICAL ACTIVITY

DANA 102

SOCIAL SCIENCE

GEOG 101

PSYC 101

ECON 103

SOCL 101

TECHNOLOGY

CSCI 101

CSCI 151

CONSTITUTION

ECON 103 - Approval of an appeal of a course initially denied by the General Education Committee.

Additional Academic Council results relating to General Education

- i. Academic Council approved the request from the BPS Committee that students in the Bachelor of Professional Studies program be allowed to substitute PFST 301, 302, and 303 for HMXP 102 and CRTW 201. For supporting documents, please see Appendix : **General Education Core for Bachelor of Professional Studies Program.**
- ii. Academic Council received revised Constitution requirements and requested that further changes be made.
- iii. Academic Council approved the recommendations from the Oral Communications working group (make no changes to the Oral Communications requirement).
- iv. Academic Council reviewed the Cultural Events Committee Report (See Appendix **Cultural Events Committee Report**).

CUC

The following new program was approved by Academic Council and requires Faculty Conference Approval:

BPS-PFST	Interdisciplinary Studies	New program-details available on the Curriculum Action System
----------	---------------------------	--

These program change items (degree) were approved and are forwarded to Faculty Conference for information:

Program	Department	Action
BS-CHEM-CHBU	Chemistry	Modify program: Remove ACS certification; Change concentration from 24 to 18 credits; Add QMTH 205 to concentration and remove CHEM 552, 552 or CHEM 500-level and ECON 216.
BA-IDVS	Interdisciplinary Studies	Modify program: Remove the requirement of an additional methods course and an international content course from the major.
BS-ATRN	Physical Education, Sport and Human Performance	Modify program: In the major, change SPMA 501 to EXSC 501; ATRN 303 and 304 may be taken instead of ATRN 301 and 302, respectively.
BS-EXSC	Physical Education, Sport and Human Performance	Modify program: Change EXSC 101 to 1 credit; Offer EXSC 493 as an option to EXSC 492; Change titles for EXSC 208 and 231 and require both these courses.
BS-BADM-ACCT	Accounting, Finance, & Economics	Modify program: In major core, change ACCT 351 to ACCT 551; In concentration, remove “One course from PHIL 230, 575 or MGMT 575” and change ACCT courses above 299 to 6 credits.

BS-BADM-FNAC	Accounting, Finance, & Economics	Modify program: Add ACCT 305 as a requirement in the Corporate Finance Track, making it 21 credits.
BS-CHEM-FORC	Chemistry	Modify program: Remove ACS certification; Change quantitative skills to “met in major” without specifying courses; In concentration, remove CHEM 551-552 or CHEM 500-level course and give students the option of CHEM 502-503 or CHEM 505-506.
BS-CHEM-ASCP	Chemistry	Modify program: In concentration, add CHEM 502-503 or CHEM 505-506 and remove the option for CHEM 500-level course.
BS-DIFD-DCOM	Computer Science and Quantitative Methods	Modify program: Change DIFD 211 to DIFD 311.
BS-DIFD-DMMD	Computer Science and Quantitative Methods	Modify program: Change DIFD 211 to DIFD 311.
BS-PHED-CERT	Physical Education, Sport and Human Performance	Modify program: Replace PESH 381 with PETE 390 in Intensive Writing, Clarify that BIOL 150/151 should be taken to meet Life Science requirement; Remove EDUC 220 from Education Core; In Major, add BIOL 213 and DANA 251, change PETE 202 to 502, change name/credits for PETE 234 and 248, remove PETE 247,270, 310 and PESH 381, add PETE 300 and 390, add one elective credit, clarify physical fitness requirements.
BS-CHEM-PHYS	Chemistry	Modify program: Remove ACS certification; Remove CHEM 552, 552 or CHEM 500-level from concentration.
BA-THTR-CERT	Theatre and Dance	Modify program: Allow 3 Gen Ed Humanities and Arts credits to be met in major; Replace THRA 220 with THRA 255 and THRA 265 Insufficient justification for more than 2 major courses in Gen Ed group 2.
BS-DIFD-INMD	Computer Science and Quantitative Methods	Modify program: Change DIFD 211 to DIFD 311. Clean up renumbered courses required in program and corequisites.
BS-DIFD-WEBD	Computer Science and Quantitative Methods	Modify program: Change concentration name to “Web Application Development”; Change DIFD 211 to DIFD 311. Clean up renumbered courses required in program and prerequisites.
Minor-DIFD	Computer Science and Quantitative Methods	Modify program: Change DIFD 211 to DIFD 311. Clean up renumbered prerequisites.

These 3 program change items (minor) were approved and are forwarded to Faculty Conference for information:

Program	Department	Action
Minor-DANC	Theatre and Dance	Modify program: Allow DCED courses to be included in electives.
Minor-RELG	Philosophy and Religious Studies	Modify program: Allow students to take RELG 313/314 instead of RELG 220.
Minor-THRT	Theatre and Dance	Modify program: Allow THED courses to be included in electives.

76 course actions were approved by CUC. These required no action by Academic Council. A list of these actions is provided in <http://www.winthrop.edu/recandreg/default.aspx?id=14155>.

The following program change items (degree/ minor) were not approved by CUC. A request for clarification was sent to the departments. Upon receipt of sufficient clarification, these items may be discussed.

Program	Department	Action
BFA-INDS	Design	Modify program: Reflect DESF 261 being renumbered at DESF 161; Clarify that major DESF/INDS courses may not be taken S/U; Courses required for Portfolio Review require C+ or better; Add DESF 189 and 300; Remove INDS 300. Needs Gen Ed justification; Clean up renumbered courses required in program and their prerequisites.
BFA-VCOM-GDES	Design	Modify program: Change VCOM 261 to DESF 161 in the technology requirement and the major; Clarify that major DESF/VCOM courses may not be taken S/U; Change designator/course number/title for VCOM 120, 150, 154, 222, 261, 300; Add DESF 189. Needs Gen Ed justification; Clean up renumbered courses required in program and prerequisites.
BFA-VCOM-ILUS	Design	Modify program: Change VCOM 261 to DESF 161 in the technology requirement and the major; Clarify that major DESF/VCOM courses may not be taken S/U; Change designator/course number/title for VCOM 120, 150, 154, 222, 261, 300; Add DESF 189. Needs Gen Ed justification; Clean up renumbered courses required in program and prerequisites.

The following course item was not approved by CUC. A request for clarification was sent to the department.

Course	Title	Action
PHYS250	250. Matter and Energy (4:4:0).	Modify course: Change prerequisite to allow an S in addition to a C or above in

		the quantitative requirement. Issue with allowing an S to meet the pre-requisite but not a C-.
--	--	--

New Business, Dean Gloria Jones brought a concern from the GRADE group about the some inconsistencies with the +/- grading system and plans to continue the conversation.

Report from the Cultural Events Committee for 2017-18

March 27, 2018

General Education Committee:

Annual Report of the Cultural Events Committee, 2017-2018 Academic Year

The Cultural Events Committee considers and approves events which shall fulfill the cultural events requirement (and, as part of that charge, reviews student petitions for cultural event credits for off-campus events or when extenuating circumstances have prevented a student from receiving proper credit for an approved event). This committee is subordinate to the Academic Council and reports at least once annually to the General Education Curriculum Committee (<http://www2.winthrop.edu/public/policy/fullpolicy.aspx?pid=241>).

To date, the Cultural Events Committee has so far considered 91 total Cultural Event Approval requests. The Committee has approved 85 of those requests. 32 of those requests were approved as Global Cultural Events. The Committee has also reviewed 27 student petitions, approving 24 of those petitions.

The committee has continued to refine the process through which it reviews applications, establishing a consistent schedule of twice-monthly, face-to-face meetings in which to consider applications and petitions. As part of this process, the Committee worked with faculty to better ensure the timely submission of applications; that collaborative effort continues to contribute to a substantial improvement of the work flow and efficiency of the committee and has helped ensure the integrity of the review process.

The Committee also continues to identify areas in its guidelines and practices that need updating and clarification, and it has initiated a conversation with the Chair of Academic Council about how to move forward procedurally to address those areas of concern.

On behalf of the Cultural Events Committee,

Michael Lipscomb, PhD
 Chair, Cultural Events Committee
 Professor of Political Science
 803 323 4666

Appendix II: Elections – Sample Ballot

FACULTY ELECTIONS

April 2018

Membership in the Winthrop University Faculty Conference for at least one year is required for election to any Standing Committee. A member of a Standing Committee of Faculty Conference who has served a complete term may not succeed him/herself. Standing Committees are noted on the Ballot.

The Kerley method of voting is used to prevent ties and runoff elections. Number your choices 1 (your first choice), 2, 3, etc. for every candidate on the ballot.

Example: In a race to elect 2 committee members

_____ 3 _____	Candidate A	
_____ 1 _____	Candidate B	Using check marks will <u>void</u>
_____ 2 _____	Candidate C	<u>your ballot</u> for races with
_____ 4 _____	Candidate D	more than two candidates.

Academic Conduct: 2 year staggered terms elected by Faculty Conference

1 seat - serving through Spring 2020

_____ Tammy Burnham, College of Education (Curriculum and Pedagogy)

_____ Jennifer Jordan, College of Education (CLES)

_____ Larry Stevens, College of Business Administration (Management)

Academic Council: 3 year staggered terms for members who may not serve more than two complete terms in succession; no person shall be eligible to serve as a voting member unless he/she has served 2 years as a faculty member immediately preceding service

1 seat - Serving through Spring 2021 to replace Chad Dresbach (Design)

_____ Chad Dresbach, College of Visual and Performing Arts (Design)

_____ Kelly Costner, College of Education (Curriculum and Pedagogy)

Academic Freedom and Tenure: 2 year staggered terms for faculty members elected by Faculty Conference, all members of the committee must be tenured.

2 seats - Serving through Spring 2020 to replace Ginger Williams (History) and David Meeler (Philosophy and Religious Studies)

_____ Leslie Bickford, College of Arts and Sciences (English)

_____ Lisa Harris, College of Education (Curriculum and Pedagogy)

_____ Matt Hayes, College of Arts and Sciences (Psychology)

_____ Sandra Neels, College of Visual and Performing Arts (Theatre and Dance)

DiGiorgio Student Union Advisory Board: 3 year staggered terms for faculty members elected by Faculty Conference

1 seat - Serving through Spring 2021 to replace Kristen Wonderlich (Music)

_____ Joni Boyd, College of Education (PESH)

_____ Mark Lewis, College of Visual and Performing Arts (Music)

_____ Michael Whitney, College of Business Administration (Computer Science)

Faculty Personnel: 3 year staggered terms for eight tenured faculty members; one faculty member elected by Faculty Conference

1 seat - Serving through Spring 2021 to replace Gale Teaster (Library)

_____ Pat Ballard, Library

_____ Sandra Neels, College of Visual and Performing Arts (Theatre and Dance)

_____ Jane Thomas, College of Business Administration (Marketing)

Faculty Representative to Council of Student Leaders: 1 year term for one faculty member elected by Faculty Conference

1 seat - Serving through Spring 2019 to replace William Schulte (Mass Comm)

_____ Duha Hamed, College of Arts and Sciences (Mathematics)

_____ Sandra Neels, College of Visual and Performing Arts (Theatre and Dance)

Judicial Council:

_____ 2 year staggered terms for faculty members elected by Faculty Conference

2 seats - 1 Serving through Spring 2020 to replace Catherine Chang (History) 1
Serving through Spring 2019 Replacing Lorrie Crochet (Music)

_____ Clovia Hamilton, College of Business Administration (Theatre and Dance)

_____ Julia McCallum, College of Visual and Performing Arts (Music)

_____ Jeffrey McEvoy, College of Visual and Performing Arts (Music)

_____ Jeremy Mims, College of Visual and Performing Arts (Music)

_____ Sangwon Sohn, College of Visual and Performing Arts (Design)

Rules: 3 year staggered terms for faculty members elected by Faculty Conference

2 seats - Serving through Spring 2021 to replace Dustin Hoffman (English) and Andrew Besmer (Computer Science)

_____ Sherry Hoyle, College of Education (CLES)

_____ Anna Romanova, College of Business Administration (Quant. Methods)

_____ Trent Kull, College of Arts and Sciences (Mathematics)

_____ Lindsay Yearta, College of Education (Curriculum and Pedagogy)

Appendix III: Standing Committee Reports:
Report of the Winthrop University Academic Conduct Committee
2017-18 Academic Year

In my capacity as appointed committee chair, I am writing to officially report that the Academic Conduct Committee took no actions during the 2017-18 academic year.

Respectfully submitted,

Alice Burmeister

Annual CUC report Will Thacker, Chair CUC

CUC met 4 times during the 2017-2018 academic year. Here are our activity statistics:

Date	Course Applications	Program Applications
Sept 15, 2017	12	1
November 10, 2017	37	3
February 2, 2018	43	28
March 23, 2018	85	23
TOTAL	177	55

Thanks to the hard working members of CUC:

Deb Leach: Education

Laura Ullrich: Business

Cliff Calloway: Arts & Sciences

Tracy Patterson: VPA

Stephanie Lawson: Graduate Assembly

Of course, Gina Jones and Tim Drueke have been invaluable to this committee. Lastly, thanks to Kara Traverse for keeping us organized.

Faculty Committee on University Life (FCUL) Report, 2017-2018

Adrianna Cordis

(Committee of the Faculty Conference) This committee shall be responsible for examining concerns submitted by faculty members that affect the conduct of university life, and shall have the authority to address these concerns by communicating directly with appropriate administrators and members of the University faculty and staff to understand the concern more fully and to effect a positive resolution to the concern. The committee shall report the concerns received, its findings, and the status of the concerns to Faculty Conference, to the Committee on University Priorities, and to the President at least

once each semester.

Adriana	Cordis (Chair)	CBA	Elected (College FA)	2018
Shawwna	Helf	COE	Elected (College FA)	2018
Amanda	Hiner	CAS	Elected (College FA)	2018
Mark	Lewis	CVPA	Elected (College FA)	2018
Rick	Chacon	CAS	Elected (College FA)	2019
Susan	Silverman	Library	Elected (College FA)	2017
Jackie	McFadden	Library	Elected (College FA)	2021
Kristen	Wonderlich	CVPA	Elected (College FA)	2019
Tyrone	Cesar	COE	Elected (College FA)	2020
Marguerite	Doman	CBA	Elected (College FA)	2020

FCUL addressed fourteen (14) concerns that were brought to the committee by faculty during the 2017-2018 academic year. The list of concerns and actions taken in response (in italics) are presented below.

Item 1. (Closed) IT policy of changing passwords - Faculty expressed concerns about the new IT policy of changing passwords every 90 days. One concern is that the policy will have negative effects on faculty and the university by reducing employee morale and productivity. Another is that the policy may actually reduce computer security rather than enhance it, as suggested by current recommendations and research. In addition, faculty asked whether the policy was required by the state legislature, the governor, Winthrop University President, or whether it was the IT Office's interpretation of how to implement the state laws and regulations.

Resolution: *Dr. Marguerite Doman, FCUL committee member, examined this issue. The password change policy was directed by Winthrop's Internal Auditor in order to keep Winthrop compliant with the policies of the South Carolina Division of Information Security (DIS). From the DIS website "The Division of Information Security is an operating unit under the Department of Administration's Division of Technology, responsible for a variety of statewide policies standards, programs and services relating to cyber security and information systems." The Information Security Policy – Access Control (2014) (available at <http://www.admin.sc.gov/files/InformationSecurityPolicy-AccessControl.pdf>) states the following about password policy and change requirements:*

Password Policy

Purpose

The purpose of the password section is to establish uniform and enterprise-wide practices to create, manage and maintain passwords to ensure expected level of access security. The policy outlines requirements for creation of strong passwords, protection of those passwords, and password change frequency.

Policy

Account Management (AC 2)

- [Agency] shall establish a process for password-based authentication to include the following:
 - Automatically force users (including administrators) to change user account passwords every ninety (90) days. If [Agency] handles Restricted data, consider enforcing password changes no less than every sixty (60) days;

Guidance

NIST SP 800-53 Revision 4: AC 2 Account Management

State agencies are required to comply with DIS. Higher Education must adhere to the DIS policy unless they have an approved policy variation, which we do not. Winthrop is considering testing a two-factor authentication policy to secure more sensitive information. If this is successful, they may consider extending it to the university. A university privacy group may be established to raise awareness and create an information inventory for the campus with representation from every college. This will help keep the faculty informed.

Item 2. (Closed) Requirement to report leave - Many faculty raised concerns that the new requirement to report leave may result in reduced productivity. They asked whether the requirement to report sick leave every pay period is directly mandated by the state or whether it was Winthrop's decision. They also inquired about the reasons for the new requirement. If it is a Winthrop requirement rather than a state requirement, faculty asked whether the frequency of reporting can be reduced to once per semester.

Resolution: Dr. Adriana Cordis, FCUL chair, discussed this issue with the HR Office. The HR Office states that it has a legal and fiduciary responsibility to maintain leave records according to state law. The requirement to report sick leave for faculty was implemented so that the HR Office can maintain better records. Beginning with July 2011 and up until this year, the HR Office limited the requirement to report sick leave to those employees who actually took leave. However, these employees were not following the policy; they were not turning in their leave at all or were turning it in late, resulting in the HR Office having to make numerous adjustment leave reports. In addition, the fact that leave was not being reported at all by faculty (many faculty did not even realize they accrued sick leave until this process was implemented) placed Winthrop in jeopardy of audit exceptions regarding the legal requirement to have a process in place that ensures accurate reporting of sick leave.

For clarification on the frequency of reporting, the HR Office directed faculty to the Winthrop University Sick Leave Policy. This policy is based on Chapter 11, Section 8-11-40 of the South Carolina Code of Laws, the SC Human Resources Regulations Section 19-710, and Winthrop's responsibility to maintain accurate records regarding leave. Neither the state law nor the State HR Regulations specify how each state agency is to enforce recording of sick leave by its employees. At Winthrop, the leave report (which can either report sick leave taken or no sick leave taken) is required to be submitted at the end of each pay period and within three days of the end of the pay period. All leave eligible Winthrop employees are required to submit a leave report at the end of each pay period. According to the HR Office, there is no mechanism to allow faculty to submit leave reports on a different schedule than all other employees.

Item 3. (Closed) Availability of contracts – Faculty expressed concerns about the availability of contracts. In the past, faculty received their contracts in writing and had to sign and return them but that is no longer the case. They are asking for feedback on how to view their contracts more easily.

Resolution: *Dr. Adriana Cordis, FCUL chair, discussed this issue with the HR office. Prior to 2011, Winthrop provided annual salary notification letters (not contracts) to faculty, which included salary information for the upcoming academic year. This practice was eliminated with the implementation of the HR/Payroll module of the Banner software in July of 2011. All employees can view their pay information via Wingspan by clicking on the Employee Detail tab and then on Job Detail. When this self-service function became available, the salary notification letters were discontinued. Faculty receive initial offer letters at the time of hire. After that, the policies and procedures in the Faculty Manual provide guidance regarding the employment of faculty.*

Item 4. (Closed) FMLA policy for faculty – Faculty expressed concerns about the ability to donate leave for maternity and adoption.

Resolution: *Dr. Adriana Cordis, FCUL chair, discussed this concern with the HR Office. Ms. Lisa Cowart, Vice President for HR, Employee Diversity & Wellness, graciously provided clarification on this issue. Under the current leave transfer policy, which can be found at <https://www.winthrop.edu/uploadedFiles/hr/policies/LeaveTransferProgramPolicy.pdf>, employees can donate unused annual or sick leave to a pool. The guidelines for employees to donate leave to the appropriate pool as well as the eligibility criteria to request and receive transferred leave are listed in the policy.*

Recently the state of SC established that employees can donate leave to a specific person. According to Section 117.137 of the 2016-2017 Appropriation Act, a state employee can make a written request to donate sick and/or annual leave directly to another state employee in the event of a medical emergency, subject to the approval of the agency director (or his designee). Leave transferred directly from one employee to another may only occur within the same agency (see <http://www.admin.sc.gov/humanresources/employee-information/benefits-and-leave/leave-transfer-program#LeaveDonation>). The HR Office encourages interested employees to contact the office to walk them through this process. Any leave-eligible employee can request leave from the leave pool regardless of whether another employee has donated leave specifically to that employee. An employee who receives leave from the leave pool must use the leave in accordance with the applicable leave policy (sick leave or annual leave).

However, the donation of leave would not resolve situations where an employee's spouse gives birth because the sick leave policy and state HR regulations do not allow the use of sick leave for this purpose. FMLA is 12-weeks of job protected, unpaid leave. Winthrop allows employees to run any applicable accrued paid leave concurrently with the unpaid FMLA leave. Sick leave is generally intended to apply to an employee's personal illnesses, but the sick leave policy and state HR regulations allows an employee to take up to 10 days of their personal sick leave to care for a "dependent" – as defined by the policy. Faculty are not eligible for annual leave; so beyond the 10 days, there is no paid leave available to them in this particular situation.

State regulations have a special provision regarding the use of sick leave for the purpose of adoption. Per Winthrop's policy, "An employee who adopts a child may use up to six weeks of accrued sick leave credits for the purpose of providing care for the child immediately following placement. Leave time authorized

by this section may be approved only if the employee is the person who will be primarily responsible for the care and nurturing of the child during this period. For eligible employees, sick leave due to the adoption of a child may be covered under the Family Medical Leave Act. Please see the Winthrop University FMLA Policy or contact HR.” It is advisable for anyone who has questions about leave, the leave pool, etc., to contact HR to discuss their specific situation.

Item 5. (Closed) Teaching and Learning Center – Faculty expressed a concern about the plans for the Teaching and Learning Center. Specifically, it appears that the TLC has been “farmed out” to several different people. There is some online training and miscellaneous programming, but there isn’t anyone developing regular programming for faculty. This has implications for SACS, as there is no official faculty development program right now, and it’s also problematic for a “teaching” institution of Winthrop’s size to not devote resources to faculty training and development.

Resolution: *Dr. Amanda Hiner, FCUL committee member, discussed this matter with Dr. Gloria Jones, Dean of University College. Dr. Jones communicated that professional development efforts are temporarily being overseen by the Provost’s office. There is a consensus among administrators that we need a larger commitment to professional development for faculty on campus, and administrators are currently trying to determine what it will look like and how it will be overseen. The future version of the TLC will likely not be housed in the University College, but may inhabit the new space for faculty and staff (where President DiGiorgio’s old offices/space was located). This new TLC may consist of a large “umbrella” organization that covers professional development, Blackboard training, and online learning. Currently, the Provost, the Dean of University College, and Dr. Meg Webber are trying to determine the structure for this new office or entity. Their goal is to create a new office that will provide more rigorous and vital professional development for the campus. Dr. Jones is still hoping to host a TLC Conference in the spring if she has adequate administrative support for that effort. Overall, she wants to assure faculty that they are making progress towards this effort to make sure that faculty professional development needs are met.*

Item 6. (Closed) Insufficient lighting between Dacus Library and Withers – Faculty expressed concerns that insufficient lighting posed a safety issue.

Resolution: *Dr. Amanda Hiner, FCUL committee member, addressed this safety concern. She submitted a Facilities Maintenance request to improve or fix the lighting between Dacus and Withers. The request was completed as of Dec. 8, 2017. (Work Order # WR-201705187 accepted from work request #192090 has a status of Completed as of Dec. 8, 2017, 9:54 AM.)*

Item 7. (Closed) Parking enforcement – Faculty expressed concerns about parking in the library lot. Cars without stickers were seen parked in faculty spots on multiple occasions. Calls were placed to the police, which informed faculty that the delinquent cars would be ticketed. However, that did not appear to be the case because the cars were back in the same spots the next day. Although the sign restricts parking to faculty until 7:00 p.m., others park in those spots beginning at 5:00 pm. This creates an issue for those who teach at night and have to walk to distant lots alone. The faculty expressed a desire for more cooperation from the police department in ensuring parking availability and safety after dark.

Resolution: *Mr. Ken Scoggins, Chief of Police, graciously agreed to attend one of the FCUL meetings to address this issue. Mr. Scoggins informed the committee that the four employees in parking enforcement work a staggered schedule to help monitor traffic and issue tickets. He added that the department is shorthanded. This has affected their ability to monitor parking lots as well as they would like. Mr.*

Scoggins added that officers do not turn a blind eye to parking violations. They tow a fair number of vehicles. To help demonstrate the work done by the office, he indicated that from the beginning of the semester, the revenue from parking citations reached approximately \$75,000.

The police receives 16,000 calls per year. In addition, more than 800 events are staffed by police. Even though this is not officially part of their job, it has become expected of them to monitor parking at these events. They are glad to help. However, this does increase the workload requested of staff. Mr. Scoggins is currently working on the staffing issue. Hopefully this will help with the workload and the parking situation. Also, Mr. Scoggins reminded the committee that the police office provides escorts to students, faculty, and staff as necessary for safety purposes.

Item 8.A. (Closed) Bancroft Hall traffic – Faculty expressed concerns about the traffic pattern in front of Bancroft Hall. Students and other folks create a safety hazard by skateboarding and bicycling in the wrong direction on Winthrop Alumni Drive in front of Margaret Nance and Bancroft. When faculty, staff, students, or visitors are backing out of parking spots, they often cannot see skateboarders or bicyclers who are traveling in the wrong direction. The faculty who brought this concern suggested that reminders about the direction of traffic could be painted directly on the pavement, or that perhaps a lane for bikers and skateboarders who need to travel against the legal traffic flow could be marked on the side of the road away from where cars park.

Examination: *Mr. Ken Scoggins, Chief of Police, graciously agreed to attend one of the FCUL meetings to address this issue. There has been an increase in signage and pavement marking to advise proper road usage and safety. Skateboarding is only permitted on campus to get from point A to point B. It is not allowed on steps, to cause property damage, or to disrupt classes. The idea of a dedicated lane for skateboards was raised. However, having a dedicated lane for skateboards is a decision to be made by university leadership rather than by the police. Perhaps Facilities could help address this concern further. One issue to consider is that part of the street is owned by the university and part by the state; it would be necessary to conduct research regarding the feasibility of this proposal and to obtain approval from the leadership. In addition to skateboarding/traffic safety, Mr. Scoggins added that students' texting and looking at their cell phones creates a safety concern.*

Item 8.B. (Closed) Bancroft Hall traffic follow up – A faculty member sent a follow-up expression of concern regarding students biking and skateboarding the wrong way on Alumni Drive in front of Margaret Nance and Bancroft. The faculty member is worried that a student might be hit by a car backing out of the parking spots. The faculty member inquired whether there were any developments regarding the suggestion to post signs and mark the pavement to indicate the proper direction of travel as well as create a dedicated lane for bikers and skateboarders on the side of the road away from where the cars park. The faculty member noted that they are sharing this concern “directly with administration so that it doesn't fall through the cracks in the context of everyone's busy schedules and given the seriousness of a potential accident, both as it pertains to the well-being of members of the Winthrop community and to the reputation of the University with all of our stakeholders.”

Resolution: *Dr. Adriana Cordis, FCUL chair, contacted Mr. Walter Hardin and Mr. Ken Scoggins for a follow-up. Mr. Hardin kindly shared Winthrop's Policy on Skateboards and Bicycles which highlights the proper use of these vehicles. Mr. Ken Scoggins attended a second FCUL meeting to further address the concerns raised by faculty. Dr. Mike Lipscomb was also in attendance. Dr. Cordis asked for an update on the possibility of having a dedicated bike lane and increasing traffic signage. Mr. Scoggins pointed*

everyone to the Winthrop Policy on Skateboards and Bicycles which clearly states the ways in which these vehicles can be used on campus.

Regarding the dedicated lane, Mr. Scoggins noted that both the lane and parking area have to have a certain width; therefore a lane cannot be added if it results in traffic lanes that do not meet legal requirements. Dr. Lipscomb pointed out that some bicyclists ride against traffic. Mr. Scoggins noted that police personnel usually stop them to have a conversation that includes explaining safety risks and drawing their attention to the Policy mentioned above.

Regarding the posting of signs, Mr. Scoggins noted that he and Mr. Hardin have looked at campus areas where signage should be added. He also noted that some portion of the roads are owned by the city. For example, the city plans to revamp the intersection of Camden and Cherry Rd to make it more pedestrian-friendly as well as other areas and to add a pedestrian walkway to the side of the campus. The Police Department is also looking at putting more signage on Alumni Drive. Oakland Avenue is also a major road that students use to go back and forth to the library and other buildings. However, Oakland Avenue is a state highway; one possibility would be to place a police car in the middle of the median during the busiest time of day. Mr. Scoggins added that they are working diligently on increasing signage and hopes to have some in place by the beginning of the next academic year.

Item 9. (Open) Condition of faculty offices and facilities – Faculty expressed concerns to both FCUP and FCUL regarding the condition of faculty offices and facilities, especially in older buildings. The faculty noted that they recently learned that a pipe in the ceiling of McLaurin broke again, significantly flooding offices on three floors of the building and damaging faculty offices and studios. To their knowledge, this is the fourth or fifth time that McLaurin flooded. Other faculty buildings, such as Bancroft, are unheated on weekends and have non-working bathrooms. The leaks in Withers are legendary. This is an issue for faculty morale and an impediment in recruiting. It is difficult to convince prospective faculty members to join an institution where the faculty facilities are “substandard.” Faculty expressed urgency in addressing these issues, in part because they affect our ability to recruit top-level diverse faculty when we’re in competition with other institutions and handicapped by low salaries.

Examination: *FCUP & FCUL discussed the best way to address these concerns. It was agreed to request that annual updates on the status of facilities improvements be provided at the Faculty Conference.*

Item 10. (Closed) Timing of submission of athletes’ schedules – Faculty expressed concerns about Athletics not sending the schedules for athletes until after (or too close to) the class add/drop date. It was mentioned that some athletes are scheduled to potentially miss more than 5 classes, and suggested that they may need to be informed that they should seek classes that can accommodate such absences. Once the add/drop date has passed, professors are placed in a difficult position because of the demands of managing coursework and absences for these students. In addition, faculty noted that students should be encouraged to discuss their absences with their professors directly and take responsibility for the missed coursework.

Resolution: *Dr. Adriana Cordis, FCUL chair, addressed this concern with Athletics. Dr. Trent Kull submitted a thorough report that addresses the concerns raised (please see attachment).*

Item 11. (Open) Condition of room assigned to University Personnel Committee – Faculty expressed concerns regarding the room assigned to the university personnel committee. Specifically, they noted that members of this committee must spend hours reviewing tenure and promotion portfolios in a small

room in the basement of Kinard, which appears to be some sort of former closet, is unheated, has uncomfortable chairs, and is uncomfortable overall. Faculty members are confined to this room the entire time they are reviewing promotion materials (tens of hours). The faculty member noted that this is very important and time-consuming work, and asked if this task could be assigned a more comfortable room that is heated, has comfortable furniture, and perhaps a coffee maker, in Tillman or another building on campus.

Resolution: *Dr. Kristin Wonderlich, FCUL committee member, addressed this concern with Mr. Tim Druke. He indicated that the University is moving to a digital system, Interfolio, which will relieve the strain of the committee having to go to a specific location to review materials. The move to Interfolio is scheduled to materialize within the next two years, so something should be done for at least that time. Mr. Druke agreed with many of the statements about the room. He added that the issue is finding a room that is absolutely secure and only the committee has access to. The other issue is finding a room that is not used for any other purpose than this from Dec. 1st to June 1st. Mr. Druke agreed that a space in Tillman would be ideal because it would have a close proximity to the Provost; however, there are no secure locations there.*

Item 12. (Closed) Dreamweaver installation and use – Faculty expressed concerns regarding the availability of technicians to help switch files from Microsoft Expression to Dreamweaver. The faculty member noted that they submitted a work order along with several time windows, but were unable to make a firm appointment with a technician.

Resolution: *Dr. Marguerite Doman, FCUL committee member, addressed this concern with IT. IT Services expressed their regret that the faculty web server upgrade has caused so much frustration. They have offered several training sessions, and the feedback has been very positive. They understand that some people may need extra support. Staff availability was limited for a while due to the flu, and that may have been the reason for some slow responses. To promptly address this concern, IT looked at all outstanding “Dreamweaver tickets,” which seem to have originated in the same building on campus, so there may have been some communication issues. There are currently no outstanding “Dreamweaver Tickets.” Therefore, if someone has a request that is not answered, it is not in the system. These requests should be resubmitted.*

Item 13. (Closed) Daily Digest – Faculty expressed concerns about Faculty Digest, which has replaced Faculty-Staff e-mailing. A faculty member stated that they advertised their Center through the faculty-staff email for years, and were able to notify everyone about hours, etc., in a convenient way. Because faculty are now sending frequent requests for information about hours and other related matters, the faculty member stated that they do not believe most faculty read the Digest. The faculty member would like to know the reason for the change to the Digest. Were there complaints about the earlier arrangement? The faculty member suggested that a better alternative would be to create a parallel list (similar to the one used by Athletics) for those who need to contact other faculty members with information directly relevant to their teaching.

Resolution: *Dr. Adriana Cordis, FCUL chair, inquired with IT Services. The Daily Digest was originally designed by the intra-campus communications committee. Before the Digest went live, a detailed email was sent to the Faculty/Staff list. The new process was also presented to the Faculty Conference. IT suggested that FCUL contact representatives from the intra-campus communications committee directly to obtain the best possible answers. An email dated 1/4/2018 from Dr. Jeff Perez provides details on the*

Daily Digest, reasons for the change, and the process for continuing the use of faculty-staff email (please see below).

“What about faculty-staff@winthrop.edu and WU Alert?”

After transitioning most campus messaging to the daily digest, the faculty-staff email address will remain but only be used for specific purposes approved by senior staff and administrators, such as messages of institutional priority, information to employees that is required to be communicated by federal or state law, or by Winthrop policies.

*Faculty or staff members who believe a campus-wide email is justified may work through their department head or supervisor, who will then decide if the email should be transmitted to the appropriate dean or senior administrator. The appropriate dean or senior administrator will determine whether to transmit the message over the faculty/staff email address or have the originator post it through the **Winthrop Daily Digest**.”*

Dr. Perez added that his office has received positive feedback on the Daily Digest, citing the “one-stop shopping” convenience of it, delivery at the same time every day, and increased viewership of messages. He also noted that faculty and staff are welcome to create their own email lists of faculty and/or staff.

Item 14. (Closed) Scantron machine – Several faculty expressed concerns regarding the Scantron machine. A faculty member stated that their stack of exams had to be run several times to obtain the scores and printouts. The machine expelled a few sheets because the pre-printed course information at the top of the sheet was misaligned. It also mashed a student’s sheet, did not record an answer from the key sheet, and did not score an entire section of one student’s answer sheet; this creates the need for faculty members to proofread the graded Scantrons. The faculty member suggested that a new scoring machine is needed.

Resolution: *Dr. Adriana Cordis, FCUL chair, addressed this concern with Mr. Patrice Bruneau. Mr. Bruneau indicated that our Scantron scanners are fairly old. They recently had to be serviced, and the technician had to be called back several times to fix more issues. Mr. Bruneau agreed with the description of the concerns raised by the faculty member. He contacted Scantron to find out what new models are available that are still compatible with our scoring software. Depending on the cost, there is a good chance that the university will be able to purchase new equipment before June 2018.*

Prior Academic Year Items

Several concerns received by FCUL in the prior academic year (i.e., AY 2016-17) that were deemed “open” in the prior year report were also discussed by the committee. Their status is listed below.

- **(Closed) Faculty space on campus**

Resolution: *Per the August 18, 2017 Faculty Conference Minutes, former President DiGiorgio’s office in the DiGiorgio Center will become a faculty-staff development center.*

- **(Closed) AAAS request to review FCUL policy**

Resolution: *Dr. Mike Lipscomb, Chair of the Faculty Conference, submitted proposed changes to the Bylaws and Policy Repository regarding the makeup of the Faculty Committee on University*

Priorities and the Faculty Committee on University Life to the Rules Committee for review. These proposed changes reflect the actual practice of the FCUP/FCUL for the last several years and seek to align the language in the Bylaws with the actual practice. These changes were discussed and voted on at the Faculty Conference during AY 2017-2018. This concern was closed.

- **(Open) Faculty morale and increased demands on faculty time**

***Examination:** These concerns are currently being addressed by FCUP. FCUP has assembled a list of ideas including financial and non-financial suggestions for faculty relief. Course releases and financial rewards for tenured faculty were identified as top priorities. An FCUP subcommittee is communicating with the leadership.*

- **(Open) Library catalog** – Faculty continued to express concerns during the current academic year regarding the library catalog system, particularly the difficulty in engaging in catalog searches and accessing print resources and online journal articles.

***Examination:** Dr. Amanda Hiner and Dr. Rick Chacon, FCUL committee members, met with library representatives (Ms. Gale Teaster and Ms. Jackie McFadden) to discuss these concerns and prepared a thorough report for the committee.*

The report notes that Ms. Gale Teaster kindly agreed to create a “Quick and Easy Catalog Search Guide” for faculty and students to provide tips and suggestions for navigating the catalog system. For example, the need to click on “Other Formats” to see if the library holds a hard copy of a book is not known by many faculty members and could be included as a tip on the sheet. Ms. Gale Teaster encouraged faculty to let her know the title of any journal that is not accessible immediately so that she can see if the catalog is not processing or categorizing it correctly. Her email address is teasterg@winthrop.edu.

The report also highlights issues with the search function and points out that Winthrop may be the only university in SC that uses this catalog. The SC PASCAL Consortium is considering the purchase of a new state-wide catalog system, a decision that should be made in April 2018. Depending on Winthrop’s current catalog contract terms and expiry date, this might be a good time to consider an alternative. FCUL’s understanding is that the decision is budget-driven. Therefore, the committee unanimously agreed to notify FCUP of these concerns. The full report prepared by Dr. Hiner and Dr. Chacon has been shared with FCUP to be discussed with the university leadership.

Submitted by Dr. Adriana Cordis, FCUL Chair 2017-2018

Attachment: Response from Dr. Trent Kull, Faculty Athletics Representative



To: The Faculty Committee on University Life Re: Student-athlete class scheduling
From: Trent Kull, Faculty Athletics Representative

Introduction

The intent of this letter is to address the concerns noted by the Faculty Committee on University Life (FCUL) regarding student-athlete class scheduling, missed classes, and related matters. Dr. Adriana Cordis brought these concerns to the attention of Ms. Claire Mooney-Melvin in an email dated February 20, 2018 (attached). Dr. Cordis is the Chair of the FCUL and Ms. Mooney-Melvin is the Director of Academic and Student Services for the Division of Athletics. The Associate Athletic Director for Student Success, Ms. Sherika Montgomery, met with her staff (which includes Ms. Mooney-Melvin) to address the issues presented, and then with me to discuss appropriate actions and responses to the concerns.

As Winthrop University's Faculty Athletic Representative (FAR), I work directly for President Dan Mahony; my responsibilities include:

- Maintenance of the well-being of the student athlete
- Institutional oversight of the athletics program
- Academic integrity of the athletics program

Concerning the last point, I serve as a conduit of information to and from the faculty and the athletics program, and provide advice to the president that reflects the traditional values of the faculty, and is rooted in the academic ethic of the institution.

The responsibilities listed above are large in scope - fortunately, Winthrop has a cadre of professionals to help with each. The Faculty Advisory Committee on Intercollegiate Athletics (FACIA), for example, is comprised of faculty from each academic college, student athletes, and athletic administrators - these members discuss matters related to student-athlete success and provide faculty based-advice to President Mahony and Director of Athletics Ken Halpin. Moreover, the staff of the Student Success Office advises student-athletes on a variety of academic matters such as class scheduling, progress towards degree, strategies for success, communicating with professors, and much more.

All above-mentioned parties appreciate feedback and suggestions from the FCUL. I use the remainder of this letter to address the committee's current concerns.

142 Bancroft Hall • Rock Hill, South Carolina 29733 • 803/323-2175

Concerns, suggestions, and responses

Concern 1: The Division of Athletics does not send the competition and travel schedules of individual student-athletes to academic instructors until after (or too close to) the add/drop date.

Response: It is by design that Ms. Mooney-Melvin does not send these schedules until after the add/drop date. Even with the early registration afforded to Winthrop's 300 plus student-athletes, changes to schedules occur frequently and right up to the deadline for add/drop. As such, Ms. Mooney-Melvin collects and compiles finalized course schedules as soon as possible after the add/drop date and sends appropriate travel information to instructors. This semester (Spring 2018), for example, I received notification letters concerning the Women's Golf and Lacrosse Teams travel schedules on January 19 and January 26, respectively. The add/drop date for my classes were January 10. Sending the letters even closer to the completion of the add/drop date remains a goal of the Student Success staff; however, sending them prior to the add/drop date would be inefficient and may lead to confusion when additional letters are sent after inevitable schedule changes.

Concern 2: Some athletes are scheduled to potentially miss more than 5 classes.

Response: The Student Success staff advises athletes to register for classes that minimize absences due to athletic travel. Early registration and dual advising (from faculty and athletic staff) help in these efforts, but do not eliminate all conflicts, especially with classes that have limited offerings. Winthrop Athletics has long been aware of the need to de-conflict class times and competitions, and works diligently with faculty and administration to avoid conflicts when possible. The 2017-18 Undergraduate Catalog, under Academic Regulations/Class Attendance Policies, states:

The student is responsible for all requirements of the course regardless of absences. Instructors are obligated to provide makeup opportunities only for students who are absent with adequate cause such as incapacitating illness, death of an immediate family member, or authorized representation < {the university.

Winthrop regards scheduled athletic competitions as authorized representation of the university. Moreover, Winthrop Athletics provide every student-athlete a personal copy of the Student-Athlete Handbook, which specifically addresses class attendance and team travel. This handbook states:

*Regular and punctual class attendance is expected fall student athletes. ... Each professor is provided a list < /'student-athletes and scheduled /ravel dates at the beginning of each semester. Student-athletes are responsible for reminding their professors in advance of such absences. While professors are obligated to provide makeup opportunities for student-athletes who miss class for legitimate team travel responsibilities, **it is the responsibility of the student-athlete to arrange to make-up missed work, quizzes or test prior to missing class.** Student-athletes are responsible for all course requirements regardless < {absence.*

Note that practices and workouts do not excuse student-athletes from academic events. The handbook states:

When practices are scheduled at a time that conflicts with regularly scheduled classes and/or labs, student-athletes must attend the class and/or lab in its entirety. Student-athletes must also attend .special study groups, meetings with academic advisors, meetings with, faculty members, or any other academically related meetings.

Concern (suggestion) 3: Student-athletes may need to be informed that they should seek such classes that can accommodate such absences.

Re ponse: The Student Success staff indeed advises student-athletes to take this very action, whenever possible. This staff meets with student-athletes regularly to discuss NCAA requirements regarding required grade point averages and progress towards degree. When problems in these areas arise, athletic advisors and student-athletes have serious discussions about their collegiate priorities. As a result, Athletics prohibits some student-athletes from participating in their sport, or limits their travels to encourage academic improvement. Some student-athletes elect to leave the sport to focus on academics; some elect to change to a major that allows them greater flexibility to participate in their sport. In every instance, the student-athletes receive professional advice from the Student Success staff, who also communicate with faculty advisors on such matters.

Concern (suggestion) 4: Student-athletes should be encouraged to discuss their absences with their professors directly and take responsibility for missed coursework .

Response: See the response for Concern 2. Student-athletes are responsible for such communication per policy outlined in the Student-Athlete Handbook. I encourage professors to remind student-athletes of this responsibility, work with student-athletes towards the achievement of such, and hold student-athletes accountable when they fall short of this responsibility.

Concern 5: Is there a better way to schedule courses for student-athletes to reduce the number of classes missed?

Response: There may very well be a way to make such improvements that have not already been tried, thought of, or implemented. The FACIA FAR and Student Success staff will discuss such possibilities, and welcome the input of other faculty members in this regard.

Concern 6: Could athletes be asked to discuss their absences with their professor before the add/drop date, particularly if the student is scheduled to miss a large number of classes?

Response: This is possible for those already registered for the course who do not plan to drop. However, I am not sure if this is practical. The drop/add date happens very quickly after a course begins, and is often at a time when both instructors and students are overwhelmed with the initial responsibilities of the new semester. As with Concern 5, the FACIA, FAR and Student Success staff will discuss such possibilities, and welcome the input of

other faculty members in this regard.

Additional comments

Prior to my assignment as the FAR for Winthrop, I was relatively unaware of the significant efforts that the Division of Athletics takes towards the academic success of student-athletes. In particular, The Student Success staff (led by Ms. Montgomery), is very active in assisting each student-athlete with their class schedules and academic responsibilities, and closely follows their progress. I intend to invite Ms. Montgomery to a Faculty Conference to speak about their efforts, answer faculty questions, and collect input for further improvement. Additionally, I intend to invite Ms. Clair Mooney-Melvin to join me in occasional visits to College Assemblies for similar purposes. Finally, I plan to discuss with the FACIA the possibility of having an informative session on Winthrop Athletics at some point during the year-long New Faculty Training program.

Sincerely,

A handwritten signature in black ink that reads "T. Kull". The signature is written in a cursive, slightly slanted style.

Trent Kull, Ph.D.
NCAA Faculty Athletics Representative
Chair of the Faculty Advisory Committee
on Intercollegiate Athletics Associate
Professor of Mathematics

ATCH: E-mail correspondence

March 12, 2018

Appendix IV: Proposed Amendments to the Bylaws Dustin Hoffman (for Andrew Besmer)

Electronic Voting

Section 5 Elections. Regular elections by the Faculty Conference of members of all standing committees created by the Faculty Conference shall take place electronically following a spring semester meeting of the Faculty Conference. Special elections to fill vacancies shall take place as soon as practicable after such vacancies occur. When a member of a committee created by the Faculty Conference begins a leave of absence (i.e., medical, unpaid, or sabbatical),

a committee vacancy is thereby created (unless the member requests to serve while on sabbatical or unpaid leave). When a vacancy occurs prior to the end of a full term, it shall be filled by election for the remainder of the unexpired term.

Section 6 Electoral Procedures. The electoral procedures are as follows:

1. Nomination: The Faculty Personnel Committee shall nominate at least two persons for each vacancy and circulate these names to the faculty prior to the opening of electronic voting. Additional nominations may be made from the floor during the meeting immediately prior to the opening of electronic voting, provided that the consent of the nominee has already been obtained.

2. Voting: Voting members of Faculty Conference will be sent an invitation to complete an anonymous electronic ballot following the meeting where nominations for open positions are closed. Faculty Conference shall use the Borda method to tally all votes.

a. The faculty monitors will consist of The Faculty Conference Parliamentarian and the Chair of Faculty Conference as a witness. In the case in which the Chair of Faculty Conference or Parliamentarian is a candidate in an election, the Secretary of Faculty Conference will replace him/her as a witness for that election.

b. In all elections, voters shall rank the candidates in order of preference, with the favorite candidate receiving rank 1, the second favorite receiving rank 2, and so on.

c. When more than one person is to be elected to a council or committee and the terms are staggered, the longer terms shall be given to the persons with the more favorable totals.

d. If there is a tie, the faculty monitors shall break the tie by a method of equal chance, e.g. coin flip.

3. Timeline: Voting faculty members will have seventy- two hours to complete the electronic ballot before it closes.

4. Custody of Electronic Voting and Calculating Votes: The faculty monitors shall develop and distribute the electronic ballot. Vote totals will be calculated by the faculty monitors as described in Section 6.2 above.

E. Notification: As soon as votes are tabulated, both winning and losing candidates shall be notified of the outcome by the Parliamentarian of the Faculty Conference. Complete election results shall then be distributed promptly to the faculty by the Parliamentarian of the Faculty Conference

Appendix V: Draft of Ombuds Policy Proposal Ombuds Office Terms of Reference and Charter

Introduction:

The Ombuds Office was established in 2018 with the support of Winthrop University faculty, staff, and the Offices of the President and Provost. The Ombuds Office serves as an independent, confidential, neutral, and informal resource for any faculty, staff, or administration member of Winthrop University to seek assistance in identifying available options, facilitating productive communication, and bringing forth concerns about university policy or procedures. The Ombuds Office is designed to be free from direct university oversight or control. Thus, while the Ombuds derives its authority from and reports to the Office of the President, the services of the Ombuds Office are neither directed nor controlled by the President.

As an independent, confidential, neutral, and informal resource, the Ombuds has no institutional authority to change any rules, overturn any decisions, or even force issues to be addressed by others. The Ombuds is neutral in his/her activities and does not act as an advocate for any participant in a dispute or visitor to the office. The Ombuds impartially considers the interests and concerns of all persons involved in a situation with the aim of facilitating communication and assisting others in reaching mutually acceptable agreements that are fair, equitable, and consistent with the mission and policies of Winthrop University.

Services of the Ombuds Office include but are not limited to:

- Listening impartially to concerns and providing a confidential place to collaboratively explore solutions
- Developing options for informal approaches to resolving problems or concerns
- Pointing employees toward available services and resources and obtaining applicable information, including university policies
- Exploring early problem-solving approaches as a way to avoid escalation of conflicts and empowering individuals to find their own solutions to problems
- Coaching and training individuals and departments on communication and interpersonal relationship skills in the workplace
- Facilitating communication between parties during conflict
- Serving as a facilitator for group problem-solving and consensus development
- Assisting groups in the design and implementation of collaborative decision-making processes
- Mediating and advising mediation as an informal conflict resolution process
- Alerting individuals or groups to available formal channels for conflict resolution
- Identifying observed trends or problems
- Providing feedback relating to changes in policies or procedures

- Educating and informing the campus community about conflict resolution through presentations and office literature
- Modeling fairness, equity, inclusion, and civility in carrying out duties

Services the Ombuds cannot offer include, but are not limited to:

- Make changes to policies
- Offer arbitration
- Provide exceptions to policies or procedures
- Serve as notice to Winthrop University
- Formally investigate any issue
- Compel anyone to take part in the services of the Ombuds
- Participate in any formal internal or external process (e.g. lawsuits, grievances) unless required by law
- Take sides in any matter
- Provide legal advice on any matter
- Provide mental health counseling

Because of the confidential and informal nature of the office, records that are confidential in nature are destroyed as soon as possible and permitted by law. Thus, the Ombuds Office is not a place to go “on the record”; however, the Ombuds can assist in directing visitors to the appropriate mechanisms for going “on the record.” The Ombuds holds all communications with those seeking assistance in strict confidence to the extent permitted by law. The Ombuds Office does not participate in any formal process, whether internal or external to the university, unless required by law.

The Ombuds Office is expected to adhere to the standards outlined by the 2009 International Ombuds Association (IOA) Standards of Practice and Code of Ethics. In addition, the Ombuds Office is expected to adhere to the best practices outlined in the 2009 Supplement to the IOA’s Standards of Practice.

Limitations of Use:

The Ombuds Office does not receive or record complaints on behalf of Winthrop University, and the Ombuds is not designated by the University as an individual authorized to receive reports of any violations of university policy or the law. THEREFORE, COMMUNICATIONS TO THE OMBUDS OFFICE REGARDING POSSIBLE VIOLATIONS OF UNIVERSITY POLICIES OR UNLAWFUL PRACTICES DO NOT CONSTITUTE NOTICE TO WINTHROP UNIVERSITY. Any such information shared with the Ombuds Office is not shared with the University. This allows the Ombuds to preserve the confidential and impartial nature of the office. If an individual discloses information that might evidence a violation of University policy or unlawful activity, the Ombuds will provide information necessary to permit the individual to make an official report to the University and, if requested, will assist the individual in making such a report.

Purpose and Scope of Services:

The Ombuds provides informal dispute resolution services to Winthrop faculty, staff, and administration. The Ombuds Office is a place where these constituents can seek guidance regarding workplace problems or concerns at no cost and without fear of retaliation. Consultation with the Ombuds is entirely voluntary and may not be compelled by the University or an employee. The Ombuds Office receives questions and concerns about individual situations or broader systemic issues and keeps them confidential. The Ombuds will listen, make informal inquiries, offer resolution options, make referrals, and informally mediate disputes independently and impartially. The Ombuds will assist individuals in reaching resolutions that are consistent with stated ideals, objectives, and policies of Winthrop University.

The Ombuds Office supplements, but does not replace, other more formal processes available to university employees. The Ombuds serves as an information and communication resource. The Ombuds can also serve as a catalyst for institutional change for the University through reporting of trends and identifying opportunities to enhance policies and procedures. The Ombuds has no authority to impose remedies or sanctions, nor does the Ombuds have the authority to enforce, make exceptions to, or change any Winthrop University policy, rule, or procedure.

Appointment of the Ombuds:

The President of Winthrop University, or the President's designee, is responsible for the appointment of an Ombuds to a three-year term. The Ombuds Advisory Committee should assist the President in this task. The committee will be responsible for assisting in the development of the Ombuds job description, reviewing applications to the position, and recommending to the President at most three candidates who meet the minimum established qualifications. In reviewing applications, the committee should look for the characteristics an Ombuds should exhibit: listening, oral/written communication skills, sensitivity to issues, an understanding of appropriate use of power, clear understanding of university policy and procedures, willingness to abide by IOA standards, and so on. The final selection will be made by the President or the President's designee.

The President will work with the Ombuds to ensure reasonable release or reassigned time to permit the Ombuds to be effective in carrying out duties. While the Ombuds position is expected to take up no less than 50% of a faculty/staff member's time, ongoing assessment of the utilization of the Ombuds Office by the President may identify the need to increase that position to full time or even add additional Ombuds or additional support staff. The annual report produced by the Ombuds Office can be used as one metric by which the President can assess the Ombuds Office needs.

Ombuds Advisory Committee:

The Ombuds Advisory Committee meets at least once per semester. The committee consists of six voting members: the Chair of Faculty Conference and Chair of Staff Conference who are ex-officio, two voting members of administration appointed by the President, one member elected

from the Faculty Conference at large, and one member elected from the Staff Assembly at large. The terms for appointed or elected members to this committee are for two years and will be staggered so that, in odd years, terms of one of the administration members as well as the staff member elected at large will expire and, in even years, terms of the other administration member and faculty member elected at large will expire.

In addition to assisting the President in Ombuds searches, this committee will serve as one resource for the Ombuds to consult regarding university, faculty, and staff policies, practices, and concerns. Similarly, the committee can also advise the Ombuds on trends they are seeing on behalf of faculty, staff, and administration. The Ombuds, at their discretion, can use this information to inform their current work or organize workshops to address relevant issues proactively.

Should concerns about the performance of the Ombuds arise the Ombuds Advisory Committee can review the concerns and notify the President of them. Should it be necessary to remove the Ombuds prior to the end of the Ombuds' term, the President will seek the advice of the Ombuds Advisory Committee and consider the committee's opinion as a factor in any decision they make regarding removal.

Training:

The Ombuds will maintain a Certified Organizational Ombuds Practitioner Certification. As the IOA requires experience practicing IOA standards before this certification can be granted, the President, at his/her discretion, may allow the Ombuds to operate as they pursue this certification in a timely manner. The Ombuds should attend the annual IOA conference to support the continuing education of the Ombuds. The Ombuds should not take on or hold any additional administrative duties not related to their role as an Ombuds.

Additionally, due to the confidential and sensitive nature of issues that visitors bring to the office, any support staff or students used in the office will receive adequate training from the Ombuds to ensure interactions are handled in conformity with the 2009 IOA's Standards of Practice.

Annual Report:

The Ombuds will produce a yearly written report with general information and statistics about usage of the Ombuds, without jeopardizing the confidentiality of any individual or the Ombuds Office. The report will only include data that come from a population of a sufficient size and that will, in the judgment of the Ombuds, prevent re-identification of individuals from the report. An example report would contain: number of faculty/staff using the office, number of complaints assisted with, complaint trends, concerns, results of work over the last year, and any recommendations the Ombuds has. This report will be delivered annually to the Office of the President, Staff Assembly, and Faculty Conference.

2009 IOA Standards of Practice:

The Ombuds Office is guided by the 2009 IOA Standards of Practice (http://www.ombudsassociation.org/IOA_Main/media/SiteFiles/IOA_Standards_of_Practice_Oct09.pdf) that include: independence, neutrality, impartiality, and confidentiality.

INDEPENDENCE

The Ombuds Office and the Ombuds are independent from other organizational entities. The Ombuds holds no other position within the organization which might compromise independence. The Ombuds exercises sole discretion over whether or how to act regarding an individual's concern, a trend, or concerns of multiple individuals over time. The Ombuds may also initiate action on a concern identified through the Ombuds' direct observation. The Ombuds has access to all information and all individuals in the organization, as permitted by law. The Ombuds has authority to select Ombuds Office staff and manage Ombuds Office budget and operations.

NEUTRALITY AND IMPARTIALITY

The Ombuds is neutral, impartial, and unaligned. The Ombuds strives for impartiality, fairness, and objectivity in the treatment of people and the consideration of issues. The Ombuds advocates for fair and equitably administered processes and does not advocate on behalf of any individual within the organization. The Ombuds is a designated neutral reporting to the highest possible level of the organization and operating independent of ordinary line and staff structures. The Ombuds should not report to nor be structurally affiliated with any compliance function of the organization. The Ombuds serves in no additional role within the organization that would compromise the Ombuds' neutrality. The Ombuds should not be aligned with any formal or informal associations within the organization in a way that might create actual or perceived conflicts of interest for the Ombuds. The Ombuds should have no personal interest or stake in, and incur no gain or loss from, the outcome of an issue. The Ombuds has a responsibility to consider the legitimate concerns and interests of all individuals affected by the matter under consideration. The Ombuds helps develop a range of responsible options to resolve problems and facilitate discussion to identify the best options.

CONFIDENTIALITY

The Ombuds holds all communications with those seeking assistance in strict confidence and takes all reasonable steps to safeguard confidentiality, including the following: The Ombuds does not reveal, and must not be required to reveal, the identity of any individual contacting the Ombuds Office; nor does the Ombuds reveal information provided in confidence that could lead to the identification of any individual contacting the Ombuds Office, without that individual's express permission, given in the course of informal discussions with the Ombuds; the Ombuds takes specific action related to an individual's issue only with the individual's express permission and only to the extent permitted, and even then at the sole discretion of the Ombuds, unless such action can be taken in a way that safeguards the identity of the individual contacting the Ombuds Office. The only exception to this privilege of confidentiality is where there appears to be imminent risk of serious harm and where there is no other reasonable option. Whether this risk exists is a determination to be made by the Ombuds. Communications between the

Ombuds and others (made while the Ombuds is serving in that capacity) are considered privileged. The privilege belongs to the Ombuds and the Ombuds Office, rather than to any party to an issue. Others cannot waive this privilege. The Ombuds does not testify in any formal process inside the organization and resists testifying in any formal process outside of the organization regarding a visitor's contact with the Ombuds or confidential information communicated to the Ombuds, even if given permission or requested to do so. The Ombuds may, however, provide general, non-confidential information about the Ombuds Office or the Ombuds profession. If the Ombuds pursues an issue systemically (e.g., provides feedback on trends, issues, policies and practices) the Ombuds does so in a way that safeguards the identity of individuals. The Ombuds keeps no records containing identifying information on behalf of the organization. The Ombuds maintains information (e.g., notes, phone messages, appointment calendars) in a secure location and manner, protected from inspection by others (including management), and has a consistent and standard practice for the destruction of such information. The Ombuds prepares any data and/or reports in a manner that protects confidentiality. Communications made to the Ombuds are not notice to the organization. The Ombuds neither acts as agent for, nor accepts notice on behalf of, the organization and shall not serve in a position or role that is designated by the organization as a place to receive notice on behalf of the organization. However, the Ombuds may refer individuals to the appropriate place where formal notice can be made.

INFORMALITY AND OTHER STANDARDS

The Ombuds functions on an informal basis by such means as: listening, providing and receiving information, identifying and reframing issues, developing a range of responsible options, and – with permission and at Ombuds discretion – engaging in informal third-party intervention. When possible, the Ombuds helps people develop new ways to solve problems themselves. The Ombuds as an informal and off-the-record resource pursues resolution of concerns and looks into procedural irregularities and/or broader systemic problems when appropriate. The Ombuds does not make binding decisions, mandate policies, or formally adjudicate issues for the organization. The Ombuds supplements, but does not replace, any formal channels. Use of the Ombuds Office is voluntary and is not a required step in any grievance process or organizational policy. The Ombuds does not participate in any formal investigative or adjudicative procedures. Formal investigations should be conducted by others. When a formal investigation is requested, the Ombuds refers individuals to the appropriate offices or individual. The Ombuds identifies trends, issues, and concerns about policies and procedures, including potential future issues and concerns, without breaching confidentiality or anonymity, and provides recommendations for responsibly addressing them. The Ombuds acts in accordance with the IOA Code of Ethics and Standards of Practice, keeps professionally current by pursuing continuing education, and provides opportunities for staff to pursue professional training. The Ombuds endeavors to be worthy of the trust placed in the Ombuds Office.