

Winthrop University Faculty Conference

January 30, 2009

2:00 pm Barnes Recital Hall

Agenda

- I. Approval of minutes
 - A. from October 10, 2008 Faculty Conference (minutes attached)
 - B. from December 18, 2008 Special Meeting (minutes attached)
- II. Report from the Chair Cheryl Fortner-Wood
- III. Report from the President Anthony DiGiorgio
- IV. Report from the Vice President for Academic Affairs Tom Moore
- V. Committee Reports
 - A. Academic Council (see attached) Beth Costner
 - B. Standing Committee Reports
 - 1. Budget Priorities Antje Mays
 - 2. Library (see attached) Jennifer L. McDaniel
 - 3. Other
 - C. SACS Karen Jones
Pat Graham
Marilyn Sarow
 - D. TALONS Tim Drueke
- VI. Unfinished Business
 - A. Faculty Governance Review Committee (see attached) Tom Polaski
- VII. New Business
 - A. Resolution in Support of PASCAL (attached)
 - B. Resolution to Survey the Faculty (attached)
- VII. Announcements
 - A. Reminders from our Registrar Tim Drueke
- IX. Adjournment

Graduate Faculty Assembly will immediately follow adjournment.

35% of Faculty Conference Membership (331) = 116

20% of Faculty Conference Membership (331) = 67

MINUTES

Winthrop University Faculty Conference

October 10, 2008

Johnson Auditorium

I. Call to Order

Dr. Cheryl Fortner-Wood, Chair of Faculty Conference, called the meeting to order at 2:07 PM.

II. Procedures

It was moved and seconded that we proceed without a quorum. The motion was approved without dissent.

III. Approval of Minutes

Minutes from the August 22, 2008 meeting of Faculty Conference were approved without modification.

IV. Report from the Chair of Faculty Conference

Dr. Fortner-Wood characterized our current situation as “grim” in the face of daily bad economic news both nationally and within South Carolina. However, she pointed out that on reflection, there are a number of positive aspects, including:

- We know our priorities are maintaining: the quality of our students’ academic and developmental experiences at Winthrop; the safety and security of our campus community; and the ongoing recruitment of a growing student body that reflects our dedication to high achievement, inclusiveness, and social responsibility.
- We are as well informed as we could hope, with information from Columbia provided in a timely fashion and the president using various means to communicate with faculty.
- We have excellent representation based on our Budget Priorities and Faculty Concerns Committees, with a set of committed department chairs and deans, and a VPAA who teaches and thus shares our academic and classroom concerns and experiences. All of these contribute various perspectives to practical suggestions for saving money.
- In a recent conversation with the President, Dr. Fortner-Wood asked for his assistance in explaining why faculty raises seemed to be one of the first things cut in addressing budget concerns. She was pleased to hear that faculty raises were actually the last consideration in the list of cuts.
- We can expect an ongoing dialog on what/how/where to cut expenses as the state government comes to a conclusion on the level of budget cut we will sustain.

V. Report from the President

Dr. DiGiorgio was unable to join us and sent his report by email prior to the meeting.

VI. Report from the Vice President for Academic Affairs

Dr. Moore began by saying the one thing of which he is certain is that “we don’t know” yet exactly what will happen with budget cuts. Right now he is holding back any action on replacement position requests that were not previously approved. He expects that we may be able to fill vacant positions but is unwilling to proceed now without further information from the state decision-making processes. The situation will be re-examined after October when the State

Legislature has decided what to enact. Meanwhile, the more we can “proceed as normal”, the better.

Dr. Moore provided the following highlights of activity:

- During advising for spring course selection, we should watch carefully to avoid overlap between classes scheduled in the old and new timeslots as we transition to the new class scheduling times to be implemented fully in fall 2009.
- Preparation for SACS review has slowed due to an unanticipated resignation but will be supported.
- Regarding our core commitments, there is now a link available online to the PSRI data and additional announcements will be forthcoming.

He also noted that he has just realized that having more money in the budget would not change any of our academic priorities (Touchstone, core commitments, etc.). What we need to do is focus on these core fundamentals and continue to deliver a quality Winthrop experience to our students.

An invitation for questions produced the following:

- Q: has there been any discussion of raising tuition in January? A: yes, the executive officers have met on how to find the money we must give back. While there was no tuition raise anticipated for the first \$700K return, it is not off the table to meet the much larger goal likely to develop.
- Q: what about faculty travel? A: Other schools seem to have cut that first or early. Dr. Moore also noted that the President is working to protect travel funds as long as possible.

VII. Special Election Requirement

With Gloria Kelley’s retirement, we will need to elect a replacement to the Budget Priorities Committee. We anticipate conducting this election via electronic mail. Details will be forthcoming. Continuing members include: Antje Mays (chair), Tim Boylan, Sandra Neels, Sue Spencer, and Jane Thomas. [Note: the electronic voting concluded with Deana Morrow being elected to replace Gloria Kelley.]

VIII. Committee Reports and Introductions

A. Academic Council

Dr. Beth Costner reviewed the information and recommendations being presented to Faculty Conference.

The following changes proposed by the Department of Political Science in the College of Arts and Sciences were approved by Faculty Conference without dissent:

Modify African-American Studies minor:

Change 1: AAMS 318/ENGL 312 - There was an error in the previous program which incorrectly listed the ENGL course as ENGL 318. The proposed change would correct the error.

Change 2: Addition of AAMS 322/SOCL 320 - The addition of this course to the AAMS minor was approved by the CAS Curriculum Committee on August 17, 2006. The change

that we are currently proposing would add this course to the list of offerings that satisfy the "Africa component" of the AAMS minor.

Change 3: Addition of AAMS 339/HIST 338 - The addition of this course to the AAMS minor was previously approved by the CAS Curriculum Committee and the Faculty Conference. The change that we are currently proposing would add this class to the list of offerings that satisfy the "Africa component" of the AAMS minor.

Change 4: Addition of AAMS 390. The addition of this course to the AAMS minor was approved by the CAS Curriculum Committee on August 17, 2006. (**modify program**)

The following notifications to Faculty Conference generated no questions or discussion:

Department of Sociology

Add ANTH 324 (3), Amerindian Warfare and Ritual Violence. (**new course**)

UNIVERSITY COLLEGE

Add ACAD 102(1), Relational Critical Thinking and Study Skills. (**new course**)

The proposal to add ANTH 203: *Introduction to Language and Culture* to the list of courses meeting the Global Experience and Social Sciences requirements was not discussed.

B. Budget Priorities

Chair Antje Mays noted that there is no new information beyond what has been provided in their report. She recommended that we check the various web sites (links provided in the report for SC government and for local news outlets) for updates. She is hoping to replace email notifications to the faculty with a special web link in the future.

C. Admissions Advisory

The Committee expects to send a report later in the semester via electronic mail.

IX. Unfinished Business

- Governance Review: Dr. Tom Polaski reported that meeting with various groups to review the initial recommendations are currently in progress. The Committee expects to review the feedback from such meetings and revise as necessary. Their goal is to present a set of recommendations to Faculty Conference for our January meeting.

X. New Business

- none

XI. Announcements

- Registrar: Tim Drueke reminded us that fall break is coming October 17-20 and advising begins on October 22. October 24 is the last day for students to rescind S/U designations and to drop courses with an 'N' – these actions must be completed and forms submitted in the Registrar's office by 5 PM on 10/24. Early registration for spring classes will begin on November 5.
- TALONS: Tim Drueke noted that a majority of the budget is slated for the software itself and cannot be modified. However the committee is investigating how else they might cut expenses in the transition, to save money. So far, over 2100 person-hours have been invested in training for the Finance module. The Student system comes next, starting mostly in January.

- Retention: Dr. Gloria Jones informed us that the President had appointed a task force to identify early those freshmen not showing signs of success. Online reporting that is easy to use will be available to many instructors, especially those teaching ACAD, CTQR, and other early courses. We currently lose about 28% of freshmen, not all for academic reasons. If we could retain just 100 more of these students, we would keep \$1 million in our revenue stream. All of us need to assist in such retention efforts. To that end, there will be a retention seminar, What Every Faculty Member Needs to Know about Retention, on Thursday, November 20 in Plowden Auditorium from 1-2:30 PM. It is designed for all who want to help but are not sure how best to do so. Please sign up on the University College web site. “All we need,” she said, “are warm bodies and open minds.”
- LEAP: Dr. Frank Pullano noted that mid-term grade reports have already been mailed to LEAP students. Only 75 of the 90 faculty provided the information requested; he really needs the rest to respond immediately. He also pointed out that each College has assigned major advisors to the new freshmen LEAP students, but these people cannot sign drop slips for the LEAP students. There is a special registration hold applied that prevents LEAP students from dropping courses. In response to a question, he said there is no indication on Wingspan that a student is in LEAP. We should call Ginger or Frank if we need to check what a student has told us.
- Touchstone: Dr. Tim Daugherty said we could anticipate an invitation by electronic mail to encourage participation in teaching ACAD 101.
- Dacus Library: Dean Mark Herring announced a celebration of Gloria Kelley’s retirement would be held on October 23; she will be taking a position as library director at Central Piedmont Community College. He particularly asked us to send testimonials supporting PASCAL, the South Carolina state colleges and universities arrangement to share library materials. Database losses could begin in January. If we experience any difficulty with the online submission of testimonials, we should send them to him and he will ensure they get submitted.
- Dr. Moore said he saw an electronic mail message from VP McKee to the President that in the recent heavy rainstorms, we had no roof leaks of which he was aware. This is definitely worth celebrating as a result of all the hard work and construction projects that were involved.
- Dacus Library: Ms. Antje Mays thanked everyone for the support extended last week for the Library’s auction.

XII. Adjournment

Dr. Fortner-Wood formally adjourned the meeting at 2:49 PM.

Submitted by Dr. Lynn DeNoia

Minutes
Winthrop University Faculty Conference
Special Meeting

December 18, 2008

4:00 pm

Plowden Auditorium

I. Call to Order

Dr. Cheryl Fortner-Wood, Chair of Faculty Conference, called the meeting to order at 4:04 pm; a quorum was present.

II. Introductory Remarks from Chair of Faculty Conference

Dr. Fortner-Wood, Chair of Faculty Conference, apologized for the short notice on the meeting. A great deal of effort has gone into communicating information broadly, comprehensively and quickly in the light of the awful economic situation. No one wants to make the decisions that have had to be made so that we can continue to do the work we do. President DiGiorgio assured Dr. Fortner-Wood that they are doing everything humanly possible to prevent having to do a reduction in workforce. Though we may not like the 'everything humanly possible' this is preferable to not having a job. Dr. Fortner-Wood thanked Dr. Tom Moore (Vice President, Academic Affairs), J.P. McKee (Vice President, Business and Finance), Amanda Maghsoud (Associate Vice President, Business and Finance), and the other Vice Presidents in attendance for adjusting their schedules to participate in the meeting. Dr. Fortner-Wood said she would take responsibility for getting the answers to any questions not answered during the meeting.

The Rules Committee approved a two-minute time allotment for each person's question or comment for the meeting. The purpose of this meeting is to answer questions faculty have about the furloughs and other budget issues. The meeting will have to end at 5:30 as several of those present are members of the platform party and need to prepare for Graduate Commencement.

Communication has been taking place already about this issue. Dr. Fortner-Wood has spoken with the President six times in the past two weeks. Some answers are already posted on the Money Matters section on the Faculty Conference web page. One open question is what is appropriate to share of Winthrop's spending plan. Comments from the President were positive and you should see more from that in the near future.

Dr. Fortner-Wood thanked Dr. Chlotia Garrison for volunteering to take the minutes of today's meeting. Dr. DeNoia, Faculty Conference Secretary, could not fit the meeting into her schedule. Dr. Fortner-Wood also thanked the Rules Committee for their quick responses to requests for their deliberation about the meeting.

III. Remarks from the Vice President for Academic Affairs

Dr. Tom Moore thanked everyone for coming on a late Thursday afternoon at the end of a semester. These are tough times on a lot of us for a lot of reasons. The President has been clear in the light of all state cutbacks that we would approach things with three priorities:

- Protecting the quality of our students' academic and personal development experiences at Winthrop
- Continuing to invest in safety and security of the campus community
- Continuing to recruit a high-achieving student body.

As we look to next semester it will be tough on a number of us. The Executive Officer's Retreat will be the first week back in January instead of the 2nd or 3rd week to discuss the issues of where we are and how we go forward. Dr. Moore has received some feedback about the e-mail he sent the other day about the reorganization in Academic Affairs. Dr. Moore stated that the reorganization removed 2 FTE's (full-time equivalents) and no salary increases or stipends were received as a result of the restructuring. This is a major change with no increase in compensation.

Dr. Moore is aware that many will have additional duties in the Spring because of such actions as combining sections, cancelling sections, increasing section sizes and nine furlough days.

Everyone whose paycheck comes from Winthrop and occupies a full time position, except for people on H1B visas, will have 9 days furlough (or prorated) whether grant or other funded between Jan 1 and June 30.

IV. Comments, Questions and Answers

1. What is the probability that the Fall 09 contracts will be at the same base salary as they were this year?

Can not really answer but we have to look at expectations for state appropriations. We expect the state to limit tuition increases. There have been absolutely no discussions of reducing salaries of any current faculty or staff. We do not know the numbers or how we will address them but reducing base salaries is not an alternative that has been considered. One reason furloughs are preferred to salary reduction is that retirement is tied to base pay which is not affected by furloughs. Furloughs do not lower base pay.

2. Would you consider reducing base pay in addition to furloughs?

Nothing is off the table but we would have to be near economic collapse before that came about.

3. People on nine month contracts have more concentration of their pay. How is it fair for them to receive the same 9 days of furlough as those with longer contracts?

It is not fair. It is state law; it is not the choice of the administration. Dr. Moore asked about using a percentage but state law does not allow that. The number of days must be the same. There are ways for 9-month faculty to increase their pay such as by teaching summer school or other employment while not under contract to Winthrop.

4. Concerning the forms for consulting and outside employment, do we still need to do those forms during the summer?

No, only when under contract to Winthrop. And the forms for consulting can now be approved at the dean's level.

What about outside employment?

Outside employment must still be approved by the President. The Deans can advise but outside employment must be approved by the President. Once you have the Dean's approval, you can proceed with contract preparations, but do not sign any contract until you have the President's approval.

5. We have 9 days furlough for the Spring semester. We are not to deprive our students as educators, which extends to class schedules, office hours, advisement and grading papers. The things that we must continue are pretty much everything I do as a Winthrop employee. I do not think there are 9 days between now and May 15 when I will not be doing any of those things. What should I tell my students, what should they be aware of; do I communicate to my students the extent to which I am limited to perform my contractual duties?

The furlough days could be Monday and Tuesday of next week, Dec 22 and 23, the first three days of spring break, and four days the week after Spring commencement which all occur prior to May 17 when the contract ends. There are 9 days when there are no classes scheduled and very few if any students are on campus. These can formally be the 9 furlough days.

I work on those days. My effectiveness as an educator is diminished if I just take those days off.

But there are days that you could furlough when you are not meeting classes, office hours or those things in which students are directly involved.

But, "related university responsibilities continue", that is all my research, scholarship, service, all those things. I do not see 9 days when I am free from these responsibilities. If I am not able to work on those days it would diminish what I am able to provide to my students.

Then let's say we can not meet that letter of the law. But we can do it in a way that we do not have to miss classes, office hours, or advising. We do not have to miss those things where students are around and benefit from our presence.

6. We all appreciate how hard you and other administrators have been working to find ways to deal with the terrible fiscal situation. And there's no doubt that many of the decisions made so far have been wise ones. But there seems to be an immense disparity between the sacrifices that are being ordered and the power that is being exercised. In other words, every member of the Winthrop community is required to sacrifice in one way or another. But only a relative handful of members of the Winthrop community are deciding who will be required to make what sacrifices.

These considerations lead to the following questions:

a-How is this way of making decisions even remotely consistent with Winthrop's commitment as a Learning Community to promoting and facilitating civic engagement?

b-If the University does not facilitate civic engagement in the way it conducts its own business, what kind of example is the University setting for our students whose involvement in civic affairs the University is charged with developing?

c-Do you agree that there should be more participation by faculty (as well as by students, staff, and alumni) in the making of decisions about how to deal with the financial crisis?

d-To the extent you agree, what procedures would you suggest for bringing about this greater participation?

Starting with the last question, what do you see as effective means of participation in decision making?

Several possibilities: Faculty Conference representative sitting at the table when decisions are made having voice and vote. Also have a representative of students and staff. Another possibility is for the Executive Officers to present options to the faculty and let them vote.

Faculty have voice at the Trustee Board meetings but are not present at Executive Officer meetings. It is rare for decisions on these issues to occur without the President and/or Dr. Moore first presenting the faculty perspective as they have gained it from the Chair of Faculty Conference and other sources. Dr. Moore is now considering what we can do to convey a clearer picture of the way multiple perspectives are represented.

Process and how much to reveal. Clemson announced furloughs early. The idea of furloughs was under discussion when we considered things with the first budget cut. We found a way to absorb the cuts that was close to taking bone and not affect the quality of life within the institution; meaning research and travel support, and not attacking department and college budgets per se. Taking that approach we saw that the next round would probably require furloughs without nickel and diming individual budgets. USC is getting rid of non-tenure track people. It was a huge effort to determine how much money we could save through furloughs with the many different categories of people. The decision for the second round of furloughs had to be made quickly and the decision had to be made in a way that both could be implemented at the same time and spread out over the entire semester. Not making a decision eliminates the possibility of certain decisions.

Would you like to see more faculty, staff, and student involvement in the decision making process going forward? More civic involvement?

A very complex issue. The Board has the responsibility for the fiscal well being of the institution. They delegate that responsibility largely to the President. The President and Executive Officers take on that responsibility. One's perspective on responsibility is a topic for a very good discussion. The question is relative to involvement and responsibility in decision making. If one has the responsibility, to what extent does he delegate the authority for making the decision to others? Any of you in different levels of the institution would draw that line in different places than you would as a faculty member. I understand the sense of disempowerment in the decisions that affect you. Nine days of furlough is not non-impactful. I am convinced and confident that the way we operate with the Board, the President, the Deans, and in other ways, that you have more of a voice than you perceive you have. It is more a communication problem and a not creating a sense of voice that is absent. I am not sure how much of that responsibility I am willing to ask the President to delegate.

7. We need to think about how we deal with this economic crisis internally. Some faculty have come up with a few specific suggestions. (A handout was passed out and is included at the end of

these minutes.) Do you think any of these would be appropriate? The Budget Priorities Committee according to the Faculty Manual is supposed to be transmitting budget priorities from the faculty to the President. It would seem during economic crisis; this committee should be entirely active sending information to the President to help aid key decisions. Recommendations:

- a. Do not eliminate the Budget and Priorities Committee in this time of economic crisis.

We should create a structure that creates more voice and more participation. Dr. Moore and Dr. Fortner-Wood have had conversations with the President to do just that. Doing away with the current committee and creating a new structure to do what is being suggested is a better way of doing it.

The issue is a committee that does not just report but transmits information up. The Faculty Governance committee should look at the best way to do that: set priorities and disseminate upward.

- b. The committee, whatever it is, must have enough information to adequately make recommendations. Should the budget be made public?

- c. The President should present an overview of the budget so that we can all understand the measures taken so far and possibly suggest others.

The Winthrop budget has been put in the library on reserve in previous years.

The Chair of the Budget Priorities Committee stated that the Budget Priorities Committee has not been able to meet and has not fed into this process. The committee will try to meet as soon as possible. We need to allow time for the committee to explore possibilities before we act.

8. It is not a sacrifice if I am being told I have to take these days off. That does not treat me as a colleague; I feel as if I am being treated as if I am punching a clock. Say instead, "it's not fair but this is the economic reality. We need to do the best job we can to provide the same level of service to the student. We recognize it might not quite be the same level and it's not fair, but we will convey a sense of shared sacrifice by taking certain issues that have historically had a difference of opinion". Examples: a. The Stone house is not available for faculty meetings. This could be changed to demonstrate shared sacrifice. b. The parking policy could be changed.

9. This seems to be an issue for the Financial Exigency Committee instead of the Budget Priorities Committee. What is the Financial Exigency Committee doing? That committee unlike the Budget Priorities Committee is specifically for such a time as this.

The President has to declare us to be in financial exigency before the committee can meet. This was a change since 1998.

10. Pre-tenure. Is it going to be acknowledged 3-6 years from now when we are applying for tenure that we were in this state of reduced funding for travel and conferences, larger classes, inability to take on special topic courses, etc.

Faculty evaluations at all levels and your annual report will reflect what you were able or not able to do this year. Tenure is a 6 year compilation and hopefully we will not be in this situation for 5 years.

11. It is a fallacy to think that students are only in the building from 8-9 M-F for heating and air. My students work late hours. I have seniors that are being crippled by the 3-week closing of computer labs during Christmas break. They have lost 3-weeks that they can not work on specialized presentations. We need to consider not just what happens to students in the classrooms but their full access to resources.

We have been round and round and have gotten lots of cooperation. I believe we extended the hours in McLaurin, not sure about Rutledge. Take the issue up with your Chair and Dean. We cannot leave the computer labs open when the institution is closed. We just cannot have students having access to institutional resources when the institution is closed.

12. Will salary increases still occur with promotions given the budget situation? Have there been discussions of not giving the increase or of denying promotions because of the budget situation?

The President said they are doing everything possible to not have 'dry promotions'. Deans have been asked to estimate the number and amount and they are working that increase into the budget. The increase would be the same amount as people received last year. There is no automatic raise at all associated with tenure; this has been true for the last several years.

13. What is appropriate to communicate to students and parents about who is mostly responsible for our current situation and who can help us out of it, that is, our state legislators?

The change in the SC state tax structure (property taxes versus sales taxes) is responsible for the shortfall in state revenue. The push is to change that tax structure. Higher revenue, however, does not mean more revenue will go to higher education. The Higher Education Study Committee has a good report. There are 3 people in the state legislature that largely control what goes to higher education: Hugh K. Leatherman, Sr, Chair Senate Finance Committee, Robert W. Harrell, Speaker of the House, and Daniel T. "Dan" Cooper, Chair House Ways and Means Committee. Dan Ravenel is Chair, Higher Education Study Committee.

You cannot use Winthrop resources or time to lobby on behalf of Winthrop. You can send letters and e-mails from home about the need to support higher education and the need to reform the tax structure. Dr. Fortner-Wood will send a link to recommendations for appropriate civic engagement as a state employee. [Update, a link to the document was sent the next day and the document has been loaded to the Faculty Conference webpage.]

14. State legislators respond to things that will get them elected. If we keep doing our jobs the way it has always been done and students and parents do not see a difference then it will not change how they vote. How do we convey to our students and their parents that they also need to lobby?

A graduating senior approached one faculty member and thanked her for taking the furlough. Maintaining the quality of the educational experience in the face of furloughs speaks to students.

Many students may not be aware of the furloughs.

The President did communicate to students through e-mail that faculty are being furloughed.

15. Students think that their tuition is high because faculty salaries are high. Frequently Asked Question #86 on the Money Matters page about why tuition is so high has higher in bold related to salaries. If I do not read the entire answer I think that tuition is high because salaries are so high. This is what our students will tell their parents. Why is higher in bold?

There is a context in which that resides.

16. Create an ad-hoc group of faculty to find ways to help junior faculty meet tenure criteria in light of the fact that they will not have money to supplement travel expenses. Some faculty have already put together a starting list of ideas. Contact Dr. Fortner-Wood if you would like to be on such a committee to create concrete ways to help junior faculty. Examples: Have some peer-reviewed on-campus events where faculty can present their scholarship and creative works and receive the required peer review without travelling. This would then be accepted for a certain period of time as the same level as an off campus event.

No motion can be made because the agenda consisted of a single item, to discuss budget issues.

I would like to get the talking points already created posted online.

[Update: Dr. Moore and Dr. Fortner-Wood met the morning after the meeting to begin the process of getting such a group together.]

17. Academic Council was told there are only three ways to make cuts: tuition, cutting line items from the budget, and salaries. Further increasing tuition is contested. We were told we could not remove line items from the budget because once they are taken away they can never be brought back. The biggest portion of the budget is being spent on salaries. What is being done in the future to keep salaries from being used to fund budget cuts? Also, faculty are now not only contributing to the growth of the university through our talent but we are funding the operation of the mission through our salaries. Does the President's dynamic change since he is not just spending someone else's money, he is now spending our money?

You say we are all contributing to the operation of Winthrop through our furloughs. That is a true statement, by substitution.

18. We would all like to see more transparency. We are not able to make informed decisions when we are not given all the information. The Money Matters is a good start, but, what I hear from colleagues is that I do not want to be dictated down to. We want more transparency. We will do anything for our students, we do not mind sacrificing, but we want to feel like we are a part of it. I think that is what we are hearing from everybody.

19. We are told we have to make sacrifices but we are not truly a part of the conversation in a way we can have influence. We are told to act individually knowing that collective action is the only way we are able to rest concessions away from institutions like the state of SC. My anger will not be placated by a large group meeting where we can vent and then do nothing. I am not satisfied with doing nothing and I regret being told that I can do nothing with the people in the legislature as a collective body because that is who we are. I want action items. I want to know

what we can do as an institution to deal with this awful circumstance that has been created by the lawmakers.

A partial answer is that very relevant things will be discussed at York County Day on Tuesday March 31, 2009. That is an opportunity for people to go together to Columbia.

20. We probably as a whole have not been involved enough in state politics. Should state lobbying be more a focus for us? Should we have a "Winthrop goes to Columbia" project and educate our legislatures about what we do? We could educate our legislators in conjunction with our students.

It is against state law to use state resources to lobby the state. My direct experience says they may not be educible, it is bureaucratic. The Commission on Higher Education is charged with articulating the role of higher education and the improvement, the economic development of the state. This is a place where we might lend some support. I am not sure what effect a group of faculty and students going to Columbia would have. I do not want to discourage it but I just do not know if it would do any good.

21. How many have called our state officials? I made a call to Wes Hayes a couple weeks ago, he was not in his office, but his office called him at home and he called me right back. Wes Hayes is a friend of Winthrop. I am sure if we all called it would have an impact, I am sure it could not hurt.

22. Consider that we have come to May 17 and we have made it through with these hardships without any deletion of our core mission. What will Winthrop's response be if the governor then decides we did not need that money in the first place?

I think the governor is absolutely convinced of that right now and nothing we can do between now and May 17th would change his mind. Our response is that people can survive and even thrive perhaps under very difficult circumstances and hardships for an amount of time but that is not sustainable. The institution cannot sustain under these conditions. We can not sustain the quality of what we do under the current conditions.

One of the ways we respond is change the way we do some things. It is much more likely that we will have to change the way we do some things than that the circumstances will change between now and July 1st.

Are we shooting ourselves in the foot by doing our jobs?

I do not think so. Not doing our jobs will not change the governor's mind; that is definite.

23. If we are looking for a way to speak the language that the legislature might understand, we should use the language in the Commission on Higher Education Report. That is a good way to start. If even 50% of what has been recommended were put in place we would be in good shape. I suggest that we make that available. When we contact our legislatures by letter, e-mail, or phone say: you commissioned this and here is what your experts have said and we support these items because of what it will do to improve the state of higher education.

The wording should be to improve the economy of the state of SC. It has to be in terms of economic development. The report could be put on the Money Matters Page. Dr. Fortner-

Wood will save a copy and put it on the Faculty Conference page. [Update, the document was loaded on the webpage the day after the meeting.]

24. Coming here to vent is not enough. But, as far as we know the staff have no voice at all. We would like to have an ad-hoc group that includes faculty, staff, and maybe students. Students are hurting too, student loans are gone. We are all in this together. Staff and students might have perspectives that we would never think about.

The Emergency Relief Fund first created by the board and primarily funded by the Alumni Association now has over \$33,000. This money is available for students that need temporary assistance. When you hear of students who would not be able to return because of economic issues let them know about the fund. Faculty can make donations to the fund of any amount. Send the donation to the Winthrop Foundation.

How do students know about the fund?

There was an article in the Johnsonian and Financial Aid knows about it. An idea has been presented to put the information on Wingspan. Formal procedures are still being refined.

V. Adjournment

Dr. Fortner-Wood thanked everyone for their questions, and thanked the Executive Officers for coming and for their answers. Dr. Moore thanked everyone for coming. He emphasized that everyone here is acting in the best interest of the institution and the education of our students. He encouraged everyone to do the best we can.

Dr. Fortner-Wood adjourned the meeting at 5:35 pm.

Full Text of Question 7.

Special Meeting of Faculty Conference – Budget-Related Resolutions for Discussion/Consideration December 18, 2008, 4:00-5:30pm

- 1. Faculty Conference should retain the Budget Priorities Committee in any future changes to faculty governance** precisely because the present economic times, and all economic times, require a greater faculty voice in setting budget priorities and participating in budget decision-making within the university governance structure.
- 2. Faculty Conference should direct the Budget Priorities Committee to perform its role as designated in current faculty governance** (see boldfaced statements below).

Winthrop University Faculty Manual http://www.winthrop.edu/acad_aff/FacManual/appendix1.htm

Appendix 1: Faculty Governance

Article VII: Committees

Section 10 The Committee on Budget Priorities shall be responsible for presenting to the Faculty Conference an annual report on the University's short-and long-term budget priorities and proposing to the Faculty Conference resolutions on budget priorities for transmittal to the President. The committee shall present its report at the last regularly scheduled fall semester meeting of the Faculty Conference. **The report shall include an analysis of the priorities reflected in the expenditures on academic and all other University activities in the most recently ended fiscal year and an assessment of revenue and expenditure patterns over the preceding several years.** In addition, the committee shall be **responsible for remaining informed of the coming fiscal year's**

budget deliberations through inviting reports from administrators and staff as deemed appropriate. The committee shall request that during the spring semester the President provide the committee with a report which addresses **the budget recommendations of the faculty** as they are reflected in the coming fiscal year's budget proposal. The committee shall report on this budget at the last regularly scheduled spring semester meeting of the Faculty Conference and make any recommendations deemed necessary for additional faculty resolutions on budget priorities. **During the fiscal year, the committee shall make additional reports to the faculty as deemed necessary.**

Membership of the committee shall consist of six tenured faculty members: one elected at large by the Faculty Conference and one member elected by the faculty assembly of each major academic division – and one nonvoting member from the administration who may be appointed by the President. The chair of the committee shall be a voting member, shall be elected by the committee's voting members, shall serve a one-year term, and shall attend the Board of Trustees' Finance Committee meetings. The terms of the voting members shall be for three years and staggered as determined by Faculty Conference regulations.

3. In the interests of providing the Budget Priorities Committee all of the information it needs to adequately perform its role in faculty governance, and so that all faculty, staff, and students can be more informed and participate more fully in the constant conversation at Winthrop University, and because we are a public institution, Faculty Conference should request that the Winthrop University administration make the Winthrop University budget public, especially when decisions are being made that involve unpaid furlough work days, salary cuts, potential job loss, etc. Since we are a community that we each care about so deeply, and we are all being asked to share in the collective hardships of our current economic times, let's all be asked to share in the collective decision-making, as well.

4. In the interests of working together to both share the inevitable pain of the economic situation and to take advantage of the creativity of the staff and faculty at Winthrop University, Faculty Conference requests that President DiGiorgio present an overview of the budget so that we can all understand the measures taken so far and possibly suggest others. Moreover, we need to anticipate even more drastic possibilities for the next fiscal year. If we truly are 'down to the bone' in a state whose economic outlook is as dismal as present projections suggest, both staff and faculty must be able to prepare themselves for some very unpleasant fiscal realities. **To that end, a detailed presentation by the President along the lines of the one he made several years ago regarding the building program on campus would go a long way to help allay the sorts of concerns that emerge when there is a deficit of information. Such a presentation should be the centerpiece of the next Faculty Conference but staff must be invited to attend also.**

5. In the interests of working together to both share the inevitable pain of the economic situation and to take advantage of the creativity of the staff and faculty at Winthrop, Faculty Conference should reach-out to staff in an effort to establish a place and space where faculty and staff can meet together to discuss such issues as the current budget situation and its impact on our lives. As of now, no place or space exists for faculty and staff to meet and talk together. Faculty Conference should designate such a time, place and space.

Submitted by Dr. Chlotia Garrison

Academic Council Report

AC met on Friday, November 14, 2008 in Tillman 308 at 2:00 pm

The following items were approved by CUI and presented to AC with no action required or taken. AC now presents them to FC with no action required. (All items found in the Curriculum Action System)

COLLEGE OF ARTS AND SCIENCES

Department of Sociology and Anthropology

Modify ANTH 220 (3) Introduction to Archaeology to change course content and change from biological science to earth science. **(modify course)**

Add ANTH 302 (3) Anthropological Theory. **(new course)** *Supports mission statement of department.*

Add ANTH 401 (3) Independent Study in Anthropology. **(new course)** *Allows for more in depth study of a topic in Anthropology.*

Add ANTH 463 (1) Academic Internship in Anthropology. **(new course)** *In response to student requests and interests.*

Add ANTH 464 (2) Academic Internship in Anthropology. **(new course)** *In response to student requests and interests.*

Add ANTH 503 A, B (1) (3) Service-Learning in Anthropology. **(new course)** *Supports desire of department for more service learning opportunities.*

Modify SOCL 463 Academic Internship in Sociology (3) to change credit hours **from 3 to 1.** **(modify course)** *Coupled with addition of 464 allows for more flexibility and management of Internships.*

Add SOCL 464 (2) Academic Internship in Sociology. **(new course)** *Supports efforts to restructure internships above.*

Modify SOCL 498 (1) Senior Seminar in Sociology to change course number to 598 and to change prerequisites from "Completion of 21 semester hours in SOCL" to "Completion of 21 semester hours in SOCL. Undergraduate Sociology Majors. A grade of C or better in SOCL 516". **(modify course)** *Change in number emphasizes sequencing and scheduling in last semester of program. Not available to grad students.*

Modify SOCL 502 (3) Social Theory to change course number to 302 and to change teaching method from Independent Study to Lecture. **(modify course)** *Better sequencing of courses and effort to better integrate direction of department.*

Add SOCL 503A, B (1) (3) Service-Learning in Sociology. **(new course)** *Supports desire of department for more service learning opportunities.*

Add SOCL 505A, B (1) (3) Service-Learning in Criminology. **(new course)** *Supports desire of department for more service learning opportunities.*

RILEY COLLEGE OF EDUCATION

Department of Curriculum and Instruction

Add TESL 570 (3) Linguistics for Teachers of English Language Learners. **(new course)** *Part of an add-on certification in TESOL*

Add TESL 580 (3) Principles of Teaching Grammar to At-Risk Students and English Language Learners. **(new course)** *Part of an add-on certification in TESOL*

Add TESL 592 (3:1:2) ESOL Practicum: Working with English Language Learners. **(new course)** *Part of an add-on certification in TESOL*

Department of Health and Physical Education

Modify ATRN 561 (2) Advanced Emergency Care to change course number to ATRN 361. **(modify course)** *No longer to be offered for Grad credit.*

The General Education Committee met on October 30, 2008 and approved the following items. They were then approved by AC on November 14th and are now presented to FC for approval.

1. A proposal to move the course ANTH 220: *Introduction to Archaeology* from the list of life science courses to the list of earth science courses meeting the Natural Science requirements.
2. A proposal to add the course GEOL 225X: *Fundamentals of Soil Science* to the list of courses meeting the Natural Science requirements.
3. A proposal to add the course PHIL 575: *Business Ethics* (cross-listed with MGMT 575) to the list of courses meeting the Humanities and Arts requirements.

Academic Council Report

AC met on Friday, January 16, 2009 in Tillman 308 at 2:00 pm

The following items were approved by CUI and presented to AC were they were approved. AC now presents them to FC for action. (All items found in the Curriculum Action System)

COLLEGE OF ARTS AND SCIENCES

Department of Political Science

Modify BA in Political Science to make room for the experiential learning requirement. (**modify major**)

Modify BA in Political Science/Public Policy & Administration to make room for the experiential learning requirement. (**modify major**)

Modify BA in Political Science/Certification as Secondary School Teacher for Social Studies to make room for the experiential learning requirement. (**modify major**)

Department of Sociology and Anthropology

Add concentration in Anthropology as an option for the BA in Sociology degree. (**new program**)

Modify the BA in Sociology degree in order to incorporate more anthropology courses, to accommodate the number change of SOCL 502 to 302 and require it to be taken earlier in the major, to require a grade of C in the introductory SOCL courses, and to increase the number and quality of internships and co-ops. (**modify major**)

Modify the BA in Sociology with a concentration in Criminology in order to incorporate more anthropology courses, to accommodate the number change of SOCL 502 to 302 and require it to be taken earlier in the major, to require a C in the introductory SOCL courses, to drop the PLSC 310 requirement, and to increase the number and quality of internships and co-ops. (**modify major**)

Modify minor in Anthropology to include ANTH 302 as a required course and to include ANTH 220, ANTH 340, ANTH 462, and ANTH 463 as options for fulfilling course requirements. (**modify minor**)

Modify minor in Sociology to include internship and co-op as options for fulfilling course requirements. (**modify minor**)

COLLEGE OF BUSINESS ADMINISTRATION

Department of Computer Science & Quantitative Methods

Modify BS in Info Design - Interactive Media to **drop** ARTH 175, VCOM 251, and VCOM 258 from program and **add** VCOM 150, 151, and 154 (same number of credit hours). These changes reflect the program modifications of the Visual Communication Design program in Graphic Design. VCOM 251 and VCOM 258 no longer exist as they appear in the Interactive Media track. Ancient Art History ARTH 175 is not required for DIFD majors general education requirements nor is it a prerequisite for Modern Art History. (**modify major**)

Change in program name from Information Design to Digital Information Design

The following items were approved by CUI and presented to AC with no action required. AC now presents them to FC with no action required. (All items found in the Curriculum Action System)

COLLEGE OF ARTS AND SCIENCES

Department of Human Nutrition

Modify NUTR 370 (3) Cultural Foods to change title to "Food and Nutrition in Cultural Perspective." It more adequately describes course content. (**modify course**)

Modify NUTR 480 (3) Dietetics Management to change title to " Nutrition Education Theory & Practice. Title change identifies changes in and expansion of scope of the course to include nutrition diagnosis and nutrition care process including evidence-based professional practice. (**modify course**)

Modify NUTR 523 (3) Food Science Principles to change chemistry pre-requisite from "CHEM 310 and 311" to "CHEM 106/108 or equivalent." (**modify course**)

Department of International Area Studies

Add INAS 275 Culture of the American South (3) to provide a course for international students that introduces them to the culture of the region where they find themselves. (**new course**)

Department of Political Science

Add PLSC 470 (0) Experiential Learning in Political Science. (**new course**)

Department of Psychology

Modify PSYC198(1) Psychology as a Discipline and Profession to delete PSYC 101 as a prerequisite. **(modify course)**

Modify PSYC 510 (3) Behavior Analysis and Behavior Change to **change** prerequisites from "PSYC 101" to "PSYC 101, SPED 210, or permission of instructor." **(modify course)**

Department of Sociology and Anthropology

Add ANTH 471 (1) Undergraduate Research in Anthropology. **(new course)**

Add ANTH 472 (2) Undergraduate Research in Anthropology. **(new course)**

Add SOCL 401 (3) Independent Study in Sociology. **(new course)**

Add SOCL 471 (1) Undergraduate Research in Sociology. **(new course)**

Add SOCL 472 (2) Undergraduate Research in Sociology. **(new course)**

COLLEGE OF BUSINESS ADMINISTRATION**Department of Accounting, Finance and Economics**

Modify ACCT 280 (3) Accounting Information for Business Decisions I by updating description to more clearly align courses with those taught in other state of SC universities. **(modify course)**

Modify ACCT 281 (3) Accounting Information for Business Decisions II by updating description to more clearly align courses with those taught in other state of SC universities. **(modify course)**

Modify ACCT 505 (3) Advanced Accounting Topics by changing title to Intermediate Accounting III and updating description to more clearly align courses with those taught in other state of SC universities. **(modify course)**

Drop ACCT 510 (3) Advanced Cost. Course is duplicated at the graduate level and sufficient material is taught at the undergraduate level with other courses. **(drop course)**

Modify ECON 103 (3) Introduction to Political Economy by updating description to more accurately represent course content. **(modify course)**

Modify ECON 345 (3) Labor Economics by updating description to more accurately represent course content. **(modify course)**

Modify FINC 512 (3) Financial Investments Management by changing title to Investments and updating both the course description after review by finance faculty. **(modify course)**

Department of Management and Marketing

Drop BADM 503 (3) Commercial Law. Course has not been taught in 15 to 20 years and has been removed from curricula some time ago. **(drop course)**

RILEY COLLEGE OF EDUCATION**Center of Pedagogy**

Modify EDUC 210 (3) Psychology of the Learner I by adding wording that reflects increased field hours linked to course and makes clear to students that they will be completing service learning hours. **(modify course)**

Drop EDUC 210E (0) Psychology of the Learner I Practicum Elementary. The purpose of this registration was for student field hour sign-up. This will now be completed in EDUC 210 class. **(delete course)**

Drop EDUC 210M (0) Psychology of the Learner I Practicum Middle School. The purpose of this registration was for student field hour sign-up. This will now be completed in EDUC 210 class. **(delete course)**

Drop EDUC 210S (0) Psychology of the Learner I Practicum Secondary. The purpose of this registration was for student field hour sign-up. This will now be completed in EDUC 210 class. **(delete course)**

Department of Curriculum and Instruction

Modify FACS 502 (3) Family Resource Management to restrict to Family and Consumer Sciences majors in good standing. **(modify course)**

Modify SPED 582 (3) Mental Retardation to **change** title to Intellectual Disabilities: Characteristics and Needs in order to reflect current practice in the field. Will no longer be an Intensive Writing course. **(modify course)**

Department of Health and Physical Education

Modify PHED 290 (2) Assessment in Physical Education to **change** credit hours to 3 and to **add** prerequisite of "must be a physical education teacher certification major to take this course." **(modify course)**

Modify PHED 382 (3:2:2) Kinesiology to **change** prerequisites from BIOL 305-306 to BIOL 307. **(modify course)**

Modify PHED 384 (3:2) Exercise Physiology to **add** prerequisite and/or co-requisite of BIOL 308 to replace co-requisite of BIOL 305 or BIOL 306. **(modify course)**

Modify SPMA 392 (3:0:3) Field Experiences in SPMA to **change** prerequisites from "Junior or Senior standing as a SPMA major, 2.00 or greater grade point average, grade of C or higher in SPMA 101, approval of the Sport Management Program coordinator" to "Junior or Senior standing as an admitted SPMA major, approval of the Sport Management Program coordinator." **(modify course)**

Modify SPMA 398 (1:1:0) Seminar in Sport Management to **change** prerequisites **from** “Junior standing as a Sport Management major, Grade of C or higher in SPMA 101, good academic standing, minimum 2.00 GPA, and approval of sport management program coordinator” **to** “Junior standing as a Sport Management major, Grade of C or higher in SPMA 101 and approval of sport management program coordinator.” **(modify course)**

Modify SPMA 425 (3:3:0) Current Issues in Sport to **change** title **to** Global and Behavioral Perspectives in Sport. **(modify course)**

Modify SPMA 493 (12) Internship in Sport Management to **change** prerequisites **from** “Grade of C or higher in SPMA 392 and SPMA 398, Junior or Senior standing as a sport management major, minimum 2.0 GPA, approval of the Sport Management Program Coordinator. Course must be completed with a C or better” **to** “Grade of C or higher in SPMA 392 and SPMA 398, Junior or Senior standing as an SPMA major, and approval of the Sport Management Program Coordinator.” **(modify course)**

The General Education Committee met on December 4, 2008 and approved the following items. They were then approved by AC on January 16th and are now presented to FC for approval.

1. A proposal to add the course GEOG 500: *Global Environment and Sustainable Development* to the list of courses meeting the Oral Communication requirements.
2. A proposal to add the course MGMT 575: *Business Ethics* (cross-listed with PHIL 575) to the list of courses meeting the Humanities and Arts requirements.
3. A proposal to add the course PHYS 101: *Everyday Physics* to the list of courses meeting the Natural Sciences requirements.

The General Education Committee also made a special report to AC at its January meeting and the following information is shared with FC for its information.

In cooperation with University College, the general education committee is participating in a process to modify the General Education Application Form, develop a system for recertifying general education courses, and establish a process for collecting course-specific assessment data. More information will be forthcoming; however efforts are specifically focused on refining information gathered to better reflect the general education goals and various requirements courses satisfy as part of The Touchstone Program.

Library Committee Meeting
October 29, 3:30pm

Members present: Dr. Adolphus Belk, Dean Mark Herring, JL. McDaniel-Milliken, Carrie Volk
Visitor: Dr. Tom Polaski

1. Faculty Governance Review Recommendations

a. A current recommendation exists to disband the Faculty Concerns Committee and put 2 committees in its place. Dr. Polaski explained that one committee will be enabled to bring concerns up to representatives throughout the college that have control in those particular areas of concern while another committee would focus on more serious issues, such as curriculum and would bring their issues directly to the President of the University. Input from previous members of the Faculty concerns committee revealed that they spent too much time on smaller issues, and not enough time on serious issues.

b. In the course of our discussion, it was mentioned that the Library Committee could be disbanded if the Committee felt there wasn't a sufficient reason for its existence. Dean Herring will provide more information concerning this matter.

2. Pascal Update

The funding for PASCAL, which is down to \$200,000 from 2 million, may be completely eliminated by the state. At this point each library in the consortium is paying \$15,000 to keep PASCAL running. This cost will likely increase to \$30,000 per library. Even with money coming from member libraries, PASCAL will not be able to keep all databases, so the value for what we get is steadily declining. Whereas we used to pay \$6000 and get \$400,000 in value, we now pay \$15,000 and get \$200,000 in value. PASCAL will continue to be a good value even if our price goes to \$30,000, seeing as Academic Source Premier (A PASCAL database) alone costs that much. Dean Herring asked us to encourage others to add testimonials about Pascal on their website <http://pascalsc.org/>. These will be seen by the SC legislature.

3. Budget update

The library will most likely be very affected by budget cuts when they occur. Dean Herring encouraged us to use the resources we have so as to make a strong case for continued access to those items (mostly databases). JL McDaniel-Milliken brought forth suggestions she received from colleagues that Dacus Focus and postcard updates be sent via e-mail to save paper and printing and helping the environment. This may be more of a case of "going green" than a real cost saving. It was stated by Dean Herring that they used to send updates via e-mail and found people took less notice of them. Dean Herring said he would pass along the suggestion to the editor of Dacus Focus for discussion.

4. Gloria Kelly is retiring as head of Technical services. The position is not likely to be filled until June. Larry Mitlin will be taking on approximately 85% of Gloria's former duties.

5. Veteran's Day & Veteran's History project

Dacus will have an exhibit on Veteran's History and a guest speaker will be at Dacus on Nov. 11 from 3-5 pm.

6. Plagiarism

Plagiarism continues to be a growing concern. It is important for departments to individually embrace the usefulness of Turnitin as a useful tool for faculty and students. Dean Herring just sent us the stats that 166 faculty members are using Turnitin this semester. It seems that students need repeated reminders about plagiarism and more education into what exactly plagiarism is.

7. Information Literacy

The library is currently trying to figure out ways to increase student and faculty knowledge about how to evaluate information on the internet. This is also an issue that needs to be reinforced in every discipline on campus.

8. Library roles

Dean Herring stated that he is currently looking into the evolving roles of librarians and more collaboration among faculty in comparison with the traditional roles of the library (technical service, public services etc.).

9. Library Teri matters

Dot Barber (37 years) & Ellen Owens (36 years) are both retired and would like to come back to work at Winthrop. The Dean is currently working with the University to achieve this for them under the Teri program.

Notes taken by JL McDaniel-Milliken, Chair

Recommendations of the Faculty Governance Review Committee to the Faculty Conference

Recommendations 1-5: Changes to Governance Structure

The following five recommendations from the Faculty Governance Review Committee will require changes to the bylaws of the Faculty Conference. Should any of these recommendations be approved, the Faculty Governance Review Committee will develop new bylaws for the approval of Faculty Conference.

Recommendation 1: The Committee on University Life

The Faculty Concerns Committee should be replaced by a new standing committee of Faculty Conference: the Committee on University Life. This new committee will have nine members: two elected from each degree-granting college and one elected from the library. At least one member from each degree-granting college and the member from the library shall be tenured. The committee will examine concerns submitted by faculty members that affect the conduct of university life, and shall have the capacity to address these concerns by communicating directly with the appropriate administrator or staff member to resolve a given problem. The committee will report the concerns received, its findings and its solutions to Faculty Conference, to the Committee on University Priorities (see Recommendation 2), and to the President once each semester.

Recommendation 2: The Committee on University Priorities

The Budget Priorities Committee, Admissions Advisory Committee, and the Financial Exigency Committee should be replaced by a new standing committee of Faculty Conference: the Committee on University Priorities. This committee will have seven elected members: one elected from each academic unit, one from the University College Faculty, and one from the Graduate Faculty Assembly. The Chair of Faculty Conference will serve as an ex-officio member. All members of this committee shall be tenured. Committee terms would be long enough to ensure ongoing dialogue with the Executive Officers and terms would be staggered. This committee will meet three or four times each year with the Executive Officers of the University to provide a combined faculty perspective on strategic planning, admissions policy, and budgeting, as well as other areas of common concern. If this committee deems that a financial exigency is imminent, it shall communicate this information to the Faculty Conference and to the administration promptly.

If a financial exigency is deemed by the President to exist or to be imminent, two untenured members of Faculty Conference will be added to the Committee by the Faculty Conference to serve until the end of the exigency. The Committee will participate in the deliberations relative to the emergency which take place

above the level of the major academic divisions, including those relating to how academic programs and teaching service areas at Winthrop University will be affected.

Recommendation 3: The General Education Curriculum Committee

The General Education Committee and the Intensive Writing/Oral Communications Committee should be replaced by a new standing committee of Academic Council: the General Education Curriculum Committee (GECC). This committee will have twelve members: three members elected by the faculty of the College of Arts and Sciences, one member elected by the faculties of each of the other degree-granting colleges and the library, a chair appointed by the Chair of Academic Council from among the members of Academic Council, the Dean of University College, the Director of Freshman Writing, and the Registrar or his/her designate. A final member with expertise in writing shall be appointed by the Dean of University College. Note that the elected membership of this new committee is separate from Academic Council membership. The chair of this committee, the Dean of University College, the Director of Freshman Writing, and the Registrar or his/her designate will be ex-officio members.

This committee will review all courses proposed for meeting a general education requirement and for recommending changes in general education requirements and means for implementing those changes. In addition, the committee will review all courses which have been previously designated as meeting one of the core skill areas within the General Education program to ensure that the courses continue to meet the criteria for inclusion in designated area. This committee should develop a schedule to ensure that each of these courses is reviewed every five years.

Recommendation 4: The Committee on University Curriculum

The Committee on Undergraduate Instruction should be replaced by a new standing committee of Faculty Conference: the Committee on University Curriculum. The Committee on University Curriculum will have six members, one member elected from each of the four degree-granting colleges, one from the Graduate Faculty Assembly, and a chair appointed by the Chair of Academic Council from among the members of Academic Council. All elected members shall have served three years as a full-time faculty member immediately preceding election. The members elected from the four degree-granting colleges shall serve as ex-officio members of their college curriculum committees; the member from the Graduate Faculty Assembly shall serve as an ex-officio member of Graduate Council. Members of this committee will serve three-year terms (staggered so that not all the members turn over in the same year). The Registrar or his/her designate will be an ex-officio member of the committee. The chair of this committee shall be an ex-officio member of the committee. Note that the elected membership of this new committee is separate from Academic Council membership, although the committee will continue to report to Faculty Conference through Academic Council.

The Committee on University Curriculum will be the “last stop” for routine curricular actions that affect individual courses since it can see and respond to questions, conflicts, etc. (See Tables 1 and 2). It will publish curriculum changes in a timely fashion so that, as in the current system, any faculty member who wishes may ask questions and raise concerns about the committee’s actions. Faculty would have seven calendar days

after a decision is published to ask for clarifications and/or to place a curriculum change on the agenda of the Academic Council for their discussion.

Academic Council will become the “last stop” for curriculum actions that affect undergraduate programs, majors, and minors (See Tables 1 and 2). Faculty would have seven calendar days after a decision is published to ask for clarifications and/or to place a curriculum change on the agenda of the Faculty Conference for their discussion.

Faculty Conference will remain the “last stop” for curriculum actions that affect undergraduate degree programs and degrees offered (See Tables 1 and 2).

Graduate Council and Graduate Faculty Assembly will continue to review curriculum actions that affect only graduate programs.

Process for Approving Matters Relating ONLY to Undergraduate Curriculum

Curriculum Action	College Assembly Votes	TEC/GECC Votes	CUC Votes**	AC Votes**	FC Votes
Rename or change course description	Yes	No; sent forward for information only*	No; sent forward for information only*	No*	No*
Add or change a pre-requisite	Yes	Yes	Yes	No*	No*
Add or renumber a course	Yes	No; sent forward for information only	Yes, to prevent duplication†	No*	No*
Add or change requirements for a minor	Yes	No; sent forward for information only*	Yes	No*	No*
Add or drop a minor	Yes	No; sent forward for information only*	Yes	Yes	No*
Change graduation requirements in a major (no change in overall # of hours)	Yes	If applicable	Yes	Yes	No*
Add, change or drop a designator	Yes	If applicable	Sent forward for information only*†	Sent forward for information only*†	Sent forward for information only*†
Change # of hours needed to complete a degree program	Yes	If applicable	Yes	Yes	Yes
Add or drop a degree program	Yes	If applicable	Yes	Yes	Yes

Process for Approving Courses Open to BOTH UNDERGRADUATE and GRADUATE STUDENTS

	Simultaneously,		If either group disagrees, the proposal is denied. If both groups agree, then it goes forward to CUC (through TEC and/or GECC if necessary), and			
Curriculum Action	College Assembly Votes	Graduate Council Votes	TEC/GECC Committees Vote	CUC Votes**	AC Votes	FC and GFA Vote
Rename or change course description	Yes	Yes	Sent forward for information only*	Sent forward for information only*	No*	No*
Add or change a pre-requisite	Yes	Yes	Yes	Yes	No*	No*
Add or renumber a course	Yes	Yes	Sent forward for information only*†	Yes, to prevent duplication	No*	No*

*As in the current system, any member of Academic Council or Faculty Conference may ask to have any particular curriculum action put on the agenda for full discussion. Faculty will have seven calendar days to make this request so that the process is not unduly slowed.

** All curricular items (including those sent forward for information only) will be reported to the faculty by CUC. All curricular items discussed by AC will be reported to the faculty by AC.

† Registrar's office will research the change and make it immediately in the computer system rather than delaying implementation.

Proposal for Courses Enrolling GRADUATE STUDENTS ONLY

Curriculum Action	College Graduate Faculty Votes	Graduate Council Votes**	Graduate Faculty Assembly Votes
Rename or change course description	Yes	Sent forward for information only*	No*
Add or change a pre-requisite	Yes	Sent forward for information only*	No*
Add or renumber a course	Yes	Sent forward for information only*†	No*
Change graduation requirements in a degree program (no change in overall # of hours)	Yes	Yes	No*
Add, change or drop a designator	Yes	Sent forward for information only†	Sent forward for information only†
Change # of hours needed to complete a degree program	Yes	Yes	Yes
Add or drop a degree program	Yes	Yes	Yes

* As in the current system, any member of Graduate Council or Graduate Faculty Assembly may ask to have any particular curriculum action put on the agenda for full discussion. Faculty will have seven calendar days to make this request so that the process is not unduly slowed.

** All curricular items (including those sent forward for information only) will be reported to the faculty by Graduate Council.

†Registrar's office will research the change and make it immediately in the computer system rather than delaying implementation.

Recommendation 5: The Undergraduate Petitions Committee

The description of the Undergraduate Petitions Committee's report should be clarified in the Faculty Manual by adding language such as "The committee report to Academic Council shall include, but not be limited to, a summary of undergraduate petitions giving the type of petitions, the number denied, the number approved, and the number approved on appeal."

Recommendations 6-7: Further Review of Governance Issues

The following two recommendations seek to deal with issues that arose during the committee's work that either do not require changes to the Faculty Conference By-Laws or were felt to be best sent to Academic Council for their deliberation. Should either of these recommendations be approved, it would go into effect immediately.

Recommendation 6: The Ad Hoc Committee on Faculty Roles and Rewards

The Faculty Governance Review Committee recognizes that the proposals from the committee relating to the roles and rewards of faculty will require work beyond the life of the committee, and are tied to an ongoing discussion with the Executive Officers. To continue these discussions with more emphasis, the Faculty Governance Review Committee recommends that the Faculty Conference form an ad hoc committee on Faculty Roles and Rewards as soon as possible. This committee should be appointed by the Chair of Faculty Conference, the Chair of Graduate Faculty Assembly, and the Chair of the University Personnel Committee. The committee should contain at least one faculty member from each major academic unit, at least one department chair, at least one Dean, and at least one untenured faculty member. The committee would elect its own chair. Issues it should study include but are not limited to the following:

- The annual review for tenured faculty should be studied to determine the best use of faculty and administrative time. Both short and long forms for reporting faculty activity should be considered.
- Developing a consistent annual report schedule across campus should be considered.
- The timeline for review of tenure and promotion portfolios should be restructured to provide more time for college level review and to allow faculty to find out about tenure and promotion decisions before the end of the spring semester.
- To better distinguish service, the differences between Academic Responsibility and Professional Stewardship should be more clearly defined.
- The ideas of academic responsibility and professional stewardship should be incorporated into the descriptions of tenure, promotion to associate professor, and promotion to professor.
- The expectations for tenure, promotion to associate professor, and promotion to professor should be better distinguished. The service expectations outside of the department for junior faculty should be reduced, thus encouraging sustained involvement of faculty at the level of associate professor and professor.

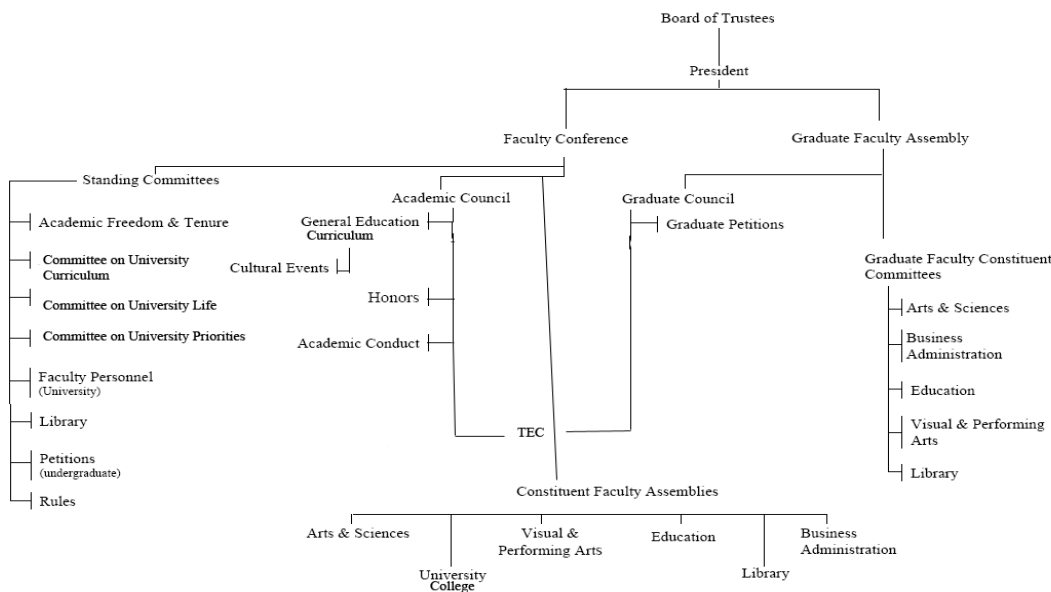
- The constitution of the college representation on the Faculty Personnel Committee should be studied, as the various colleges have different requirements for service on this committee.
- Because non-tenured and part-time faculty are essential to the mission of the University, the extent to which part-time faculty are covered by the Faculty Manual should be studied.

Recommendation 7: Academic Council and Curriculum Approval

The Faculty Governance Review Committee recommends that Academic Council establish at its earliest convenience an ad hoc group to investigate the following issues in the curriculum approval process.

- The guidelines for which courses must go to the General Education Curriculum Committee and Teacher Education committees should be clarified.
- Guidelines for the approval of degree programs that involve courses in several colleges should be developed.
- A mechanism for submitting blanket petitions should, if possible, be incorporated into the online curriculum action process so that these don't get "lost in translation," as sometimes happens now.

To replace Figure VII in the current *Faculty Manual*



A Resolution to restore funding for PASCAL

Submitted by: Winthrop University Faculty Conference
Date approved: ?

Date submitted: 01/21/09
Author: JL McDaniel-Milliken

Purpose: To support the restoration of funding to PASCAL by the South Carolina General Assembly

Whereas, PASCAL is a statewide library consortium consisting of 60 academic libraries of which Winthrop University is one, and

Whereas, PASCAL's funding is supported by the member colleges and the S.C. General Assembly, and

Whereas, the state funding for PASCAL was decreased by 90% from nearly 2 million dollars to \$200,000 compared to the average budget cut of 3% to all state budgets, and

Whereas, this decrease in funding necessitates PASCAL to cut a number of its databases, decrease frequency of deliveries, and greatly increase dues and fees to member institutions, and

Whereas, the cost of maintaining licenses for content currently provided by PASCAL for member institutions would be severely detrimental, and

Whereas, without restored funding, PASCAL will cease to exist in 2009-2010, and

Whereas, The South Carolina Commission for Higher Education has identified PASCAL as "the best current example for sharing inter-institutional costs for technology on South Carolina" and appealed for the \$2.3 million dollars to fund PASCAL, and

Whereas, the presidents of South Carolina's colleges and universities are on record as advocating a return of funding to PASCAL to support the infrastructure necessary to keep South Carolina competitive with other states' similar collaborative digital resource capacities and to help fuel the state's economic engine,

Whereas, The General Assembly of South Carolina has the authority to reinstate the \$2.3 million funding for PASCAL,

Whereas, Winthrop University uses vital information and resources passed through PASCAL, receiving an estimated \$400,000 in PASCAL resources for only \$6,000 in membership dues, therefore,

Be it enacted, by the Winthrop University Faculty Conference the following:

That, the Winthrop University Faculty Conference strongly appeals to the South Carolina General Assembly to fund PASCAL at the \$2.3 million recommended amount.

Chair of Faculty Conference

Date

President

Date

Resolution to Survey on Funding Preferences and Priorities

Whereas Winthrop University faces an unprecedented financial challenges, and these challenges are likely to continue beyond fiscal year 2010, and

Whereas, according to the *Faculty Manual*, the jurisdiction of the Winthrop University Faculty Conference includes the University's "academic programs, policies and regulations," and

Whereas Winthrop University's academic programs have been, and will continue to be, affected by the budgetary decisions that the administration, the state legislature and the governor will make in the coming weeks, and

Whereas the Winthrop University Faculty Conference seeks to support and advise the administration as it makes difficult decisions in the current climate, and

Whereas the Winthrop University Faculty Conference wishes to inform its representative to the Board of Trustees, the members of the Budget and Priorities Committee and the Financial Exigency Committee, and any other faculty members who may be consulted by the administration, of the budgetary preferences and priorities of the Faculty Conference, and

Whereas Winthrop University faculty are concerned that Winthrop University staff have no governing body whereby they can collectively support and advise the administration on budgetary matters,

Therefore be it resolved that the Winthrop University Faculty Conference, under the leadership of the Faculty Conference Chair and those individuals with whom she may confer, conduct surveys of Winthrop University faculty and staff to determine their funding preferences and priorities, and

Be it further resolved that these surveys shall be conducted within one month of the date when this resolution is enacted, and

Be it further resolved that the Chair of Faculty Conference shall communicate the results of these surveys to the President, the Board of Trustees, and all other members of the administration who are involved in budgetary decisions.