

Winthrop University Faculty Conference

23 April 2021

2:00 p.m., Blackboard Collaborate Ultra

Agenda

- I. Approval of Minutes for February 26 and April 12, 2021 Faculty Conference meetings
- II. Report from the Chair Adolphus Belk, Jr.
- III. Report from the Interim President George Hynd
- IV. Report from the Provost and Executive Vice President for Academic Affairs Adrienne McCormick
- V. Academic Council Kelly Costner
- VI. Committee Reports and Elections
- VII. Registrar, Office of Records and Registration Gina Jones
- VIII. Unfinished Business
- IX. New Business Adolphus Belk, Jr.
 - A. Resolution in Support of Asian American, Native Hawaiian, and Pacific Islander Faculty, Staff, and Students at Winthrop University
- X. Announcements
- XI. Adjournment

Faculty Conference Membership = 335

35 percent = 117

20 percent = 67

Winthrop University Faculty Conference

26 February 2021

2:00 p.m., Blackboard Collaborate Ultra

Minutes

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

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

I. Approval of Minutes

Faculty voted to approve the minutes from the November 13 and November 20, 2020 Faculty Conference meetings.

II. Report from the Chair

Adolphus Belk, Jr.

The Chair's Report was shared via email earlier in the week. (See Appendix 1.) In summarizing his report, Dr. Belk sadly noted four former Winthrop faculty/staff members who passed away in the last two months: William (Bill) Fisher, Joel Nichols, Jr., Bruce Thompson, and Danny Turner. Belk also commented that Winthrop's professors and staff have shown great resolve in the face of extraordinary challenges, doing more with less and for less. When the dust settles, he hopes university leaders can figure out how to acknowledge their efforts with more than expressions of gratitude, although gratefulness is appreciated. From his perspective, that means being more creative to make the work less onerous. It also means time and money. Belk asked if there were questions or concerns relating to the report. Hearing none, he moved to the report from the interim president after acknowledging the presence of [Mr. Robby Sisco](#), a Winthrop alum and member of the Board of Trustees.

III. Report from the Interim President

George Hynd

First, Dr. Hynd reiterated that this has been an extraordinary time and he greatly appreciates everything the faculty and staff are doing to keep Winthrop running. He noted that campus leaders are trying to come up with ways to recognize the faculty and staff for their dedication.

The Board of Trustees approved [a \\$21 million bond issue](#) to renovate Phelps and Wicker Residence Halls. In addition, the Board will consider building a new cafeteria if such an action is determined to be necessary and feasible. This discussion will fit into the Campus Facilities Master Planning Process.

Dr. Hynd also provided an update on the budget. Winthrop was able to balance its budget in the last fiscal year with the cuts that were instituted, for instance, the \$3 million in savings from the furlough plan. Moving forward to fall 2021, we do have some impacts to our budget. Students' concerns about being in the residence halls resulted in a lower number of students on campus, as 600 of them opted out of living on campus. That had an impact on the Auxiliary Budget. In addition, although overall

enrollment was down, graduate enrollment was up 18 percent. To date, we have not received information on the state budget allocation.

The second round of federal stimulus funding resulted in an \$8.4 million allocation to Winthrop. Of that total, \$2.7 million is directed to students. The university will share information with students, instructing them on how to apply for those funds. Campus leaders are also working on how to best utilize the remaining funds. Some will support technology and other infrastructure needs. Some will also help balance the budget for this year.

Winthrop also received \$3 million from [South Carolina CARES](#) for reimbursements directly related to employees working to mitigate the risk of COVID-19. Furloughs will continue through this fiscal year. As a cost-saving device, the university implemented a [Voluntary Separation Program](#) for interested and eligible faculty members. Dr. Hynd thinks these actions will result in a balanced budget this year with sufficient forecasting that a furlough program will not be needed next year. Moreover, following some difficult years, Dr. Hynd is hopeful to have some resources to address faculty and staff salaries at the end of the year.

[SAFE](#) testing is available on campus. Winthrop is fortunate to have a low number of COVID cases among students on campus, as they are doing well following the guidelines. The university is still working in Phase 2, which lowers the number of people on campus. Dr. Hynd is optimistically looking forward to an “*as near a normal*” as possible fall semester. Hopefully, a majority of faculty, staff, and students will be vaccinated by mid-summer.

Finally, the Board [voted to leave in place](#) a [discounted fee structure](#) for summer session tuition. The number of students enrolling in summer school increased last year. Dr. Hynd hopes that will be the case this summer, as well.

Questions and Comments for Dr. Hynd

- **Q:** What are the budget, enrollment, and dorm usage numbers (and other auxiliary usage) to meet budget and not incur furloughs?
- **A:** If we have 1,800 to 2,000 students in the residence halls, then that would be good for the budget. Equally important is the number of students registering for classes. Right now, we are doing well with applications and admissions.
- **Q:** Because we have received some CARES money, is there a way to create an emergency fund for faculty and staff negatively affected by furloughs and COVID-19?
- **A:** We are making plans to acknowledge and recognize faculty and staff. Dr. Hynd is not sure if state funds are available, or even allowed, for faculty/staff emergency use. The Faculty Committee on University Priorities (FCUP) will contact the Advancement Office to see about establishing a fund for faculty.

- **Q:** Does “normal” mean no social distancing in classrooms? Does it mean no masks? Can you provide clarification?
- **A:** Normal means having most students living in residence halls, having most classes in-person, and probably continuing to wear masks. There are a lot of variables that go into “*near normal*” but we continue to pay attention to the data and guidelines and follow what we hope are best practices.
- **Q:** Do the \$8 million from the federal government and \$3 million from the state impact this year’s furlough plan in any way?
- **A:** No.
- **Q:** Can you speak to when vaccines will be available to college faculty and staff in South Carolina?
- **A:** State governors make decisions about vaccine distribution. The vaccine site at the [Galleria Mall](#) has administered over 12,500 vaccinations and has serviced over 174 zip codes.
- **Q:** Any word on whether Winthrop will be a vaccination site?
- **A:** We applied to be a vaccine distribution site. Part of the challenge is securing the medical personnel needed to service such an operation. Once the qualifications open for more populations to be eligible to receive the vaccine, then we may have our chance to be a vaccination site. At this time, university faculty and staff still remain in Phase 1b with regard to getting vaccinated.
- **Q:** We were told last semester that we would see progress on Byrnes Hall. No progress appears to have been made. Who at Winthrop is supposed to be overseeing the insurance issues and why has nothing been accomplished?
- **A:** Caroline Overcash is the lead on this. She is working with three different insurance agencies as well as the state government. There is a meeting next week to discuss the matter. It looks like there will be an opportunity for some of the insurance carriers to move forward in the restitution.

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

The Provost also shared her report via email. (See Appendix 2.) She highlighted the following items for the faculty:

- Winthrop is exploring plans for how to stage multiple socially distanced in-person commencement ceremonies tentatively scheduled for May 6-8. More information will be released as the plans take shape.
- We are planning to provide an additional discount and feature mostly online courses for summer session 2021 because students responded well to those arrangements last year as enrollment was higher than expected. Going forward, we will continue to provide predominantly online summer session

offerings because of the increased flexibility it provides to students. In-person labs, clinical, and research experiences as well as courses that show demand for in-person and hybrid instruction will be a part of the overall summer mix.

- We are planning for fall 2021 to include increased in-person and hybrid courses as a percentage of our total section offerings, within our limits to retain social distancing and masking protocols until such time as it is safe to do otherwise. We are currently at around 23 percent of all sections online; we hope to move this down to between 15 to 20 percent by deploying more hybrid and in-person modalities that allow us to be responsive to a demand to return to more in-person instruction, but also have the ability to move back to remove instruction with the least amount of disruption should the need arise.
- Thank you for continuing to work with Tim Drueke and T.J. Hyatt on any needed modifications to ensure we are ready for whatever fall 2021 brings.
- Faculty with expertise in health and wellness are providing workshops in the colleges and through the [Center for Professional Excellence](#) on stress reduction techniques for self-care and student support. Check out the [CPE Calendar](#) for information to sign up for the March 4th session on Stress and Sustainable Strategies for Coping.

Academic Master Planning work involves key activities in three areas with foundational work in a fourth area.

- **College Profile and Program Health Metrics:** Baseline review and recommendations for areas in each college profile to sustain, grow, transform, or eliminate. In the future we will have annual program health check-ins as part of a healthy academic data-monitoring process.
 - i. **Timeline: College Profile Data templates** by first week of March; Dean reviews of department data through mid-March; initial findings and recommendations in April 2021; final recommendations in June 2021.
 - ii. **Program Health Metrics:** implementation of annual program review process in AY 2021-2022. Data will be available to departments to analyze and reflect upon as they monitor their own programs and filter information up to Deans and Provost for budget and line allocation discussions and decisions.
- **New Program Outlook:** The Deans previewed these outlooks last Friday in their vision statements. We are building on existing faculty expertise in their disciplines and arising from interdisciplinary collaborations. We will also receive market-based undergraduate and graduate opportunity scans from EAB to inform our work. The final product will be a list of programs that we will consider for implementation in the coming years.

- i. **Timeline: College curricular proposals** driven by the AMP will follow traditional campus, Board of Trustees, and CHE timelines, with support from Coursera when it is fully implemented.
 - ii. **Market opportunity scans** will be delivered in March 2021 for undergraduate programs, and April 2021 for graduate programs, after which deans and chairs will analyze alignment between market data and Winthrop's current college and interdisciplinary program planning.
- **Guided Transfer Pathways:** a key aspect of enrollment health and increasing access and degree attainment in our region is strengthening our transfer relationships, especially with York Tech.
 - i. **Timeline:** Teams are currently working to identify and eliminate transfer barriers and to articulate key collaboration areas to build upon. Goal is for 5 to 10 program pathways to be agreed upon for fall 2021.

Future Ready Graduates: All our academic master planning is designed to make sure we continue to produce graduates who are ready for multiple career paths and the challenges and opportunities inherent in lifelong learning and engaged citizenship. To that end, the foundational work we are doing to strengthen our instructional technology infrastructure, to improve general education and ULC outcomes, and enhance career readiness through our QEP will strengthen our academic enterprise and see us through the next phase of achieving and delivering on our mission and strategic plan goals.

Retention planning: Jamie Cooper continues to build our cross-divisional infrastructure to support students, despite staffing shortages in key functional areas.

Institutional Effectiveness: I want to remind everyone of the important team efforts underway across Academic Affairs to improve key policies and procedures that strengthen core academic functions.

Jack DeRochi is heading up the teams working on summer session restructuring and researching and reviewing options for instituting a Winter Term at Winthrop University in the coming years.

Diversity, Equity, and Inclusion Outcomes: Work continues in the colleges and through the Diversity Council to continue conversations that will continue to advance Winthrop as an inclusive campus community.

- The next session in the [DEI Certificate Program](#) is March 19 on Ableism and Disability Justice.
- Several Winthrop community members participated in a February 9 and 10 **Community Healing Initiative** sponsored by the City of Rock Hill and facilitated by the [Racial Equity Institute](#). I was proud to join Anthony Hill, Chair of the Department of Social Work in the College of Arts and Sciences, and

Tadean Page, Public Outreach and Community Coordinator in Access and Enrollment Management. We wore our Winthrop hats and our Rock Hill community member hats as we joined a conversation about how to increase racial equity in Rock Hill. We were joined by the mayor, leaders from Clinton and York Technical Colleges, local businesses, faith organizations, law enforcement, and the Rock Hill School District.

Maintaining Morale: I have modified this goal from “improve” to “maintain” as a more achievable target.

Please remember the **Wellness Days** and think of ways to preserve that time for student wellness by not giving assignments on those days. Please also think of ways to give yourself some rest and recuperation as you use those days as transition points.

Questions and Comments for Provost McCormick

- **Q:** What metrics are we using to look at administrative positions?
- **A:** We evaluate administrators through our administration evaluation process. Any administrative position that has become vacant was fully reviewed before and it was filled.

- **Q:** Has the Board of Trustees approved test-optional admissions?
- **A:** Dr. Cooper answered that the Board has approved test-optional admissions for the fall 2021 admissions but has not yet approved it for any future terms.

- **Q:** If we institute Winter Term, where would those extra weeks come from?
- **A:** That is exactly the type of question the team is exploring.

- A comment was made that it is important not to rank in-person/hybrid as more impactful than fully online. It discredits the hard work we have put into designing our four fully online programs as well as the blood, sweat, and tears put into providing these graduates with quality education.
- Provost McCormick gave thanks for the opportunity to provide clarification and made note that the assumption was not implied.

- **Q:** Could faculty have input into what courses/programs would work best online?
- **A:** As of now, faculty work with their chairs, program directors and deans to make those recommendations.

V. Academic Council

Kelly Costner

Met on Friday, February 12, 2021 from 2:00 to 4:00 pm.

- Outcomes, supporting materials, and recording links were distributed to the Faculty Conference on Monday, February 15.

Four motions were brought forth for approval.

Motion 1 was made to approve the following new certifications for GNED:

HART	WMST 300: Introduction to Women's & Gender Studies
SOCS	PLSC 200: People, Power, & Politics: Introduction to Political Science
HPER, GLOB, HART	VCOM 392: Special Topics in Visual comm Design, Comic Books, social history

The motion passed.

Motion 2 was based on the recommendation from the Cultural Events Committee, to waive six cultural event credits for undergraduate students whose degrees will be conferred in May 2021.

There was a question as to whether August graduates would be included in this motion. That question will have to be discussed at the next Cultural Events Committee meeting.

The motion passed.

Motion 3, based on the recommendation from Student Success and Retention Workgroup, is to move the deadline to elect S/U grade to Friday, April 23, 2021. The original proposal was to change the deadline permanently. The proposal was revised to apply to Spring 2021 only by members of the recommending Workgroup upon presentation in the AC meeting.

The motion passed.

Motion 4, based on the recommendation from the Registrar, is to change catalog text in Degree Requirements: The General Education Program to the following text:

Students should enroll in WRIT 101 during their first semester at Winthrop University. In order to stay on track for degree completion, students are encouraged to successfully complete WRIT 101, HMXP 102, and CRTW 201 early in their academic careers.

The change is needed because a 75-hour rule is impossible to enforce and there is already a common belief/understanding that it is no longer enforced.

The motion passed.

The next Academic Council meeting is Friday, April 2, 2021 at 2:00. This is a change of date, due to the original date of April 9 being designated a Wellness Day.

VI. Committee Reports

A. Faculty Committee on University Priorities

Mike Matthews

A report from this committee on its activity over the last several weeks was shared via email. (See Appendix 3.)

Provost McCormick clarified in Item #9 of the report that the process of annually reviewing Chairs and Deans has already been happening, and not as a response to FCUP's request.

B. Personnel Committee

Faculty Elections

- **Faculty Conference Chair and Faculty Representative to the Board of Trustees**

Serving through Spring 2023 to replace Adolphus Belk, Jr.

- Kelly Costner (Education Core)
- Jennifer Jordan (Counseling, Leadership, and Education Studies)

There were no nominations from the floor and a motion was made, seconded, and approved to close nominations.

- **Academic Conduct**

1 seat – serving through Spring 2024 to replace Tammy Burham (Education Core)

- Yuanshan “Jimmy” Cheng (Accounting, Finance, and Economics)
- Valerie Jepson (World Languages and Cultures)

There were no nominations from the floor and a motion was made, seconded, and approved to close nominations.

- **Academic Council**

1 seat – serving through Spring 2024 to replace Kelly Costner (Education Core)

- Justin Isenhour (Music)
- Hye-Sung Kim (Political Science)
- Joy Stapleton (Curriculum and Pedagogy)

There were no nominations from the floor and a motion was made, seconded, and approved to close nominations.

- **Academic Freedom, Tenure, and Promotion**

1 seat – serving through Spring 2023 to replace Amanda Hiner (English)

- Gwen Daley (Chemistry, Physics, and Geology)
- Cara Peters (Management and Marketing)

There were no nominations from the floor and a motion was made, seconded, and approved to close nominations.

- **DiGiorgio Student Union Advisory Board**

1 seat – serving through Spring 2024 to replace Mark Lewis (Music)

- Jennifer Bossi (Physical Education, Sport and Human Performance)
- Joseph Kesko (Mass Communication)
- Kent Miller (Management and Marketing)
- Christopher Van Aller (Political Science)

There were no nominations from the floor and a motion was made, seconded, and approved to close nominations.

- **Faculty Representative to the Council of Student Leaders**

1 seat – serving through Spring 2022 to replace Jennifer Dixon-McKnight (History)

- Jennifer Bossi (Physical Education, Sport and Human Performance)
- Sherell Fuller (Education Core)

Jennifer Dixon-McKnight was nominated from the floor. Motion to close nominations was made, seconded, and approved.

- **Faculty Personnel**

1 seat – serving through Spring 2024 to replace Jane Thomas (Management and Marketing)

- Adam Glover (World Languages and Cultures)
- Kristen Wunderlich (Music)
- Willis Lewis (Accounting, Finance, and Economics)

There were no nominations from the floor and a motion was made, seconded, and approved to close nominations.

- **Judicial Council**

1 seat – serving through Spring 2023 to replace Amanda Hiner (English)

- Lorrie Crochet (Music)
- David Meeler (Philosophy and Religious Studies)
- Paul Wiegand (Computer Science and Quantitative Methods)

There were no nominations from the floor and a motion was made, seconded, and approved to close nominations.

VII. Update from the Ombuds Office

Jackie Concodora

- The [Ombuds Office](#) is an independent, confidential environment for Winthrop faculty and staff to discuss campus-related concerns or problems.
- The Office works independently, free of directives, pressure, or influence that could compromise the impartiality, confidentiality, and informality of the office.
- The Office is available to current employees, regardless of role or title, at no cost.
- Consultation with the Ombuds is entirely voluntary and may not be compelled by the university or an employee.

International Ombudsman Association (IOA) Ethical Standards

- **Independent:** The Ombuds Office reports nominally to the President of Winthrop. The Ombuds Office does not keep records on behalf of the university, nor does it participate in any administrative or formal complaint processes.
- **Confidential:** The identity of visitors and the substance of concerns raised will be held in strict confidence.
- **Informal:** The Ombuds attempts to resolve issues on an informal basis.
- **Neutral or Impartial:** The Ombuds is an advocate for fairness rather than for a particular individual or group.

The Ombuds will:

- Upon contact, set up a time to meet with you privately and confidentially.
- Explain the Ombuds role, ask about your role and other information you want the Ombuds to know.
- Listen to understand your perspective but not to decide who is right or wrong.
- Help you identify options to address your situation.
- Help you determine next steps so you can decide how you want to proceed.

What does the Ombuds do?

- Actively listen to your questions and concerns off the record.
- Explore ways to engage with and evaluate a range of options for constructive problem resolution.
- Offer issue, conflict, and negotiation coaching.
- Help identify other university resources to address an issue/situation.
- Provide information about internal university processes.
- Share systemic concerns with the university in a confidential manner.

What does the Ombuds NOT do?

- Serve as an agent of notice for Winthrop University.
- Keep records on behalf of the university or participate in any administrative or formal complaint processes.

- Conduct investigations or determine the “guilt” or “innocence” of those accused of wrongdoing.
- Serve as an advocate or witness for any individual or group.
- Develop or alter policies and procedures.
- Offer legal advice.
- Other mental health counseling.

To contact the Ombuds

- During the pandemic the Ombuds, Jackie Concodora is providing remote services by appointment only via phone and secure Zoom video conference
- To schedule, please call 803-323-2211, ext. 6076 and leave a message. You may also email your contact information to ombuds@winthrop.edu and Jackie will contact you as soon as possible.
- Email is not secure so please refrain from including details about the reason for your inquiry.

VIII. Office of Records and Registration, Registrar Gina Jones

- [Waitlisting](#) registration will be piloted this fall for a select number of courses
- March 10 S/U and Withdrawal deadline for full-semester classes
- March 24 Advising for fall begins; Summer registration begins
- April 7 Registration for fall begins

IX. Unfinished Business

There was no unfinished business.

X. New Business

FCUP Resolution

The Resolution was shared via email (See Appendix 4.)

FCUP Chair Michael Matthews asked for faculty support of the resolution and for it be sent to the administration and Board of Trustees.

Highlights:

- Since 2009, we’ve had 2 raises and no merit pay other than promotion.
- We’ve been furloughed twice
- Received little help from two compensation studies
- Halted new hires
- Cost of living has gone up about 16 percent and wages have not kept pace

This resolution is not an attack on any one person or position. Rather, it merely seeks to address the structural inequities that we have had for well over a decade and the growing gap that continues.

There was much discussion and clarification about the resolution from both faculty members who supported the measure and those who opposed it.

FCUP decided to bring the resolution to a vote as stated.

A motion to call the question was made and properly seconded. Motion to stop the discussion was approved.

Do you support the FCUP Resolution?

Yes	102
No	23
No Response	34

XI. Announcements

A. Office of Online Learning

- [Blackboard Learn Ultra](#) coming May 10, 2021
- Improved look and feel
- Simplified navigation
- More focus on accessibility
 - Consistent color scheme across all courses to help ensure federal accessibility guidelines for color contrast are met.
 - Blackboard Ally enabled in all courses to help faculty ensure their course documents.
- Beginning May 10, after logging into Blackboard, the main landing page will have a new, fresh look and feel
- The only changes within your courses/organizations will be that a standard color scheme will be applied and Blackboard Ally will be enabled to improve accessibility.
- If you are interested in converting a Fall 2021 course to the new Ultra Course View, sign up to be a faculty innovator. Please first obtain approval from your department before seeking to convert a course within a particular program.

B. Undergraduate Research

- Encourage students to submit an abstract to the Undergraduate Scholarship and Creative Activity compilation, aka the Abstract Book
- Offering monetary awards this year
- All mentors please fill out survey to list your research interest. This is a recruitment tool to recruit interested students.

XII. Adjournment

The meeting was adjourned at 4:35 pm.

Respectfully submitted by,
Tenisha L. Powell, Ph.D.
Secretary, Faculty Conference
Associate Professor of Early Childhood Education
Winthrop University

Appendix 1
Winthrop University Faculty Conference
26 February 2021
2:00 p.m., Blackboard Collaborate Ultra

REPORT FROM THE CHAIR

I. In Memoriam

Sadly, the Winthrop community lost four former faculty/staff members in the last two months: William (Bill) Fisher, Joel Nichols, Jr., Bruce A. Thompson, and Danny Turner.

[Professor Bill Fisher](#) passed away on January 15, 2021. He taught full-time at Winthrop from 1984 to 1993 after retiring as Professor Emeritus in the School of Journalism at Kent State University. He then taught part-time until 2005. Dr. Guy Reel, Chair of the Department of Mass Communications, said, “Bill was an inspiration to countless students, who were often terrified by his strict grading and demanding workloads but inevitably finished his classes proud of what they achieved.” Reel also credited Fisher for helping to build the department into what it is today.

[Mr. Joel Nichols, Jr.](#) was Winthrop’s staff photographer for nearly fifty years. His pictures captured the beauty of the campus and wonderful exchanges between students, faculty, staff, and community members. A veteran of the United States Army, it was noted in [The Daily Digest](#) that Nichols was a devoted husband, father, and grandfather who enjoyed bike riding, camping, traveling, and baseball. He made a special contribution in promoting the university to generations of students. Nichols passed away on December 26, 2020.

[Dr. Bruce A. Thompson](#), Professor Emeritus of Music, died on February 8, 2021. He earned three degrees in music theory from Indiana University after serving in the Army. As a faculty member from 1980 to 2007, he taught classes in music theory, composition, and world music. In her announcement to the campus, Provost and Executive Vice President Dr. Adrienne McCormick shared, “Together with his wife, Sharon, who also taught voice at Winthrop, Dr. Thompson founded and co-directed the Olde English Madrigal Feastes and Kaleidoscope, a summer arts program.” He also founded Winthrop’s chapter of the Phi Mu Alpha Sinfonia music fraternity, which established a concerto competition named in his honor in 1988.

Emeritus Professor [Dr. Danny Turner](#), who taught mathematics at Winthrop from 1997 to 2010, passed away at home on February 12, 2021. He finished his career here after teaching for 20-plus years at Baylor University. Dr. Tom Polaski, Chair of the Department of Mathematics, described Dr. Turner as a “passionate advocate for students and a valued mentor to colleagues and friends.” He was also a big Clemson University football fan and loved playing jazz guitar with Dr. Brian Hipp as part of Take Two duo.

Thank you and well done, gentlemen.

II. Report on Board of Trustees Meetings and Committee Meetings

The [Committee on Enrollment and Retention](#) met online on Thursday, December 17, 2020. Viewing of the meeting was made available to the campus community in the Baruch Room of [Joynes Hall](#). Next, the Executive Committee held a session in Columbia, South Carolina on Monday, February 8, 2021, while the Committee on Finance convened on Tuesday, February 9, 2021. Lastly, the [Board](#) held its annual retreat on Friday, February 19 and Saturday, February 20, 2021. Viewing of the public sessions was available through Zoom.

The committee and full meetings are summarized below. My report to the Board can be found in Appendix 1.

[December 17](#): Committee on Enrollment and Retention, Thompson Conference Room

Agenda

- Call to order
- Executive session
- Adjournment

[February 8](#): Executive Committee Meeting, 1230 Main St., Suite 700, Columbia, SC

Agenda

- Call to order
- Approval of Minutes of October 23, 2020
- Executive session
- Report from the President
 - Enrollment update
 - Budget update
 - COVID-19 update
- Discussion of plans for upcoming retreat

- Adjournment

February 9: Committee on Finance, Thompson Conference Room

Agenda

- Call to order
- Executive session
- Consideration of a resolution directing the university to proceed with steps necessary to procure auxiliary revenue bonds
- Adjournment

February 19 and 20: Full Board Meeting, Richardson Ballroom of the DiGiorgio Campus Center and the Eagle Club Room of Winthrop Coliseum¹

Agenda

Friday

Each of these committees held brief meetings to approve the minutes from their respective November 5 gatherings:

- Committee on Institutional Advancement and Development
- Committee on Academic Quality
- Committee on Student Life and Athletics
- Committee on Enrollment and Retention
- Committee on Compensation

The Committee on Finance held a longer meeting to work through the agenda shown below:

- Call to order
- Approval of the minutes of November 5, 2020 and February 9, 2021
- Executive session
- Consideration of a resolution directing Winthrop to proceed with steps necessary to procure auxiliary housing and dining revenue bonds
- Consideration of a motion to maintain Summer 2020 tuition through Summer 2021

The Board of Trustees Retreat

- Call to order
- Executive session
- *Recess*

¹ I did not attend the in-person meetings due to my children's virtual school schedule and related parental responsibilities. A virtual option was not provided for the annual retreat. Therefore, I joined members of the Winthrop community to observe the Friday meetings via Zoom.

- Approval of amended minutes from both September 25, 2020 and November 6, 2020
- Executive session
- Report from the Finance Committee
 - Resolution directing the university to proceed with steps necessary to procure auxiliary housing and dining revenue bonds
 - Recommendation on summer session 2021 tuition
- Report from the President
- Master Plan and Campus Beautification update
- Conversation with deans regarding revenue generation and cost containment
- *Recess until Saturday, February 20*

Saturday

- Executive session
- Adjournment

Actions taken by the Board

- First, Trustees “voted unanimously to close, on examination of the evidence, [a complaint](#) regarding individuals involved in the decision [to discontinue the Winthrop tennis programs.](#)”
- Second, Trustees approved [a resolution](#) to authorize a \$21 million bond issue to support housing and dining projects, with \$9 million allocated for housing and up to \$12 million slated for dining. The bond issue will support these projects:
 - Replacement of the [Phelps Residence Hall](#) roof.
 - Renovation of the [Lee Wicker Residence Hall](#) to include mechanical, electrical, plumbing, HVAC and roof replacement, as well as interior updates.
 - Renovation of the university’s main dining facility, [Thomson Eatery](#), or if cost effective, construction of a new dining hall.
- Finally, the Board “voted to leave in place the discounted fee structure for summer session 2021.” According to a university [press release](#), “Undergraduate, in-state students will see the largest discount of a 29.5 percent reduction over fall and spring 2020-21 tuition and fee rates if they enroll in summer class.” You can find more information about summer session schedule fees [here](#).

III. **Concluding Remarks: No Money, More Problems**

I wrote the following in my latest quarterly report to the Board of Trustees, “Even [as the pandemic taxes university faculty members](#) in extraordinary ways, they are still earning recognition for their exceptional teaching, scholarship, and service.” I went on to highlight just some of your achievements over the last few months.

Winthrop professors and staff have shown great resolve in the face of extraordinary challenges. Doing more with less and for less almost feels like a motto. When the dust settles, I think university leaders need to figure out how to acknowledge their efforts with more than expressions of gratitude. That means being creative to make the work less onerous. It also means time and money.

Thank you, be safe, and be well.

Sincerely,

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

Appendix 1 [Chair's Report cont.]

Quarterly Report to the Winthrop University Board of Trustees from the Chair of the Faculty Conference and Faculty Representative to the Board February 19 – 20, 2021

The Faculty Conference held a special session on November 13 and its regularly scheduled meeting on November 20, both via Blackboard. The resultant actions are summarized below. This report also expresses concerns communicated to the Faculty Representative since the last quarterly report. Finally, it highlights some of the great work faculty members have done on campus, in the community, or in the profession.

I. Update on Academic Council

Faculty Conference held an emergency session on **November 13** to consider two motions from Academic Council intended to promote student retention. They were as follows:

Motion 1: Expansion of S/U policy for Fall 2020

Academic Council moves to reinstate the **S/U component** of the Spring 2020 modified grading policy in Fall 2020. This would allow undergraduate students to elect the S/U option *for any or all of their courses* for Fall 2020.

Because the overall modified grading system is already in place, this modified S/U option would result in a final grade of S for the equivalent of an A through C-; a final grade of CR for D+, D, or D-; and a final grade of UN for the equivalent of F.

Motion 2: Clearing advising flags on Mon Nov 16

Academic Council moves that **all advising flags** for students (graduate and undergraduate) **be cleared** by Records and Registration **on Monday, November 16, 2020**, to enable all students to register for spring 2021 classes.

After some discussion, Motion 1 was modified to read:

Academic Council moves to reinstate the **S/U component** of the Spring 2020 modified grading policy in Fall 2020, **including the specific requirements for students enrolled for Honors credit**. This would allow undergraduate students to elect the S/U option *for any or all of their courses* for Fall 2020.

Because the overall modified grading system is already in place, this modified S/U option would result in a final grade of S for the equivalent of an A through C-; a final grade of CR for D+, D, or D-; and a final grade of UN for the equivalent of F.

Both proposals passed by wide margins:

- **Motion 1** = 69 Yes, 7 No, 14 No response
- **Motion 2** = 65 Yes, 16 No, 9 No response

The Faculty Conference also met on **November 20**. Academic Council continued with maintenance of the curriculum, such as recertifying general education courses. New certifications are noted below.

First-time certifications

General Education Area	Course	Title
Global	PLSC 508	National Security
Natural Sciences	NUTR 222	Introduction to Nutrition Laboratory

Finally, Academic Council is drafting a report to Faculty Conference on the effects of the modified grading system used during the Spring 2020 and Fall 2020 terms. The faculty returned to the normal grading system for Spring 2021.

II. Faculty Concerns

The following items remain of concern to the Winthrop faculty:

- The safety of the campus community in the face of the ongoing pandemic.
- The prospect of greater state and federal financial support for higher education institutions as they grapple with the damaging effects of the coronavirus.
- The influence of COVID-19 on academic scheduling for summer and fall .
- Student recruitment and retention efforts given [Mr. Eduardo Prieto's departure](#).
- Winthrop's overall financial wellbeing.
- Implementation of [the Class and Compensation Study](#).
- Interim president Dr. George Hynd receiving [a 7 percent pay raise](#) from [the State Legislature](#) while the faculty and staff are furloughed.
- Faculty pay for Summer Session 2021 and beyond.
- The desire for Winthrop to establish a Winter Session.
- Academic Master Planning.
- Faculty-Board relations and transparency in communication.
- The timing of the "Slip, trip, and fall" mandatory training and the need to tackle campus maintenance issues that might cause such accidents (e.g., potholes on roads, broken pavement, damaged classroom fixtures).

III. Closing Remarks: Chronicling the Achievements of Winthrop Professors

Even [as the pandemic taxes university faculty members](#) in extraordinary ways, they are still earning recognition for their exceptional teaching, scholarship, and service. Here are just some of their achievements during the current reporting period:

- [Dr. Brent Woodfill](#) (Anthropology) contributed a chapter to [The Real Business of Ancient Maya Economics: From Farmers' Fields to Rulers' Realms](#) (University of Florida Press).
- [Drs. Kristi Schoepfer](#) and [Laruen McCoy](#) (Physical Education, Sport and Human Performance) each had chapters appear in [Sport Law: A Managerial Approach](#) (Routledge).
- [Dr. Eddie Lee](#) (History) authored [The First Mistake: America in Vietnam, 1945-1954](#) (Palmetto Publishing).
- [Dr. Hye-Sung Kim](#) (Political Science) had a chapter published in [International Trade, Investment, and the Sustainable Development Goals: World Trade Forum](#) (Cambridge University Press).
- An [article](#) by [Dr. Kristin Kiblinger](#) (Religious Studies) appeared in the journal *Buddhist-Christian Studies*.
- A short story by [Dr. Dustin M. Hoffman](#) (English) was published in [The Fiddlehead](#), No. 285.
- [Dr. Lisa Harris](#) collaborated with several colleagues on different projects. First, she and [Dr. Marshall Jones](#) (Educational Technology) contributed two chapters to *Design for Learning: Principles, Processes, and Praxis* (EdTech Books). Next, Harris and [Dr. Lindsay Yearta](#) (Education Core) co-authored a chapter for *Using Digital Tools for Fostering Student Engagement Within the Universal Design for Learning Framework*. Finally, Harris and Drs. [Tammy Burnham](#) (Education Core), [Megan Schramm-Possinger](#) (University College), [Crystal Glover](#) (Early Childhood Education), [Lisa Johnson](#) (Education Core), and [Taylor Stephenson](#) (South Pointe H.S.) wrote an [article](#) for *The Journal of the National Association for Professional Development Schools*.
- [Professor Julianna Hane](#) (Dance) published an [article](#) in *Journal of Dance Education*.
- [Dr. Elizabeth Dulemba](#) (Design) wrote *On Eagle Cove* (Cornell Lab Publishing Group).
- [Dr. Chen Chen](#) (English) had an [article](#) published as part of the 38th ACM International Conference on Design Communication.
- The Rock Hill School District recognized the [Jim and Sue Rex Institute for Educational Renewal](#) with the [2020 Outstanding Partner Award](#) for its work assisting Ebenezer Elementary School with its lack of space.

- [Dr. Philip Gibson](#) (Finance) shared his expertise with WalletHub for a piece titled, "[States with Highest and Lowest Credit Scores.](#)"
- CPVA students, faculty, and staff put on a successful [ArtsWinthrop Scholarship Gala](#), a virtual event.
- [Dr. Janet Wojcik](#) (Exercise Science) was named a [Distinguished Alumna](#) by Virginia Polytechnic Institute and State University.
- [Dr. Jane Thomas](#) (Marketing) was featured in a WalletHub column on "[Best Cities for Christmas.](#)"
- [Dr. Tenisha Powell](#) (Early Childhood Education) earned the [Kevin J. Swick Excellence in Teacher Education Award](#) for making significant contributions to early childhood education in South Carolina.
- [Dr. Padmini Patwardhan](#) (Mass Communications) won the James Pinckney Kinard and Lee Wicker [Kinard Award](#) for Excellence in Teaching, Winthrop's highest teaching honor.

These highlights should not inflate productivity expectations for all faculty, as people are laboring through an unyielding and protracted public health crisis. Still, their excellent work warrants our respect.

Sincerely,

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

Appendix 2

Winthrop University Faculty Conference
26 February 2021
2:00 p.m., Blackboard Collaborate Ultra

REPORT FROM THE PROVOST

- **This report is framed around the five Academic Affairs goals for the year. In addition to navigating the pandemic and its many impacts (social, emotional, financial), Academic Affairs committed to:**
 - **Develop an Academic Master Plan**
 - **Develop a cross-divisional retention plan**
 - **Increase institutional effectiveness by updating key policies and procedures**
 - **Prioritize diversity, equity, and inclusion outcomes**
 - **Improve Maintain morale**

I elaborate on each of these activities in the sections below.

- **Navigating the pandemic and its many impacts (social, emotional, financial – to name a few!):** While continuing to monitor positivity and vaccination rates, as well as incidence rates on campus:
 - We are cautiously moving forward with plans for **five socially distanced in-person commencement ceremonies** tentatively scheduled for May 6-8. More information will be released as these plans take shape.
 - **We are planning for summer 2021 to once again provide an additional discount and feature mostly online courses because students responded by enrolling at higher than expected rates.** Going forward, we will continue to provide predominantly online summer session offerings because of the increased flexibility it provides to students. In-person labs, clinical, and research experiences as well as courses that show demand for in-person and hybrid instruction will be a part of the overall summer mix.
 - We are planning for fall 2021 to include increased in-person and hybrid courses as a percent of our total section offerings, within our limits to retain social distancing and masking protocols until such time as it is safe to do otherwise. **We are currently at around 23% of all sections online; we hope to move this down to between 15 to 20% by deploying more hybrid and in-person modalities that allow us to be responsive to a demand to return to more in-person instruction, but the ability to move back to remove instruction with the least amount of disruption should the need arise.** We know that our overall section mix will reach an

equilibrium in each college that reflects their respective student populations and modality demands. **Thank you for continuing to work with Tim Drueke and TJ Hyatt on any needed modifications to ensure we are ready for whatever fall 2021 brings.** Our hope is that it will allow us to return to more of the in-person experience our students, faculty, and staff are craving. But we will not compromise on safety.

- Voluntary [SAFE \(saliva assay free expedited\) Testing](#) as an increased opportunity for on-campus monitoring of asymptomatic positive cases.
- A small number of students (~28 at last count) were disciplined for non-compliance with the testing procedures. Student Affairs colleagues believe a number of these are due to poor follow-through on process rather than refusal to test. Final numbers will be shared as those who were marked for discipline respond to the notice.
- Faculty with expertise in health and wellness are providing workshops in the colleges and through the Center for Professional Excellence on stress reduction techniques for self-care and student support. Check out the [CPE Calendar](#) for information to sign up for the March 4th session on Stress and Sustainable Strategies for Coping.
- **Academic Master Planning** work involves key activities in three areas with foundational work in a fourth area.
 - **College Profile and Program Health Metrics:** baseline review and recommendations for areas in each college profile to sustain, grow, transform, or eliminate. In future, we will have annual program health checks as part of a healthy academic data-monitoring process.
 - i. Timeline: College Profile Data templates** complete by first week of March; Dean reviews of department data through mid-March; initial findings and recommendations in April 2021; final recommendations in June 2021.
 - ii. Program Health Metrics:** implementation of annual program review process in AY 2021-2022. Data will be available to departments to analyze and reflect upon as they monitor their own programs and filter information up to Deans and Provost for budget and line allocation discussions and decisions.
 - **New Program Outlook:** the Deans previewed these outlooks last Friday in their vision statements. We are building on existing faculty expertise in their disciplines and arising from interdisciplinary collaborations. We will also receive market-based undergraduate and graduate opportunity scans from EAB to inform our work. The end product will be a list of programs that we will consider for implementation in the coming years.

- i. **Timeline: College curricular proposals** driven by the AMP will follow traditional campus, Board of Trustees, and CHE timelines, with support from Course Dog when it is fully implemented.
 - ii. **Market opportunity scans** will be delivered in March 2021 for undergraduate programs, and April 2021 for graduate programs, after which deans and chairs will analyze alignment between market data and Winthrop's current college and interdisciplinary program planning.
- **Guided Transfer Pathways:** a key aspect of enrollment health and increasing access and degree attainment in our region is strengthening our transfer relationships, especially with York Tech. We are working on guided pathways for key programs and establishing a strong platform upon which to build. This aligns with CHE's Public Agenda Implementation Plan, which has several recommendations impacting statewide transfer planning.
 - i. **Timeline:** Teams are currently working to identify and eliminate transfer barriers and to articulate key collaboration areas to build upon. Goal is for 5-10 program pathways to be agreed upon for fall 2021.
- **Future Ready Graduates:** All of our academic master planning is designed to make sure we continue to produce graduates who are ready for multiple career paths and the challenges and opportunities inherent in lifelong learning and engaged citizenship. To that end, the foundational work we are doing to strengthen our instructional technology infrastructure, to improve general education and ULC outcomes, and enhance career readiness through our QEP will strengthen our academic enterprise and see us through the next phase of achieving and delivering on our mission and strategic plan goals.
- **Retention planning:** Jamie Cooper continues to build our cross-divisional infrastructure to support students, despite staffing shortage in key functional areas.
 - The Student Success and Retention Work Group has been meeting on a monthly basis to conduct a 360-degree review of policies and procedures that affect undergraduate student retention and persistence to degree completion.
 - The **Academic Success Center responded to 386 at-risk student referrals from faculty** in fall 2020, compared to 190 referrals in fall 2019. Staff provided individual outreach to each student to discuss their concerns and create a plan for success.
 - In partnership with EdSights, **Winthrop launched an artificial intelligence based chatbot on December 11th** that utilizes texting to interact with students.

- For more details, see the February 2021 Retention Quarterly Report prepared for the Board of Trustees in Appendix B of this report.
- To hear Dean of University College and Vice Provost for Student Success Jamie Cooper discuss the Roles of Faculty in Student Success, sign up for the March 9 [Listen and Learn](#) session available through the CPE.
- **Institutional Effectiveness: I want to remind everyone of the important team efforts underway across Academic Affairs to improve key policies and procedures that strengthen core academic functions.** We do not do this work simply because SACSCOC tells us we must (though they do); we do this work because it helps us improve as an organization.
- Peter Judge is our convener for the ad-hoc personnel policies team (morphed from pre-tenure review team) which has begun research on recommendation C-1 from the Task Force on Tenure and Promotion, regarding analysis of how we use student course evaluations and the role they play in faculty evaluation.
- Andrew Besmer is chairing the ad-hoc IT/Academic Affairs working group to explore recommendation and timeline on becoming a laptop campus; shifting general use labs to a BYOD model as interactive learning spaces; setting up printing stations to meet student need that may be lost if labs are reallocated; and developing our instructional technology infrastructure to support our increased use of digital platforms for instruction.
- SACSCOC work continues as we shift into the finalizing the reaffirmation report into a single document with a unified voice. This work has been grueling as we have not been able to afford any respite to the many contributing teams despite the competing demands of continuing our work amidst the challenges of the pandemic. I want to express my sincere thanks to all who have met deadlines as much as to those who have not, but have kept plugging away at the research and the writing to get it in late and to the best of your ability.
- As part of our effort to ensure readiness for a successful reaffirmation, ALC has reviewed and updated many policies in the Policy Repository. We have also asked appropriate committees in Faculty Conference – such as Rules, Academic Council, and Academic Freedom, Tenure, and Promotion – to review policies that articulate the work they oversee to ensure alignment between the Faculty Conference Bylaws and our Policy Repository.
- QEP Topic Development Committee has begun meeting to identify recommendations for targeted actions we can take to improve the career readiness of our graduates with an emphasis on experiential learning. For questions, please contact Meg Webber, QEP Director.

- Guided Transfer Pathways team members are collaborating with York Technical College to identify program articulations that will enable more students to transfer seamlessly from York Tech into our programs, while increasing reverse transfer and thus enrollment and degree completion for both institutions. If you have questions or want to get involved, reach out to Greg Oakes, Associate Dean, College of Arts and Sciences.
- Budget review and development meetings took place with me, deans, budget support staff in the colleges, CFO Justin Oates and his support team in Finance and Business Affairs. Kudos to all who have identified new ways to be efficient as we work to bring in balanced budgets after a year of significant revenue shortfalls. I continue to work with the deans and the CFO to structure budget targets using data such as credit hour production, enrollment, and student success indicators to ensure we continue to support our academic activities with strategy and equity.
- ALC is already preparing for the April Academic Quality meeting, when we will review our work on the Academic Master Plan as well as discuss implementing program fees in the colleges to replace course fees for some majors. We will also send action item requests to the Finance Committee to set tuition for our next suite of fully online graduate programs and to reinstate a fee supporting the LEAP program.
- Finally, Jack DeRochi is heading up a team researching and reviewing options for instituting a Winter Term at Winthrop University in the coming years. Many other institutions have Winter Terms as a way to support timely student degree completion and potentially generate additional revenue.
- **Diversity, Equity, and Inclusion Outcomes:** Work continues in the colleges and through the Diversity Council to continue conversations that will continue to advance Winthrop as an inclusive campus community.
 - The next session in the [DEI Certificate Program](#) is March 19 on Ableism and Disability Justice.
 - Several Winthrop community members participated in a February 9 and 10 **Community Healing Initiative** sponsored by the City of Rock Hill and facilitated by the [Racial Equity Institute](#). I was proud to join Anthony Hill, Chair of the Department of Social Work in the College of Arts and Sciences, and Tadean Page, Public Outreach and Community Coordinator in Access and Enrollment Management. We wore our Winthrop hats and our Rock Hill community member hats as we joined a conversation about how to increase racial equity in Rock Hill. We were joined by the mayor, leaders from Clinton and York Technical Colleges, local businesses, faith organizations, law enforcement, and the Rock Hill School District. It was a transformative

experience; our team was lauded by the organizers for crossing so many sectors of city leadership. It's an exciting opportunity to bridge our Winthrop work to advance equity to efforts at the city level. I will share more as the conversation continues.

- **Maintaining Morale:** I've modified this goal from "improve" to "maintain" as a more achievable target. I realize this has been a tough year for all of us. Leaders on ALC took steps to relieve faculty on matters related to tenure and promotion timelines and suggested minimizing work on curriculum related to all but the essentials, such as CHE proposals and SACSCOC preparations. But there has been little we could do to mitigate the constants of change, stress, and worry related to the ongoing pandemic and its impact on our campus and wider communities.

Please remember the Wellness Days and think of ways to preserve that time for student wellness by not giving assignments on those days. Please also think of ways to give yourself some rest and recuperation as you use those days as transition points.

In my February 5 Friday Feature, I included information on our Employee Assistance Program, provided through the McLaughlin Young (MY) Group. Here is my note on self-preservation repeated from that earlier message:

The screenshot shows the MYgroup website interface. At the top left is the MYgroup logo (McLAUGHLIN YOUNG) and at the top right is the Winthrop University logo. Below the logos are language and search options. A dark blue navigation bar contains links for Homepage, Parenting, Aging, Balancing, Thriving, Working, Living, and International. The main content area features a featured article titled "Managing When the Stress Doesn't Go Away" with a sub-headline "Getting the job done and taking care of employees under conditions of severe, long-lasting stress can be one of the most difficult challenges a manager may face." Below this is a "Read More" button. A large image of a beach with waves is also visible. At the bottom, there is a "Mental Health" section with a breadcrumb trail (Homepage > Balancing > Mental Health). This section includes a "Centers" list with links to Legal/Financial, Savings Center, Locate Providers, and TaxSlayer, along with a "View all Centers" button. An "Articles" list includes titles such as "Controlling Anxious Thoughts in Difficult Times", "Coronavirus grief: Coping with the loss of routine during the pandemic", "COVID-19 (coronavirus) stigma: What it is and how to reduce it", "COVID-19 pandemic: Coping with effects of unemployment", and "Managing Anxiety When Returning to Work After COVID-19".

As we round out a year navigating the pandemic, signs of stress are everywhere. In higher education, we think of ourselves as resources for others - whether our primary function is to teach, support, or manage. But we all *need* resources and support as well. So here is my plug for the resources available to you at no charge as an employee of Winthrop University. These resources include virtual counseling sessions and tips on managing stress, financial advice, legal advice, and a great deal more.

If you have never checked out the resources available, I encourage you to do so now. Do a wellness assessment and see what resources might be available to you through [mygroup](#) (username:

Winthrop303, password: guest).

I want to close by saying that I see the tremendous outcomes of your good work. You keep delivering for our students in your many learning spaces. I see it at home in my own family, as Kai – who is back on campus and loving it this semester – continues to blossom in his study of the arts. I see it in the students who are masking up, resolute in their determination not to let this virus slow them down. Thank you for continuing to mask up, stand up, and show up in all the ways you do, for Winthrop and your students.

Appendix A: Dean Vision Statements from Feb. 19, 2021 Board Retreat

COLLEGE OF ARTS AND SCIENCES

Takita Sumter, Dean

The College of Arts and Sciences aims to offer national caliber programs that feature a hands-on learning component that may come in the form of a research experience, internship, or community outreach opportunity. Because we touch each student at Winthrop, we also prioritize creating citizens who are willing to reevaluate assumptions and question authority in order to offer a more respectful and collaborative society. We do this work as part of an ongoing emphasis on the liberal arts and inclusion (broadly defined).

As the cornerstone of the institution and its strategic directions, we aim to offer dynamic programs to traditional high school recruits, transfers, and adult learners. We have added four new programs since 2018—two undergraduate degrees: Bachelor of Professional Studies and Bachelor of Arts in Data Science; the online Master of Social Work and a certificate in Human Lactation.

- The programs have yielded 277 new students
- The BA in Data Science and Human Lactation certificate required no net addition in FTEs while the online MSW required two new FTEs
- All of these have resulted from collaborative work with the College of Business and the Graduate School.

We also see the opportunity to offer additional, revenue neutral options to include the online Master of Science in Human Nutrition and a combined MSW/MBA designed to appeals to mature students with supervisory experience. We are also evaluating the potential to offer at least one to two of our undergraduate programs online. This may serve a special population that is responding to changes in the employment landscape.

Moving forward, we would like to enhance our recruitment of high school students by increasing opportunities for dual enrollment. Notably, we are in the final stages of a partnership with the Rock Hill School District's language immersion program that will significantly increase revenue. This is in addition to ongoing work to partner with five high schools including York Preparatory Academy and Odyssey Charter School of Greenville.

We offer a wide range of programs and have seen marked growth in the number of students completing degrees in the life and physical sciences in the past few years. This trend, we believe, is the result of our vibrant growth in NIH- and NSF-funded student research. In all, we have secured nearly \$3M in funding for the sciences. The students have been remarkably successful with record numbers of them pursuing graduate study and most at the doctoral level.

Additionally, we have funding from the U.S. Dept of Justice and from the Department of Treasury to support work in the social sciences. These projects have resulted in a significant number of community partnerships. We also, as many of you know, are the home of the

Winthrop Poll which, along with the West Forum, has led to some of the institution's most noteworthy opportunities in political and civic engagement.

One goal that we look forward to pursuing is the establishment of a larger thematic student research initiative that will offer an interdisciplinary research experience for students in the humanities and social sciences.

With the overall decline in the number of high school graduates between now and 2025 and our reliance on enrollment, we are working to continue to offer competitive programs while also considering opportunities for mature professionals who may be retooling their skill set with the changing job market.

In doing so, we invite members of the Board of Trustees to become *Friends of the College* allowing your contribution of \$50 to support one day of student research and of \$500 to support one dual enrollment opportunity.

RICHARD W. RILEY COLLEGE OF EDUCATION

Jennie Rakestraw, Dean

The COE is recognized as South Carolina's "flagship" for teacher education, a reputation we have strengthened over the past 12 years, especially through innovations funded by federal grants. We totally transformed how we prepare teachers. We are ahead of the curve when looking at the national movement toward clinically based, school partnership-focused teacher preparation.

We've been recognized for our innovations, and our enrollments have been strong. While colleges of education across the country experienced steady declines in their enrollments, we seemed immune. However, now our enrollments are faltering—and we need to turn that around! I want us to stand out brighter than ever as South Carolina's *Teachers College*.

So what are we doing now and what do we need to do next?

1. We have transformed our teacher education programs. Now we need to create alternative pathways to teaching. With our current NetSERVE grant, we are developing Teacher Residencies built on an 18-month MAT program where students are paid \$20,000 to serve alongside their mentor teachers in a year-long residency.
2. We recently received a Center of Excellence grant from the CHE to develop a new undergraduate model that draws from the idea of teacher residencies. This will allow education majors to step into a classroom as a teacher during their last semester and be paid.
3. The next thing we need to tackle—and probably the most challenging—is a post-baccalaureate, non-degree alternative pathway that is competency based.

We also need to think about new populations of students to recruit:

We have the Call Me Mister program to recruit African-American males into the teaching profession—something that is much needed. We need to grow that program—and, with such a growing population of Latino students in our schools now, we need to create a similar program for them.

I serve on the Board of the AACTE, and in a recent meeting the Board reviewed school demographic data, noted the dramatic rise of Latino students in America's schools, and discussed the need to start recruiting more Latino teachers.

The overarching strategy that I think we need to pursue is *linking* programs, especially if we launch into new program areas. We can then engage students from more than one program area in our courses—creating higher course enrollments and increased faculty credit hour production. To make best use of our resources, we need to connect not only programs in our college but pursue collaborative, interdisciplinary connections with programs and expertise across campus.

1. For example, at the graduate level, I think we should consider a Master of Education in Higher Education Student Affairs—connecting that to our M.Ed. in Counseling and Development and collaborating with Shelia Burkhalter and others in Winthrop's Student Affairs division. Then down the line we can develop a Higher Education Administration track in our Ed.S. Ed Leadership program. That would bolster our Ed.S. program and bring in a new population of educators.
2. We are already working to revive a graduate program—the M.Ed. in Curriculum and Instruction—in partnership with Wiley. We're designing the program to have three tracks—and all three of those tracks will come from existing online programs in the COE: Special Education Intervention, Literacy, and Learning Design and Technology. Courses in each of those Curriculum and Instruction tracks will include students from one of the other three programs—again, enhancing efficiency through larger class sizes with faculty teaching students from more than one program area.
3. Next, I think we need to think more broadly about stackable credentials—at the undergraduate and graduate levels. This means offering sets of courses that lead to acquiring professional certifications and, in education, adding on State Department of Education endorsements. With COVID forcing teachers to jump into online instruction—something that is expected to continue post-COVID—we need to offer the Online Teaching endorsement. In Counseling and Development, we need to offer the Certified Addictions Counselor credential. In Human Development and Family Services, we need to build on what we have now and offer the Certified Family Life Coaching credential. There are other possibilities—but we see this strategy as smart and profitable—increasing our enrollments while helping people acquire credentials that can expand their career options.

Now I want to shift to the other side of our house:

As a reminder, half of COE's undergraduate enrollments are with programs not related to K-12 education. I'm talking about the programs in our Physical Education, Sport and Human Performance Department, Human Development and Family Services and our Clinical Mental Health Counseling programs.

1. Exercise Science is a vibrant program that has grown from 19 students in 2008 to around 250 students—and there is still room to grow, especially with the new Lowenstein lab. This is a science-oriented program that leads into fitness careers—but it also serves as an ideal entry into health-professions programs, such as Physical Therapy.
2. Athletic Training is a health care profession, providing primary and emergent care, therapeutic intervention and rehabilitation in collaboration with a physician. We're shifting that program to a novel 3+2 model with students graduating with a master's degree.
3. Health is not a major at Winthrop, but we have high enrollments in our health courses—courses that serve programs in our college and across campus.
4. At the graduate level, we have the Clinical Mental Health Counseling program—a health-related field—and we run a community counseling clinic.

I believe we need to build on the strengths of our faculty and the success of these programs and venture into other health-related fields, such as an interdisciplinary bachelor's in Public Health or Community Health. We would connect the expertise and resources we already have in place at Winthrop *to make this cost effective*. In the COE I could see a program that has a focus on Health Education and Promotion.

With our Sport Management program, we plan to expand into the area of eSports—a rapidly growing phenomena in the United States. We already have a popular course in eSports and discussions are underway to offer an interdisciplinary minor with Ken Halpin taking a lead role. Boise State, University of Kentucky and others have now started eSports teams and are now offering courses.

I want the COE to continue to be a POWERHOUSE in South Carolina and beyond—that is, to be innovative, forward-looking, and responsive to school district and community needs--as the state's flagship Teachers College. I also envision a similar POWERHOUSE with our PESH programs—to become the destination school for those who want to pursue health, fitness, and sports careers. To get there we will build on our strengths and make connections across programs; and go to the next level in building partnerships that allow for more internship and other career-oriented opportunities.

Finally, I want us to be known for our outreach.

- We have the Gary and Peggy Williams Literacy Collaborative that will begin operation next fall.
- We have the Dalton and Linda Floyd College Readiness Mentoring Program, and
- Macfeat Lab School's Emergent Bilingual Summer Literacy Camp for rising first through third graders.

We have many other ideas for outreach. Touching lives in these ways will serve us well as we expand our circle of influence and our circle of friends.

COLLEGE OF BUSINESS ADMINISTRATION

PN Saksena, Dean

CBA's vision is to be the college of choice for a transformative education, and our mission is to deliver a transformative education to the most diverse student body in the heart of the Carolinas. I am pleased to share that Team CBA has made significant progress, over the past few years, to move towards achieving our mission and vision. I will briefly address this progress through **three broad areas**: offering in-demand degrees and certificates, building partnerships for mutual benefit, and increasing efficiency through budget cuts. After that, I will identify resource needs that will help us continue on this path to success.

First, offering degrees and credentials to meet market demand and generate additional revenue, while leveraging existing capacity:

In just over three years, we have

- added a Bachelor of Science in Applied Software Development, in partnership with York Tech, without requesting additional faculty lines;
- added a Bachelor of Science in Data Science, in partnership with colleagues in the College of Arts and Sciences, without requesting additional faculty lines; and
- we are one step away from adding a Bachelor of Science in Cybersecurity, through repurposing a faculty line.

We are also one step away from adding certificates in Business Analytics, Accounting Analytics, and Risk Assurance, and we have introduced a FinTech option through a Minor in Finance and created a track in Hotel and Hospitality Management, in preparation for the Panthers' move to Rock Hill. No faculty lines have been requested for these changes.

Additionally, we have received approval for our shorter, market demand-driven redesigned MBA and MBAA degree, with stackable micro-certificates and certificates. As a final step, having a consistent tuition rate between our in-seat and online modalities will increase our program's attractiveness and will allow us to increase efficiency as it relates to deploying faculty resources. My thanks to Dean DeRochi for his assistance in this regard.

Finally, we continue to work with York Tech on transfer pathways to increase enrollment in our Computer Science, Digital Information Design, Applied Software Development, and Cybersecurity degrees. York Tech has identified these degrees of interest, and they estimate that we may gain as many as 300 students by fall 2022.

As you can see, we have been busy adding in-demand credentials that will increase revenue, while holding costs constant, along with collaborating with York Tech. Our focus now turns to marketing these changes, to adult and graduate education, to offering online concentrations, as well as to establishing international partnerships, especially given the impending demographic cliff.

Second, partnerships: The college has been successful in establishing partnerships for mutual benefit. Support from these partnerships have resulted in high impact practice experiences, internship, and job opportunities for students; in increased contributions to the college; and they provide us with an opportunity for an additional source of revenue through offering non-credit education credentials. Examples of support include Kris Carroll's pledge of \$182,000 dollars through his portfolio management class where students also pass the SIE exam, TD Ameritrade's \$50,000 grant, BNA Advisors' Scholars program at a support level of \$10,000 per scholar, and Truist Bank's support of \$20,000 dollars, to name a few. Additionally, we are taking initial steps to establish a Center for Financial and Retirement Planning as well as an Economics Education and Development Center to increase interaction and impact.

Third, efficiency: From 2018 to 2021, our budget has decreased by approximately 11.5%, or about \$930,000. Additionally, we are in a position to give back around \$200K of our 80% allocation for this year, and we will not need the remaining 20% too. We have achieved these significant savings by reducing faculty lines, reducing staff lines, streamlining our administrative structure, combining leadership roles, and by significantly reducing operating expenses. At the same time, our overall enrollment has stayed flat, between fall 2017 and fall 2020 (despite COVID and lack of marketing), with two bright spots – a 26% increase in computer science and a 19% increase in our MBA program.

That said, we are not done yet. We are actively evaluating our programs through the Academic Master Planning exercise, and I have established a Greater Efficiency Taskforce (GET) that will study how we can build efficiency into our systems and processes.

To conclude: I will identify our resource needs for continued student success, for generating additional revenue, and for us to continue to work towards achieving our mission and vision. In the near term, we need resources as we work on revising our computing infrastructure and consider ways to make it sustainable, to help market our programs, and to upgrade Whitton Auditorium and our Trading Lab so they can be used for revenue generation. In the medium term, our facilities need to be updated since colleges of business are typically housed in state-of-the-art buildings that are used for student recruitment and retention. Finally, I would like to lead the CBA as a business unit with dedicated professionals for marketing and recruitment, non-credit education, advancement, and career services. I envision each professional having specific goals and three-year contracts, to ensure they are delivering and that we continue to grow. And, to make the decision easier, I will point to the approximately 11.5% budget savings over three years, while understanding and acknowledging that we don't operate or exist in a vacuum.

COLLEGE OF VISUAL AND PERFORMING ARTS

Jeff Bellantoni, Dean

The vision my faculty, staff and I have for our college is driven by one basic question: why do students choose to enroll in our programs?

1. Faculty excellence and program offerings
2. Facilities (the arts are facilities dependent)
3. Reputation of the university

All three of these are critical and connected, weakness in one makes success in the others more difficult.

- The artist plays a primary role in defining culture and lifestyle—what we see and hear, the products we use, the environments we inhabit, and how we communicate.
- The arts are an expression of our culture’s values and engage people emotionally and intellectually;
- They are also a driver of innovation and a catalyst for the economy—the creative economy; and
- The arts have an obligation to positively affect social change by contributing to our cultural and political discourse.

The vision is for CVPA to grow from a regional to nationally recognized leader in arts education. We want to “move the needle” by introducing new paradigms in the ARTS. This can happen by...

- Recruiting a diverse, qualified and highly productive faculty - CHECK
- Identifying needs, and propose and develop new and upgraded facilities
- Innovative academic programs
- Ensure the college is operating as efficiently as possible, knowing that the cost per student is higher in the arts
- Establish a culture of fundraising

What we have done

Enrollment, Retention, Marketing

- Arts recruiter in admissions, working closely with admissions (thanks, Eduardo Prieto)
- Sub branding: #ARTSwinthrop, creative robust social media presence
- Results
 - Enrollment has increased 100 students, up 16% since 2017
 - Exceeded 700 students last fall for first time since 2013
 - Fall ‘19 to Fall ‘20 increased 3% to 713, even with COVID
 - Enrollment this spring semester is the same as last year at this time

Fundraising - 3 major gifts

- 6-figure estate gift
- WU Leadership Society member
- \$1M Ida Crawford Stewart Arts Endowment

- Established the Scholarship Gala

Personnel

- Diversity and inclusion:
 - Increased BIPOC representation in the staff from 0-25%; and faculty from 6-17%
 - Established a Diversity, Equity and Social Justice Council
- Retirements/resignation opportunities:
 - 18 new hires since 2017; 17 retirements/4 resignations
 - Includes leadership: Associate Dean, 3 chairs, 1 program director
 - Do not anticipate retirements in the next 5 years
 - Currently 6 vacant faculty lines, saving just around 400k

Curricula initiatives completed or almost completed

- Conversion of two design degrees from Bachelor of Fine Arts to Bachelor of Design; reduced instructional cost by sharing years 1 & 2 for all students in design programs
- Merged 3 music graduate degrees with low enrollments into one degree with concentrations
- Online Master of Arts Administration degree, launched in partnership with Wiley, exceeded projections (currently at 36, with 8 in the low residency in-seat program)
- New innovative areas of study, minors, and courses, a few examples include aerial dance, video, creative coding, augmented and virtual reality, music technology
- Departmental DEI committees are updating existing and creating new curriculum through a critical and anti-racist lens (work will be ongoing)

Curricula initiatives under development or initial discussion

- Undergraduate program in Integrated Arts—BA designed for 2 yr to accommodate transfers/articulations more easily
- Music: Business and Music Industry programs
- Theatre: Acting and Directing for the screen
- Design: Apparel and Product Design

New initiatives require investment and facilities; and facilities require staffing

Condition of facilities affects recruitment of new students and faculty—and hurts the reputation of Winthrop

- For the 19-20 recruiting cycle: 183 applicants attended an on-campus event; 45% of those did not enroll; 37% of those not enrolling in Art & Design (our most derelict facilities)
- We face health, safety, and accreditation issues for Art, Design, Music
- MUSIC: Byrnes Auditorium (recognize here it is out of our control)
 - Missing out on the Allstate Chorus and Invitational Band Clinic, large ensemble rehearsal space (even with social distancing)
- THEATRE: Johnson Hall: great space, but needs minor TLC due to water damage and age
- ART and DESIGN:

- Many prospective students have better quality facilities in high school and are visiting our competitors who are making investments
 - In 2019, the College of Charleston announced \$45M bond and \$5M appropriation for arts facilities renovations

To summarize, we are succeeding in our vision by hiring a diverse, highly qualified faculty, developing new and innovative programming, and holding the line on recruitment, all amid serious facility issues that have the potential to stall or stop the progress we are making.

GRADUATE SCHOOL

Jack DeRochi, Dean

Vision: We want to be, and are on our way to becoming, the first-thought for graduate and adult professional education in our community and region. We are the public university in this area, and we are on our way to better serving the entire public.

Remarks will be structured around 3 main points: **Where are we currently? What's next and possible? How will we get there?**

Where we are?

- Current enrollment: over 1,000 graduate degree-seeking students.
- Launch of 100% online graduate programs **are** a major part, but not the only part. Our campus-based programs are rebounding, no doubt assisted by the economy a bit. A slowed economy often gives tailwinds to graduate enrollment. The percentages of our growth, however, outpaces many of our peers. This could not have been done without the amazing work of our graduate admissions team, who have worked tirelessly to engage our prospective students, drive up yield and assist with retention.
- Regarding our 100% online graduate programs, there will now be a slight dip in this enrollment as the programs hit maturity and many online students begin graduating. It is important to note here that our retention rate in our 100% online graduate programs is over 92%---these students see the quality of the education and support they're receiving and are determined to complete.
- The launch has contributed immeasurably to our foundational graduate enrollment. I do not believe we have hit our ceiling in enrollment; but we have raised our floor.
- Bachelor of Professional Studies enrollment **is** now over 30, which is an impressive number as this program launched in the middle of COVID and the student population is the most vulnerable to this pandemic and the economy. As a frame of reference, 30 students enrolled in this program (60 hours) is the equivalent of 60 students enrolled in a 30 hour program. Moreover, only 5 courses in the BPS are new; therefore, over 45 hours of the BPS program are courses already being scheduled across the university.
- A word on summer session enrollment:

- As anticipated, our summer enrollment in 2020 was an important increase. Our students were away from campus (as always) but definitely want to continue their programs of study. Offering so many courses online allowed them to do so.
- While the revenue was flat, we should recognize that flat revenue was an amazing accomplishment for two reasons:
 - The price point was reduced from prior year (response to COVID and economy)
 - And the pool of students is smaller. As undergraduate enrollment declines, the overall pool of students who might take summer courses also declines. The fact that so many more took classes speaks to the effectiveness of online courses during the summer
- This could not have happened without the amazing, unbelievable work of our Office of Online Instruction. Beginning in April and through August, WOOL delivered WOTC training to well over 200 faculty members so that Winthrop offers quality online courses. This is an important point: Winthrop faculty are dedicated and determined to provide quality online instruction. And the Office of Online Learning took on a herculean task to help faculty do just that.

What's next?

- Expand offerings that deliver professional and conspicuous [return on investment \(ROI\)](#).
- Level-up our portfolio by offering professional doctorates like occupational therapy and physical therapy. These programs are seen as “blue chip” programs for a comprehensive university. They are expensive but provide guaranteed dividends to the university and community.
- Continue to expand our capacity to deliver alternative credentials like certificates, microcertificates, degree-completion programs, non-credit continuing education, and badges.

How do we do it?

- Investment in new program markets AND use of multiple modalities. Online, non-residential.
- Develop 5-year plan to scale up our online capacities to require fewer services from Wiley and Sons Educational Services:
 - How many instructional designers do we need?
 - How do we staff 24/7 technical customer service
 - How much will marketing cost? Higher education lags behind all other markets in terms of its understanding of marketing. We must make sure Winthrop does not lag behind higher education.

Invest in our faculty and staff---professional development, support for innovations. Innovations are important, but they come with cost without immediate ROI. Infrastructure does not simply mean technology and buildings—it means staffing, both adding new and supporting existing.



Academic Affairs

- **The Student Success and Retention Workgroup chaired by Jamie Cooper, Vice Provost for Student Success and Dean of University College**, has been meeting on a monthly basis to conduct a 360-degree review of policies and procedures that affect undergraduate student retention and persistence to degree completion. In fall 2020, the workgroup:
 - Compiled information from student services offices across campus about timing and content of messages to students related to enrollment and retention. A comprehensive, annual communication workflow is being developed to better coordinate messaging to students and identify critical points for outreach.
 - Coordinated across student services offices to communicate with students about holds on their record that would impact their ability to register for spring 2021 classes.
 - Recommended to Academic Council in November that advising flags be cleared for all students who had not registered during the first week of early registration for spring 2021 classes. The intent of this action was to better enable students to register through the remainder of the fall semester when the university returned to fully virtual instruction (following the Thanksgiving holiday) and over winter break when many students might be making decisions about whether to return in spring 2021. The removal of advising flags was approved by Academic Council on November 6th and Faculty Conference on November 13th. A total of 525 advising flags (442 undergraduate, 83 graduate) were cleared on November 16th. Students continued to receive support and guidance from their academic advisors, student services offices in the colleges, and other faculty mentors (e.g., ACAD 101 instructors for all freshmen) after the advising flags were cleared.

- **The Academic Success Center responded to 386 at-risk student referrals from faculty** in fall 2020, compared to 190 referrals in fall 2019. Staff provided individual outreach to each student to discuss their concerns and create a plan for success.
- In partnership with EdSights, **Winthrop launched an artificial intelligence based chatbot on December 11th** that utilizes texting to interact with students.
 - The chatbot persona that communicates with students is Winthrop’s mascot, Big Stuff.
 - The chatbot initiates regular, periodic check-ins with students to identify student concerns and needs for support in four areas: financial distress, academic engagement, wellness, and social engagement.
 - Students can also text questions to the chatbot at any time and the tool will provide answers to more than 150 frequently asked questions.
 - The tool provides analytics that help identify risk factors for each student that have been linked to a decreased likelihood of persistence.
 - Currently more than 3800 students are receiving the texts.
 - The Big Stuff chatbot has received more than 10,000 texts from students since launch.

At-Risk Referrals by Academic College	
College of Arts & Sciences	33%
College of Visual and Performing Arts	25%
College of Business Administration	20%
College of Education	19%
University College	3%
At-Risk Referrals by Class	
Freshmen	53%
Sophomore	20%
Junior	16%
Senior	10%
Graduate	1%

- The two primary areas of student risk identified through conversations over winter break are social engagement and wellness. These insights are being used to guide outreach efforts and campus programming.
- LEAP-eligible students who participated in an 'opt-in' program in the 2019-2020 academic year were **retained at a higher rate** than eligible students who did not opt into the program. The fall-to-fall retention rate for students who opted into the program was 67.3%, whereas 56.7% of LEAP-eligible students not in the program returned in fall 2020. The retention rate for non-LEAP freshmen was 71.4% between fall 2019 and fall 2020.

Student Affairs

- **The Office of Victims Assistance and Counseling Services partnered to host Self Care Week** November 16th through November 19th to provide students tools to support physical wellness, options for socializing safely, strategies for coping with stress and anxiety, and activities for self-reflection and mindfulness.
- **Wellness Services hosted a virtual Fresh Check Day on October 24th and 25th** to promote mental health and suicide prevention awareness.
 - Developed by the Jordan Porco Foundation for college students, the event utilized a comprehensive approach to suicide prevention that included raising awareness of specific mental health issues, high-risk populations, stigma reduction, and positive coping and life skills.
 - The goals of Fresh Check Day were to:
 - build life skills and social connectedness,
 - increase awareness of resources and a willingness to seek help,
 - empower peers to recognize warning signs,
 - dispel misconceptions and stigma around mental health and suicide.
 - Evaluation results from participants indicated the following:
 - 87% were more aware of the warning signs of suicide,
 - 87% felt more prepared to help a friend exhibiting warning signs of suicide or a mental health concern,
 - 85% were more aware of available mental health resources,
 - 89% were more likely to seek help if they were to experience emotional distress,
 - 87% were more comfortable talking about mental health and suicide.
- **The Office of Student Activities continues to support student leaders** and create opportunities for Winthrop students to feel more engaged and connected through hybrid programs and services.
 - 92 Student Organizations have completed training and have registered with OSA as of December
 - 225 Student Organization leaders have registered with OSA as of December

Access and Enrollment Management

- Jamie Cooper, Vice Provost for Student Success and Dean of University College, and Megan Schramm-Possinger, the Director of Student Success Analytics for University College, **established a partnership with Access and Enrollment Management to strengthen connections between recruitment and retention efforts**, including the use of retention and persistence data to inform ongoing discussions of financial aid and scholarship leveraging.
- The Office of Financial Aid and the Office of Student Financial Services collaborated to **award the remaining \$235,015 in CARES funding to students in November**. Students requesting funding submitted an application and 891 eligible students received awards ranging from \$20 to \$290 per student (amounts varied by student's requested amount). The majority of awards were made to undergraduate students (805), but 86 graduate students also received funds. Students with higher financial need (e.g., Pell-eligible students) received higher amounts of funding.

Budget and Finance

- **Student Financial Services collaborated with student services offices in the colleges** to help ensure students paid their tuition and fee balances by the December and January payment deadlines, to prevent student schedules being dropped for non-payment. A total of 94 students were dropped for non-payment in December 2020, compared to 123 students in December 2019 (23.6% decrease between 2019 and 2020). A total of 27 students were dropped for non-payment in January 2021, compared to 36 students in January 2020 (25% decrease between 2019 and 2020).

Submitted by: **Jamie Cooper**, Vice Provost for Student Success and Dean of University College and **Megan Schramm-Possinger**, Director of Student Success Analytics; in conversation with **Adrienne McCormick**, Provost and Executive Vice President for Academic Affairs; **Shelia Burkhalter**, Vice President for Student Affairs; **Justin Oates**, Vice President for Finance and Business Affairs; and **Eduardo Prieto**, Vice President for Access and Enrollment Management.

Appendix C: Winthrop University Board of Trustees Program Development Quarterly Report

February 5, 2021

Academic Master Planning update: Academic Leadership Council is developing a three-part plan with the following goals:

1. Review of existing program mix using college profile data in AY 2020-2021: enrollment, economic, and performance indicators will be used to identify areas in our program mix which must be sustained; grown or transformed; eliminated or replaced with new programs.
2. Transfer Pathways Project with York Technical College: identifying program pathways for degrees and degree clusters; working on meta-major alignment for undeclared students; and whole degree and reverse transfer agreements to grow enrollment and completions at both institutions.
3. New program outlook through 2025: EAB market scans to identify gaps in our program profile in addition to disciplinary and interdisciplinary opportunities for restructuring and new development aligned to mission, strategic goals, and capacity data.

AMP guiding principles:

- Increase efficiency in program design and delivery.
- Increase student success and degree velocity.
- Enhance quality of career readiness infrastructure.

Current Program Development actions: These programs have been approved by faculty, the Board of Trustees, and are pending approval of the CHE and, for MSAT, by SACSCOC.

	New Programs	College	Degree Proposed	Status
	Cybersecurity	CBA	BS	CHE (February-March approval cycle)
	Master of Science in Athletic Training (MSAT)	COE	MS (BS in Athletic Training will be eliminated; creating 3+2 option for BS in Exercise Science + new MSAT)	CHE (March-May approval cycle)
	Bachelor of Design (BDes) in Design (with four tracks in Experience Design, Graphic Design, Illustration, and Interior Design)	CVPA	BDes (Bachelor of Design) (updating existing separate BFA degrees in Visual Communication and Interior Design to a single BDes)	CHE (March-May approval cycle)

These programs have been approved by CHE and will begin fall 2021:

	Program Modifications:	College	Degree(s) Proposed	Status
	MBA	CBA	Updated program reduced core program to 30 hours	Approved by CHE to start Fall 2021
	MBA- Accounting and Analytics	CBA	Updated program to include stackable certificates	Approved by CHE to start Fall 2021

These programs continue in development.

	Non degree programs:			
	ESL Pathway	Ext Ed	Non-degree	Developing
	Programs under development:			
	American Business Studies	CBA	MA (international partners)	Considering
	Integrated Arts	CVPA	BA	Developing
	Master's program in Music	CVPA	Merging 3 programs into one with 3 concentrations.	Internal
	M.Ed. in Special Education Intervention	COE	Adding track for add-on licensure in Special Ed	Internal
	M.Ed. in Curriculum and Instruction	COE	COE exploring a general master's degree to meet market demand	Internal
	E-Sports	COE/CBA	Minor	Developing
	Accounting Analytics	CBA	Certificate	Internal
	Business Analytics	CBA	Certificate	Internal
	Risk Assurance	CBA	Certificate	Internal
	Digital Rhetoric and Writing	CAS	Post Bacc Certificate	Internal
	Creative Writing	CAS	Post Bacc Certificate	Internal
	BS in Human Nutrition	CAS	Rename concentration in Chronic Disease Prevention to Nutrition and Health Promotion	Internal
	Studio Arts	CVPA	4 new Minors – in 1) Interdisciplinary Studio; 2) Video; 3) Drawing, Painting, Printmaking; and 4) Ceramics, Jewelry, Sculpture	Internal

	Online program development:			
	Educational Leadership	COE	M.Ed. and Ed.S.	Preparing notification to CHE and to SACSCOC
	Human Nutrition	CAS	M.S.	
	Literacy	COE	M.Ed.	Preparing notification to CHE
	Sport and Fitness Administration	COE	M.S.	

Submitted by Adrienne McCormick, Provost and Executive Vice President for Academic Affairs, and Tim Drueke, Assistant Provost for Curriculum and Program Support.

Appendix 3

FCUP Report to Faculty Conference

FCUP has had several meetings with University Executives to discuss the items below. Here you will find some updates or progress.

Furloughs:

1. FCUP members have addresses why a more progressive plan for furloughs was not implemented. The furlough model disproportionately hurt faculty and staff at the lower rungs of the pay ladder. FCUP has asked administration if they plan to furlough employees next year but given uncertainty of virus and enrollment no direct answer was provided other than right now it is not in the plan.
2. Faculty and staff were given just a few days to decide whether to take the lump sum deduction or not. This did not give faculty enough time to consider the options. When faculty asked for HR workshops on how to apply for unemployment benefits, we were denied. Many faculty felt that they were left without meaningful representation and assistance from HR.
3. We asked for meaningful ways to cut faculty workload (due to furloughs) and adjustments have been made by Deans and Chairs.
4. We asked that faculty have the right to postpone pre-tenure, tenure, and promotion portfolio submissions for one year and Provost McCormick granted this request.

Communication with the Board of Trustees:

5. FCUP asked the president twice to convey to the BOT that faculty and staff should have access to BOT meetings (virtual or in-person). The Board has been told that we want this access but has not yet made that possible. Also, the BOT has further limited faculty/staff/citizen responses to 3 minutes each, which was not the practice in the past.

Updated COVID Response:

6. In response to our requests, the administration instituted mandatory COVID testing for returning students in spring 2021 and has urged faculty and staff to also be tested. President Hynd stated that the COVID positivity rate for incoming students has remained surprisingly low, especially compared to the community positivity rate in York County.

Dean/Chair Reviews:

7. In response to our requests, Provost McCormick stated that department chairs will be reviewed each year and deans will be reviewed every three years across campus.

Mandatory HR Trainings:

8. FCUP had asked the president if our mandatory HR trainings could be spread out over the course of the academic year, and we were told that administrators would address this. And then we received the mandatory additional "Slip, Trip, and Fall" training during finals week. We brought this issue up again in our most recent meeting with President Hynd and Provost McCormick, and we were told that the university was under a compressed timeline to complete that training, which was mandated by the Office of Environmental Health and Safety, because of legal actions against the university. We were also assured that trainings in the future would have a longer completion time and would not be assigned over the winter holiday.

Technology Resources for Instruction:

9. We addressed the ongoing need for more technology support and infrastructure across campus. We have been told that many of these issues will be addressed with additional COVID grant money from the government. In addition, the Provost is establishing an ad hoc committee to address IT needs and issues across campus.

Telecommuting/Remote Employment Policy:

10. The president has updated this policy and has communicated this policy with faculty/staff.

Summer School Pay Changes:

11. Provost McCormick has informed us that there will be summer school pay changes and that we will hear the details of this plan very soon. For this summer (2021), there will be no extra pay for the Summer B session, and the university will be moving to a flat-rate pay system in future years (still under consideration).

Emergency Fund for Faculty and Staff:

12. FCUP asked that an emergency fund (like the one that exists for students) be set up for faculty and staff who are having financial struggles due to COVID and furloughs. President Hynd told us to work with the development office on this. We have reached out to campus representatives on this issue and are currently working on trying to find a way to implement an emergency fund for faculty members.

Growing Pay Gap between Administration and Faculty:

13. Over the last decade, there has been a growing trend of hiring more administrators while hiring fewer faculty, **AND** while faculty salaries have been relatively stagnant during this period, administrative salaries have increased. FCUP has taken this issue to the President and Provost twice in the last two years and both times have been told that the reason was determined by market median salaries. We believe that this is unfair and unjust toward faculty as we are all working more and we are being paid less. Most of us make below market medians and this issue has not been addressed.

In addition, we have waited for the results of the Compensation Study for several years, and there doesn't seem to be the will to address this issue or to implement salary adjustments in a timely manner. Both the inequity between how administrator and faculty salaries are handled and the steep internal salary compression that exists in many departments across campus have had a very negative impact on faculty morale.

One of our colleagues in CAS has put together a spreadsheet that shows the inequality between administrative salaries and faculty salaries. These numbers do not include all of the enhancements to administrator salaries provided by the Winthrop Foundation, but even without these enhancements, the analysis reveals that the total number of administrator positions has risen 16% in the last 9 years, compared to 13% for all faculty. In particular, the number of Vice Presidents and Vice Provosts increased from four to ten between 2011 and 2020 (an increase of 150% in the number of positions). In addition, salaries for administrators have increased by 27.3% since 2011, while salaries for faculty members have increased by 11.2% since 2011. The 11.2% increase in faculty salaries likely reflects higher starting salaries, since salaries for mid-level and senior faculty members remain compressed in many departments across campus.

We welcome feedback on any of these issues, as well as suggestions for new topics to address. In particular, we would like to ask if CAS faculty members would be willing to sign off on a letter asking for the results of the ongoing Compensation Study and a clear plan to address this concern and implement faculty salary adjustments quickly.

Appendix 4

To President Hynd and Provost McCormick:

Faculty play an essential role in the education of Winthrop University's students. We are all working more for less, and we understand the reasons for that reality. Since 2009, we have had only two raises, have received no merit pay, have been furloughed twice, and have received little help from two different compensation studies. Those circumstances, combined with the halt on new hires, have further stressed an already overworked and undercompensated faculty. In the last decade, while the cost of living has gone up 16%, our wages haven't kept pace. The most recent furlough plan has exacerbated already bleak circumstances, and we believe that the current furlough plan is unequitable and unjust, cutting the pay of our least paid instructors.

It is the stark contrast between the rise in both salaries and hires of administrators at the associate dean level and above that we find most disturbing and fiscally irresponsible. Over the last decade, the total number of administrative positions has risen 16%, compared to 13% for all faculty. In particular, the number of administrative positions above the dean level has increased from 13 to 17 from 2011 to 2020, an increase of 30.77%. Additionally, salaries for administrators have increased by 27.3% since 2011, while salaries for faculty members have increased by 11.2%. We should point out that this data only represents public data, and does not include salary enhancements provided by the Winthrop University Foundation; likewise this public data does not include faculty salaries below \$50,000, which means a number of probationary faculty, instructors, and adjuncts are not represented in these numbers. It should also be pointed out that the 11.2% increase in faculty salaries likely reflects higher *starting* salaries, because salaries for mid-level and senior faculty remain grossly compressed. Without the *complete* data, we can identify a trend that unfairly privileges administrators over faculty, and unduly stresses the university's difficult financial situation. It is likely that actual administrator salaries have risen far more than 27.3% during a period when we have experienced flat or dropping enrollment numbers.

In the past year, faculty have not only worked more and harder to deliver a curriculum to our students through a myriad of learning platforms, but we have also taken on roles that do not fall within the purview of our normal duties such as recruitment, retention, counseling, and fundraising, which became primary duties during the COVID-19 pandemic. Compounding our increased workloads and stressors, we have been informed that new metrics will be used to assess the workloads of faculty and the viability of departments. While the productivity of faculty is being heavily scrutinized, we ask, what are the metrics by which administrators will be evaluated? We believe that administrative bloat is one problem that is not being addressed in these new metrics, and we believe that administrators should share more equitably in the burden of institutional cost-cutting that has impacted faculty members and students across the university.

The Faculty Committee on University Priorities has shared our salary data with upper-level administrators and has brought up the issue of the inequalities between administrators and faculty twice in the past two years. Both times we were told that “market medians” dictate the unequal salaries and that all universities have the same issue. We cannot accept these answers as adequate and find them unjust and financially irresponsible. We implore the university and its trustees to rectify these inequalities, right-size administrative positions relative to faculty positions, and correct the long-existing problem of languishing faculty salaries. What is a university if it doesn’t invest in its employees? Many of us have given many years of service to Winthrop University and feel forgotten, ignored, and unappreciated.

We, the faculty of Winthrop University, hereby resolve that the Winthrop University administration and Board of Trustees should address the gross inequities between administration and faculty hires and salaries with all deliberate speed.

We also resolve that the university administration must share Salary and Compensation Study data with the entire faculty immediately and begin implementation of faculty salary adjustments this semester. According to [Winthrop University's website](#) on the compensation study, this data was scheduled for release and implementation no later than January of 2020, yet we still have not received comprehensive study results or salary adjustments.

Additionally, we resolve that the Winthrop University administration should develop and share a plan to address the compressed salaries of existing faculty members within departments and across the university and to right-size administrative positions given our current financial situation.

Signed,

The Faculty Conference
Winthrop University

Winthrop University Faculty Conference – Special Session

12 April 2021

2:00 p.m., Blackboard Collaborate Ultra

Minutes

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

In the absence of Dr. Adolphus Belk, Jr., Faculty Conference Chair, the meeting was presided over by Dr. Kelly Costner, Chair of Academic Council and Vice Chair of the Faculty Conference.

A motion was made to operate and conduct business in the absence of a quorum. The motion was made, seconded, and passed.

Sixty-seven faculty votes were needed to pass any motion.

I. **Consideration of Motions from Academic Council Presented by Alice McLaine**

(Motion 2 as presented in the agenda was presented first as Motion 1.)

Motion 1: Waive 6 CE credits for August 2021 graduates

Based on recommendations from the Cultural Events Committee, Academic Council moves to waive six (6) cultural event credits for students whose degrees will be conferred in August 2021.

This motion is similar to one approved by Faculty Conference in February for May 2021 graduates. August 2021 graduates were not considered during that discussion.

Discussion:

There was no discussion.

Vote for Motion 1

Yes	70
No	0
No Response	12

The motion passed.

Motion 2: Adjust S/U policy for Spring 2021

Based on information and a proposal from the Student Success and Retention Workgroup, Academic Council moves to allow a maximum of two (2) elected S/U grades in Spring 2021. Current policy allows a maximum of one (1) elected S/U grade. The overall (WU career) total of five (5) elected S/U grades will remain unchanged.

Discussion

- This policy would not supersede the requirements that a particular degree program has set for its students.
- Unlike the spring and fall 2020 semesters, S/U elections in the spring 2021 term will count towards the five allowed as an undergraduate.
- There was a question to provide some logic about voting on this proposal versus the previous proposal on the S/U policy used during the last two COVID semesters. The explanation provided was that this new proposal would give students a level of accountability to meet the requirements of their program while still offering them some support and flexibility for their most difficult courses this semester. Dean Cooper added that having another term of unlimited S/Us may set up some students for trouble with their scholarships and loans.
- It is important to note there are major and minor program requirements (e.g., GPA) that are not met if students use S grades for all their courses.
- If this motion is approved, then students will receive an email today from Dean Cooper informing them about the policy. In addition, Records and Registration will send individualized emails indicating the number of S/Us a student has elected that count toward the total of 5.
- Students have until 5PM on April 23rd to elect an S/U in appropriate courses.
- Advisors receive email notifications when their students select the S/U option in a class. Please review the messages for issues concerning SUs in restricted coursework.
- Provost McCormick added that she really appreciates all the flexibility faculty members are affording students. Most other comprehensive institutions did not extend grading flex into the fall 2020 semester.

Vote for Motion 2

Yes	75
No	6
No Response	12

The motion passed.

II. Adjournment

The meeting was adjourned at 2:37pm.

Respectfully Submitted by,
Tenisha L. Powell, Ph.D.
Secretary, Faculty Conference
Associate Professor of Early Childhood Education
Winthrop University