A. Student Intellectual Development

Because the mission of Winthrop University focuses on the development of students prepared to meet the challenges of future endeavors, Student Intellectual Development is a fundamental responsibility of all Winthrop faculty. Faculty in all disciplines are responsible for developing student potential as related to the University Level Competencies, supporting the delivery of the Touchstone Program, and providing opportunities for student development of expertise in the chosen discipline. As such, Student Intellectual Development is a critical factor in all evaluations.

Student Intellectual Development is a significant task for all Winthrop faculty. In 1780, Abigail Adams stated, "Learning is not attained by chance; it must be sought for with ardor and attended to with diligence" (as cited in Anderson & Krathwohl, 2001). Faculty play a key role in developing environments in which students seek such development—academic, personal, social, moral, and more. In these environments faculty provide opportunities for students to engage in thinking at various levels, with the goal being to develop graduates who evaluate, create, synthesize, and analyze—the highest levels of Bloom's Taxonomy (Anderson & Krathwohl, 2001; Forehand, 2005).

A broad range of faculty activities fits within the area of Student Intellectual Development. Activities include helping students to acquire disciplinary knowledge, develop critical thinking and problem solving skills, enhance interpersonal and social skills, cultivate effective communication skills, apply knowledge and skills across contexts, learn through service in the discipline, and pursue further academic exploration.

Effectiveness in Student Intellectual Development can be observed in various instructional environments including classroom, laboratory, studio, field-based, and digital settings, as well as through exhibitions, collections of academic and creative materials, support of independent exploration, and student mentoring. Effectiveness in this area is marked by an impact on student thinking and learning. Faculty members must provide evidence of an ability to engage students in ongoing and significant pursuits of knowledge, critical/reflective thinking, communication, and skill application. This evidence must also include a willingness and propensity to adapt instructional methods to promote student learning.

Evidence of Student Intellectual Development is related to the discipline, experience level, and appointment of the individual faculty member. However, all faculty members must show periodic, reflective self-assessment of the activities in which they engage and provide evidence of improved teaching and student learning. Documentation for Student Intellectual Development may include items such as reflective analyses of activities, student evaluation results, letters from peer observations, course materials, student learning outcome data, and teaching awards.

Examples of Student Intellectual Development may include but are not limited to:
- *Connections made between instruction and program goals*
- *Course updates to maintain relevance and enhance teaching methods*
- *Course, curriculum, or program development*
- *Curricular revision efforts*
- *Development of instructional materials (e.g., software, original course supplements)*

- *Effective use of class time*
- *Engagement of students in service learning*
- *Evidence of student progress toward meeting course and/or program learning outcomes Implementation of a variety of instructional practices and assessment methods*
- *Implementation of high expectations for students (e.g., course tasks that require thinking at various levels of cognition, course assessments that measure student learning at various levels of cognition, impact on student development associated with University Level Competencies)*
- *Leading student groups on field experiences or international experiences*
- *Participation in goal assessment for courses and programs*
- *Response to observation data/evaluations of classroom performance, exhibition design, and/or other Student Intellectual Development activity from supervisors, peers, or students Student mentoring activities (e.g., undergraduate and graduate research, career direction, information literacy)*

College of Arts and Sciences' Statement on Student Intellectual Development

The College of Arts and Sciences endorses the university definition of Student Intellectual Development. In addition, the College recognizes the diverse ways faculty members engage in Student Intellectual Development and that these activities often overlap or bridge the divisions between Student Intellectual Development, scholarship, and professional stewardship.

Regardless of the diversity of their efforts, faculty members' work toward Student Intellectual Development should include aspects related directly to (a) developing University Level Competencies, (b) supporting delivery of the Touchstone Program, and (c) developing student expertise in the respective discipline.

The specific examples noted above that convey the range of activities fostering Student Intellectual Development are not exclusive and should not be perceived as prescriptive or proscriptive lists.

The following descriptions by rank provide an illustration of how faculty expectations can change across time and rank at Winthrop. [Addition approved by CAS Faculty Assembly 10/18/13]

Tenure

When considered for tenure, a faculty member should have demonstrated a consistently effective record in the area of Student Intellectual Development. Effectiveness in this area is marked by an impact on student thinking and learning. Faculty members must provide evidence of an ability to engage students in ongoing and significant pursuits of knowledge, critical/reflective thinking, communication, and skill application. Evidence should be provided that illustrates that the faculty member addresses appropriate student learning objectives; handles routine course issues; maintains accessibility to students through a variety of modes of communication; demonstrates best practices in the design and delivery of courses; and reflects appropriately on teaching effectiveness in ways that show s/he is responsive to feedback from students, peers, chair, and dean. Individuals are expected to maintain these expectations throughout a tenured appointment with appropriate growth. [Addition approved by CAS Faculty Assembly 10/18/13]

Associate Professor

For promotion or appointment to the rank of Associate Professor, a faculty member must demonstrate engagement with students in meaningful ways beyond what is described for tenure. Candidates must demonstrate excellence in Student Intellectual Development through activities that may include but are not limited to: implementing innovative instructional practices; mentoring students; supervising student research; engaging in service learning; or providing supplemental academic support. A successful candidate for promotion or appointment to Associate Professor has demonstrated involvement in curriculum development at the course and/or department levels and has maintained a connection to the discipline through professional development and reflective practice. [Addition approved by CAS Faculty Assembly 10/18/13]

Professor

For promotion or appointment to the rank of Professor, a faculty member must demonstrate engagement with students in significant ways beyond what is described for Associate Professor. This record should be sustained and superior. Further, evidence of creative approaches, instructional renewal, and continuous professional exploration should be provided. A candidate for the rank of Professor is an individual who is respected among peers; maintains positive environments that promote student learning and development; and serves as a mentor to faculty as they develop strategies to engage students.   Finally, a candidate for Professor is recognized as a leader in Student Intellectual Development through work on and/or off campus. [Addition approved by CAS Faculty Assembly 10/18/13]