2:00 p.m.   **Kinard Auditorium**

I.   Approval of Minutes:

The meeting was called to order at 2:01 p.m. by Dr. Kelly Richardson, Associate Professor of English and Chair of Faculty Assembly. There were not enough faculty members present to form a quorum. A vote was taken to determine whether or not business could be conducted without a quorum present. By a show of hands, faculty members voted 28 to 12 to conduct business without a quorum present. The minutes of the September 5th, 2014 Faculty Assembly meeting were approved with no corrections.

II.   Curriculum Committee Report:

Dr. Dave Pretty, Chair of the Curriculum Committee, presented twenty-one course actions for review and faculty approval.

a. **The following course change proposals were reviewed and approved:**
   i.   *Add course*: BIOL 121, Bench to Bedside: Pre-health professions preparation.
   ii.   *Add course*: ENGE 390, Junior field experience.
   iii. *Add course*: ENVS 220, Environmental career exploration.
   iv.   *Add course*: ENVS 350, Special topics in the environment.
   v.   *Add course*: ENVS 470, Environmental experiential learning.
   vi.   *Modify course*: ENVS 490, Senior seminar in the environment. Change in number, modification of course goals, and additional prerequisite.
   vii. *Modify course*: ENVS 510, Special topics in the environment. Addition of goals, methods of evaluation, and graduate student requirements; change to optional status for ENST and ENSC majors; minor wording changes.
   viii. *Add course*: INAS 201, Introduction to study abroad.
   ix.   *Modify course*: MCOM 101, Media, technology and culture. Update course title.
   x.   *Drop course*: MCOM 260, Writing for interactive media. Course is no longer taught.
   xi.   *Modify course*: MCOM 325, Digital news writing and video production. Fewer credit hours.
   xii. *Modify course*: MCOM 333, News editing. List as elective for DIFD.
   xiii. *Modify course*: MCOM 342, Advanced reporting and writing. List in DIFD program.
   xiv. *Modify course*: MCOM 346, Principles of television production. List as elective for DIFD.
   xv.   *Modify course*: MCOM 350, History of American mass media. Remove HIST 212 as prerequisite.
   xvi. *Modify course*: MCOM 441, Multimedia reporting of public issues. Update course title.
   xvii. *Modify course*: MCOM 444, Media management. Change in prerequisites.
   xviii.*Modify course*: ANTH 302, Anthropological theory. Disallow S/U option.
   xix. *Modify course*: SOCL 302, Social theory. Disallow S/U option.
   xx.   *Modify course*: SOCL 316, Social research I: Statistics. Disallow S/U option.

xxi. *Modify course*: SOCL 516, Social research II: Methods. Disallow S/U option.

b. **Twenty-five program change proposals were delayed pending clarifications.**

c. **The following blanket petition was approved:**
    i. Department of Mass Communication: For the IMC program, in all previous catalogs, add HIST 212 to the list of 20 courses stipulated as options for a 3-hour requirement.

d. **Fourteen student petitions were approved, and one was tabled pending further clarification.**

e. **Discussion of program change submissions:**
    i. Dr. Pretty reported that 25 Program Change applications were delayed at the last Curriculum Committee meeting. The committee members had 75 minutes to analyze and approve 64 separate items, and it became clear that some departments had different interpretations on how programs should be modified. The Curriculum Committee will reconvene at a later time to address the remaining proposals.

    ii. Dr. Pretty shared the Department of English's Language and Literature Track proposal in order to demonstrate how courses can count within the major for categories such as Global or Historical Perspectives. Dr. Pretty emphasized that specific courses within majors should not be prescribed as meeting certain requirements (other than in the case of accreditation or licensure requirements). Dr. Peter Judge commented that it would be helpful to have standard language in department course requirement lists, such as the phrases "may be met" or "can be met." Dr. Jo Koster replied that Ms. Gina Jones had suggested the particular language used in the Department of English's course requirements and stated that perhaps Ms. Jones should be consulted regarding the language in course requirement lists. Dr. Matt Hayes stated that a common language used across all departments would help students compare programs and understand how requirements are met within specific departments. Dr. Pretty emphasized that the central principle of offering students as much freedom as possible in meeting course requirements should be preserved.

    iii. Dr. Pretty fielded several comments and questions, and maintained that students need to have the maximum amount of flexibility possible in determining how their coursework meets certain requirements. Ultimately, Dr. Pretty emphasized that only two courses from major designators can fulfill the courses listed as General Education "Skills" courses (listed under Box One, "Shared Skills and Proficiencies"). Departments cannot require courses with other designators to fulfill specific General Education requirements. Only two courses within the major can count for requirements listed in the "Skills" section of the General Education requirements. Dr. Pretty and Dean Karen Kedrowski commented that they could obtain clarifying information and suggested language for requirements from Ms. Gina Jones and provide that language to department chairs.

    iv. Dr. Richardson summarized the discussion by listing the following points:
        1. Only two courses (6 credits) from any major can apply to General Education requirements in the areas "Thinking Critically Across Disciplines and Introducing Students to Broad Disciplinary Perspectives."
        2. None of the General Education requirements can be prescribed except for licensure or accreditation requirements.
        3. Dr. Pretty will check with Ms. Gina Jones about the recommended language for major course requirements and will convey this language to department chairs in a timely manner.

f. Dr. Pretty reminded faculty members that if they want courses included in the spring, 2015 advising period, they must submit them to the Curriculum Committee for review by Tuesday, October 28, 2014.

III. **Special Announcement:**
Ms. Michaela Volkmar provided information about the new Outreach Librarian position at the Dacus Library. Ms. Volkmar will serve as the Outreach Librarian, and will work to promote the library's services, resources, and events. She announced that faculty will be receiving regular communication from her, including informational newsletters that will highlight resources such as new database subscriptions, new E-book providers, and new circulating equipment. Ms. Volkmar will also reach out to students through social media to inform them of events such as the Halloween Film Festival. Ms. Volkmar encouraged faculty members to contact her with questions or with requests for department training sessions.

IV. **Old Business:**

a. **Overview and Discussion of Activity Insight/Digital Measures:**
    i. On behalf of Dr. Beth Costner, Dr. Gregory Oakes provided faculty members with continued training and instruction in the features on Digital Measures (Activity Insight). Dr. Oakes discussed and demonstrated how to populate the Annual Report Assessment cells, focusing his discussion on the "Reflection on Teaching" cells. He stated that if you have multiple sections of courses or cross-listed courses, you can indicate that the response is listed in the cell for the other course. Dr. Oakes stated that faculty members will need to capture some assessment data for every course they teach. Faculty members should use "all caps" to create formatting within cells and should think about ways to assess courses and reflect on what they learned in each course. This information, according to Dr. Oakes, will be useful to the College Assessment Director and will function as a measure of the teaching faculty members are doing in the college.
    ii. Dr. Oakes noted that the word "Program" in Digital Measures refers to departmental or program-level outcomes.
    iii. Dr. Oakes invited departments and department chairs to think about what they want to list in optional cells (commentary on ULCs, etc.).
    iv. Dr. Oakes noted that faculty members can upload supporting files in their reflections.
    v. Dr. Matt Hayes questioned the efficacy and purpose of extra assessments created specifically for Digital Measures and asked why faculty members cannot simply leverage the assessments we already have. He commented that this requirement adds a level of work and effort when our time as faculty members is already over-taxed. Dr. Oakes replied that assessment is a very important activity and that this has been asked of us. He also indicated that the act of self-assessment can be very valuable to faculty members. Dr. Hayes further noted that data from our current faculty annual reports does not transfer easily into the Digital Measures format and that we already have a prompt in our annual reports for reflection.
    vi. Certain faculty members questioned engaging in Digital Measures training during poorly-attended Faculty Assembly meetings and noted that it is difficult for faculty members to attend Faculty Assembly meetings while also engaging in student advising.
    vii. Dr. Oakes concluded the discussion of Digital Measures by reminding faculty members to check their personal information to make sure it is up-to-date.

V. **New Business:**
  a. Dean Karen Kedrowski introduced a new Travel and Professional Development Policy to faculty members and solicited feedback from faculty members on the policy. The new policy includes the following clarifications:
      i. Established deadlines for requests for travel funds.
      ii. Weighted categories for types of travel, based on results from a faculty survey.
      iii. Clarification on outside employment and consulting.
      iv. The statement that faculty members should not expect first dollar reimbursement.
      v. Information on per diem amounts and restrictions.
      vi. A requirement that faculty members submit a conference schedule with their reimbursement forms.
  b. Dean Kedrowski answered questions about how to obtain chairs' signatures if they are on leave and noted that once travel requests are submitted to the Dean's office, it is processed within 48 hours. Dean Kedrowski also answered questions about the due dates for travel requests and encouraged faculty members to continue to submit comments and feedback on the new Travel and Professional Development Policy.
  c. Dr. Joe Rusinko and Dr. Frank Pullano asked Dean Kedrowski about instances in which faculty members are required to travel to professional conferences to support the mission of the college; they inquired whether or not faculty members in such cases should expect to receive full funding. Dean Kedrowski stated that faculty members in those instances would receive partial funding in keeping with the policy of partially funding more professional trips. Many faculty members expressed concern about the continued expectation that faculty members engage in professional development with extremely limited funds to support such professional development. Some faculty members expressed frustration and anger that they are being asked to do so much more, including new forms of assessment and data reporting, with so little financial remuneration. Faculty members also expressed concern that administrators were not facing similar limitations to their travel budgets. Dean Kedrowski addressed such concerns by sharing her own efforts to save the college money.

VI. **Announcements:**
  a. Dr. Richardson announced that the next CAS Faculty Assembly meeting will be held on Friday, November 14th, at 2:00 p.m.
  b. Dr. Richardson reminded faculty members that the CAS Graduate Faculty Assembly meeting will immediately follow the CAS Faculty Meeting.
  c. Dr. Pretty announced that he had met talked briefly with Ms. Gina Jones and that she had indicated that the terms "may be met by major requirements" should be used in department course requirement listings. If one or two specific courses can fulfill particular requirements, they will be listed individually; if there are more than two courses that can fulfill particular requirements, departments can use an asterisk and list courses at the bottom of the page.

VII. **Dean's Remarks:**
  a. Dean Kedrowski noted that President Boyd has invited faculty members to provide input on the upcoming Presidential Search process. The following suggestions were offered by faculty members:

      i. Candidates should remain on campus longer (minimum 3 – 4 days).
     ii. Candidates should have more opportunities to meet with more diverse groups of people.
   iii. The announcement of the new president should occur after the faculty survey closes.
   iv. All candidates should make a formal presentation and should meet with faculty and staff governance bodies.
    v. Faculty and staff members should have opportunities to talk to candidates without students present.
   vi. Board members should strive to listen to faculty comments and take them seriously in their deliberation.
  vii. Faculty surveys should be carefully read and considered, and their responses should be collated.
 viii. Other faculty responsibilities, such as committee meetings or classes, should be cancelled to allow faculty members to attend presidential search events.
   ix. Candidates should be presented with the positive aspects of Winthrop rather than just the challenges facing the university.

b. Dean Kedrowski initiated a conversation about a potential change in administrative organization within the college. She noted that there are currently inequities in areas of expertise and workloads among administrative specialists within the college. These administrative specialists face increasingly complicated duties, including billing procedures, hosting conferences, planning large events, maintaining websites, handling course evaluations, and managing Activity Insight. A current vacancy in administrative staffing could allow the Dean to redefine positions. Dean Kedrowski solicited feedback from faculty members on this topic and then, along with Dr. Oakes, left the room to enable faculty members to speak freely on the subject. Dr. Richardson then fielded a conversation about this potential reorganization of CAS administrative specialists. Faculty members offered the following comments:
      i. It would significantly increase the workload for faculty members to have to go to multiple administrative assistants in multiple locations to organize an event such as a conference.
     ii. While some student workers are reliable, others can pose some problems with maturity levels, work ethic, and training requirements. Problems can also arise with frequent turnover of student workers.
   iii. It seems like current administrative specialists could be trained to function as specialists in certain areas.
   iv. Student interns could be used in some of these areas if it would benefit the student to learn these skills.
    v. If administrative assistants function as specialists in certain areas, there will be certain times of the year when all they will be able to do is fulfill tasks related to their own area of specialty.
   vi. Every department should have a dedicated administrative specialist/assistant.
  vii. Students need one consistent point of contact within departments.
 viii. Many support offices sometimes create road blocks for faculty members rather than serving supportive functions. Any change that is made should not make it more difficult for faculty members to do their jobs.
   ix. Administrative specialists should have the most visible offices in departments.

VIII. Adjournment:

Dr. Kelly Richardson moved to adjourn the meeting at 4:31 p.m. The motion to adjourn was seconded and approved.

Respectfully submitted,

Amanda L. Hiner, Ph.D.

Bachelor of <u>Arts</u> in <u>English (Language and Literature Track)</u>

General Education Courses		Semester Hours
ACAD 101	Principles of the Learning Academy	1

Shared Skills and Proficiencies

Writing and Critical Thinking (A grade of C- or better is required in these courses)

WRIT 101	Composition: Introduction to Academic Discourse	3
HMXP 102	The Human Experience: Who Am I?	3
CRTW 201	Critical Reading, Thinking and Writing	3

Oral Communication (may be met in major or another General Education requirement) 0-3

Technology (may be met in major or another General Education requirement)   0-3

Intensive Writing (met in major by required course ENGL 300)   0

Constitution Requirement (may be met by another General Education requirement)   0-3

<u>TOTAL</u>   **10-19**

Thinking Critically Across Disciplines

Global Perspectives (could be met in major by required courses)*   0-3

Historical Perspectives (could be met in major by required courses)*   0-3

Introducing Students to Broad Disciplinary Perspectives

Physical Activity   1

Social Science (choose from approved list) (2 designators)   6

Humanities and Arts (could be partially met in major by required courses)*

  (2 designators)   3-6

Quantitative Skills and Natural Sciences   9-12

  Quantitative Skills (3-8) (choose from approved list)

  Natural Science (3-8)   (choose from approved list)

    [Must include a lab science. If 2 courses taken, must be in 2 different

     groups; Life, Physical, Earth].

* NO MORE THAN EIGHT CREDITS IN ENGL, WRIT, AND ENGE MAY COUNT TOWARD REQUIREMENTS IN THIS BOX.

TOTAL	22-25

Requirements in the Major (Two courses in ENGL at the 500 level are required.)

ENGL 203 Survey of British Literature* ^	3
ENGL 208 Survey of World Literature^ @	3
ENGL 211 Survey of American Literature * ^	3
ENGL 291 Introduction to the English Major	3
ENGL 300 Approaches to Literature	3
ENGL 305 Shakespeare^	3
ENGL 491 Departmental Seminar	0
ENGL 530 Grammar in Theory & Practice or	
ENGL 507 Development of Modern English*	3
ENGL 312^, 323^, 324^, 504, 515, or 529	3
ENGL 307^@, 319^, 501, 503, 511, 512, 513, 514, 520, 521, 525, or 527	3
WRIT 300, 350, 351, 366, 367, 465, 500, 501, 502, or 510	6
Electives from ENGL (6 hours of which must be above 299) and ENGE 519**	9
Total	**42**
Foreign Language Requirement	**3-8**
Minor	**15-24**
General Electives	**2-28**
TOTAL	**120**

**ENGE 519 cannot be used to meet the 500-level ENGL requirement.

*Course could fulfill Historical Perspectives requirement.
^ Course could fulfill Humanities and Arts requirement.
@ Course could fulfill Global Perspectives requirement.