COLLEGE OF ARTS & SCIENCES
FACULTY ASSEMBLY
MINUTES
September 01, 2017

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

I. **Welcome and unanimous approval of minutes** from August 15, 2017….....Ginger Williams
Dr. Williams also read a card from Dr. Hamed and described several refreshments she had
brought for the end of the meeting in celebration of Eid al-Adha

II. **Report from CAS Committees**
   a. **Curriculum Committee** ……………………………….…… Jessie Hamm
   Dr. Hamm described current course actions which were unanimously approved.
      i. See appendix 2

   b. **Nominating & Rules committee** ……….………………….….. Dustin Hoffman
   Dr. Hoffman reviewed updates to the CAS alignment statement, specifically regarding roles
   and rewards updates with primary additions focusing on changes to language describing roles
   of non-tenure track positions. Dr. Hoffman opened the discussion with an overview of an
   email he received regarding professional stewardship and service for senior instructors, and it
   was suggested that the quantity of work (not only the type) be considered (e.g. scholarly
   activity or professional stewardship beyond department level).

   Dr. Kelly Richardson suggested the use of more flexible terms (e.g. usually, condition)

   Dr. Thomas Polaski suggested striking the second line and questioned the role's focus for non-tenure
   track faculty.

   Dr. Kristi Westover suggested using "may" or instead of "should"

   Dr. Adolphus Belk outlined that if "should" is removed and "may" is used the statement is not
   longer a requirement and questioned the need for the statement as a reasonable requirement for
   the non-tenure track senior instructor position.

   Dr. Dustin Hoffman added that the language was originally developed in the Dean's Council.

   Dr. Wanda Koszewski suggested to take the second line out.

   Dr. Kelly Richardson added that this is indeed new language and that she agrees with Dr. Thomas
   Polaski.

   Dr. Dustin Hoffman reminded faculty of amendment bylaws.

   Dr. Ginger Williams added a need to make a motion to amend.

   Dr. Dwight Dimaculangan added that if the position was being compared to an Associate Professor
   language may fit but for senior instructor needed more lenient language describing roles and
   responsibilities.

   Dr. Wanda Koszewski questioned the equivalency of senior instructor to tenure track positions and

therefore, expectations for roles and responsibilities.

Dr. Takita Sumter added the need to examine equivalency (or lack thereof) in positions and related roles and responsibilities.

Dr. Siobhan Brownson added that a senior instructor might choose between the two and asked if this was possibly the original intention of the language.

Dr. Joe Koster agreed with Dr. Brownson and that the second line should not be required as written.

Dr. Adolphus Belk asked for clarification for instructor levels. Dr. Siobhan Brownson also request information on instructor levels.

Dr. Jennifer McDaniel suggested the removal of "should do" and asked how senior instructor rank was obtained and/or determined.

Dr. Takita Sumter added that position descriptions are usually outlined on the University level and then are narrowed on the college and/or departmental level. Dr. Dustin Hoffman added that language was utilized form the faculty roles and responsibilities document.

Dr. Thomas Polaski made a motion to strike the 2nd line which was unanimously passed.

      i. Updates to CAS Alignment Statement *(discussion and vote)*
          1. See appendix 3

III. **Old Business-** No new business…………………………………………… Ginger Williams

IV. **New Business-** No new business …………………………………………... Ginger Williams

V. **Announcements**
    a. Faculty180 update …………………………………………………... M. Gregory Oakes
    Dr. Oakes thanked faculty for patience with the initial roll out of the Faculty 180 system during the previous academic year. He reviewed some changes to the system this year including additional features which would support documentation towards tenure and promotion review(s) (e.g. customizable CVs reports, etc). He will be requesting feedback from chairs and hope to have accomplished by next spring for the next reporting cycle. Email is fine for passing along suggestions.

    Dr. Kelly Richardson inquired if the updates could be completed this fall to allow adjunct faculty who primarily teach in the fall to have access to updated changes. Dr. Oakes responded he will aim to have completed by this fall.

    Dual Enrollment update …………………………………………… Robert Prickett
    Dr. Robert Prickett provided an overview of the dual enrollment pilot which included a soft rollout this fall. Twelve students applied and six are currently taking courses. Dr. Prickett outlined the possibility for dual credit courses from Winthrop into local High Schools and outlined any faculty interested should contact him.

    Dr. Diana Boyer asked if Winthrop faculty would go into the schools. Dr. Prickett responded that faculty would more so work in a mentor position overseeing curriculum with high school faculty.

Dr. Prickett also outlined the course adjustments with records and registration which included making additional sections in a process comparable to the addition of Honors course sections. He also thanked chairs for working with him to set up the classes. Currently there are five high school students and 1 homeschool high school student involved in the pilot.

Dr. Jeannie Haubert asked about confidentiality with the students and Dr. Prickett said they are unidentifiable unless the student voices they are a high school student. Dr. Prickett also outlined a process including FERPA where forms were brought to original recruitment meetings with parents and signatures were obtained to allow faculty to discuss students with parents and guardians. Dr. Haubert suggested that this process be made known to faculty.

VI. **Dean's Remarks** …………………………………………….…………….... Takita Sumter

Dr. Sumter began by wishing all faculty a great start to their fall semester. She made a few announcements including an email would go out regarding tenure and promotion committees regarding a virtual training, she made a few comments about the eclipse and reminded faculty of the 100th Anniversary Celebration for the Department of Human Nutrition and invited the department's chair Wanda to speak on the event.

Dr. Wanda Koszewski reviewed details on the celebration including a research symposium, dinner with locally prepared foods and presentation by a guest speaker. She invited all faculty to attend and also highlighted current departmental efforts to collect items for Hurricane Harvey victims which would likely be picked up by the Salvation Army/National Guard over the next two weeks.

Dr. Sumter announced site visits for the Departments of Philosophy & Religious Studies and Sociology, Criminology, & Anthropology that were upcoming.

Dr. Ginger Williams added that faculty could submit topics, questions, etc to her prior to CAS faculty meetings and she would pass along to Dr. Sumter to add to topics addressed by Dr. Sumter.

Dr. Sumter also discussed the upcoming annual departmental reports and the use of more standardized language that was outlined last year in the Dean's Council and reminded faculty that context, use of terms varies between departments and individuals and that overall the key points are to obtain and maintain meeting and/or exceeding expectations for categories evaluated.

Dr. Sumter provided an update on the CAS Dean search with a visit the following week by AGB and that there was also to be a search for the CFO and Associate President of Finance. She also outlined that these positions would have a focus to look at new budget models and that the search committee is currently unknown, however, they have assessment of campus climate in place. The CAS Dean search would be chaired by Dr. Gloria Jones and the search committee if released would be released in the next week or following week. There is also a procedure in place for internal candidates and the search firm has ensured a confidential process to allow for full

consideration of internal candidates. Dr. Sumter also added that she was not currently considering applying for the CAS Dean position.

The Student Life Vice President position opened in September and the start date was expected for July 2018. The Student Life Vice President position was expected to be an internal search with a large applicant pool.

Dr. Wanda Koszewski inquired if Dr. Frank P. Ardaiolo was retiring as Student Life Vice President which was confirmed by Dr. Sumter.

VII. **Adjournment-** Dr. Williams initiated a motion for adjournment which was passed.

Note: Quorum (35% of full-time faculty) is 50 faculty members. The minimum attendance to do business (20% of full-time faculty) is 28 faculty members.

CAS Curriculum Committee Report for Faculty Assembly
April 25, 2017 and August 22, 2017 meetings

1. **The following course actions were approved:**
   a. Department of Biology
      i. *New course:* BIOL 539, Neuroscience and Disease
   b. Department of Chemistry, Physics, & Geology
      i. *New course*: CHEM 520, Essentials of Biochemistry
      ii. *New course*: CHEM 123, Biochemistry of the Mediterranean Diet
   c. Department of Human Nutrition
      i. *Modify course*: NUTR 521, Nutrition Biochemistry and Metabolism
      ii. *New course*: NUTR 213, Biochemistry of the Mediterranean Diet
   d. Department of Mathematics
      i. *New course*: MATH 112, Joy of Mathematics
   e. Department of Social Work
      i. *Modify course*: SCWK 471, Undergraduate Research in Social Work
      ii. *Modify course*: SCWK 472, Undergraduate Research in Social Work
      iii. *Modify course*: SCWK 473, Undergraduate Research in Social Work
      iv. *Modify course*: SCWK 671, Graduate Research in Social Work
      v. *Modify course*: SCWK 672, Graduate Research in Social Work
      vi. *Modify course*: SCWK 673, Graduate Research in Social Work
   f. Department of Sociology, Criminology, & Anthropology
      i. *Modify course*: ANTH 301, Cross-Cultural Perspective of Human Experience
      ii. *Modify course*: ANTH 322, Ancient Civilizations of the Americas
      iii. *Modify course:* ANTH 324, Amerindian Warfare and Ritual Violence
   g. Department of World Languages & Cultures
      i. *New course*: SPAN 205, Spanish for Law and Helping Professions
      ii. *New course*: SPAN 305, Advanced Spanish for Law and Helping Professions

2. **The following program actions were approved:**
   a. Department of History
      i. *Modify program*: MA-HIST
   b. Department of Interdisciplinary Studies
      i. *Modify program*: MINOR-HUMA
      ii. *Modify program*: MINOR-LGST
   c. Department of Mass Communication
      i. *New program*: MINOR-CMST (Communication Studies)
   d. Department of Political Science
      i. *New program*: CERT-PLCE (Political & Civic Engagement)
   e. Department of Sociology, Criminology, & Anthropology
      i. *Modify program*: BA-SOCL
      ii. *Modify program*: BA-SOCL-CRIM
      iii. *Modify program*: BA-SOCL-ANTH
   f. Department of World Languages & Cultures
      i. *New program*: MINOR-MLAN-SPAN (Spanish for Law & Helping Professions)

3. **The following blanket petitions were approved:**
   a. Department of Biology
      i. <u>For the Biology major</u>, in the current catalog and all previous catalogs, allow BIOL 539X to count for an Area B requirement or an Area C requirement.
      ii. <u>For the Biology major</u>, in the current catalog and all previous catalogs, allow BIOL 405X to count for an Area A requirement or an Area C requirement.
   b. Department of Interdisciplinary Studies
      i. <u>For the Medieval Studies minor</u>, in the current catalog and all previous catalogs, allow students to count HIST 550 when titled "Medieval Africa and Islam" in place of HIST 542 in the minor requirements.
   c. Department of English
      i. <u>For the Language & Literature and Writing tracks</u>, in all previous catalogs, allow WRIT 502 to count as an option for the "Elements of Writing" requirement.
      ii. <u>For the Writing track</u>, in the current catalog and all previous catalogs, allow WRIT 510 (*Environmental Rhetoric*, offered Summer 2018) to count as an option for the "Elements of Rhetoric" requirement.
   d. Department of Political Science
      i. <u>For the Political Science major</u>, in the current catalog and all previous catalogs, allow PLSC 390, when taught as *Presidential Primaries*, to fulfill the requirement of the American Politics subfield.
   e. Department of Philosophy & Religion and Department of World Languages & Cultures
      i. <u>For the BA/BS in all majors in the college</u>, in all catalogs, allow the two-course Greek sequence (RELG 102X/RELG103X or MLAN109X/MLAN110X, or their future non-X-course variants) to fulfill the Foreign Language Requirement.

Appendix 3

College of Arts and Sciences Alignment Statement with Roles & Rewards

The College of Arts and Sciences endorses the Faculty Roles at Winthrop document adopted by the Winthrop University Faculty Conference in April 2011 and included in the Faculty Manual.
The College is comprised of fourteen departments that represent disciplines diverse in both subject matter and methodology. Because of this diversity, the College recognizes the variety of ways faculty members engage in Academic Responsibility, Student Intellectual Development, Scholarly Activity, and Professional Stewardship. Therefore, the following statements articulate how the College will interpret and implement the Faculty Roles at Winthrop document in terms of evaluating faculty work in all disciplines.

According to the "Roles" document, accomplishments in one area (Student Intellectual Development, Professional Stewardship, and Scholarly Activity) may seem to overlap with another area of faculty work. In such cases, faculty members must identify the most appropriate single category for reporting. The statements included here will apply to all full- and part-time faculty members as appropriate to their respective levels of appointment and rank and their specific work assignments.

In each section below, the original text from the Faculty Roles at Winthrop document is presented (italics), followed by the College's interpretive and/or clarifying statement.

<u>General Statement Regarding Expectations for Faculty in the College of Arts & Sciences:</u>

Faculty members may be hired into full-time, non-tenure-track positions and granted academic rank based upon their credentials and professional qualifications at the time of appointment. This decision is made by the Provost, in consultation with the Dean and department chair, at the time of hire. These individuals are required to meet the College's expectations for their rank as defined below.

Individuals hired into administrative positions may be granted faculty rank based upon their credentials and professional qualifications at the time of appointment. This decision is made by the Provost, in consultation with the Dean, at the time of hire. These administrators may engage in faculty work outside of their administrative roles and be subject to supervision of the appropriate department chair and Dean for that work. In such cases, the administrators are required to meet the College's expectations for their rank as defined below.

A. Academic Responsibility

Academic Responsibility spans all the traditional areas of faculty evaluation, and includes involvement of faculty in ways that support the institutional mission, maintain the functions of the University, and sustain the faculty role in shared governance. All faculty members are expected to be academically responsible to their students and peers as a baseline for service in their academic departments. Faculty members are expected to establish and maintain a consistent record of academic responsibility while at Winthrop.

Academic Responsibility includes but is not limited to activities such as: academic registration support, availability to students through multiple platforms (e.g., office hours, emails, assignment feedback),

engagement in faculty meetings at all levels, participation in department and college events, participation in university commencements and convocations, professional development that supports improvements in practice (e.g., participation in peer observations, attendance at professional conferences to explore current research, engaging in sessions through the Teaching and Learning Center), recruitment and retention efforts, and service on committees. Chairs and deans should ensure equitable distribution of assignments among faculty; and faculty should be supported in ways that allow for free exchange of ideas, broad participation, and balanced work expectations.

In addition to activities related to academic responsibility, other professional responsibilities are expected of faculty who hold full-time appointments, regardless of rank. These professional responsibilities are primarily documented through reviews by supervisors and are considered expectations of employment. These responsibilities include adherence to academic policies (e.g., the privacy and confidentiality of student information, intellectual property and copyright, treatment of human subjects in research, final exam schedule, meeting classes at the appointed times, adhering to deadlines for grade submission, submission of midterm grades as requested) and active participation in the collection of assessment data associated with teaching and/or work assignments. Although faculty may not report on these expectations regularly, chairs and deans will address areas of concern through meetings with individual faculty and annual evaluations.

College of Arts and Sciences' Statement on Academic Responsibility

The College of Arts and Sciences endorses the university definition of Academic Responsibility. In addition, the College perceives other aspects of advising (e.g., scheduling and fulfilling advising appointments, being accessible to advisees) to be important parts of academic responsibility for faculty in the College of Arts and Sciences.

Adjunct Faculty

At the time of appointment, an Adjunct faculty member should demonstrate a commitment to those expectations within Academic Responsibility that are requirements for all faculty (e.g., adherence to academic policies, participating in the collection of assessment data necessary for course and program evaluation), including completing an annual report. The Adjunct faculty member also may be expected to participate in department/program meetings at the discretion of the chair or program director. Throughout the time at this rank, the Adjunct Faculty member should demonstrate a consistent record of academic responsibility.

Note: Adjunct faculty members have voting rights in the College of Arts & Sciences Faculty Assembly. They are welcome, but not required, to attend Faculty Assembly meetings.

Full-time faculty

All full-time faculty (Instructors, Senior Instructors, Assistant Professors, Associate Professors, and Professors) are expected to meet all Academic Responsibilities as defined by the College and University.

A. B. 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~~ General Education Program, and (c) developing student expertise in the respective discipline.

Student Intellectual Development includes a variety of activities, including face-to-face, hybrid, and online delivery modes; mentorship of student research; internship and field placement supervision; and other student evaluation activities. The expectations listed below are applicable to all instructional faculty irrespective of their roles.

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.

Adjunct Faculty

At the time of initial appointment, an Adjunct faculty member should demonstrate a potential for, or offer evidence of, effective Student Intellectual Development activities. Throughout the time at this rank, the Adjunct faculty member should develop more advanced skills in the area of Student Intellectual Development and participate in appropriate professional development. Adjunct faculty are expected to reflect appropriately on their courses; be responsive to feedback from students, peers, and superiors; handle routine student issues; and adhere to the grading norms and syllabi standards as defined by the Department, College, and/or University, as appropriate.

Instructor and Senior Instructor

At the time of initial appointment, an Instructor should demonstrate a potential for, or offer evidence of, effective Student Intellectual Development activities. Throughout the time at this rank, the Instructor or Senior Instructor should develop more advanced skills in the area of Student Intellectual Development and participate in appropriate professional development. Instructors and Senior Instructors are expected to reflect appropriately on their courses; be responsive to feedback from students, peers, and superiors; participate in curriculum development as appropriate; handle routine course issues; and adhere to the grading norms and syllabi standards as defined by the Department, College, and/or University, as appropriate.

At the time of appointment, an Assistant Professor should demonstrate a potential for effective Student Intellectual Development. As an Assistant Professor, the faculty member is expected to build a balanced record of accomplishment in the area of Student Intellectual Development and Scholarly Activity that is appropriate for a junior member of the faculty. An Assistant Professor is expected to reflect appropriately on their courses; be responsive to feedback from students, peers, and superiors; handle routine course issues; and adhere to the grading norms and syllabi standards as defined by the Department, College, and/or University, as appropriate. Furthermore, an Assistant Professor in a tenure-track appointment should build a portfolio that documents effective Student Intellectual Development and meets or exceeds the expectations for tenure.

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.

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.

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.

C. Scholarly Activity Scholarly Activity is an essential part of University life and development and encompasses the many pursuits that broaden and expand the learning communities in which faculty function and the University is situated. Typically these activities are related to the faculty member's discipline but may include significant work that prompts the intellectual advancement of others in areas related to the faculty member's University appointment.

The evaluation of scholarly endeavors is greatly influenced by the disciplinary focus of the faculty member and regulations for evaluation established by accrediting agencies; however, the evaluation of scholarship must be flexible enough to recognize unique contributions that arise as faculty engage in discovery, integration, and application. Using Boyer's (1990) categories of scholarship presented in Scholarship Reconsidered: Priorities of the Professoriate, academic unit 5 priority systems must recognize a variety of avenues for scholarly engagement. The scholarship of discovery encompasses those activities that have been traditionally considered scholarship and focuses on creation of knowledge or products. The scholarship of integration focuses more on activities that help non-specialists make connections to a discipline or on explorations that examine information in a new way. The scholarship of application differs from the focus on research and synthesis crucial to the first two forms of scholarship. Here the scholar uses knowledge to solve specific problems. The scholarship of teaching focuses on the work of scholars as they affect and change the students with whom they engage. This form of scholarship is seen when the faculty and students are pushed to explore and think in new ways, thus expanding what is known about the discipline, its connections, and related problems.

By using a broader lens through which to examine and evaluate scholarly engagement, we are encouraging an environment in which Winthrop faculty can actively affect the communities in which they directly engage. Therefore, unit level systems should recognize the importance of both theoretical study and the application of theory to solve problems in a variety of settings.

When submitting work to be considered in the category of Scholarly Activity, the faculty member should provide validation (internal or external) of the work's merit. Although the University Faculty Roles document does not include priority guidelines for scholarly work, provided examples are intended to show a range of scholarly activities. The academic unit priority guidelines will situate such engagement with in the disciplines and will be used to evaluate merit. In this category of evaluation, faculty members should only include scholarly activities associated with their roles as Winthrop faculty members.

Examples of Scholarly Activity may include but are not limited to:
- Academic presentations (e.g., academic conferences, professional conferences, on-campus colloquia)
- Academic publications (e.g., academic journals, conference proceedings, scholarly books, textbooks)
- Application of scholarship that results in documented change (e.g., collaboration with local schools, work with community organizations in problem solving, new professional certifications resulting from significant exploration, design of assessment systems/reports that require synthesis of expertise and exploration of data)
- Creation of scholarly materials or models (e.g., significant study that leads to change in University processes, policies, or widely-used materials)
- Creative endeavors, performances, and literary or artistic works
- Grant development and awards
- Significant study to expand areas of scholarly expertise promoting crossdisciplinary experiences and/or student research
- Invitational or juried exhibitions

- *Patent applications*

College of Arts and Sciences' Statement on Scholarly Activity

The College of Arts and Sciences endorses the university definition of Scholarly Activity. In addition, the College recognizes the diverse ways faculty members engage in scholarly activity (including creative activities in disciplines where appropriate) and that these activities often overlap or bridge the divisions between Student Intellectual Development, scholarship, and professional stewardship.

Regardless of its diversity, however, scholarship:
     1) Is intellectually rigorous,
     2) Extends the frontiers of knowledge/creative expression,
     3) Can be documented, and
     4) Is validated by and shared with other professionals.

Scholarly activities that count toward tenure and promotion involve these four primary qualities.

In terms of the first two qualities, scholarly activity is defined as serious inquiry, examination, or experimentation aimed at the discovery and interpretation of knowledge, revision of accepted theories or laws in the light of new knowledge, or practical application of theories or laws. Scholarship involving creative activities may be defined as the act of bringing into existence ex nihilo, as in composing a poem or play. The final two qualities involve the distribution of knowledge through a variety of modes: scholarly publications, electronic media, patents, developing new clinical techniques, public performance, grant production, and the reporting of findings.

These discovery and interpretive activities extend one's disciplinary expertise, generate new knowledge, have tangible results, and contribute substantively to one's discipline or the larger academic community.

Applied activities, which often overlap with professional service and teaching, are distinguished from civic and institutional citizenship by their scholarly rigor. They represent the best in professional practice and draw on the faculty member's professional knowledge. They may take form in a variety of internal and external activities in which one brings his/her expertise to bear on problems and tasks and, thereby, benefits the campus or professional community and/or the common good. In many disciplines, applied scholarship is an essential if not primary contributor to the field's knowledge base. Examples include conducting clinical intervention studies, program management, developing grant proposals, providing technical assistance, shaping public policy, editing journals, consulting, and writing or performing for the media.

Teaching is especially valued as a scholarly enterprise at Winthrop. Teacher-scholars acquire and generate knowledge by ongoing study of new material in their fields and in reflective practice. They apply or disseminate knowledge by integrating it into their pedagogy; developing new programs and courses; formulating, publishing, or presenting reports of new teaching techniques; and participating in programs with the schools, in assessment programs, and in programs that educate the public.

As a guide for faculty pursuing tenure, promotion and post-tenure review, the following list prioritizes some scholarly activities based on the degree to which they embody the above mentioned four primary qualities: rigor, knowledge contribution, and the degree of review or validation by disciplinary peers or other professionals. Candidates for promotion and tenure bear the burden of proof for demonstrating the scholarly nature of their work and substantiating its priority ranking. When forwarding a candidate's

dossier, departments will include an evaluation of the scholar's work and assign those activities to the appropriate priority area.

Faculty in the College of Arts and Sciences are encouraged to collaborate with students in research and other Scholarly Activity. Faculty <u>mentoring</u> of student research and other scholarly activity is Student Intellectual Development. When the mentoring relationship leads to a product, this product can be categorized as Scholarly Activity as defined below. [Addition approved by CAS Faculty Assembly 08/30/13]

The general guidelines on the priority level of a scholarly product should be followed in any case of co-authorship, whether with students or other professional colleagues. In all cases of coauthorship, the faculty member should clearly delineate the role s/he played in generating scholarly products. [Addition approved by CAS Faculty Assembly 08/30/13]

The following list is to aid faculty in communicating their scholarly identity by codifying, according to priority, scholarly and creative activity within the College of Arts and Sciences.

Priority One Scholarship *illustrates novel ideas, demonstrates mastery of skill, or refinement of current knowledge, highest public/private validation or judgment of work.* **Examples of such scholarship would be:**

- Publications in any mode of original or innovative work, that is refereed or judged by other professionals - including those related to teaching, interdisciplinary work and service: for example, books, book chapters, textbooks or teaching materials from original research and discovery, monographs, articles, poems, or plays.
- Applied forms of scholarship: for example, consultations, translations, and development of patents or new testing methodologies which lead to innovative processes or products or advance scholarly fields.
- Editorship of a major publication.
- Grants funded by extramural agencies or foundations.

Priority Two Scholarship *integrates existing ideas, utilizes discipline-specific skills, often products of the refinement process, less stringent public/private validation or judgment of work.* **Examples of such scholarship would be:**

- Publications in any mode of scholarly information: for example, book reviews or other materials, bibliographies, abstracts of materials published by others, encyclopedia contributions, technical manuals, and websites and textbooks that integrate existing knowledge in new ways.
- Applied forms of scholarship including in rare cases professional stewardship which contribute to one's discipline or community: for example, serving on an editorial board or as a public policy analyst; producing research reports for agencies, disciplinary groups, businesses and industry.
- Presentations, performances, exhibitions, clinics, workshops or symposia in significant professional contexts that include an opportunity for scholarly exchange. When presentations undergo a stringent, refereed selection process by experts and produce a scholarly product that makes a significant contribution to the field they may qualify as Priority One scholarship. The burden of proof for the latter qualification lies with the faculty member.
- Grants developed and submitted to seek extramural funding.

Priority Three Scholarship *uses discipline skills in myriad productive ways without the kinds of professional assessment that characterize higher priority scholarship*. **Examples of such scholarship would be**:

- Publications in popular and non-academic sources, including newsletters and magazines directed to general and specialized audiences.
- Publications or presentations in contexts outside of the classroom where students are the primary audience and that include an opportunity for scholarly exchange.
- Applied forms of scholarship in which one serves other scholars and professionals or contributes to the good of the community: for example, reviewing research proposals, papers and accreditation or certification applications for an external group; constructing and developing web sites that provide a forum for the exchange of scholarly ideas, research problems or pedagogical materials; developing and organizing scholarly conferences; and serving on the boards of professional organizations.
- Presentations, talks, and activities for the general public, which draw upon one's scholarly expertise.
- Direction or supervision of student master's theses, undergraduate honors theses, or substantial research and creative projects.
- Projects or experiences that require an extended time commitment and significantly broaden one's pedagogical or professional expertise such as faculty exchange programs, Fulbright studies, workshops and colloquia.
- Funded intramural grants.

Because faculty are asked to articulate a scholarly identity when applying for tenure, promotion, and post-tenure review, faculty should demonstrate how their work among the priority categories contributes to an overall professional identity. Building upon the four previously identified qualities of Scholarly Activity: faculty need to display intellectual/creativity curiosity, illustrate mastery of necessary skill sets related to their discipline (qualitative, quantitative, artistic), present outcomes to peers and/or external audiences and demonstrate efforts to make ones work better towards maximizing academic/public utility. Expectations vary by level of appointment.

Adjunct Faculty

An Adjunct faculty member is not required to engage in Scholarly Activity, although the College welcomes such activity if the faculty member chooses to engage in it.

Instructor

An Instructor in non-tenure-track appointments is not required to engage in Scholarly Activity, although the College welcomes such activity if the faculty member chooses to engage in it. A faculty member hired into a tenure-track position at the rank of Instructor, pending the completion of her/his terminal degree, is expected to engage in Scholarly Activity as necessary to complete the degree requirements and to transition to the Assistant Professor rank.

Senior Instructor

A Senior Instructor is expected to engage in and maintain some form of Scholarly Activity or Professional Stewardship beyond that required for an Instructor.

At the time of appointment, an Assistant Professor should have a plan for active engagement in Scholarly Activity. As an Assistant Professor, the faculty member is expected to build a balanced record of accomplishment in the areas of Student Intellectual Development and Scholarly Activity that is appropriate for a junior member of the faculty. An Assistant Professor in a tenure-track appointment should build a portfolio of Scholarly Activity that meets or exceeds the expectations for tenure.

Tenure: The candidate must have established an active research identity, while demonstrating the four primary qualities.

Associate Professor: The candidate must have established a successful research identity and earned a measure of professional recognition in the discipline of specialization, while demonstrating the four primary qualities. The candidate's scholarly activity should be recent and sustained.

Professor: The candidate must have achieved a mature record of scholarly excellence and earned a significant professional recognition in the discipline/profession, while demonstrating the four primary qualities of scholarly activity.

C. D. Professional Stewardship

Professional Stewardship—as it counts toward tenure, promotion, annual evaluations, and merit raises—is "service" that requires faculty members to use their knowledge and experience to enhance the University and/or community. Carol Geary Schneider (1998) asserts that "professional stewardship" captures the significance of activities that are vital to the health and well-being of universities and that require significant faculty time and the application of faculty knowledge or expertise. Activities that illustrate Professional Stewardship require faculty members to be involved in work that goes beyond regular teaching expectations and academic responsibility. Through such opportunities faculty impact circumstances, create opportunities for new knowledge or services, and/or support and enrich the function of existing structures on and off campus.

Professional Stewardship develops with experience at the University and is a vital component of the faculty's role in the University mission. All faculty, regardless of rank, participate in Professional Stewardship activities that are reflective of their roles, ranks, and expertise. When providing evidence, faculty are encouraged to discuss the level of engagement, how expertise was applied, and/or the impact of activities.

Examples of Professional Stewardship may include but are not limited to:
- *Active engagement with a campus student group (e.g., duties of a faculty advisor, participation in the design and delivery of programming, consultation related to discipline)*
- *Active membership on community committees, task forces, or similar groups*
- *Application of faculty knowledge or expertise to support university initiatives (e.g., student research activities, service learning opportunities, international experiences, support opportunities)*
- *Facilitation of professional development programs or continuing education programs*
- *Leadership roles in assessment initiatives that require significant time and expertise*
- *Leadership roles in international, national, or regional professional organizations*
- *Management of external grant programs*

• Presentations, workshops, or demonstrations to professional, civic, or community organizations not seen as scholarship Program coordination (e.g., degree programs, academic support services)
• Service or leadership on a committee (typically at the college or university level) that has been shown to be complex in nature, require significant engagement, or demand considerable time
• Special assignments within the department, college, or university (e.g., fund raising, development of new programs, grant program evaluation, creation of a policy manual).

In a minority of cases, a faculty member whose job has been redefined by circumstances and who is applying for promotion may show exemplary work in the area of <u>Professional Stewardship</u> as the priority area for promotion. This exemplary work must be sustained, complex, and time consuming; have significant impact on the University or learning community; and receive recognition by peers. Individuals presenting accomplishments in this category as the priority area for promotion should have previously discussed the decision to do so with the department chair and the college dean. In addition, these faculty must provide evidence of impact for <u>Professional Stewardship</u> activities and engage in <u>Scholarly Activity.</u>

<u>College of Arts and Sciences' Statement on Professional Stewardship</u>
The College of Arts and Sciences endorses the university definition of Professional Stewardship. In addition, the College recognizes the diverse ways faculty members engage in professional stewardship and that these activities often overlap or bridge the divisions between Student Intellectual Development, Scholarly Activity, and Professional Stewardship.

Regardless of the diversity of their efforts, faculty members' work in Professional Stewardship is based on their professional knowledge and/or disciplinary expertise. The College also sees the following as examples of professional stewardship:
  • Administrative leadership at the program, department, college, or university level.
  • Mentorship, service, or leadership at the program, department, college, university, or professional level that has been shown to be complex in nature, requires significant engagement, or demands considerable time.
  • Special assignments at the program, department, college, or university level (e.g., assessment, accreditation, recruitment, curricular modification, development of new programs, program evaluation, policy formulation, fund raising).

Similar to its perspective on Scholarly Activity, the College recognizes a spectrum of contributions in Professional Stewardship. Committee work traditionally associated with a faculty member's basic responsibilities—categorized as Academic Responsibility in the Faculty Roles at Winthrop document—do contribute to Professional Stewardship but not to the same degree as other more intensive and time-consuming activities. For example, a scholarship committee that meets only once or twice a year is not regarded as the same level of service as the College Personnel Advisory Committee.

In a minority of cases, a faculty member whose job has been redefined by circumstances and who is applying for promotion may show exemplary work in the area of <u>Professional Stewardship</u> as the priority area for promotion. Usually, these situations will have been discussed and documented by the candidate and his or her department chair and/or dean in advance. Candidates cannot use Professional Stewardship as a replacement for Scholarly Activity; instead, activities in both areas are judged together to determine the candidate's professional impact. In that minority of cases where Exemplary Professional Stewardship and Scholarship are used together to make a case for promotion in rank, the candidate must have evidence of multiple and/or sustained activities that allow for the use of

professional knowledge and skills to make a significant impact in the community, profession, and/or university. Although work as an administrator can be used to demonstrate Professional Stewardship, when building a case for Exemplary Professional Stewardship, the candidate must demonstrate how the work went well beyond what is normally expected of the administrative role.

The following descriptions by rank provide an illustration of how faculty expectations can change across time and rank at Winthrop.

Adjunct faculty

An Adjunct faculty member is not required to engage in Professional Stewardship, although the College welcomes such activity if the faculty member chooses to engage in it.

Instructor

In the College of Arts & Sciences, an Instructor in a non-tenure-track appointment is expected to engage in Professional Stewardship activities within the department or program appropriate to her/his rank and status. A faculty member hired into a tenure-track position at the rank of Instructor is expected to engage in Professional Stewardship activities as necessary to transition to the Assistant Professor rank.

Senior Instructor

A Senior Instructor is expected to engage and maintain Scholarly Activity or Professional Stewardship responsibilities appropriate to their rank and status. In the latter case, the candidate's Professional Stewardship record should involve activities beyond the department level to include the College, University, discipline, and/or community.

Assistant Professor

A faculty member in this rank should explore ways to engage in Professional Stewardship as appropriate to the Assistant Professor's rank and tenure status. An Assistant Professor in a tenure-track appointment should build a varied and substantial record of Professional Stewardship that meets or exceeds the expectations for tenure.

Tenure

A candidate for a tenured appointment should demonstrate a developing record of professional engagement in the campus community and discipline. This can be established through activities associated with Academic Responsibility, which can include but are not limited to regular attendance at faculty governance meetings, service in the department, involvement in University events that allow for interaction with students and families, and participation in professional events related to the discipline.

Associate Professor

A candidate for the rank of Associate Professor should demonstrate involvement that exceeds the expectations for tenure. For promotion or appointment to the rank of Associate Professor, a candidate must provide evidence for continued, productive involvement on campus beyond the department. This may be demonstrated through activities, which may include but are not limited to participation on

committees and/or taskforces outside the department, leadership in professional organizations, or community involvement related to the individual's discipline.

Professor

A candidate for the rank of Professor should demonstrate involvement that exceeds the expectations for an Associate Professor. The candidate for promotion or appointment to the rank of Professor is an established steward of the University and discipline/profession. S/he has a sustained record of engagement that serves as a model for other faculty, that demonstrates maturity, and that results in recognition by one's peers. Further, the candidate must provide evidence of leadership and engagement at the college and university level and in the discipline/profession. Involvement in the community is encouraged but not required.