

**COLLEGE OF ARTS AND SCIENCES
FACULTY ASSEMBLY
Minutes
October 18, 2019
Kinard 018, 2:00 p.m.**

I. Introduction of Special Orders Jo Koster
Meeting commenced at 2:00 pm, and Dr. Jo Koster introduced Dr. Dan Mahony (President), Dr. Adrienne McCormick (Provost) and Dr. Williams (Faculty Committee on University Priorities, FCUP) for Special Orders Discussion. Dr. Malayka Klimchak (Chair, FCUP) was also present. Questions underlined below reflect results from the Faculty Priority Survey ([Appendix I](#))

II. Discussion with Dr. Daniel Mahony, President, Winthrop University.....Ginger Williams
a. How does the College of Arts and Sciences fit into your (Dr. Mahony’s) understanding of institutional and budgetary priorities, and how do you communicate those priorities to those making academic decisions? What are the metrics for decision-making? What metrics would you use to do a cost/benefit analysis of the College of Arts and Sciences?

The main metric, on a program or department basis, is the balance between credit hours and majors: Winthrop ratio is about 80/20 within a typical range of 90/10 to 70/30. The CAS shows high productivity, and uses relatively few adjunct faculty compared to other schools. Dr. Greg Oakes asked about any state-level feedback regarding this, and Dr. Mahony responded not much, but instead praise for programs like B. Professional Studies, Undergraduate Research, Education (Dr. McCormick). Dr. Koster asked about the number of small schools in SC and consolidation; no discussion about this at the state level. The three typical concerns for parents—cost, graduation rate, and employability—are the same with legislators. Dr. Mahony recognized that, in essence, the data do not support any generalized perceptions by the public related to the lack of applicability of liberal arts degrees.

b. How do you (Dr. Mahony) see the roles and identity of the College of Arts and Sciences, especially in a time where the humanities and social sciences are under attack nationally and there is increased national distrust of college education because it may be promoting a liberal agenda?

We could do better at showing how majors/alumni in social sciences and humanities do in the workforce. Anecdotal stories, while not useful for data analysis, are often the most impactful for stressing employability. Within the context of “liberal arts” being misunderstood and confused with liberal political leanings, we must communicate repeatedly the meaning of liberal arts as a broad education. We’re not seeing an exodus out of higher education despite any assertions that a college education is not necessary. Anecdotally, the people who talk about the decline of higher ed (or K-12) do not deny this education to their own children. Post-tenure professional development piece is in place (Dr. McCormick, Dr. Klimchak), and we’re finishing up the classification/compensation work, currently preparing to report to the Board. Dr. Adolphus Belk asked about losing staff and Winthrop’s strategy in moving forward; Dr. Mahony recognized salary and low national unemployment rates as partial factors, noting that while our 15% turnover is lower than the national average of 18%, salaries could be more competitive. Dr. McCormick added that we’re using exits as opportunities to address any concerns (salary, structure) to better retain new employees. Dr. Oakes asked about marketing in light of liberal arts value discussion, and Winthrop apparently has underspent in the past, currently spending more on online programs, but more as we move forward. This fall, we are up 400 admission applications over this time last year.

Specific faculty question:

What is Dr. Mahony hearing from donors, business, and the corporate community in relations to these issues and how should we address/meet his understandings from the community perspective?

With donors, often a connection to a specific program where there is a personal connection or value is where the support is. By and large, alumni speak very well of their Winthrop experience, which in Dr. Mahony's experience is unusual.

Specific faculty question:

The very survival of who and what we are as the College of Arts and Sciences is at stake. How specifically does Dr. Mahony address the precariousness of our situation? What practical and real world strategies are being used?

Addressed above.

III. Approval of minutes from August 30, 2019 Jo Koster
Minutes of the previous meeting on August 30 were approved unanimously.

IV. Chair's Report – Faculty Survey Jo Koster
Minutes of the previous meeting on August 13 were approved unanimously. Dr. Koster announced a special spring meeting with Provost McCormick: Friday, February 21, 2:00, Kinard Auditorium, and announced Dr. Ginger Williams as newly elected CAS Personnel Committee member.

V. CAS Committees

- a. Curriculum Committee..... Dave Pretty
Dr. David Pretty, Chair of the Curriculum Committee, led voting on a series of course and curriculum changes; details in [Appendix 2](#). All new courses, modifications, and degree modifications were unanimously approved.
- b. Undergraduate Research..... Bill Schulte
Dr. Bill Schulte, Committee for Undergraduate Research, announced a course indicator proposal to identify specific courses as research-intensive. This would enhance post-graduate opportunities, benefit students and faculty by better defining these courses, and improve external relations for the student experience at Winthrop. Dr. Schulte asked faculty to discuss within respective departments, particularly with any UR representatives, and consider how this proposal will work within department. Proposal will be discussed at the January 17 Assembly.
- c. Nominating & Rules Maria Gelabert
Dr. Maria Gelabert, Chair of Nominating and Rules Committee, introduced bylaws language ([Appendix 3](#)) for the ad hoc Committee for Diversity and Inclusion to become a standing committee of the CAS. Motion to place these into the January 17 agenda passed unanimously.

VI. Old Business – none

VII. New Business - Modification to Faculty Annual Report Forms Takita Sumter, Greg Oakes
Dean Sumter and Associate Dean Oakes presented changes to the Annual Reporting within Faculty180. Several parts are now “available” but not “required” in the efforts to streamline sections like Student Intellectual Development. In SID, previous multiple boxes for course reflection, for example, will be incorporated into the Summary, simplifying the process for faculty.

To question about what happens to previous years of information (Dr. Hope Lima), nothing since the database structure itself hasn't changed (Dr. Oakes). Any materials already input for Summer 2019 (Dr. Koster) can be folded into the Summary, and pieces from the previous SID boxes are the expectations for the Summary (Dr. Oakes). Dr. Mike Sickels asked about plans for more robust training for newer faculty, which will be incorporated into training sessions (Dr. Sumter), and Dr. Mike Lipscomb mentioned the importance of ensuring

this reporting is part of a strategic effort in academic career development. Adjunct faculty (raised by Dr. Kelly Richardson) will have a streamlined form (Dr. Oakes). Dr. Hye-Sung Kim asked about any relationship to this year's pre-tenure review form, and Dr. Sumter clarified that the pre-tenure review uses past annual reports. Dr. Jonathan Marx asked if this material will be used for merit, and Dr. Oakes agreed that it could be (note we are informed that there is no current conversation about this at the University level, outside of classification and compensation discussions). Dr. Oakes further stressed that the intent of streamlining is to maintain usefulness for both reporting purposes and progress forward towards academic goals. He further encouraged faculty to input material into Faculty180 on an ongoing basis.

VIII. Dean's Remarks Takita Sumter

- a. *Enrollment Report ([Appendix 4](#)): Dean Sumter handed out data for a few years of enrollment, currently around 2200 for CAS. Recent decreases in UG have been offset by graduate enrollment in programs like the online master's in social work.*
- b. *Interim grades: of the ≈11000 grades, only 3 were missing in the entire CAS, and Dr. Sumter applauded the outstanding level of interim grades submission.*
- c. *Academic Advising: DegreeWorks has new planner options for students, and this has been incorporated into academic advising training, thanks to Dr. Adria Belk. Dr. Belk has circulated information from the training session for advisors to use; see her email.*
- d. *Transfers. Note that of the 400 additional admission applications this Fall, 200 are transfers for Spring 2020. Steps are being taken to ensure a stable transition, i.e. transfer credit clarity.*
- e. *Budgets: \$860k operating budget decreased, but high priority for student-facing budgets to remain stable. Money is requested from Board (separate from CAS budget) for capital maintenance, such as roofing (current project Johnson Hall) and other building needs. Beginning this year, course fees can now be carried over into subsequent years, representing a move forward in enabling departments to plan ahead for purchases and improvements.*
- f. *Searches: several searches are underway, including NUTR, PSYC chair, PSYC, BIOL, new DSCI faculty member search in 2020-2021.*
- g. *Reminder that new student application is free (no fee) until November 1, so anyone participating in prospective student events is encouraged to mention.*

IX. Announcements/Adjournment

Dr. Pretty: Graduate Faculty will meet immediately after.

Dr. Koszewski: women's volleyball game this evening against High Point University.

Dr. Koster: The Office of Accessibility will be at the next CAS Assembly on January 17.

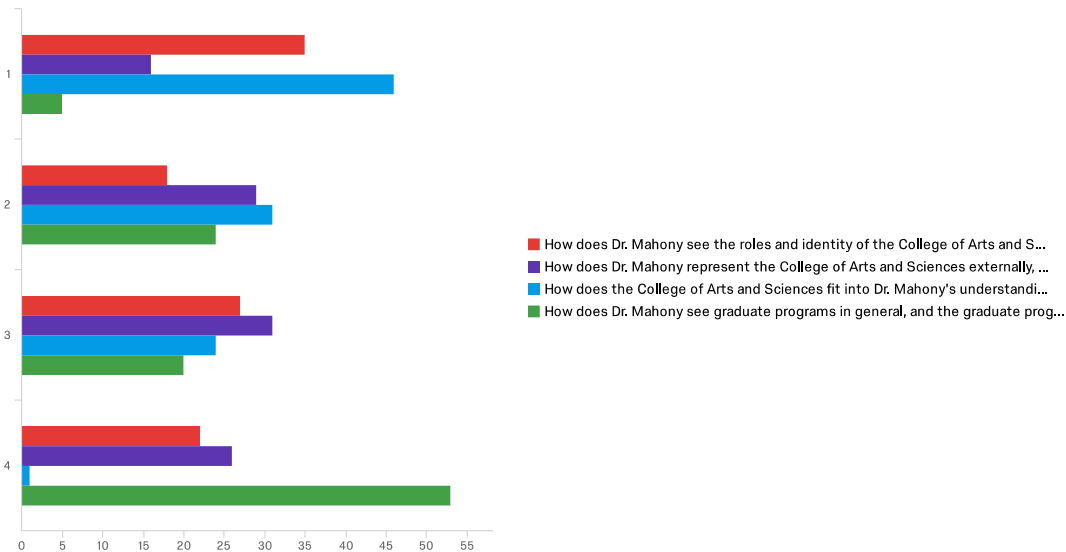
Meeting was adjourned at approximately 3:30 pm.

Appendix 1 Results – CAS Priorities Survey

Default Report

CAS Priorities Survey
October 7, 2019 1:08 PM EDT

Q2 - These are the questions we brainstormed to be addressed to President Mahony, presented in random order. FCUP will convey the top two questions to his office so that he will be prepared to address them on October 18. Please rank these questions in the order you prefer them to be addressed, with 1 being the most important and 4 being the least. Please rank all four items.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How does Dr. Mahony see the roles and identity of the College of Arts and Sciences, especially in a time where the humanities and social sciences are under attack nationally and there is increased national distrust of college education because it may be promoting "liberal" agendas?	1.00	4.00	2.35	1.16	1.35	102
2	How does Dr. Mahony represent the College of Arts and Sciences externally, particularly with regard to fund-raising and marketing?	1.00	4.00	2.66	1.02	1.05	102

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
3	How does the College of Arts and Sciences fit into Dr. Mahony's understanding of institutional and budgetary priorities, and how does he communicate those priorities to those of us making academic decisions? What are the metrics for decision-making?	1.00	4.00	1.80	0.83	0.69	102
4	How does Dr. Mahony see graduate programs in general, and the graduate programs in the College particularly, fitting into his vision of and priorities for Winthrop?	1.00	4.00	3.19	0.96	0.92	102

#	Field	1	2	3	4	Total
1	How does Dr. Mahony see the roles and identity of the College of Arts and Sciences, especially in a time where the humanities and social sciences are under attack nationally and there is increased national distrust of college education because it may be promoting "liberal" agendas?	34.31% 35	17.65% 18	26.47% 27	21.57% 22	102
2	How does Dr. Mahony represent the College of Arts and Sciences externally, particularly with regard to fund-raising and marketing?	15.69% 16	28.43% 29	30.39% 31	25.49% 26	102
3	How does the College of Arts and Sciences fit into Dr. Mahony's understanding of institutional and budgetary priorities, and how does he communicate those priorities to those of us making academic decisions? What are the metrics for decision-making?	45.10% 46	30.39% 31	23.53% 24	0.98% 1	102
4	How does Dr. Mahony see graduate programs in general, and the graduate programs in the College particularly, fitting into his vision of and priorities for Winthrop?	4.90% 5	23.53% 24	19.61% 20	51.96% 53	102

Showing rows 1 - 4 of 4

Q3 - Please add any comments you have regarding the questions for Dr. Mahony: your rationale for your rankings, elements that might have been omitted, suggestions for further questions to consider. This information will be particularly important to our FCUP representative as she forwards our questions to the administration.

Please add any comments you have regarding the questions for Dr. Mahony: yo...

put these in the context of "what is our institutional identity"? what kind of school are we?

I am most concerned about academic freedom and not becoming another institution that becomes under attack.

Achieving equity across college teaching loads by getting CAS to a 3-3

SALARIES!!!! Middle school dance teachers in the area make more than our associate professors, Pathetic.

What steps are being made to ensure the long term financial stability of the institution and how do they specifically affect faculty in the College of Arts and Sciences? How those decisions affect what is expected of faculty with respect to teaching load, grantsmanship and adjunct/full time lecturer/tenure-track faculty ratios.

The statement regarding liberal agendas is a very interesting topic for discussion. I just don't think its an area of particular concern to sciences any more or less than other departments... it seems to be a global university challenge and position..

I am a little confused about the narrow nature of these questions. We had a large variety of topics and I'm not sure I believe these four capture what would be of interest to the faculty.

The "under attack" question is interesting and important. However, I could easily predict his response--that he'll certainly defend us against "liberal agenda" paranoia. The phrasing of this question seems to simply give him the chance to give us reassuring comfort, and that's nice, but not all that enlightening or useful. I'm much more interested not in political justifications for CAS, but practical ones, like how we market our majors and how we remain viable in this modern era where parents and students seem to want a more direct vocational path. I'm just sharing strong concern about the phrasing of the first question that sets up a straw man political agenda that Mahony can too easily, comfortably answer.

This university is increasingly being "managed" like a business, not run like an academy. Yes, we have funding issues and they are important but they are sometimes used for making academically critical decisions. We are supposed to be "student centered" (as if that's distinctive - what university isn't "student centered"?) yet classes are cut without regard to the larger picture in order to get maximum "productivity" out of departments. A one-size-fits-all approach is managing, it's not thoughtful academic leadership.

Liberal Arts teaching and scholarship at both the undergraduate and graduate level have been seriously devalued by the state of SC and American culture at large over the last decade. The very survival of who and what we are as the College of Arts and Sciences is at stake. How SPECIFICALLY does Dr. Mahoney address the precariousness of our situation? What PRACTICAL and REAL WORLD strategies are being used? (Not theories or aspirations - actions).

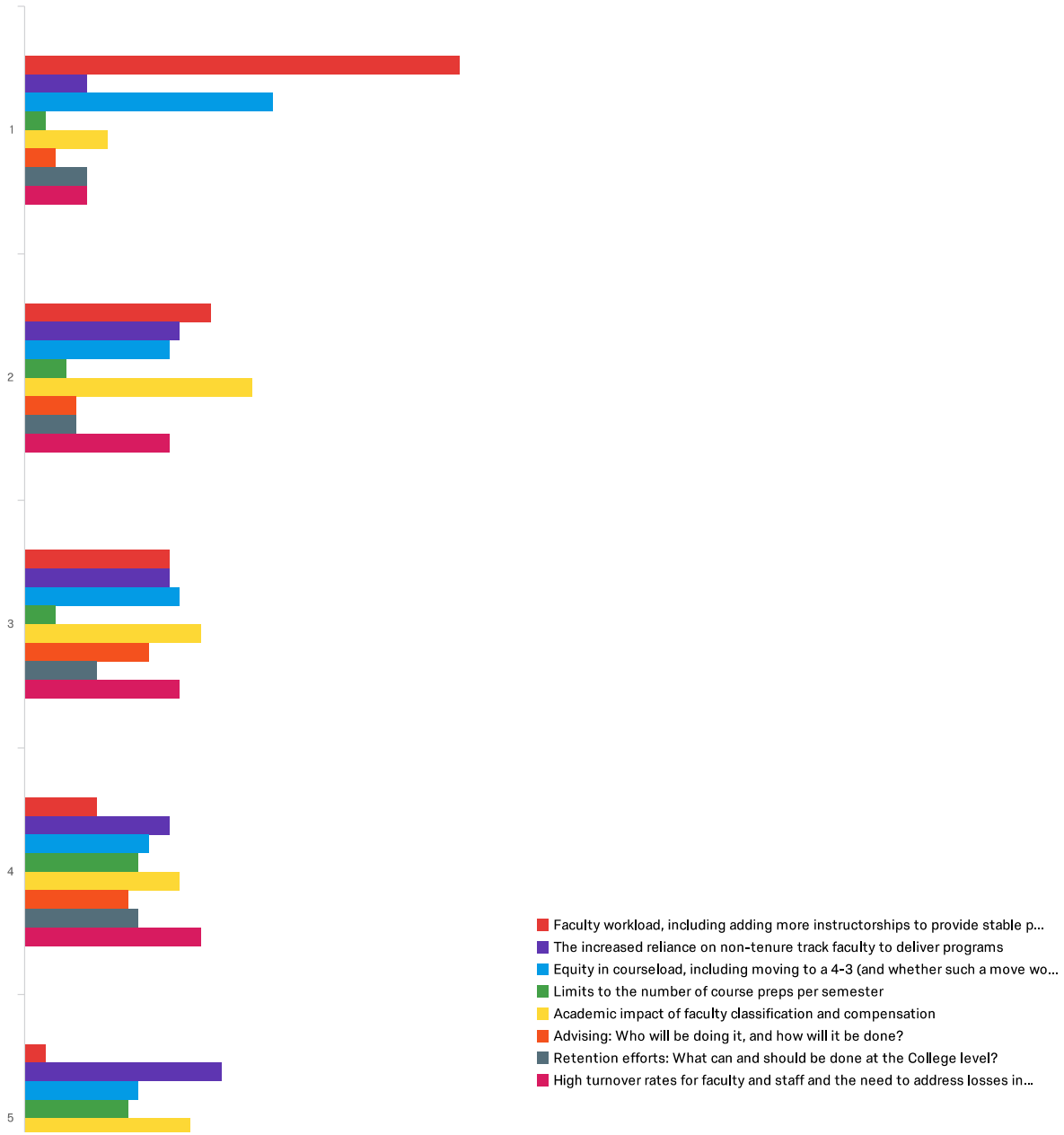
With regards to the President's job and outward interactions -- I would argue, in relation to my #1/#2 -- that instead of asking for Dr. Mahony's view; the better answer in relation to public perception would be to ask WHAT IS HE HEARING FROM THE DONORS, BUSINESS, CORPORATE, COMMUNITY in relation to these issues and how should we address/meet his understandings from the community perspective.

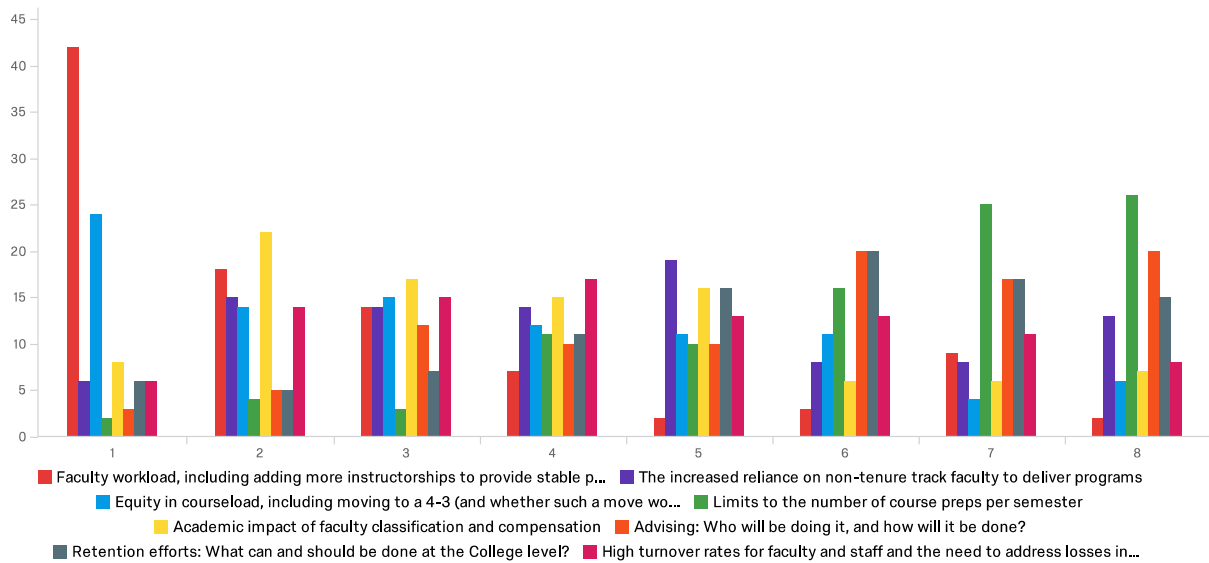
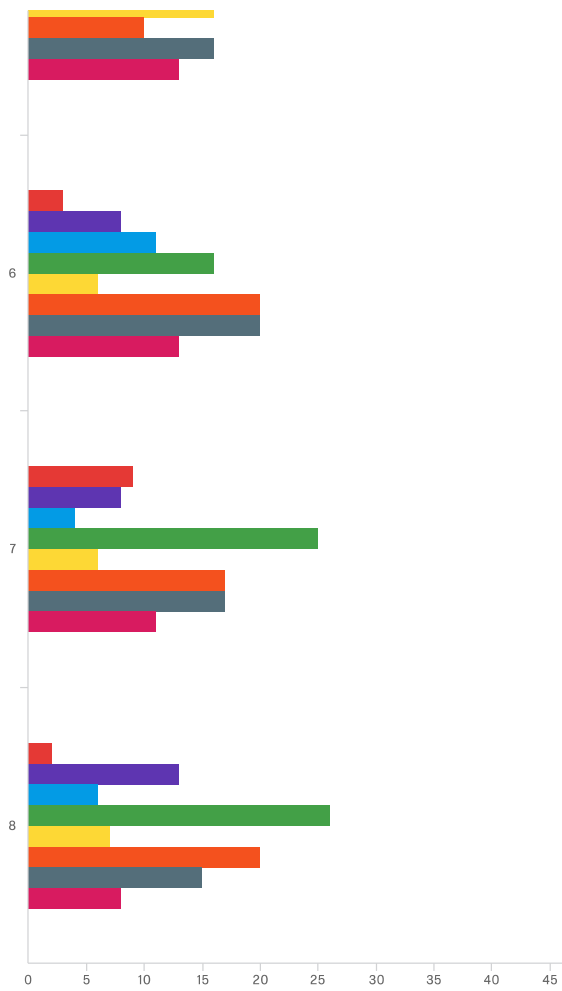
Q4 - These are the concerns from our brainstorming session that were focused on

matters under the Provost's purview. We will be inviting her to a subsequent CAS Faculty

Assembly meeting to address these. Please rank them from 1 to 8, with 1 being most

important to you and 8 being the least important. Please rank all 8 items.





- Faculty workload, including adding more instructorships to provide stable p...
- The increased reliance on non-tenure track faculty to deliver programs
- Equity in courseload, including moving to a 4-3 (and whether such a move wo...
- Limits to the number of course preps per semester
- Academic impact of faculty classification and compensation
- Advising: Who will be doing it, and how will it be done?
- Retention efforts: What can and should be done at the College level?
- High turnover rates for faculty and staff and the need to address losses in...

#	Field	1	2	3	4	5	6	7	8
1	Faculty workload, including adding more instructorships to provide stable positions for our current adjuncts, ensuring better student-faculty relationships to help retention and more consistent program delivery	43.30% 42	18.56% 18	14.43% 14	7.22% 7	2.06% 2	3.09% 3	9.28% 9	2.06%
2	The increased reliance on non-tenure track faculty to deliver programs	6.19% 6	15.46% 15	14.43% 14	14.43% 14	19.59% 19	8.25% 8	8.25% 8	13.40%
3	Equity in courseload, including moving to a 4-3 (and whether such a move would also apply to adjuncts)	24.74% 24	14.43% 14	15.46% 15	12.37% 12	11.34% 11	11.34% 11	4.12% 4	6.19%
4	Limits to the number of course preps per semester	2.06% 2	4.12% 4	3.09% 3	11.34% 11	10.31% 10	16.49% 16	25.77% 25	26.80%
5	Academic impact of faculty classification and compensation	8.25% 8	22.68% 22	17.53% 17	15.46% 15	16.49% 16	6.19% 6	6.19% 6	7.22%
6	Advising; Who will be doing it, and how will it be done?	3.09% 3	5.15% 5	12.37% 12	10.31% 10	10.31% 10	20.62% 20	17.53% 17	20.62%
7	Retention efforts: What can and should be done at the College level?	6.19% 6	5.15% 5	7.22% 7	11.34% 11	16.49% 16	20.62% 20	17.53% 17	15.46%
8	High turnover rates for faculty and staff and the need to address losses in our collective knowledge base as a result of this turnover	6.19% 6	14.43% 14	15.46% 15	17.53% 17	13.40% 13	13.40% 13	11.34% 11	8.25%

Showing rows 1 - 8 of 8

Q5 - Please add any comments you have regarding the questions for Dr. McCormick:
your rationale for your rankings, elements that might have been omitted, suggestions for
further questions to consider. This information will be particularly important to the Dean
and to our FCUP representative as they forward our questions to the administration.

Please add any comments you have regarding the questions for Dr. McCormick:...

I'd like to see Winthrop start to practice what we preach and intelligently use best practices instead of running off with the idea of the day or attempting to crowdsource what will be resource-intensive initiatives

How do the university's current compensation practices reflect its values and priorities (proliferation of high-paying administrative positions and underpaid faculty positions with no COLA or merit increases year over year, leading to faculty attrition and loss of intellectual knowledge and institutional memory). We are rightly concerned about student retention, but are we just as concerned about faculty retention??

Achieving equity across college teaching loads by getting CAS to a 3-3

Many of these are highly interrelated.

SALARIES!! We lose ground every year. We are not competitive with "aspirant" schools.

First statement would be better if separated into two parts... related to student-faculty relationships AND faculty workload. As I am adjunct faculty, my priorities are different than full-time faculty.

I am particularly interested in the role of adjuncts and NTT's. If we are going to rely on these positions, we need to make sure they are clearly defined and fairly compensated. Our current pay for adjunct labor is insulting. "Eliminating" these positions is also not the right answer. How will we ensure that the work we require of contingent faculty is compensated both financially and with the dignity deserved of any worker?

I like the first question here, which I gave a 1, but it might be a bit too broad, straining to cover too much at once; it abandons its faculty workload theme by the end of the question, and we might not get the response we're truly looking for. The compensation question confuses me a bit, too. Are we talking about pay and benefits and such there, or is this about other impact matters? I'd prefer it to focus more directly on compensation and whether we'll actually see any compensation shifts in the near future, as in merit-based rewards.

Why do different units have different pay structures. Adjuncts in VPA get higher salaries than do those with the same credentials in CAS.

My 5, 6, 7, and 8 seem very close in topic, and I suggest we synthesize those into one workload/compensation question.

End of Report

Appendix 2
CAS Curriculum Committee Materials
(from meeting October 8, 2019)

1. Course change proposals

- a. Department of Biology
 - i. New course: BIOL 301, Natural History of the Carolina Piedmont
 - 1. This course will increase the number of electives for students as well as demonstrate the relationships between geology, paleontology and biology. Current professor is adjunct, works for the museum has lots of connections to the communities.
 - ii. Modify course: BIOL 305, General Botany
 - 1. Changed the number to a 300-level course and updated prerequisites and course goals to align with other 300-level Botany courses.
 - iii. Modify course: BIOL 306, General Zoology
 - 1. Changed the number to a 300-level course and updated prerequisites and course goals to align with other 300-level Biology courses.
 - iv. New course: BIOL 460, Professional Development for Biology Internships
 - 1. Aims to prepare Biology students for internships and future careers by emphasizing professional development. Transcript title does not mention internship. Internship and practicums are different. No changes will be made. Concerns about mannequins were discussed. The goals need reflect the internship aims.
 - v. Modify course: BIOL 530, Current Methods in Microscopy
 - 1. Changed number of lab hours from 6 to 3 as students' schedules rarely permit them to be in the lab for 6 hours. Change of prerequisites need to be consistent.

All course changes and additions were approved with modifications discussed.

- b. Department of Chemistry
 - i. Modify course: CHEM 101, Applying Chemistry to Society
 - 1. Included goals, updated teaching method and evaluation methods because they are phasing out CHEM 106.
 - ii. Modify course: CHEM 301, Organic Chemistry I
 - 1. Updated prerequisites as CHEM 106 is being phased out.
 - iii. Modify course: CHEM 315, Environmental Chemistry
 - 1. Updated prerequisites as CHEM 106 is being phased out.
 - iv. Modify course: CHEM 491, Department Seminar
 - 1. Added goals and updated prerequisites to reflect the removal of CHEM 106 from the curriculum.
 - v. Modify course: CHEM 492, Department Seminar
 - 1. Added goals. Updated prerequisites to reflect the discontinuation of CHEM 106.
 - vi. Modify course: CHEM 493, Department Seminar

1. Added goals. Updated prerequisites to reflect the discontinuation of CHEM 106.
- vii. Modify course: CHEM 494, Department Seminar
 1. Added goals. Updated prerequisites to reflect the discontinuation of CHEM 106.
 Elimination of CHEM 106 affects Nutrition.

All changes were approved.

- c. Department of Interdisciplinary Studies
 - i. Modify course: AAMS 317, African American Politics and Policy
 1. Removed prerequisites as needed information will be reviewed in the course
 - ii. Modify course: AAMS 319, Race and Ethnic Politics in the United States
 1. Removed prerequisites as needed information will be reviewed in the course
 - iii. Modify course: AAMS 338, African Politics
 1. Changed name to better reflect the information covered in the course, added goals, removed prerequisites as needed information will be reviewed in the course
 - iv. New course: AAMS 475, Field Research & Experiential Learning in Kenya
 1. Department wants to increase study abroad opportunities. Piloted this course in Summer 2018 and taught it as a course in Spring 2019. They would like to make it a permanent offering.
 - v. New course: PFST 201, Prior Learning Assessment
 1. The course begins the review process for evaluation of prior learning accomplishments which may fulfill objections of current Winthrop classes. Credit will be awarded in a manner similar to transfer credit. Not offered in summer. It was clarified that departments will be involved in the actual awarding of transfer credit.
 - vi. Modify course: PFST 302, Diversity and Collaboration in the Workplace
 1. Prerequisite removal allows students to register for PFST 301 and 302 simultaneously. Students take the half semester courses sequentially during the same term.
 - vii. New course: WMST 312, Sociology of Gender and Sexuality
 1. Offered regularly as a special topics course. Due to high course enrollment, regularization as a permanent course is requested.
 - viii. Modify course: WMST 337, Women and Global Politics
 1. Updated catalogue description, added goals and evaluation methods, removed prerequisite as relevant information is reviewed in the course.
 - ix. Modify course: WMST 371, Women and Politics in the US
 1. Updated catalogue description, added goals and evaluation methods, removed prerequisite as relevant information is reviewed in the course.
 - x. New course: WMST 509, Masculinities
 1. Offered regularly as a special topics course. Regularization as a permanent course is requested.

- xi. New course: WMST 555, Queer Theory
 - 1. New course to meet student demand. A recent hire will teach the course.

Interdisciplinary courses were approved.

d. Department of Mathematics

- i. Modify course: MATH 314, History of Mathematics
 - 1. Changed course number, title and prerequisites, decreased number of credit hours, updated catalogue description to reflect the changes. Course had not been offered in over 20 years; the faculty wanted to pilot a 1-hour version of the course before deciding to include the modified course in rotation. Want to keep the number, thus the desire to change this course and not add an X course.

e. Department of Mass Communication

- i. Modify course: IMCO 341, Advertising Principles
 - 1. Changed designator, added goals, updated evaluation methods. Changing designators from MCOM to IMCO provides visual clarity for course sequencing.
- ii. Modify course: IMCO 349, Advertising Copy and Layout
 - 1. Changed designator, updated goals, and prerequisites to reflect designator change. Changing MCOM to IMCO provides visual clarity for course sequencing.
- iii. Modify course: IMCO 370, Public Relations Principles
 - 1. Changed designator, updated catalogue description, added goals and evaluation methods. Changing MCOM to IMCO provides visual clarity for course sequencing.
- iv. Modify course: IMCO 471, Public Relations Writing and Production
 - 1. Changed designator, updated catalogue description and goals. Changing MCOM to IMCO provides visual clarity for course sequencing.
- v. Modify course: IMCO 475, Senior Seminar in Integrated Marketing Communication
 - 1. Decreased lecture hours and added lab hours to provide students with project-based learning opportunities. Updated prerequisites to reflect designator change.
- vi. Modify course: MCOM 226, Multimedia Storytelling and Production
 - 1. Updated catalogue description, goals, and methods in evaluation to reflect the changing media landscape.
- vii. Modify course: MCOM 241, Media Writing
 - 1. Updated catalogue description, goals, and methods in evaluation to reflect a stronger emphasis on digital components.
- viii. Modify course: MCOM 311, Digital Culture and Society
 - 1. Updated title and catalogue description to reflect the emphasis placed on web and digital production. Changed prerequisites to allow students earning C-s to take the course.
- ix. Modify course: MCOM 346, Digital Video Production

1. Updated title and catalogue description to reflect the emphasis placed on web and digital production. Changed prerequisites to allow students earning C-s to take the course.
- x. Modify course: MCOM 441, Multimedia Reporting of Public Issues
 1. Updated catalogue description and teaching method to reflect the emphasis placed on digital platforms. Reduced lecture hours and added lab hours to provide more hands-on work similar to other Mass Communication courses.

Courses were not duplicated and crossed listed. It needs to be noted in program changes that IMCO courses count as MCOM electives. An adjunct will teach some of the proposed courses.

f. Depart of Human Nutrition

- i. Modify course: NUTR 329, Nutrition, Wellness and Human Performance
 1. Changed the title to more accurately reflect content. Only offered in Spring.

g. Department of Political Science

- i. Modify course: PLSC 305, The National Executive
- ii. Modify course: PLSC 306, Congress
- iii. Modify course: PLSC 307, American Parties and Practical Politics
- iv. Modify course: PLSC 308, Campaign and Elections
- v. Modify course: PLSC 310, The Judiciary
- vi. Modify course: PLSC 311, Constitutional Law: Federalism & Institutions
 1. Title needs to be consistent
- vii. Modify course: PLSC 312, Con Law: Civil Rights and Civil Liberties
 1. PLSC 305-312 removed prerequisites as needed information will be reviewed in the course.
- viii. Modify course: PLSC 313, Public Opinion and Political Participation
 1. Added goals and methods of examination. Removed prerequisites as needed information will be reviewed in the course.
- ix. Modify course: PLSC 314, Media and Politics
 1. Updated catalogue description, added goals and methods of examination. Removed prerequisites as needed information will be reviewed in the course.
- x. New course: PLSC 315, South Carolina Politics
 1. PLSC 315 has been offered as a special interest class multiple times. Faculty would like the course to be a permanent offering. Course covers South Carolina's systems of government and politics from historical, contemporary, and public policy perspectives.
- xi. New course: PLSC 316, LGBTQ Politics & Policy

New course to meet student demand. A recent hire will teach the course.
- xii. Modify course: PLSC 317, African American Politics and Policy
 1. Removed prerequisites as needed information will be reviewed in the course.
- xiii. Modify course: PLSC 319, Race and Ethnic Politics in the United States

1. Removed prerequisites as needed information will be reviewed in the course.
- xiv. New course: PLSC 320, US Immigration Politics & Policy
 1. New course to meet student demand. A recent hire will teach the course.
- xv. Modify course: PLSC 321, Public Policy and Policy Analysis
 1. New course to meet student demand. A recent hire will teach the course.
- xvi. Modify course: PLSC 332, Asian Politics
 1. Changed title to reflect trends similar courses at peer institutions, added methods of evaluation, removed prerequisites as needed information will be reviewed in the course.
- xvii. Modify course: PLSC 335, Latin American Politics
 1. Changed title to reflect trends similar courses at peer institutions, added goals and methods of evaluation, removed prerequisites as needed information will be reviewed in the course.
- xviii. Modify course: PLSC 336, Russian Politics
 1. Changed title, updated goals and catalogue description, added methods of evaluation, and removed prerequisites as needed information will be reviewed in the course.
- xix. Modify course: PLSC 337, Women and Global Politics
 1. Added goals, updated catalogue description, added methods of evaluation, and removed prerequisites as needed information will be reviewed in the course.
- xx. Modify course: PLSC 338, African Politics
 1. Changed title, updated catalogue description, added methods of evaluation, and removed prerequisites as needed information will be reviewed in the course.
- xxi. Modify course: PLSC 345, European Politics
 1. Added goals, updated catalogue description, added methods of evaluation, and removed prerequisites as needed information will be reviewed in the course.
- xxii. Modify course: PLSC 351, Ancient and Medieval Political Thought
 1. Added goals and methods of evaluation and removed prerequisites as needed information will be reviewed in the course.
- xxiii. Modify course: PLSC 352, Modern and Contemporary Political Thought
 1. Added goals and methods of evaluation and removed prerequisites as needed information will be reviewed in the course.
- xxiv. Modify course: PLSC 355, Political Ideologies
 1. Added goals and methods of evaluation and removed prerequisites as needed information will be reviewed in the course.
- xxv. Modify course: PLSC 356, American Political Thought
 1. Added goals and methods of evaluation and removed prerequisites as needed information will be reviewed in the course.
- xxvi. New course: PLSC 366, Religion and Politics in America
 1. A similar course is taught at the graduate level. Course description needs to change to reflect general definition of Christianity. Undergraduates requested an undergraduate version.

- xxvii. Modify course: PLSC 371, Women and Politics in the US
 - 1. Updated catalogue description, added goals and methods of evaluation and removed prerequisites as needed information will be reviewed in the course.
- xxviii. New course: PLSC 475, Field Research & Experiential Learning in Kenya
 - 1. Department wants to increase study abroad opportunities. Piloted this course in Summer 2018 and taught it as a course in Spring 2019. They would like to make it a permanent offering.
- xxix. New course: PLSC 513, Campaign Management and Political Communication
 - 1. Department piloted the course and due to positive feedback would like to make it a regular offering. Course aims to teach practical skills.
- xxx. Modify course: PLSC 518, Politics of the American South
 - 1. Added goals and methods of evaluation and removed prerequisites as needed information will be reviewed in the course.
- xxxi. New course: PLSC 530, Identity, Ethnicity, & Nationalism
 - 1. New course to meet student demand. A recent hire will teach the course.
- xxxii. New course: PLSC 550, Social Science Data Analysis
 - 1. This course aims to increase the number of quantitative course offerings. This course was piloted, and the faculty would like to make it a permanent offering.
- xxxiii. New course: PLSC 555, Queer Theory
 - 1. New course to meet student demand. A recent hire will teach the course.

Prerequisite changes were approved.
New courses were approved.

- h. Department of Philosophy and Religious Studies
 - i. New course: RELG 366, Religion and Politics in America
 - 1. A similar course is taught at the graduate level. Undergraduates requested an undergraduate version.

New courses were approved.

2. Program change proposals

- a. Department of History
 - i. Modify program: Minor-HIST
 - 1. Gives students greater latitude in the courses they can take, especially in advanced electives.
- b. Department of Interdisciplinary Studies
 - i. Modify program: Minor-LGST
 - 1. Reflects changes made in other programs. Provides students with more electives.
- c. Department of Mass Communications
 - i. Modify program: BA-MCOM

1. Replaces CSCI 101 course and CSCI labs with MCOM 230. Adds digital analytics and social media as foundational skills. MCOM 230 is include in the Technology Requirement for General Education. Adds a new interest in Digital Sports Production.
- ii. Modify program: BS-IMCO
 1. More emphasis on digital communication, analytics and technology-related education helps to prepare students for the job-market.
- d. Department of Human Nutrition/Dietetics
 - i. Modify program: BS-NUTR-DIET
 1. Students may take an accelerated MS program to save time and money.
 - ii. Modify program: BS-NUTR-CDPV
 1. The nutritional metabolism content in NUTR 520 was moved to NUTR 329. A new course, NUTR 471, was added allowing students to take the Certified Dietary Manager exam.
- e. Department of Political Science
 - i. Modify program: BA-PLSC
 1. Requires students to take a course in Comparative Politics AND International Relations as opposed to one course for both combined fields hoping to increase the global knowledge of students.
- f. Department of Interdisciplinary Studies
 - i. Modify program: Minor-SSCI
 1. Adds courses covering social science methodology to list of electives.

3. Blanket Petitions

- a. Department of English – English Education (CSST)
 - i. Change the number of hours of “Electives in English, English Education, and Writing” in the English Education (CSST) Degree from 12 to 6. This will reduce the overall required hours for the English Education Program (English Major plus Professional Education Sequence) from 76 to 70. Changes for past catalogue, a program change is forthcoming.
- b. Department of English – Minor in Writing
 - i. Allow all students minoring in Writing in all catalogs to include WRIT 311 and 503 in the core listing of the minor; allow students minoring in Writing in all catalogs to include WRIT 503 in the Creative Emphasis; allow students minoring in Writing in all catalogs to include WRIT 311, 431, 432, and 433, and VCOM 462 in the Professional Emphasis string of the minor.
- c. Department of World Languages and Cultures – B.A. in Modern Languages (SPAN and SPAN Teaching)

- i. We request that SPAN 372 (Latin American Writers) be allowed to satisfy the degree requirement “Survey of Hispanic or Spanish Pen Literature.” SPAN 372 was created last semester as part of our on-going efforts to diversity course offering and boost enrollment in the program. The course is now featured in the catalog and has been approved for General Education credit. It will be offered on a regular rotation and will soon be added to the menu of courses that satisfy the degree requirement listed above. This petition will affect students pursuing the B.A. in Modern Languages with a concentration in Spanish or Spanish for Teaching.

All blanket petitions were approved.

4. Student Petitions

- a. There were no student petitions for review.

Appendix 3

Diversity and Inclusion Committee – Bylaws and CAS Bylaws Revisions

THE COLLEGE OF ARTS AND SCIENCES DIVERSITY AND INCLUSION COMMITTEE Mission

To promote a diverse¹ and inclusive faculty and staff in the College of Arts and Sciences during various stages of the search process as these fall under the purview of departmental search committees.

To educate and inform search committee chairs and personnel as to college, institutional, and national faculty profiles.

To educate and inform search committee chairs and personnel as to the realities of implicit bias; to advise chairs and personnel as to best practices for combating implicit biases in search procedures; to call search committee attention to possible instances of implicit bias during search proceedings, as needed.

To advocate on behalf of under-represented groups for their fair consideration at all stages of the search process, including placement in search short-lists, conversation lists, interview lists, on-campus visits, and the like.

To promote diversity and inclusion² in the College of Arts and Sciences by supporting department and program efforts to retain diverse faculty and staff.

Charge

- • Identify and implement activities and/or strategies in order to increase diversity and inclusion in college faculty and staff
- • Identify/implement/recommend activities and/or strategies to improve retention of underrepresented groups among college faculty and staff
- • Work with departments to support their efforts to increase diversity in faculty hires, such as meeting with departments to share potential strategies
- • Advocate for resources to support departments' efforts to increase diversity and inclusion in hiring and retention of faculty and staff
- • Form subcommittees as deemed appropriate
- • Reporting: Compile, summarize, and report annual CAS diversity data to the CAS

Faculty Assembly. Share department-level diversity data with department chairs. Provide consultation with departments as requested.

¹“Diversity” is used here as it was defined by the Winthrop University Strategic Planning Group on Diversity: *For our purposes, diversity includes race, ethnicity, gender, gender identity and expression, sexual orientation, and religion; ... we urge university leaders to also consider factors such as international status, age, and disability when hiring instructors and professional staff.*” Final Report downloaded 2/21/19 from www.winthrop.edu/uploadedFiles/president/DiversityRep-2016.pdf (page 2). ²“Inclusion” is defined here as it was defined by the US Office of Personnel Management, Office of Diversity and Inclusion: *We define inclusion as a culture that connects each employee to the organization; encourages collaboration, flexibility, and fairness; and leverages diversity throughout the organization so that all individuals are able to participate and contribute to their full potential.* Strategic

Composition/Membership

Department Chairs are encouraged to appoint at least one and no more than three representatives for up to two consecutive three-year terms. Members serve at the Department Chair's discretion. Appointments will be staggered to ensure continuity. The undergraduate student representative is a voting member and is elected to a one-year non-renewable term by the Council of Student Leaders. The graduate student representative is selected by the CAS Dean from Department Chair nominations, is a voting member, and will serve a one-year term. The CAS Associate Dean for Assessment and Graduate Programs and University Chief Diversity Officer are ex-officio, non-voting members. The committee will promote the diversity and inclusion of its membership and act accordingly.

Officers

The committee elects officers from among its members; the Chair(s) serve(s) a one-year term and the Secretary for a one-year term. Officers may serve consecutive terms.

Procedures

The committee will meet at least once a semester. As necessary, interim meetings may be called by the Chair(s) or at the request of three or more committee members. The Chair(s) distribute(s) the agenda one week before the meeting date and executes the agenda during the meeting. The Secretary will take minutes of the meeting and distribute those minutes prior to the next meeting. The Chair(s) will report the Committee's activities annually at CAS Faculty Assembly.

**BYLAWS
OF THE FACULTY ASSEMBLY
OF THE COLLEGE OF ARTS AND SCIENCES**

**Article I
NAME**

The name of this organization shall be the Faculty Assembly of the College of Arts and Sciences.¹

**Article II
RESPONSIBILITIES**

- Section 1. The Faculty Assembly shall be responsible for: (1) its own organization and procedure as provided in these bylaws; (2) the academic programs, policies, and regulations of the College of Arts and Sciences within limitations prescribed by the Faculty Conference of Winthrop University; (3) such additional matters as shall be referred to it by the Faculty Conference of Winthrop University or by the appropriate administrative officers of Winthrop University.²
- Section 2. The Faculty Assembly shall create and instruct subordinate committees, standing and select, and shall periodically review their major decisions.
- Section 3. The Faculty Assembly shall be the principal legislative body of the College of Arts and Sciences faculty. The minutes of its meetings shall be filed with the Secretary of the Faculty Conference and with the Rules Committee of the Faculty Conference and its actions may be reviewed by the Faculty Conference or its subordinate bodies according to procedures and regulations determined by it in accordance with the Bylaws of the Faculty Conference of Winthrop University.
- Section 4. The Chair and Secretary of the Faculty Assembly shall work with the Dean's office to maintain a permanent Web Page and archive that contain the following: (a) the current By-Laws of the Faculty Assembly; (b) lists of the current Faculty Assembly officers, the membership of all Faculty Assembly standing committees, and such other committees as the Faculty Assembly shall establish; (c) agendas and minutes of meetings of Faculty Assembly, its standing committees, and such other committees as the Faculty Assembly shall establish, excluding minutes of committees meeting in executive session; (d) results of the most recent elections of officers of Faculty Assembly and members of its standing committees; and (e) summaries of Dean's Council meetings, excluding confidential information.
- Faculty Assembly information will be disseminated as follows: (a) By mid-August each year the Secretary will e-mail all members of the Faculty Assembly copies of the current Faculty Assembly By-Laws, lists of current Faculty Assembly officers, and members of standing committees; (b) At least one week prior to a Faculty Assembly meeting, the Secretary will work with the Dean's office to e-mail the agenda to all members of the Faculty Assembly; (c) Within one week following approval of Faculty Assembly minutes, the Secretary will e-mail approved minutes to all members and post the information to the Web Page; (d) Within one

¹ Hereafter, the phrase Faculty Assembly refers to the Faculty Assembly of the College of Arts and Sciences.

² President, Vice President for Academic Affairs and Dean of the Faculty, and Dean of the College of Arts and Sciences.

week following Faculty Assembly elections the Secretary will e-mail the results to all members and post the information to the Web Page; (e) Within one week of availability, the Secretary will work with the Dean's office to e-mail summaries of Dean's Council meetings, excluding confidential information, to the members of Faculty Assembly. (Amended 10/19/12)

Article III MEMBERSHIP

Every member of the Faculty Conference who is assigned to the College of Arts and Sciences shall be a member of the Faculty Assembly. In addition, adjunct faculty who are assigned to departments in the College of Arts and Sciences shall be members of the Faculty Assembly (except for the purpose of determining a quorum). If the eligibility of a person for membership is questioned, the Faculty Assembly shall be the judge of the qualifications for that person for membership in the Faculty Assembly. (Amended 3/23/12)

Article IV OFFICERS

- Section 1. The presiding officer of the Faculty Assembly shall be titled Chair of the Faculty Assembly. The Chair shall be a tenured, full-time faculty member of the College of Arts and Sciences. No department chair or other administrative officer shall be eligible to chair the Faculty Assembly.
- Section 2. The Chair shall be elected for a one year term during the Spring semester preceding the academic year of his or her service.
- Section 3. The Chair of the Curriculum Committee shall preside when the elected Chair is absent or chooses not to participate. If the Chair of the Curriculum Committee cannot serve, the Chair of the Faculty Assembly shall designate another faculty member to preside.
- Section 4. The Secretary of the Faculty Assembly shall be appointed by the Chair of the Faculty Assembly.
- Section 5. The Parliamentarian of the Faculty Assembly shall be appointed by the Chair of the Faculty Assembly.
(Amended 10/4/94)

Article V MEETINGS

- Section 1. The Faculty Assembly shall prescribe for itself a suitable schedule of regular meetings. The Assembly may delegate to the Chair the responsibility for this scheduling.
- Section 2. At least one meeting of the Faculty Assembly shall be held each semester. Special meetings may be called by the Chair of the Faculty Assembly, by the Dean of the College of Arts and Sciences, or by ten percent of the members of the Faculty Assembly.
- Section 3. The agenda of scheduled meeting shall be prepared by the office of the Dean in consultation with the Chair of the Faculty Assembly, Agendas of special meetings shall be prepared by the official or group of faculty calling for the meeting. (Amended 1/23/97 and 3/23/12)
- Section 4. A quorum shall consist of 35 percent of the membership of the Faculty Assembly.

- A. The number required for a quorum shall be determined at the beginning of each semester and shall be printed in the agenda of each meeting of the Faculty Assembly.
- B. At the beginning of each meeting of the Faculty Assembly the chair shall determine if a quorum is present. If a quorum is not present, the Assembly shall be able to conduct business subject to the following conditions:
 - 1. Seventy-five percent of the faculty in attendance shall vote that business be conducted.
 - 2. Final action on all substantive proposals (as distinguished from amendments and procedural actions) shall require the approval of two-thirds of those present and voting.
 - 3. If at any time during the meeting, attendance falls below 20 percent of the membership of the Faculty Assembly, debate may continue but the only motion in order shall be a motion to adjourn.
- C. The agenda shall be distributed so as to be in the hands of faculty no less than one calendar week in advance of the meeting of Faculty Assembly.
(Amended 1/28/92)

Section 5. Nothing in these bylaws shall be construed as denying the Dean the right to place items on the agenda of any scheduled meeting, to present reports to the faculty at any scheduled meeting or special meeting called by the Dean, or to be recognized on the same basis as any member of the Faculty Assembly to discuss matters brought before the Assembly at any scheduled or special meeting.
(Amended 10/4/94)

Section 6. Curriculum action requiring a vote from the CAS Faculty Assembly may be placed in extraordinary circumstances on an electronic voting forum. This action may be taken only with the full agreement of the chair of CAS Faculty Assembly, the CAS Curriculum Committee, and the majority of the CAS Nominating and Rules Committee; these last-named committees may themselves vote this permission electronically. Curriculum placed on the electronic forum may be voted on electronically if no recommendation for further discussion is registered within 7 days of initial posting to the online forum. Any recommendation for further discussion would cause the curriculum item to be placed on the agenda of the next CAS Faculty Assembly meeting where the matter would be discussed and voted on by members. Actions involving graduate courses or programs may undergo the same process with the Graduate Faculty Committee, but the permission of the Chair of the Graduate Faculty Committee will also be required. (Amended 09/02/16)

Guidelines for Electronic Voting An item may be placed on the electronic forum for a vote after it has received approval from the necessary parties. An email notification will be sent to all CAS Faculty Assembly members with a link to the online forum and summary of information regarding the curriculum item requiring a vote.

- 1. Voting members will have 7 days to review the curriculum item and supporting documentation.
- 2. During the 7-day period, any member may post a clarification question. Clarification questions posted to the forum will be answered by a designated person associated with the curriculum item.
- 3. Any CAS Faculty Assembly member may vote to open the item for further discussion if they have more extensive questions or concerns. This action would remove the curriculum item

from the electronic forum and place it on the agenda of the next scheduled CAS Faculty Assembly.

4. After 7 days, the CAS Faculty Assembly chair will open a motion to approve. At this time, members may vote freely on the curriculum item.
5. Electronic voting options are yes/no/abstention. Members will have 7 days to vote on the motion. At least 15 percent of the Faculty Assembly (or, in appropriate circumstances, Graduate Faculty Committee) membership must actively participate for the vote to be considered valid; otherwise the item will be placed on the agenda for the next scheduled CAS Faculty Assembly.
6. The CAS Faculty Assembly secretary shall announce the results and declare the thread of “motions” closed. The secretary shall compile and maintain the complete thread of the motion.
7. The chair of CAS Faculty Assembly will have final discretion in deciding whether a vote will be held electronically or whether the issue should be scheduled for the next CAS Faculty Assembly meeting. (Amended 09/02/16)

Article VI-A CURRICULUM COMMITTEE

Section 1. The Curriculum Committee of the College of Arts and Sciences shall be responsible to the Faculty Assembly and to the Graduate Committee of the College of Arts and Sciences for appropriate reports and recommendations concerning academic programs policies, regulations, instruction and curricula within the College of Arts and Sciences. (Amended 10/19/12)

Section 2. The Curriculum Committee shall consist of a maximum of eight members including seven members of the Faculty Assembly, not to include adjunct faculty, elected for two-year terms by the Faculty Assembly. The terms of the faculty members shall be staggered. No more than one member of a department may serve as a voting member on the Curriculum Committee in any given year. A voting member may not serve in succession more than two complete consecutive terms. If a member ceases to serve, a successor shall be elected for the unexpired term only. Department chairs are ineligible for membership on the Committee. The Committee will seek nominations from department chairs for a student member and an alternate. The recommendations will be forwarded to the Dean of Arts and Sciences. The student member and alternate majoring in the College of Arts and Sciences shall be appointed by the Dean as voting members for one-year terms. The Committee shall elect its own Chair and a Secretary from among its faculty members. The Dean of the College of Arts and Sciences or a designated representative shall sit as a non-voting member. The faculty member elected by the Faculty Assembly to serve on the Committee on University Curriculum shall sit as a non-voting member. (Amended 11/21/83, 8/16/12, and 10/19/12)

Section 3. The committee shall create such sub-committees as it deems appropriate.

Section 4. The Curriculum Committee shall serve as a petitions committee to consider requests from students for exceptions to academic regulations and program requirements of the College of Arts and Sciences and its departments. (Amended 8/15/79). While the Committee may seek the advice of the student member on student petitions, only the faculty members shall sit as voting members while acting on petitions. (Amended 11/21/83)

Article VI-B
PERSONNEL ADVISORY COMMITTEE

- Section 1. The Personnel Advisory Committee of the College of Arts and Sciences shall be responsible to the Dean of the College of Arts and Sciences for recommendations concerning promotions in faculty rank and the awarding of tenure to faculty members assigned to the College of Arts and Sciences and other matters referred to it by the Dean of the College of Arts and Sciences. (Amended 8/16/12)
- Section 2. The Personnel Advisory Committee shall consist of five tenured members of the faculty assembly serving two-year terms, three to be elected in odd years, and two to be elected in even years. Elections will be held in late Spring (March-April) of each academic year for service to begin the following academic year. Members will be elected by the College of Arts and Sciences Faculty Assembly from a list of nominees, consisting of two nominations per position, submitted by the Dean of the College of Arts and Sciences. Additional nominations may be made from the floor of the Assembly. Each member shall serve a two-year term and is eligible for re-nomination and reelection, but may not be considered for promotion while serving. The committee shall choose its chair from among its members. The Dean of the College of Arts and Sciences may participate without vote in the deliberations of the committee. However, the committee reserves the right to exclude the Dean from all or part of any of its meetings if a majority of the committee agrees that this is justified. The committee, in its deliberations, shall be receptive to any source of information relevant to a candidate's qualifications for promotion and/or tenure that is submitted by the candidate or participants in the official review process. The committee's recommendations concerning promotion in academic rank and/or granting of tenure to these candidates will be submitted in writing to the Dean of the College of Arts and Sciences. If there is a dissenting opinion to the overall committee's recommendation, a separate report describing the said dissensions must also be submitted in writing to the Dean. The committee will normally meet in executive session; all business and committee's recommendations shall be considered privileged information and revealed only in accordance with established college procedures for appeal. (Amended 1/28/92 and 8/16/12)

Article VI-C
NOMINATING AND RULES COMMITTEE

- Section 1. The Nominating and Rules Committee shall be responsible for presenting to the Faculty Assembly no less than two nominations for each vacancy to offices filled by election by the Faculty Assembly, except as otherwise specified. It shall also be responsible for making recommendations to the Faculty Assembly concerning the conduct of elections.
- Section 2. The Nominating and Rules Committee will recommend to the Faculty Assembly appropriate changes in the bylaws. (Amended 3/23/12)
- Section 3. The Nominating and Rules Committee shall consist of three members of the Faculty Assembly, not to include adjunct faculty. One member shall be the faculty member elected by the Faculty Assembly as the Arts and Sciences representative to the Committee on Faculty Personnel of the Faculty Conference. Two additional members shall be elected for three year terms by the Faculty Assembly. Terms of all members shall be staggered. If a

member ceases to serve, a successor shall be elected for the unexpired term only. The committee shall elect a Chair from among its own members. (Amended 1/23/97 and 8/16/12)

Section 4. Custody and counting of ballots shall be the responsibility of the Secretary of Faculty Assembly, who will tally the votes with the assistance of a faculty monitor designated by the Nominating and Rules Committee. The faculty monitor may not be a candidate in that election. (Amended 3/23/12)

Article VI-D STUDENT RESEARCH COMMITTEE

- Section 1. The mission of the College of Arts and Sciences Student Research Committee is to foster faculty-student relationships in scholarly and creative works that have a positive impact on students' academic experiences through the development of skills such as critical thinking, ethical decision making, and professional communication. This mission encourages students and faculty mentors to collaborate in the design and implementation of projects and the dissemination of results. These results are achieved through a student-centered learning environment that encourages discipline-specific and interdisciplinary research, scholarship, and creative activities.
- Section 2: The committee's goals are as follows: provide resources to develop and sustain high-quality faculty mentors, work with administration to develop and sustain resources to support student research, sustain a marketing plan aimed to make the student body aware of research opportunities within and across all disciplines, and support the College's and the University's efforts to encourage and enable dissemination of scholarly and creative works.
- Section 3: The Student Research Committee includes representatives from every department in the College of Arts and Sciences plus one student member who is majoring in one of the College's departments. Department chairs appoint one or two persons for renewable 3-year terms: members serve at the chairs' discretion. Appointment to the committee is staggered to ensure continuity. The student representative is a voting member and is elected to a one-year non-renewable term by the Council of Student Leaders; the Associate Dean of the College of Arts and Sciences is a non-voting member.
- Section 4: The Student Research Committee elects officers from among its membership: a chair for a one- or two-year term and a secretary for a term of at least one year. Officers may serve consecutive terms.
- Section 5: The chair distributes the agenda a week ahead of time by email. The chair may not vote on motions except in the case of a tie. The chair will report the committee's activities for the year to the Faculty Assembly, and the secretary will file the year's minutes with the Dean's Office. The chair will serve on the University's Undergraduate Research Advisory Committee. The Student Research Committee may create subcommittees as deemed appropriate. (Amended 10/21/16)

Article VI-E DIVERSITY AND INCLUSION COMMITTEE

Section 1. The mission of the College of Arts and Sciences Diversity and Inclusion Committee is to promote a diverse³ and inclusive faculty and staff in the College of Arts and Sciences during various stages of the search process as these fall under the purview of departmental search committees, educate and inform search committee chairs and personnel as to college, institutional, and national faculty profiles, educate and inform search committee chairs and personnel as to the realities of implicit bias, advise chairs and personnel as to best practices for combating implicit biases in search procedures, call search committee attention to possible instances of implicit bias during search proceedings, as needed, advocate on behalf of under-represented groups for their fair consideration at all stages of the search process, including placement in search short-lists, conversation lists, interview lists, on-campus visits, and the like, and to promote diversity and inclusion⁴ in the College of Arts and Sciences by supporting department and program efforts to retain diverse faculty and staff.

Section 2: The committee charge is as follows: identify and implement activities and/or strategies in order to increase diversity and inclusion in college faculty and staff, identify/implement/recommend activities and/or strategies to improve retention of underrepresented groups among college faculty and staff, work with departments to support their efforts to increase diversity in faculty hires, such as meeting with departments to share potential strategies, advocate for resources to support departments' efforts to increase diversity and inclusion in hiring and retention of faculty and staff, form subcommittees as deemed appropriate, compile, summarize, and report annual CAS diversity data to the CAS Faculty Assembly, share department-level diversity data with department chairs, and provide consultation with departments as requested.

Section 3: Department Chairs are encouraged to appoint at least one and no more than three representatives for up to two consecutive three-year terms. Members serve at the Department Chair's discretion. Appointments will be staggered to ensure continuity. The undergraduate student representative is a voting member and is elected to a one-year non-renewable term by the Council of Student Leaders. The graduate student representative is selected by the CAS Dean from Department Chair nominations, is a voting member, and will serve a one-year term. The CAS Associate Dean for Assessment and Graduate Programs and University Chief Diversity Officer are ex-officio, non-voting members. The committee will promote the diversity and inclusion of its membership and act accordingly.

³ "Diversity" is used here as it was defined by the Winthrop University Strategic Planning Group on Diversity: *For our purposes, diversity includes race, ethnicity, gender, gender identity and expression, sexual orientation, and religion; ... we urge university leaders to also consider factors such as international status, age, and disability when hiring instructors and professional staff.* Final Report downloaded 2/21/19 from www.winthrop.edu/uploadedFiles/president/DiversityRep-2016.pdf (page 2).

⁴ "Inclusion" is defined here as it was defined by the US Office of Personnel Management, Office of Diversity and Inclusion: *We define inclusion as a culture that connects each employee to the organization; encourages collaboration, flexibility, and fairness; and leverages diversity throughout the organization so that all individuals are able to participate and contribute to their full potential.* Strategic Plan downloaded 9/13/19 from <https://www.opm.gov/policy-data-oversight/diversity-and-inclusion/reports/governmentwidedistrategicplan.pdf> (page 5).

Section 4: The committee elects officers from among its members, the Chair(s) serve(s) a one- year term and the Secretary for a one-year term. Officers may serve consecutive terms.

Section 5: The committee will meet at least once a semester. As necessary, interim meetings may be called by the Chair(s) or at the request of three or more committee members. The Chair(s) distribute(s) the agenda one week before the meeting date and executes the agenda during the meeting. The Secretary will take minutes of the meeting and distribute those minutes prior to the next meeting. The Chair(s) will report the Committee's activities annually at CAS Faculty Assembly.

Article VI-F CONSTITUENT COMMITTEES

The members of the Faculty Assembly who are appointed to each Department or Program within the College shall be members of a Faculty Committee of that Department or Program. Each Department or program shall have the authority to create its own organization and rules consistent with these by-laws. Eligibility for service on any committee of Faculty Assembly or the Graduate Faculty Committee must meet all requirements stated in the relevant bylaws. (Amended 10/19/12)

Article VI-G GRADUATE FACULTY COMMITTEE

Section 1. The Graduate Faculty Committee of the College of Arts and Sciences is a constituent committee of the Winthrop University Graduate Faculty Assembly. The members of the College of Arts and Sciences Faculty Assembly who are members of the Winthrop University Graduate Faculty Assembly shall be members of the Graduate Faculty Committee of the College of Arts and Sciences. (Amended 10/19/12)

Section 2. The presiding officer of the Graduate Faculty Committee shall be titled Chair of the Graduate Faculty Committee. The Chair shall be a tenured, full-time faculty member of the College of Arts and Sciences who is a member of the graduate faculty. No department chair or administrative officer shall be eligible to chair the Graduate Faculty Committee.

Section 3. The Chair shall be elected for a one year term during the Spring semester preceding the academic year of his or her service.

Section 4. If the Chair of the Arts and Sciences Graduate Committee is absent or chooses not to participate, the Chair of the Curriculum Committee shall preside. If the Chair of the Curriculum Committee cannot serve, the Chair of the Graduate Faculty Committee shall designate another faculty member to preside. (Amended 10/19/12)

Section 5. The Chair shall appoint a Secretary and Parliamentarian.

Section 6. The Committee shall meet at the call of its Chair or any ten percent of its members.

Section 7. It shall consider matters brought before it by its own members, the Curriculum Committee of the College of Arts and Sciences, the Constituent Committees of the College of Arts and Sciences, the Winthrop University Graduate Faculty Assembly and its subordinate councils and committees, or the appropriate administrative officers of Winthrop University.³

Section 8. It shall submit appropriate reports and recommendations to the Winthrop University Graduate Faculty Assembly in accordance with the rules and procedures established by the Winthrop University Graduate Faculty Assembly. (Amended 1/23/97)

³ President, Vice President for Academic Affairs and Dean of the Faculty, Dean of the College of Arts and Sciences, and Dean of the Graduate School. (Amended 10/19/12)

Article VI-H OTHER COMMITTEES

Each committee of the Faculty Assembly, standing or select, unless otherwise provided, shall elect its own chairman and secretary; shall meet at the call of the chairman or one-third of its members; and shall report on its activities at least once each academic year to the Faculty Assembly. All committee actions, except for the recommendation of the Personnel Advisory Committee, may be modified or reversed by the Faculty Assembly. All committee members, except those of the Personnel Advisory Committee and select committees designated by the Faculty Assembly as closed, shall be open to all members of the Faculty Assembly unless the committee specifically votes to meet in executive session. From time to time the Faculty Assembly, in consultation with the student government, shall determine rules concerning student representation on committees of the Faculty Assembly.

Article VII PARLIAMENTARY AUTHORITY

The rules contained in the most recent edition of Robert's Rules of Order shall govern the Faculty Assembly and all committees or other entities created under the authority of these bylaws, in all cases to which they are applicable and in which they are not inconsistent with the relevant bylaws or special rules of order. All continuing special rules of order shall be made available to all faculty members of the Faculty Assembly.

Article VIII AMENDMENTS

These bylaws can be amended at any regular meeting of the Faculty Assembly of the College of Arts and Sciences by a two-thirds vote of the members voting, provided that the proposed amendment has been placed on the agenda by a vote of the Faculty Assembly at the previous meeting. Such an amendment shall become effective upon ratification by the Faculty Conference of Winthrop University.

Article IX RATIFICATION

Section 1. These bylaws shall be operative beginning August 15, 1975 provided that they are first passed by the Faculty Assembly and ratified by the Faculty Conference of Winthrop University.

Section 2. All programs, policies, and regulations previously operative in the area of responsibility of these bylaws shall be valid and operative until changed.

ORDER OF IMPLEMENTATION

The Faculty Assembly of the College of Arts and Sciences authorizes the following actions prior to August 15, 1975 to prepare for the implementation the Bylaws of the Faculty Assembly of the College of Arts and Sciences.

1. The first election for committees under the new bylaws shall be held at a meeting of the Faculty Assembly during April 1975.
2. The Faculty members of the Executive Advisory Committee to the Dean of the College of Arts and Sciences shall have the responsibility for resolving problems regarding implementation of the new bylaws and shall serve as the initial nominating committee.

Appendix 4 Enrollment Report

Enrollment by Student Level for CAS		Fall 2017		Fall 2018		Fall 2019 (unofficial 8/26)		Fall 2019 (unofficial 8/29)	
MAJOR	Student Level	Graduate	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate
Biology	Graduate	13	.	15	.	15	.	15	.
Biology	Undergraduate	.	441	.	414	.	411	.	412
Biology-Accelerated	Graduate	.	.	4	.	.	.	.	.
Chemistry	Undergraduate	.	113	.	112	.	111	.	109
English	Graduate	19	.	18	.	12	.	12	.
English	Undergraduate	.	163	.	146	.	136	.	136
History	Graduate	17	.	13	.	15	.	15	.
History	Undergraduate	.	82	.	72	.	59	.	59
Dietetics	Graduate	10	.	17	.	16	.	16	.
Human Nutrition	Graduate	47	.	40	.	37	.	37	.
Human Nutrition	Undergraduate	.	92	.	89	.	80	.	78
Environmental Sciences	Undergraduate	.	14	.	14	.	19	.	19
Environmental Studies	Undergraduate	.	21	.	17	.	17	.	18
Individualized Studies	Undergraduate	.	9	.	18	.	16	.	16
Liberal Arts	Graduate	15	.	11	.	10	.	10	.
Social Studies Education	Undergraduate	.	39	.	43	.	41	.	41
Integrated Marketing Comm	Undergraduate	.	74	.	70	.	55	.	54
Mass Communication	Undergraduate	.	162	.	128	.	114	.	116
Mathematics	Undergraduate	.	59	.	49	.	44	.	44
Philosophy and Religion	Undergraduate	.	22	.	24	.	16	.	16
Political Science	Undergraduate	.	101	.	93	.	91	.	91
Psychology	Undergraduate	.	296	.	291	.	311	.	309
Psychology Prof Dev Student	Graduate	14	.	36	.	.	.	.	.
School Psychology	Graduate	32	.	36	.	36	.	36	.
Social Work	Graduate	121	.	139	.	245	.	245	.
Social Work	Undergraduate	.	167	.	153	.	137	.	137
Sociology	Undergraduate	.	110	.	121	.	114	.	111
Modern Languages	Undergraduate	.	45	.	30	.	32	.	32
TOTAL	TOTAL	288	2010	329	1884	386	1804	386	1798