<p style="text-align:center">Minutes
College of Arts and Sciences
Faculty Assembly
October 18, 2013</p>

<p style="text-align:center">2:00 p.m.   Kinard Auditorium</p>

I. Approval of minutes of August 30, 2013

The meeting was called to order by Dr. Frank Pullano at 2:01 p.m. A quorum was present. The minutes of August 30, 2013 were approved.

II. Report from CAS Committees

1. Curriculum Committee

i. The following course change proposals were approved:

1. *Add new course*: ENGL 333 Global Narratives
2. *Add new course*: WRIT 367 Editing for Professionals
3. *Drop course*: ENGL 380 Literature of Science
4. *Add new course*: HIST 502 Historical and Cultural Study of Selected Social Movements in the United States Since the 1960s
5. *Modify course*: NUTR 421 Nutrition through the Life Span. "Students should be able to complete NUTR 421 without BIOL 308. BIOL 308 will remain a prerequisite for other 400-level courses taken by students to meet DPD requirements. This change is part of the department's assessment program."
6. *Add new course*: PEAC 502 Historical and Cultural Study of Selected Social Movements in the United States Since the 1960s
7. *Add new course*: GEOG 308 Introduction to Geospatial Technologies
8. *Modify course*: GEOG 101 Human Geography. Add course goals to catalog content: "1. Provide a systematic study of human geography and its sub-topics. 2. Teach the use of spatial concepts and landscape analysis to examine the human organization of space." Add summer to terms offered.
9. *Modify course*: GEOG 201 The Geography of World Regions. Add course goals to catalog content: "1. Distinguish the characteristics and key principles of human and physical geography for various world regions. 2. Appreciate that the diversity of cultural backgrounds and personal experiences influence the way people perceive places." Change terms offered to "periodically".
10. *Modify course*: GEOG 302 Economic Geography. Add course goals to catalog content: "1. Discuss and describe the major concepts in economic geography including location, space, scale, and uneven development. 2. Analyze the various sectors of the economy from a geographic perspective." Update prerequisites to "GEOG 101, sophomore status, or permission of instructor."
11. *Modify course*: GEOG 303 Geography of Africa. Add course goals to catalog content: "1. To develop a strong knowledge of the geographic organization of the African continent with a strong understanding of its major countries. 2. To gain an understanding of the environmental problems in the region and how these issues affect the people that live there. 3. To develop appreciations for its turbulent history in order to better understand its present situation." Update prerequisites to "GEOG 101, sophomore status, or permission of instructor."

12. *Modify course*: GEOG 305 Introduction to Geographic Information Systems. Add course goals to catalog content: "1. Students will become familiar with standard quantitative and qualitative methods, enabling them to accurately understand the meaning of information and how this information can be used to understand economic and social issues. 2. Students will develop cartography skills and will be able to create maps on their own. 3. Students will learn how to use ArcMap GIS software particularly for the purpose of qualitative and quantitative information analysis as well as for cartography." Update prerequisites to "GEOG 101, sophomore status, or permission of instructor."
13. *Modify course*: GEOG 306 Geography of Latin America and the Caribbean. Add course goals to catalog content: "1. Understand Latin America cultures, economies, politics and geography. 2. Understand the nature and role Latin American plays within the global environment. 3. To teach the use of spatial concepts and landscape analysis to examine the human organization of space within Latin America." Update prerequisites to "GEOG 101, sophomore status, or permission of instructor."
14. *Modify course*: GEOG 320 Remote Sensing of the Environment. Add course goals to catalog content: "1. Provide an introduction to geospatial technologies 2. Describe various types of satellite and airborne systems. 3. Describe how to extract information from imagery 4. Discuss various case studies of global environmental issues and how remotely sensed imagery is utilized." Update prerequisites to "GEOG 101, sophomore status, or permission of instructor."
15. *Modify course*: GEOG 500 Global Environment and Sustainable Development. Change title to "Global Sustainable Development", and change description to "This course discusses the topic of sustainability and takes a critical look at the issues associated with sustainable development at a global scale." Add course goals to catalog content: "1. Understand the emerging debate about reconciling ecological sustainability with poverty alleviation in the context of globalization and development. 2. Explain the development and current activities of human societies at world, national and local scales as it relates to environmental issues and sustainable development. 3. Develop a capacity to undertake a theoretically grounded analysis of environment and development issues using case-studies." Update prerequisites to "GEOG 101, sophomore status, or permission of instructor." Change terms offered to "periodically".

ii.   **The following program change proposals were approved:**
1. *Modify program*: BA in English/Writing. This proposal makes permanent the option of taking ENGL 291 to satisfy a requirement of the Writing Track. It entails no change in the overall hours for completing the program.
2. *Modify program*: BA in English/Licensure secondary school teacher. This proposal makes permanent the option of taking ENGL 291 to satisfy a requirement of the Writing Track. It entails no change in the overall hours for completing the program.
3. *Modify program*: BA in English/Literature and language. This proposal makes permanent the option of taking ENGL 291 to satisfy a requirement of the Writing Track. It entails no change in the overall hours for completing the program.
4. *Drop program*: BS in Science Communication. The faculty member associated with this track has left the university, and students are largely able to reproduce the content of the track without its formal existence.
5. *Modify program*: BS in Human Nutrition/Dietetics. Increase the GPA in major courses and the overall GPA so that graduates of program will be more competitive when they apply to dietetic internship programs, which generally require a minimum overall GPA of 2.8. ACCT 280 was removed as a requirement since it is no longer required by the 2012 ACEND accreditation standards. ACCT 280 and HCMT 200 were added to the

elective category, which was increased from 3 to 6 hours to provide students flexibility in additional course selection.

iii. There were no blanket petitions.

iv. Nine student petitions were reviewed, and eight were approved. One petition was returned to the department for further clarification and justification.

2. Appropriate Use of Technology Policy Committee
Dr. Sarah Spring brought up the Dean's request that the Committee look at the current Policy for Hand-held and Wireless Technology in the College of Arts and Sciences, which does not mention new technologies, such as e-books and e-readers. The Committee was asked to look ahead to future students' technology needs. Dr. Spring asked the Assembly to send their comments and suggestions to the Committee to be incorporated into their January 2014 meeting. There were no questions from the assembly.

3. **Undergraduate Research Committee on Scholarly Products (Appendix I)**
Dr. Robin Lammi presented a document that had been appended to the agenda and was also distributed to those present. The document described the different ways and models of Winthrop faculty's research engagement research with students. There were no questions or comments from those present.

III. Unfinished Business
Remaining Roles & Rewards statements (Appendix II). The following changes were reviewed and approved. Added text is italicized. Text to be deleted is struck through.

1. Addition of Rank Statements for Student Intellectual Development
The following descriptions by rank provide an illustration of how faculty expectations can change across time and rank at Winthrop:

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.

2.   **Clarification in Professional Stewardship**
(There was lively discussion regarding the proposed Clarification in Professional Stewardship, including questions, suggestions and commentary from several of those present pertaining to questions of both content and form.)

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 Professional Stewardship as the priority area for promotion. *Usually, these situations will have been discussed and documented by the candidate and his or her ~~supervisors~~ 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. ~~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/or the college dean.~~
Finally, regarding the "minority of cases" as outlined above in the Faculty Roles at Winthrop document, the College asserts that professional stewardship used as "the primary area for promotion" must be "exemplary" and supplement but not replace scholarly activity.

3.   **Addition of Rank Statements for Professional Stewardship**
The following descriptions by rank provide an illustration of how faculty expectations can change across time and rank at Winthrop.
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.

IV. New Business
There was no new business.

V. Announcements

Dr. Dwight Dimaculangan announced Big SURS will not be held this year, as the National Conference on Undergraduate Research (NCUR) will be on the east coast: University of Kentucky in Lexington, April 3-5, 2014. He informed that Winthrop will make an effort to send as many students and faculty as possible to this conference, and that the Dean is supportive and will help with transportation and other matters.

Dr Pullano thanked the College for complying with the requirement to enter mid-term grades (96%).

VI. Dean's Remarks

1. Pre- and Post-tenure review procedures

The Dean informed she would be discussing post-tenure review only, as this has not been discussed in a long time. She described the way the requirements have been interpreted at Winthrop. She suggested faculty should consult the review procedures and stressed that the way these have been interpreted by Winthrop gives primacy to teaching and classroom effectiveness. This is a major difference from other change of rank review processes. She also highlighted that dossiers for Post-tenure review are much lighter than for other reviews, and described in some detail the requirements for the dossier.

She pointed out that the new Roles and Rewards document changes the Post-tenure review significantly, particularly when it comes to the new provision of "post-tenure review with excellence." This will be fully operative next year and the discussion during this year will be on how "excellence" is going to be defined. Those undergoing this review this year are encouraged to do so under the old rules; this year already the Review Committee may decide to award the classification "with excellence." However, if that happens there will be no specific reward. The Dean also pointed out that there should be rigor when awarding "with excellence," if this is to be a meaningful form of recognition.

A discussion followed about the question of rewards for post-tenure review. Questions of salary compression were raised by several assembly members and the Dean mentioned the President's awareness of these problems.

The Dean then brought up formal aspects of the post-tenure review process, particularly regarding the Committee's versus the Chair's and Dean's input as far as "satisfactory" and "unsatisfactory" classifications are concerned.

VII. Adjournment 3:36 PM

Respectfully submitted,

Clara Paulino