Winthrop University Faculty Conference
April 23, 2010
3 pm Barnes Recital Hall

Agenda

I.	Approval of minutes of February 26, 2010 Faculty Conference	(*minutes attached*)
II.	Report from the Chair (read Academic Leadership Report here)	Marsha Bollinger
III.	Report from the Vice President for Academic Affairs	Thomas Moore
IV.	Special Report: Graduate Student Leadership Retreat	Arenette McNeil
V.	Committee Reports	
	Academic Council *(materials attached, pgs.8-9)*	Mark Hamilton
	Personnel Committee *(sample ballot attached, pgs.10-12)*	Marshall Jones
	Other committee reports *(materials attached, pgs. 13-33)* Faculty Concerns Undergraduate Petitions Academic Freedom and Tenure Library Budget Priorities Roles and Rewards Committee	
VI.	Unfinished business	
	Rules Committee *(materials attached pgs. 34-36)*	Greg Oakes
VII.	New business	
	Academic Freedom and Tenure Committee *(see page 18)*	Rebecca Evers
VIII.	Announcements	
IX.	Adjournment	

Faculty Conference Membership (323) 35%= 113; 20% = 65

Winthrop University Faculty Conference
February 26, 2010
Kinard Auditorium

I. The meeting was called to order at 2:04. The faculty voted in favor of doing business in the absence of a quorum.

II. Minutes from the November 20, 2009 Faculty Conference meeting were approved as circulated.

III. Report from the Chair — Marsha Bollinger

After answering one question regarding the written report on the Annual Board Retreat (February 19-21, 2010) posted on the Faculty Conference web site earlier in the week (see www.winthrop.edu/facultyconference), Dr. Bollinger reported on the reaction of the Board to the presentation of the motion that passed at the 20 November, 2009 Faculty Conference meeting:

> "Therefore let it be moved that the Chair of Faculty Conference present this motion to the Board of Trustees and respectfully request they consider revising their by-laws, especially the recent elimination of governance appeals by Faculty Conference and the process by which that was made, in light of the nature and character of Winthrop University's cooperative community, Winthrop University's "Vision of Distinction", and Winthrop's membership in the AGB together with its guiding document the "AGB Statement on Institutional Governance."

This motion, the supporting documents, and a summary of the wording found in the Board and Faculty Conference bylaws were given to the Board during the section devoted to "governance of the university". After the Board had time to read the motion, Dr. Bollinger provided a summary of perspectives that were offered by faculty at the 20 November FC meeting.

The Board spent over 45 minutes offering comments and asking questions. Some of the ideas brought forth include the following:

- The President must be able to act autonomously; the Board does not want to micromanage the President's actions. Every decision cannot be debated by everyone. If there is a time when there is an "out of control" president, the Board bylaws can be quickly changed.
- When the recent Board bylaws changes were made, the inclusion of the "no appeals" statement was seriously debated.
- The Public Comment portion of every Board meeting should be used and in fact may be a better forum for "appeals" to the Board. However, the faculty representatives to the Board have been offering perspectives that inform Board decisions. The Board is comfortable with the current way points of view are shared.

Dr. Bollinger then asked that the Board not take action at that moment, but that they read over the material and consider it carefully.

The next morning, the Board voted to leave the bylaws as they are now, but promised to continue to review them at least every 2 years, as is their practice now. They reiterated that the public comment period is very important. They acknowledged that this is a hard issue.

Faculty Conference followed this report with questions and discussion. These included

- a statement that the faculty still have not been given a reason as to why the Board made the change to the bylaws.
- a question about whether the Board considered the motion's rationale as tied to the Vision of Distinction and the Faculty Manual.
- a statement about the fact that the Faculty Conference motion and supporting materials were not included in the Board's agenda and material sent in preparation for the Board Retreat.
- a statement that the Board bylaws are now a constitutionally weaker way to deal with faculty complaints.
- suggestions that the Board of Trustees needs to work on alternative ways of conflict resolution.
- a statement that the Board is still willing to hear from faculty in the public forum, although time is limited.
- a reminder that the Board is avoiding the situation of having to be between the faculty and the president.
- a statement that the Board is acting in good faith.
- a suggestion that if a faculty member wants materials to go to the Board, the material should be submitted in a one-page summary to Kimberly Faust.

The following motion was presented and discussed. The motion passed unanimously by voice; a few members abstained. 96 members were present at the time. The Faculty Conference Chair will present this motion to the Board.

> Faculty Conference is disappointed in the Board's action in response to the 20 November 2009 motion brought to them by the Faculty Conference Chair.

IV. Report from the Vice President for Academic Affairs Thomas Moore

Dr. Moore stated that he did not know what Winthrop is going to look like in a year due to the continued budget cuts. He continued by saying the future looks "bleak" and that the executive officers were going to brainstorm over spring break in order to come up with a solution for what to do. On the bright side, the College of Business had a successful visit from their accrediting body, AACSB.

V. Committee Reports

ACADEMIC COUNCIL Mark Hamilton

Mark Hamilton announced an Academic Council meeting for March 5th at 2:00 in 306 Tillman.
All of the following proposed changes were approved unanimously.

<u>COLLEGE OF BUSINESS</u>
Department of Management and Marketing

> **Modify** Bachelor of Science in Business Administration - Human Resource Management to **add** MGMT 322, 323, and 522; to **drop** MGMT 422, 425 and 523; and to change the title of MGMT 526. (**modify program**)

Modify Bachelor of Science in Business Administration - International Business Administration to **add** BADM 401. (**modify program**)

Modify Bachelor of Science in Business Administration - Management to **add** MGMT 322 and **drop** MGMT 422. (**modify program**)

Modify Minor in Human Resource Management to **add** BADM 180, MGMT 322, MGMT 323, **drop** MGMT 422, 523, 524, and 526, reducing the number of hours from 18 to 15, and to revise the catalog language. (**modify program**)

Department of Computer Science and Quantitative Methods

Modify Bachelor of Science in Computer Science to drop MATH 302. (**modify program**)

Modify Bachelor of Science in Digital Information Design – Digital Commerce to add CSCI 151, CSCI 101F, and MCOM 260, drop MATH 101, and change designators on courses in the Information Design Core from INFD to DIFD. (**modify program**)

Modify Bachelor of Science in Digital Information Design – Digital Mass Media to add MATH 151, CSCI 151, CSCI 101F and QMTH 205, drop MATH 141, and change designators on courses in the Information Design Core from INFD to DIFD. (**modify program**)

Modify Bachelor of Science in Digital Information Design – Interactive Media to add MATH 151, CSCI 151, CSCI 101F, VCOM 258 and VCOM 259, drop VCOM 354, and change designators on courses in the Information Design Core from INFD to DIFD. (**modify program**)

Modify Bachelor of Science in Digital Information Design – Web Application Design to add MATH 151, CSCI 151, and CSCI 101F, drop MATH 101, and change designators on courses in the Information Design Core from INFD to DIFD. (**modify program**)

COLLEGE OF VISUAL AND PERFORMING ARTS

Department of Theatre and Dance

Modify Bachelor of Arts in Dance to add DANA 185. (**modify program**)

Modify Bachelor of Arts in Dance-Certification to add DANA 185. (**modify program**)

GENERAL EDUCATION

Voted to include the following courses in the Touchstone Program in the global category:
FREN 280, FREN 302, GERM 301, SPAN 280

ROLES AND REWARDS Beth Costner

Dr. Costner explained that Roles and Rewards Committee is discussing a number of items that are meant to clarify roles rather than add to roles. Some of these items include expanding the traditional areas of reporting, new definitions and evidence, making more of a distinction between tenure and promotion, new avenues from promotion involving scholarship and professional stewardship, and strong support for continued involvement in

campus life by senior faculty. Some of the items still to be considered by the Committee include discussion of rewards, representation for part-time faculty, and assigning credit for work associated with course and program design. The Roles and Rewards Committee needs feedback from the faculty. Please participate in the online forum http://asap.winthrop.edu/facultyforum.default.asp or during open forums in March. Finally, Dr. Costner praised the work and dedication of her fellow committee members.

FACULTY CONCERNS David Meeler

Faculty Concerns will meet with the President on April 1st.

VI. Unfinished business

POSTPONED BYLAWS AMENDMENT DISCUSSION

The amendment to the bylaws that was postponed from the 20 November Faculty Conference meeting passed by a vote of 54 to 14; abstentions were not counted.

> Article II, Section 3. The Faculty Conference shall be the principal legislative body of the faculty. All actions of the Faculty Conference shall be subject to review by the President of the University. Any disapproval shall be communicated to the faculty, with reasons therefore, within thirty days.

Discussion about the amendment included some of the following:

- a statement that the first two sentences of this article are contradictory in principal.
- a statement that "review" does not imply "make null and void." If it means approval without appeal, then that is what it should say.
- statements that our bylaws need to reflect that we don't have an appeal process at this time and that the Faculty Conference bylaws simply cannot conflict with the Board bylaws.

SACS PROGRESS REPORT Pat Graham

Dr. Graham thanked the faculty for all their hard work in this endeavor and stated that the Deans were representing the faculty very well. Upcoming changes to the website will make it easier to access information. She reminded the group about the importance of assessment.

QEP REPORT Marilyn Sarow

Dr. Sarow thanked those who wrote QEP proposals. The project selected for campus will be an effort to expand global learning and to get students exposed to other cultures. She suggested that future search committees ask about global learning as a part of their interviews.

TALONS REPORT Tim Drueke and Cheryl Fortner-Wood

Mr. Drueke said he would send an email with useful information regarding the new student system. He also stated that there has been a tremendous amount of work done in changing to the new system. Cheryl Fortner-Wood stated that the change to go live takes several stages to complete. She also said there are some things we may lose with Banner, but that she believes it is much easier to advise than in Wingspan.

VII. New business

RULES COMMITTEE

Faculty Conference voted unanimously to put the following three items on the agenda of their next meeting:

- **Change in wording regarding elections:**

Article VII, Section 5 **Elections.** Regular elections by the Faculty Conference of members of all standing committees created by the Faculty Conference shall take place at a spring semester meeting of the Faculty Conference. Special elections to fill vacancies shall take place as soon as practicable after such vacancies occur. When a member of a committee created by the Faculty Conference enters on leave of absence (i.e., medical, unpaid, or sabbatical), a committee vacancy is thereby created (unless the member requests to serve while on sabbatical or unpaid leave). When a vacancy occurs prior to the end of a full term, it shall be filled by election for the remainder of the unexpired term.

- **Reinstatement of the Financial Exigency Committee into the bylaws of the Faculty Conference**

Article VIII, Section 9 Financial Exigency. If the President of the University declares a financial exigency or deems a financial exigency to be imminent, this committee shall be convened by the Vice Chair of the Faculty Conference. The committee shall participate in the emergency-related deliberations that take place above the level of the major academic divisions, including those relating to how academic programs and teaching service areas at Winthrop University are affected. The committee shall keep itself informed as to the financial position of the University by consulting at least once each semester with the President or designated agent and by other appropriate means. In addition, it shall keep itself informed on financial exigency developments in the academic world generally. At least once each semester, while it exists, the committee shall report directly to the Faculty Conference in assembly. The committee shall continue to exist until the President declares the financial exigency ended or no longer imminent.

This committee shall have the following membership: elected members of the Academic Council, the Vice Chair of Faculty Conference, and the Chair of the Committee on University Priorities. If there are fewer than two non-tenured elected members on Academic Council, additional non-tenured faculty shall be elected to the committee by a vote of the non-tenured faculty of Faculty Conference to bring the total non-tenured membership to two. 'Non-tenured' is understood here to mean tenure-track faculty who have yet to earn and who have not been denied tenure, here at Winthrop University. The election shall be conducted by the Rules Committee, with the Personnel Committee acting as a nominating committee. At least two non-tenured faculty members shall be nominated for each required position. Not more than one non-tenured member shall be elected from any major academic division. If, during the committee's existence, any of its non-tenured members gains or is denied tenure, then his/her membership on the committee will end, and a new replacement made by the above means. If a non-tenured member of the committee is newly elected to the Academic Council, s/he will continue as a regular member of the committee while serving as an elected member on Academic Council.

See also Appendix II, Termination Due To Financial Exigency.

- **Revision of text defining the Academic Freedom and Tenure Committee**

Section 1 **Academic Freedom and Tenure.** This committee shall be responsible for recommendations to the Faculty Conference with respect to policies on academic freedom and tenure, shall serve as a hearing committee for cases arising under the procedures and policies on academic freedom and tenure, and shall serve as a grievance committee in cases involving the granting of tenure. The committee also hears appeals in cases of post-tenure review. In its role as a grievance committee, it shall report its findings to the President and to the faculty member making the grievance. The President shall then evaluate the case in light of the committee's findings and shall render a decision. If the President decides adversely to the faculty member, the faculty member may appeal the decision to the Board of Trustees. While the Board of Trustees may choose to receive such an appeal on the basis of improper procedure only, the Board affirms that substantive judgments reside and end with the President (Board of Trustees Resolution 11-15-96).

The committee shall consist of nine elected members. One member shall be elected by the faculty assembly of each major academic division (5), and four members shall be elected at-large by Faculty Conference. All members of the committee must be tenured. While serving on the committee, a faculty member who brings a hearing or grievance matter before the committee must recuse him/herself from deliberation on that case. Administrative Officers and department chairs shall be ineligible to serve on the committee.

VIII. Announcements

"PASCAL is about to die." Faculty will have to go back to interlibrary loan. There is some effort to create campaigns to get PASCAL back. Faculty are encouraged to visit pascalsc.org and to put in a testimonial for PASCAL. Students are starting a "Save PASCAL" movement on their own.

The McNair Scholars Program has selected its cohort of twenty-five students. Every college on this campus is represented. Faculty should encourage students to continue to apply for the program in order to be put on the waiting list.

Faculty members were reminded to submit mid-semester reports and that faculty should report information for both students who are struggling and students who are excelling.

IX. Adjournment The meeting adjourned at 3:58.

Respectfully submitted,
L. Mark Lewis

Committee on Undergraduate Instruction

Chair Rebecca Evers reported that the committee met on March 23, 2010 at 10:30 a.m. and submitted the following program changes for approval:

COLLEGE OF EDUCATION

Department of Curriculum and Instruction

Modify Bachelor of Science in Elementary Education to drop MATH 101 or MATH 141 and add MATH 393; drop THRT 350; change ENGL literature elective from part of the Professional Education sequence to Humanities and Arts requirement; add NUTR 221 as an option under Natural Science requirement; and add DCED 351 and THED 351 under the Professional Education sequence. (**modify program**)

Drop Bachelor of Science in Middle Level Education – English/Language Arts and Math. (**drop program**)

Drop Bachelor of Science in Middle Level Education – English/Language Arts and Science. (**drop program**)

Drop Bachelor of Science in Middle Level Education – English/Language Arts and Social Studies. (**drop program**)

Add Bachelor of Science in Middle Level Education – English/Language Arts (plus additional specialization area). (**add program**) Corrections were made to the program hours.

Add Bachelor of Science in Middle Level Education – Mathematics (plus additional specialization area). (**add program**) Corrections were made to the program hours and MATH 101 was dropped under Logic/Language/Semiotics.

Add Bachelor of Science in Middle Level Education – Science (plus additional specialization area). (**add program**) Corrections were made to the program hours.

Add Bachelor of Science in Middle Level Education – Social Studies (plus additional specialization area). (**add program**) Corrections were made to the program hours.

Department of Physical Education, Sport and Human Performance

Modify Bachelor of Science in Physical Education – Teacher Certification to update course titles; add PHED 248 as a sub core requirement and update requirements to be met after 30 hours of coursework. (**modify program**)

COLLEGE OF ARTS AND SCIENCES

Department of Biology

Modify Bachelor of Science in Biology – Certification as a Secondary School Teacher to remove BIOL 404, 505, and 540 as requirements in the major; change requirement from "MATH 150 and another MATH (excluding 291 and 292)" to either MATH 150 or 141 and a quantitative reasoning course. (**modify program**)

Department of Environmental Studies

Modify Bachelor of Arts in Environmental Studies to change "CSCI 101 & 3 of 101A, B, C, or P" to "See approved list, p.16" under the Technology requirement; change BIOL 203, BIOL 204, and CHEM 101 from requirements in the major to science electives; change ENVS 510 from elective to requirement in the major; add ANTH 326 and GEOG 500 as Social Science/Humanities electives; change science electives to specify three requirements from

two designators and at least one lab; and add BIOL 150/151, BIOL 203/204, CHEM 101 and drop BIOL 205, BIOL 206 from the list of possible electives. (**modify program**)

Modify Bachelor of Science in Environmental Sciences to change "CSCI 101 & 3 of 101A, B, C, or P" to "See approved list, p.16" under the Technology requirement; change ENVS 510 from elective to requirement in the major; add BIOL 150/151 and GEOL 335 as options in the major requirements and drop CHEM 311; drop ANTH 540, ENVS 495, GEOG 500, GEOL 201, and GEOL 220 as science/math electives and add GEOL 340; add ANTH 326, ANTH 540, and GEOG 500 has options for social science electives. (**modify program**) Typo in justification box was corrected.

Department of Social Work

Modify Bachelor of Social Work to indicate Global Perspectives requirement is met within the major; add BIOL 150/151 as a Natural Science option; and change the number of SCWK elective hours from 6 to 3. (**modify program**)

COLLEGE OF BUSINESS ADMINISTRATION

Department of Management and Marketing

Modify minor in Healthcare Management to add HCMT 492 as an option. (**modify minor**) Language was revised to say "and either 303 or 492" instead of "and 303 or 492."

All programs were approved by the Council.

Items approved by CUI—no action by Academic Council required
See Academic Council Minutes on Website

General Education Committee

Dr. Thacker provided summary of courses with no applications, courses with Not Approved Yet status, courses submitted late, courses accepted with guidance, and courses being removed. (See meeting minutes)
Dr. Benson asked about the NAY's. What will happen to these? He proposed that the pending courses be given a one-year extension, then begin a staggering process. Dr. Julian Smith seconded the motion. Dr. Thacker was very supportive of this. He clarified that the courses with no applications were those in which he had not received any information from chairs.

Discussion ensued regarding the application process and how it would affect students already advised for the fall.

Dr. Kiblinger indicated that the Philosophy and Religion courses are not going to be renewed. Dr. Benson's motion was amended so that the Philosophy and Religion courses were excluded.

The motion passed.

Mr. Hamilton thanked Dr. Thacker and the General Education committee for their service.

SAMPLE BALLOT **SAMPLE BALLOT** **SAMPLE BALLOT**

FACULTY ELECTIONS

April 23, 2010

Membership in the Winthrop University Faculty Conference for at least one year is required for election to any Standing Committee. A member of a Standing Committee of Faculty Conference who has served a complete term may not succeed him/herself. Standing Committees are noted on the Ballot.

The Kerley method of voting is used to prevent ties and runoff elections. Number your choices 1 (your first choice), 2, 3, etc. for every candidate on the ballot.

Example In a race to elect 2 committee members:

4	Candidate A	
1	Candidate B	Using check marks will void
3	Candidate C	your ballot for races with
2	Candidate D	more than two candidates

Faculty Representative to Attend Student Governance (CSL) Meetings.

For a 1-year term to replace Diana Durbin (Curriculum and Pedagogy), the nominees of the Faculty Personnel Committee are: (elect 1)

_____ Jennifer Belk, Visual and Performing Arts (Design)

_____ _____

Academic Conduct.

For a 2-year term to replace Matthew Fike (English), the nominees of the Faculty Personnel Committee are: (elect 1)

_____ Connie Hale, Visual and Performing Arts (Music)

_____ Tomoko Deguchi, Visual and Performing Arts (Music)

_____ Jennifer Jordan, Education (Curriculum & Instruction)

_____ Stephanie Milling, Visual and Performing Arts (Dance)

_____ Mark Mitchell, Education (Pedagogy)

<u>Academic Council</u>. (Administrative officers are ineligible to serve except as secretary; department chairs are eligible to serve; a voting member may not serve more than two complete terms in succession; no person shall be eligible to serve as a voting member unless he/she has served 2 years as a faculty member immediately preceding service.)

For a 3-year term to replace Will Thacker (Computer Science) the nominees of the Faculty Personnel Committee are: (elect 1). This person will also serve on Financial Exigency.

_____ John Bird, College of Arts and Sciences (English)

_____ Jo Koster, College of Arts and Sciences (English)

_____ Brooke Stanly, College of Business (Finance)

_____ _____

<u>Academic Freedom and Tenure (Standing Committee)</u>. Eligibility shall be limited to faculty members with tenure. Administrative officers and department chairs are ineligible to serve.

For 3-year terms to replace David Meeler (Philosophy), Pedro Munoz (Spanish), and Virginia Williams (History), the nominees of the Faculty Personnel Committee are: (elect 3)

_____ A. J. Angulo, Education (Pedagogy)

_____ Carol Marchel, Education (Pedagogy)

_____ Marguerite Quintelli-Neary, Arts and Sciences (English)

_____ _____

_____ _____

_____ _____

<u>Dinkins Student Union Advisory Board</u>.

For a 3-year term to replace Jeannie Weil (Sociology), the nominees of the Faculty Personnel Committee are: (elect 1)

_____ Diana Durbin, Education (Curriculum & Instruction)

_____ Stephanie Milling, CVPA (Dance)

_____ Debi Mink, Education (Curriculum & Instruction)

_____ _____

Faculty Personnel (Standing Committee).

Eligibility is limited to faculty members with tenure. While serving on the Faculty Personnel Committee, a faculty member shall not be eligible for consideration for promotion. Administrative officers and department chairs are ineligible to serve.

For a 3-year term to replace Marshall Jones (Counseling, Leadership and Educational Studies), the nominees of the Faculty Personnel Committee are: (elect 1)

_____ A. J. Angulo, Education (Pedagogy)

_____ Antje Mays, Library (Monographs & Audio Visual Acquisitions)

_____ _____

Judicial Council.

For a 2-year term to replace Virginia Williams (History) the nominees of the Faculty Personnel Committee are: (elect 1)

_____ Sandra Neels, Visual and Performing Arts (Dance)

_____ Carol Marchel, Education (Pedagogy)

_____ _____

Rules (Standing Committee).

For 3-year terms to replace Greg Oakes (Philosophy) and Pat Ballard (Library), the nominees of the Faculty Personnel Committee are: (elect 2)

_____ Chris Ferguson, Education (Curriculum and Instruction)

_____ Mark Mitchell, Education (Pedagogy)

_____ _____

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NOMINATIONS ARE ACCEPTED FROM THE FLOOR. IF YOU INTEND TO MAKE SUCH A NOMINATION, PLEASE MAKE SURE THAT THE PERSON IS WILLING TO SERVE IF ELECTED, AND CHECK THE FACULTY MANUAL FOR SPECIFIC ELIGIBILITY REQUIREMENTS FOR EACH POSITION.

REPORT FROM FACULTY CONCERNS

Concerns, Recommendations, and Requests for President DiGiorgio & other Executive Officers

- NOTE: Much of the discussion on various issues involved both President DiGiorgio and Vice President Moore, in addition to members of the Faculty Concerns Committee. The "Response Summaries" below are intended as summaries of the key points from each discussion, but the summaries do not generally reflect the opinion or statements of any single party.

1. *SACS requirements regarding qualifications:* What is the exact nature of the SACS requirements for communicating "qualifications" to teach a particular course? What is Winthrop's policy for how the requirement is to be met? What is Winthrop's policy on how these requirements are to be communicated? What happens if a professor now appears to be unqualified to teach an area they've been working in for some years?
   - **Response Summary:** SACS changes now require Universities to demonstrate that instructors have qualifications relevant to each course taught. Every department chair is responsible for compiling this information for each course in their department. Many faculty members may not even be aware that a form has been filed on their qualifications because the average faculty member teaches in her/his specializations relevant to the terminal degree.
   - Faculty members whose qualifications to teach a class are based more in professional experience, rather than in completing a terminal degree, have been asked to provide additional materials in order help demonstrate that Winthrop meets the SACS requirements. If there are concerns about a faculty member's qualifications, the chair would normally bring these to the dean, who would work to establish needed supplemental materials, and may then consult with the Vice President for Academic Affairs.
   - Ideally, chairs would communicate with faculty members in order to provide feedback and updates regarding the assessment & discussion of the supplemental materials that have been provided.
   - It is important to note that SACS requirements should not be used as a means of addressing other concerns, such as faculty performance, teaching effectiveness, etc.
2. *New calendar:* Faculty and students find they are double-booked for common meeting times. The concern is that if we are truly limited on classrooms available....the common time appears to take away a very popular and valuable time (Tues/Thurs 11:00 to 12:15) in which we could be teaching in about every room available while the common time addition has not really freed the meeting time backlog. In other words, it appears to not be working as wished.
   - **Response Summary:** Some issues regarding "bookings" in the new common-meeting time may be due to transition difficulties as everyone acclimates to the recommended uses for specific days of the month. For example, the third Tuesday of the month is intended for College or University events, the fourth Tuesday of the month is primarily for Professional Development workshops, etc.
   - Also, the common-meeting time is unlikely to work like a "silver bullet" resolving every problem with scheduling meetings. While it may not have entirely eliminated the 'meeting backlog' referred to, it has gone a long way to relieving many of those pressures. That said, campus Deans should routinely solicit feedback from Chairs and Faculty members in order to help assess the value of the calendar changes. So far, the feedback has been positive, but the Vice President for Academic Affairs will continue working with campus administrators and leaders to evaluate the effectiveness of our recent calendar changes and explore opportunities for improvement.
3. *Follow-up regarding Summer health benefits*: U.S.C., Clemson, and College of Charleston all report that they handle benefits-terminations differently from Winthrop when Faculty leave the university late in

the summer. Namely, they set a termination date in the month the employee communicates they are leaving if it happens during the summer, rather than back-dating benefits termination to May. We recommend (i) when Faculty members don't know they'll leave the university until the summer, Winthrop should enter the last day of the relevant summer month as the termination date, rather than retroactively eliminating benefits; and ii) Winthrop University's Faculty Manual should explicitly state that faculty will have benefits through the summer after they complete work through the spring semester.

- **Response Summary:** It seems to the administrators that a Faculty member who doesn't know he/she is leaving until late in the summer would be covered with regular health benefits until they leave the university. While there may be some state code that says otherwise, it would seem that benefits are normally expected to run through the summer, and benefits-termination should not be post-dated to May when faculty members cannot know they will leave Winthrop's employ until late in the summer.

4. *Campus Safety in inclement weather:* The campus was open during, but somewhat unprepared for, inclement weather. Several people injured themselves on campus due to icy conditions.

   - **Response Summary:** There was one storm in particular this year that caused some problems at the university. While the Executive Officers are confident that Winthrop has adequate safety procedures in place and that our response team routinely handles such circumstances carefully, during this particular storm efforts to fully prepare the campus were hampered by a last-minute equipment failure. One of the university's contractors had an important equipment failure in the middle of the night while working to open Campus in the morning, and to make matters worse the contractor did not let the university know about the equipment failure. This exacerbated the disruptions on campus during this one storm.
     Also, Faculty are reassured that they are permitted to use their own best judgment in deciding to call-off their own class in emergency situations.

5. *Campus safety for pedestrians:* Main Campus and the "Farm" both continue to present serious safety hazards to pedestrians.

- **Response:** A traffic study was commissioned and is underway this semester. The study will collect 24-hour volume, speed, and vehicle classification counts at two locations along Alumni Dr and two locations along College Lake Road. In mid-April Winthrop should receive a report detailing this data along with recommendations for calming traffic at both locations.*Failure to include Sexual-orientation in Winthrop's non-discrimination policy*: Clemson and U.S.C. explicitly include sexual-orientation in their University non-discrimination policies. Winthrop's student conduct code protects against harassment based on sexual-orientation. The concern is that Winthrop should officially offer such protection to all members of our community by amending our employment non-discrimination policy.
  - **Response Summary:** This issue has been on the minds of campus administrators for at least a decade, and we have sought legal counsel on the matter more than once over the years. As it stands, Winthrop's current employment non-discrimination policy is "absolutely legal." Moreover, as a state agency we are bound by other state laws that forbid us from communicating the idea that employees have protections beyond those covered in the law. According to all the legal advice we've received over the years, Winthrop is legally barred from making the recommended changes to our employment policy. Whether Clemson or U.S.C interpret the situation (and its potential risk) the same way, I cannot say; but Winthrop has operated, and will continue to operate, in full accord and compliance with our best legal counsel.

Report on actions addressed through other Executive Officers

1. *Concern pursuant to the Vice-President for Academic Affairs:* The Committee on Faculty Concerns followed up with V.P. Moore regarding the progress made thus far on convening a group to review the constitution, role, & procedures of the University's Research Council pursuant to recommendations made in Spring 2009.
   - The Vice President of Academic Affairs has forwarded the Committee a report (attached) in which the questions raised in the original A&S document are explicitly addressed.
2. *Concern pursuant to Campus Police:* Limited parking on campus for members of the wider Rock Hill community.
   - Parking services has a variety of approaches for handling visitor parking for large events – these can include host departments printing their own visitor passes for events or possibly even closing sections of parking lots. All are handled through Campus Police.
   - Most importantly, campus organizers should contact the Parking Enforcement Coordinator (currently Jack Allen) as early as possible when arranging for an event.
   - This ensures Campus Police can coordinate with Faculty in order to develop an appropriate and orderly plan; but ultimately it is the responsibility of the organizers to initiate contact with Campus Police and provide event details so a plan can be developed.

Respectfully submitted by David Meeler, Chair of the Committee

Undergraduate Petitions Committee Report

2009-2010

Nakia S. Pope, Committee Chair

The Undergraduate Petitions Committee meets monthly, including summer, with additional meetings prior to the start of each semester and each graduation. Our primary purpose is to evaluate undergraduate student petitions regarding exceptions to stated academic policies, including academic suspension and dismissal. The attached spreadsheet details the number of petitions approved or denied, broken out by category of petition. Special thanks to Jeannie Mackey in Records and Registration for preparing this spreadsheet.

In addition to the committee's normal work of evaluating petitions, it undertook several additional tasks in the 2009-2010 academic year. First, we prepared a formal policies and procedures document to be added to the university's policy archive for accreditation purposes. Second, we began working closely with Gloria Jones, Dean of University College, in order to provide additional assistance to students facing academic suspension or probation. The committee feels that it can assist in helping students facing academic difficulty by making the petitions process a point in which the petitioning student can evaluate their own academic habits and reflect on their goals. To that end, we've prepared a letter which will be distributed to all students who petition regarding academic suspension, probation, or dismissal. This letter asks the petitioning student to consider various aspects of their academic situation as they prepare their petition, including study habits, choice of major, campus resources available, and consultation with advisor or Dean Jones. The letter also lists contact information for available resources on campus.

University-Wide Undergraduate Petitions Summary

August 2009 - April 2010

	Approved	Denied	*Approved on Appeal
Academic Suspension/Dismissal	8	14	11
General Education	14	14	3
Changing/Combining Catalogs	6	3	2
Course Overload	6	0	0
Residency Requirement	4	0	0
Hours above 299	0	2	1
Academic Forgiveness	1	1	1
S/U Policy	1	1	1
Transfer Policy	0	1	0
Grade Change Policy	0	1	0
Major/Minor Policy	1	0	0
	40	**37**	**19**

* Students' whose petitions were denied by the committee, and then approved by appeal through the Office of VP of Academic Affairs

Committee Members for School Year 2009-2010:

Dr. Nakia Pope, College of Education (Chair)
Ms. Jackie McFadden, Dacus Library
Dr. Emma Jane Riddle, College of Business
Dr. Darren Ritzer, College of Arts & Sciences
Mr. Phillip Moody, College of Visual and Performing Arts
Dr. Marilyn Sarow, Office of VP, Academic Affairs

Academic Freedom and Tenure Committee

Annual report to the faculty

23 April 2010

Committee Membership: Keith Benson, Rebecca Evers, Laura Glasscock, Shelley Hamill, David Meeler, Pedro Munoz, Sue Spencer, Julian Smith, and Virginia Williams

During the 2009-10 academic year we accomplish the following three tasks.

1. We revised the section of the by-laws pertaining to our committee. This revision was presented at the February 26th Faculty Conference, and therefore will come before the faculty for a vote at the April 23rd Faculty Conference (see FC agenda).

2. We noted a lack of consistency across colleges re: use of minority letters when a Tenure or Promotion committee is unable to reach consensus. The Academic Freedom and Tenure (AFT) agreed that such letters might be helpful to the parties who read T/P materials as they move through the process. Therefore, a sub-committee of AFT spoke to appropriate persons in each college to request that the colleges considering allowing minority letters. To date, three colleges have agreed to allow such letters and the fourth has the matter under consideration.

3. We determined that the Faculty Manual does not contain a clear definition of Academic Freedom nor a process for petitioning if one's academic freedom has been violated. The committee has agreed to a definition which is offered here for your review and comments. We will address the process during the next academic year.

Suggested definition of Academic Freedom:

Institutions of higher education exist for the common good. In the quest for this common good the right of faculty members to academic freedom is of fundamental importance. Academic Freedom is the freedom to discuss all relevant matters in the classroom, to explore all avenues of scholarship, research and creative expression and to speak or write as a public citizen without institutional discipline or restraint.

Library Committee Meeting

April 1, 2010 at 10am

Present: Mark Herring, Nakia Pope, Carrie Volk and student representative, Sydney Evans

Absent with notification: Adolphus Belk, JL McDaniel-Milliken, Stephen Smith

Minutes taken by Carrie Volk

I. **Owens Fire** – 80% professors' papers were saved, 10% were remediated, and 10% were lost

II. **Library Classroom / Owens dislocations** – Due to the fire in Owens, the Library classroom will be taken over by other classes originally housed in Owens in the Fall. This will have a huge impact on Bibliographic Instruction since the room will not be available for the majority of class times.

III. **PASCAL** – Senator Leatherman put PASCAL in the budget but the House left it out. It is still up in air as to what will happen with funding for PASCAL

IV. **SkyRiver** – The library is changing to a new bibliographic and cataloging service called SkyRiver this summer after running a trial for the last 3 months.

V. Library positions

a. Reference (non tenure track)– soon to be filled

b. Head of Technical Services (non tenure track) - search is pending; phone interviews are being conducted

VI. **Library budget for 2010-11 / Friends of Dacus**: At this point the budget for next year looks extremely bad. Help from the Friends of Dacus Library will be needed even more. The Faculty will receive an e-mail about the Friends of Dacus Library. Students can join as well. More membership and leadership participation is needed in general.

VII. **SACS**: An in-depth analysis of Dacus Library's collection can be viewed by the faculty at http://faculty.winthrop.edu/maysa/acq/ca/. Your faculty login is used to access it.

VIII. **Library Blog:** There is a News and Event Blog on the Dacus homepage which you can sign up to receive email notification of library news and events.

IX. **Nichols Collection**: Dacus is in the process of digitizing thousands of photographs taken by Joel Nichols who was our staff photographer for 46 years and just retired in 2008

X. **LAB meeting**: a meeting will be held of the Library Advisory Board on May 20th

XI. **Kindle / Nook check outs**: The Library has Kindles and Nooks (the newest e-book readers from Barnes and Noble) to check out to patrons.

Budget Priorities Committee
Report to the Faculty
23 April 2010

Committee Membership: Tim Boylan, Phil Moody, Cara Peters, Antje Mays, Deana Morrow, and Sue Spencer

During 2009-2010, the committee met on a number of occasions to discuss the Winthrop University budget and associated issues. Since we last reported, the Committee accomplished the following:

The Budget Priorities Committee, charged with remaining informed on matters regarding budget deliberations, met with Mr. J.P. McKee, Vice President for Finance and Business fall 2009 to discuss budgetary issues affecting the University. Mr. McKee reiterated points made by Dr. DiGiorgio in earlier communications to the University; recruitment and retention of students is becoming an increasingly important consideration given the current economic climate. The Committee further discussed the need to develop additional revenue streams for the University. The Committee members asked their respective Deans for their ideas on how each College might generate additional sources of revenue. Suggestions included cost sharing among units, hiring faculty who can teach across subject areas within their disciplines, seeking grants to defray expenses, increasing fund raising efforts, teaching additional online courses, expanding the number of workshops and continuing education opportunities. Findings will be passed on to the newly constituted Committee charged with addressing budgetary concerns.

FROM ROLES AND REWARDS COMMITTEE

General Changes

Note these are listed in alphabetical order.

1. Academic responsibility was further clarified (including the specification of basic professional expectations) to emphasize its role and to address concerns that this category involved collegiality.
2. Addition of language that better clarifies the roles of administrators in faculty assignments.
3. Clarification on annual reporting, with the realization a restructuring of review documents and procedures at the college level will be needed to emphasize necessary information. The committee anticipates little additional reflection on the part of faculty members.
4. Emphasis on the fact that activities provided to clarify categories were never intended to be interpreted as check lists, but instead starting points for colleges and departments. These lists were and are provided to illustrate the variety of possibilities for faculty involvement.
5. Restatement of the relationship between scholarly activity and professional stewardship to emphasize statements indicating the scholarly requirements of all faculty and the role of professional stewardship in a minority of cases for a faculty member whose job has been redefined by circumstances.
6. Specific activities were added to clarify some examples that seemed unclear.
7. Vocabulary was adjusted to further emphasize the committee's support for sustained involvement in activities that facilitate the function of the University and its faculty.

Additional work to follow:

- Specific language associated with representation for part-time faculty
- Further development of recognition and compensation for faculty
- Professional development plans for implementation
- Work on post-tenure sections

Faculty Roles at Winthrop

Faculty roles at Winthrop University are varied in nature yet contain many common themes that are used to define our expectations as employees of the institution and set the parameters for tenure, promotion, and merit raise evaluations. The following sections are included to outline for the entire community those items that are considered expectations of employment as well as those that require review by faculty committees for tenure and promotion considerations.

Academic Responsibility is an area of consideration that cuts across 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 entails involvement that may include 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 teaching circles, attendance at professional conferences to explore current research, engaging in sessions related to faculty role 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, there are certain other professional responsibilities that 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 such things as 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) 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.

Documentation and Support When applying for tenure and promotion, faculty members are encouraged to have a portfolio of work that demonstrates accomplishment in the areas of Student Intellectual Development, Scholarly Activity, Professional Stewardship, as well as the fulfillment of Academic Responsibility. Documentation of faculty accomplishments will be annually accumulated and reviewed through the annual report process. Periodically a more thorough presentation of materials for a process entailing peer and administrative review will be required for pre-tenure, tenure, promotion, and post-tenure review. In the areas of Student Intellectual Development, Scholarly Activity, and Professional Stewardship, faculty will provide evidence and reflection to demonstrate their level of engagement, their

achievements, and the impact of their efforts. In the area of Academic Responsibility, most documentation is explicit and objective, and does not require extensive reflection. For example, faculty will be asked to document some activity through lists (e.g., number of advisees, membership on committees); and likewise, direct supervisors will be expected to comment on faculty involvement in fulfilling their Academic Responsibility (e.g., participation in faculty governance through attendance at meetings, adherence to academic policies) in responses to annual reports. **Although examples for each category are provided at the University, College, and/or Department levels, the examples should not be viewed as the only means for participation or a list of specific expectations.**

A. Student Intellectual Development

Because the mission of Winthrop University focuses on our commitment to the development of the student as a whole, student intellectual development is a fundamental responsibility of all Winthrop faculty. As such, it is the critical factor in all evaluations. A broad range of faculty activities fit within the area of student intellectual development. Activities include helping students acquire disciplinary knowledge; develop critical thinking skills; enhance interpersonal and social skills; apply knowledge and skills to solve problems; 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. This evidence must also include a willingness and propensity to adapt instructional methods to promote student learning.

Evidence for 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 and development. Types of evidence submitted may include items such as reflective analysis of activities, student evaluation results, letters from peer observations, course materials, and teaching awards.

Examples of *Student Intellectual Development* may include but are not limited to:

- Connections made between instruction and program goals
- Course content that promotes learning
- Course updates to maintain relevance and enhance teaching methods
- Course, curriculum, or program development
- Curricular revision efforts
- Student mentoring activities (e.g., undergraduate and graduate research, career direction, information literacy)
- Development of instructional materials (e.g., software, original course supplements)
- Effective use of class time

- Engagement of students in service learning
- 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)
- Response to observation data/evaluations of classroom performance, exhibition design, and/or other student intellectual development activity from supervisors, peers, or students
- Participation in goal assessment for courses, students, and programs

B. 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,* college 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 that is 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 engage.

When submitting work to be considered in the category of Scholarly Activity, the faculty member should provide internal or external validation of the work's merit. College priority levels and guidelines will also be used. 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 scholarly engagement 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 materials or models (e.g., study that leads to change in University processes, internal course materials used across sections)
- Creative endeavors or performances
- Creative literary or artistic works
- Grant development and submission
- Integration of knowledge for the development of cross-disciplinary experiences, the creation of which required faculty members to engage in significant study outside their areas of expertise (e.g., development of new programs or courses , study needed to develop new research experiences for students)
- Invitational or juried exhibitions
- Original curriculum and materials for professional development program or continuing education programs (including those offered through the Teaching and Learning Center)
- Patent applications

C. Professional Stewardship

Professional Stewardship is required of faculty once tenure is granted. 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 responsibilities 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—as it counts toward tenure, promotion, and merit raises—is "service" that requires faculty members to use their knowledge and experience to enhance the University and/or community. 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
- Development of opportunities for student engagement in research activities
- Development of service learning opportunities for students
- Facilitation of professional development programs or continuing education programs (including sessions offered through the Teaching and Learning Center)
- Leadership roles in assessment initiatives that require significant time and expertise
- Leadership roles in international, national, or regional professional organizations
- Leading student groups on field experiences or international experiences
- Presentations, workshops, or demonstrations to professional, civic, or community organizations not seen as scholarship
- Scholarly exploration required for faculty to effectively implement materials in a cross-disciplinary experience (e.g., exploration to supplement HMXP materials outside one's discipline, extension of ideas within one's discipline to make connections to the research of others)

- 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, program evaluation for a grant, 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 professional stewardship to supplement scholarly activity. 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 professional stewardship activities and engage in scholarly activity.

II. Tenure at Winthrop University

Tenure is of great importance to the life of the institution. Tenure decisions reflect the University's recognition that the individual faculty member has demonstrated a level of performance that merits continued employment. The American Association of University Professors (AAUP) defines tenure as a "means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society." (AAUP, 1940)

Tenure also indicates the expectation that the faculty member will continue appropriate involvement in the life and mission of the University and its faculty. Tenure systems, according to Nelson (2010) in *No University is an Island*, are essential to the continuation of environments that allow for shared governance and academic freedom. The AAUP further describes the awarding of tenure as "a presumption of competence and continuing service." Thus, the tenure review and continued evaluations through the post-tenure review should be rigorous, meaningful, and thoughtful.

A. Tenure

A nominee for tenure is required to hold the appropriate terminal degree for the nominee's disciplines or to have professional achievements that the university recognizes as sufficient for tenure.

To be granted tenure, a faculty member must provide evidence of effective student intellectual development. Effective teaching should challenge students and promote critical thinking skills through the exploration of knowledge. Furthermore, a tenure candidate must provide evidence of scholarly involvement and the potential for sustained participation in activities associated with professional stewardship. Administrative reviews must also indicate a consistent record of academic responsibility.

Once tenure is granted, a faculty member must play an active role in the University and its mission by maintaining a consistent record of academic responsibility. The tenured faculty member must show continued growth and development in activities related to student intellectual development and scholarly involvement. In addition, the faculty member must show development in the area of professional stewardship.

B. Post-tenure Review

Note: In an effort to provide faculty information on our work thus far and to allow for feedback, the Roles and Rewards Committee has decided to leave its consideration of the definitions and expectations of post-tenure review as a next step in our process. We have, however, included below the concept of post-tenure with excellence.

1. Post-Tenure with Excellence

A faculty member seeking the distinction of Post-Tenure with Excellence must provide evidence of sustained excellence in the areas of student intellectual development, scholarly activity, and professional stewardship as appropriate for the faculty rank held. Further, administrative reviews should also indicate a consistent record of academic responsibility. The candidate should demonstrate leadership skills and the ability to mentor other faculty.

In annual reports and other evaluative portfolios, a faculty member seeking this distinction must provide evidence of progress and involvement that is responsive to feedback and meets or exceeds expectations of the rank held.

III. Faculty Ranks at Winthrop

Faculty ranks in the University allow for recognition and distinction among the faculty membership. Ranks not only help to define the focus of faculty members but also can direct the types of responsibilities they are given within the University. Further, inherent in the roles of faculty at the senior rank is the notion of continued involvement and support for the development of colleagues regardless of rank. As faculty members earn promotion, they must meet and maintain the expectations for the rank achieved. Faculty should be supported in efforts for promotion and development through candid and focused feedback in annual and periodic reviews. Administrators should assign responsibilities in an equitable manner to support faculty involvement in all areas. The following descriptions of faculty ranks are structured in such a way as to 1) identify the expectations for promotion to the rank, 2) indicate areas of focus while at the rank, 3) reinforce the need for on-going growth and development at all ranks, 4) remain flexible enough to appreciate the nature of assignments in all academic divisions, and 5) require colleges and departmental faculty to place these descriptions in the context of the demands of the disciplines and accreditation standards.

A. Assistant Professor

A nominee for appointment to the rank of Assistant Professor is required to hold the appropriate terminal degree for the nominee's discipline or to have professional achievements that the university recognizes as sufficient for waiving the requirement for a terminal degree. A faculty member at this rank is eligible for tenure if in a tenure-track appointment.

At the time of appointment, an Assistant Professor should demonstrate a potential for effective student intellectual development; have a plan for active engagement in scholarly activities to include research, creative activity, and/or other significant scholarly contributions to the learning community; and show the potential for engagement in activities related to academic responsibility.

As an Assistant Professor, the faculty member is expected to build a balanced record of accomplishment in the areas of student intellectual development, scholarly activity, and academic responsibility that is appropriate for a junior member of the faculty. An Assistant Professor should demonstrate academic responsibility and explore ways to engage in professional stewardship. Furthermore, a faculty member at this rank should build a portfolio which showcases activities leading to effective student intellectual development and engagement in active scholarship to include research, creative activity, and/or significant contributions to the learning community.

In annual reports and other evaluative portfolios, an Assistant Professor must provide evidence of progress and involvement that is responsive to feedback and meets expectations of the rank.

B. Associate Professor

A nominee for appointment or promotion to the rank of Associate Professor is required to hold the appropriate terminal degree for the nominee's disciplines or to have professional achievements that the university recognizes as sufficient for waiving the requirement for a terminal degree. A faculty member at this rank is eligible for tenure if in a tenure-track appointment.

At the time of appointment or promotion to Associate Professor, a faculty member is expected to have a portfolio and body of work that is balanced with respect to the responsibilities of the faculty member's position at the University. Evidence must indicate advanced skill in the area of student intellectual development. The faculty member must also have a consistent record of academic responsibility.

In the majority of instances a faculty member will present a portfolio of scholarly activity that has examples of work at appropriate levels within the college priority system and which provide evidence for a commitment to exploration, creativity, and/or change. Furthermore, these faculty will show some involvement in activities identified as professional stewardship with the potential for continued involvement.

In a minority of cases, a faculty member whose job has been redefined by circumstances may show exemplary work in the area of professional stewardship to supplement scholarly activity. This exemplary work must be sustained, complex, and time consuming; have significant impact on the University or learning community; and receive recognition by peers. The scholarly activity of this individual should include external, peer-reviewed work and provide evidence of a commitment to exploration, creativity, and/or change.

Once at the rank of Associate Professor, a faculty member must maintain an active role in the University and sustain a consistent record of academic responsibility. The faculty member must show continued growth and development in activities related to student intellectual development, scholarly involvement, and professional stewardship.

In annual reports and other evaluative portfolios, an Associate Professor must provide evidence of progress and involvement that is responsive to feedback and meets expectations of the rank.

C. Professor

A nominee for appointment or promotion to the rank of Professor is required to hold the appropriate terminal degree for the nominee's discipline or to have professional achievements that the University recognizes as sufficient for waiving the requirement for a terminal degree. A faculty member at this rank is eligible for tenure if in a tenure-track appointment.

At the time of appointment or promotion to Professor, the faculty member is expected to have a balanced portfolio and body of work that demonstrates attainment of the criteria for this rank and expectations for continued involvement with

the University at this high level. In the category of student intellectual development, the faculty member is required to show noteworthy accomplishments and sustained excellence and to demonstrate sustained reflection, renewal, and development. The faculty member must have a continuous record of meeting academic responsibilities. At the rank of Professor, a faculty member must exhibit both leadership and academic maturity and support the continued development of other faculty.

In a majority of cases, the faculty member's portfolio of work will demonstrate ongoing scholarly activity at appropriate levels of the college priority system and provide evidence of a commitment to exploration, creativity, and/or change. Furthermore, the faculty member should continue to demonstrate a commitment to the University through engagement in a variety of activities identified as professional stewardship.

In a minority of cases, a faculty member whose job has been redefined by circumstances may show exemplary work in the area of professional stewardship to supplement scholarly activity. This work must be sustained, complex, and time consuming; have significant impact on the University or learning community; indentify the faculty member as a leader; and receive recognition by peers. Further, the scholarly activity of this individual must include external peer-reviewed work and provide evidence of a commitment to exploration, creativity, and/or change.

Once at the rank of Professor, a faculty member must maintain an active role in the University and a consistent record of academic responsibility. The faculty member must show continued growth and development in activities related to student intellectual development, scholarly involvement, and professional stewardship.

In annual reports and other evaluative portfolios, a faculty member at this rank must provide evidence of progress and involvement that is responsive to feedback and meets expectations of the rank.

D. Contingent Appointments

Contingent (non-tenure track) appointments may be made at the professorial ranks discussed above. In addition the following ranks are available for fixed-term assignments of various lengths and can be designated by titles that indicate either full-time or part-time status.

1. Instructor

A nominee for appointment to the rank of Instructor is required to hold at least a master's degree in a related discipline and have sufficient course work in the discipline or to have professional achievements that the University recognizes as sufficient for waiving the degree requirements. The rank of Instructor should be assigned to an individual who, when appointed, lacks qualifications required by the University for appointment to a professorial rank. An instructor is a full-time employee of the University and is a full voting member of the instructor's respective department, college assembly,

and Faculty Conference. A faculty member at this rank is not eligible for tenure and is appointed for a term of one year; however, appointment to additional one-year terms is permitted.

At the time of appointment, an Instructor should demonstrate a potential for effective student intellectual development and a commitment to academic responsibility. Throughout the time at this rank, the faculty member should develop more advanced skills in the area of student intellectual development and demonstrate a consistent record of academic responsibility.

In annual reports and other evaluative portfolios, a faculty member at this rank must provide evidence of progress and involvement that is responsive to feedback and meets expectations of the rank.

2. Senior Instructor

A nominee for appointment to the rank of Senior Instructor is required to hold at least a master's degree in a related discipline and have sufficient course work in the discipline or to have professional achievements that the university recognizes as sufficient for waiving the degree requirements. The rank of Senior Instructor should be assigned to an individual who, when appointed, lacks qualifications required by the University for appointment to a professorial rank. A Senior Instructor is a full-time employee of the university and is a full voting member of the Senior Instructor's respective department, college assembly, and Faculty Conference. A faculty member at this rank is not eligible for tenure; however, a Senior Instructor can be awarded multi-year contracts.

At the time of appointment, a Senior Instructor should demonstrate effective student intellectual development, a consistent record of academic responsibility, and some scholarly involvement. The rank of Senior Instructor is granted as a result of work at Winthrop or evidence from past experiences that indicates a multi-year appointment is appropriate. Throughout the time at this rank, the faculty member should continue to develop skills in the area of student intellectual development, must maintain a consistent record of academic responsibility, and is expected to stay involved in scholarly activities associated with the individual's discipline.

In annual reports and other evaluative portfolios, a faculty member at this rank must provide evidence of progress and involvement that is responsive to feedback and meets expectations of the rank.

3. Adjunct Faculty

An Adjunct Faculty member is required to hold at least a master's degree in a related discipline and have sufficient course work in the discipline or to have professional achievements that the University recognizes as sufficient for granting an appointment at this rank.

Adjunct Faculty are hired on a part-time basis and for a fixed-term (e. g., one semester, one year) to teach one or more courses or to conduct a series of lectures. A faculty member at this rank is not eligible for tenure. Terms such as Adjunct Instructor, Adjunct Artist-in-Residence, or Adjunct Associate Professor are used to indicate the type of appointment and level of expertise.

At the time of appointment, an Adjunct Faculty member should demonstrate a potential for, or offer evidence of, effective student intellectual development activities and 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). Throughout the time at this rank, the faculty member should develop more advanced skills in the area of student intellectual development and demonstrate a consistent record of academic responsibility.

In annual reports, Adjunct Faculty must provide evidence of progress and involvement that is responsive to feedback and meets expectations of the rank.

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Boyer, E. L. (1990). *Scholarship Reconsidered: Priorities of the Professoriate.* Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

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1. **Amendment to Article VII, Section V (Elections):** We move an amendment to Article VII, Section V of the Faculty Conference bylaws:

Existing	Proposed
Section 5 **Elections.** Regular elections by the Faculty Conference of members of all standing committees created by the Faculty Conference shall take place at the March meeting of the Faculty Conference. Special elections to fill vacancies shall take place as soon as practicable after such vacancies occur. When a member of a committee created by the Faculty Conference enters on leave of absence (i.e., medical, unpaid, or sabbatical), a committee vacancy is thereby created (unless the member requests to serve while on sabbatical or unpaid leave). When a vacancy occurs prior to the end of a full term, it shall be filled by election for the remainder of the unexpired term.	Section 5 **Elections.** Regular elections by the Faculty Conference of members of all standing committees created by the Faculty Conference shall take place at a spring semester meeting of the Faculty Conference. Special elections to fill vacancies shall take place as soon as practicable after such vacancies occur. When a member of a committee created by the Faculty Conference enters on leave of absence (i.e., medical, unpaid, or sabbatical), a committee vacancy is thereby created (unless the member requests to serve while on sabbatical or unpaid leave). When a vacancy occurs prior to the end of a full term, it shall be filled by election for the remainder of the unexpired term.

2. **Financial Exigency Committee Re-Instatement Motion**

On 4/26/09 the Winthrop University Faculty Conference passed a revised set of its bylaws which entailed, among other things, elimination of the Financial Exigency Committee in favor of the Committee on University Priorities. Winthrop University President DiGiorgio subsequently approved these changes, but only in part. In particular, President DiGiorgio objected to the elimination of the Financial Exigency Committee. The Faculty Conference on 9/25/09 accordingly passed an amendment to its bylaws (Article VIII, Section 8), revising the University Priorities Committee so as to remove reference to financial exigency. At present, consequently, the Faculty Conference bylaws lack provision for the existence of a Financial Exigency Committee.

Therefore, we move that the Financial Exigency Committee be reinstated into the bylaws of the Faculty Conference, by amending Article VIII as follows.

(The text of the original definition of the committee appears on the left of the following table; the amendment here proposed appears on the right.)

Previous definition, Faculty Manual, 2007, pp. 73-4	Proposed
Section 8 Financial Exigency. This committee was established as a standing committee of the faculty. The committee has the following membership: elected members of the Academic Council (with at least three non-tenured members among them), the Vice Chair of Faculty Conference, and Chair, Committee on Budget Priorities. If there are fewer than three non-tenured elected members on Academic Council, additional non-tenured persons (special non-tenured members) shall be elected to the committee by the non-tenured faculty to bring the total non-tenured membership to three. Elections of special non-tenured members shall be for three-year terms, subject to the provisions of the next paragraph of this	Section 9 Financial Exigency. If the President of the University declares a financial exigency or deems a financial exigency to be imminent, this committee shall be convened by the Vice Chair of the Faculty Conference. The committee shall participate in the emergency-related deliberations that take place above the level of the major academic divisions, including those relating to how academic programs and teaching service areas at Winthrop University are affected. The committee shall keep itself informed as to the financial position of the University by consulting at least once each semester with the President or designated agent and by other appropriate means. In addition, it shall keep itself

section. The election shall be conducted by the Rules Committee, with the Personnel Committee acting as a nominating committee. At least two special persons shall be nominated for each vacant position. Not more than one special non-tenured member shall be elected from any major academic division. For the purpose of defining eligibility to be elected as a special non-tenured member, non-tenured shall mean members of the Faculty Conference who have received neither notice of appointment with tenure nor notice that they will not receive tenure. Such elections shall be held in the fall between the start of classes and September 15. When any special non-tenured member shall receive notice of appointment with tenure or notice that he/she or she will not receive tenure, that person's membership on the Financial Exigency Committee will end with the election of a replacement in the fall following such notice. Replacements will be elected for three-year terms. If a special non-tenured member is elected to the Academic Council, he or she is no longer a special non-tenured member of the committee; however, he or she will continue as a regular member on the Financial Exigency Committee while serving as an elected member on Academic Council. The Vice Chair of the Faculty Conference shall convene the committee for the purpose of electing a chair of the committee when, for any reason, the committee has no elected chair. Ordinarily the committee will elect a chair at a called meeting as soon after September 15 as practicable. The chair shall serve until his or her successor is elected the following fall. The Vice Chair of the Faculty Conference shall be eligible for election as chair. Committee meetings may be called by the chair or, on seventy-two hours' notice, by any three members of the committee. The committee shall keep itself informed as to the financial position of the University by consulting at least once each semester with the President or designated agent and by other appropriate means. In addition, it shall keep itself informed on financial exigency developments in the academic world generally. If the committee deems that a financial exigency exists or is imminent, it shall communicate this opinion to the administration and to the faculty promptly. At least once each academic year, the	informed on financial exigency developments in the academic world generally. At least once each semester, while it exists, the committee shall report directly to the Faculty Conference in assembly. The committee shall continue to exist until the President declares the financial exigency ended or no longer imminent. This committee shall have the following membership: elected members of the Academic Council, the Vice Chair of Faculty Conference, and the Chair of the Committee on University Priorities. If there are fewer than two non-tenured elected members on Academic Council, additional non-tenured faculty shall be elected to the committee by a vote of the non-tenured faculty of Faculty Conference to bring the total non-tenured membership to two. 'Non-tenured' is understood here to mean tenure-track faculty who have yet to earn and who have not been denied tenure, here at Winthrop University. The election shall be conducted by the Rules Committee, with the Personnel Committee acting as a nominating committee. At least two non-tenured faculty members shall be nominated for each required position. Not more than one non-tenured member shall be elected from any major academic division. If, during the committee's existence, any of its non-tenured members gains or is denied tenure, then his/her membership on the committee will end, and a new replacement made by the above means. If a non-tenured member of the committee is newly elected to the Academic Council, s/he will continue as a regular member of the committee while serving as an elected member on Academic Council. See also Appendix II, Termination Due To Financial Exigency.

committee shall report directly to the Faculty Conference in assembly on matters relating to financial exigency. (Amended by Faculty Conference, 4-25-97) See also Appendix II, Termination Due To Financial Exigency.	

3. Proposed Revision of bylaw text defining the Academic Freedom and Tenure Committee

Existing Text - Adopted by the Faculty Conference in April 2009	Proposed by the AFT Committee, approved and forwarded by the Rules Committee
Section 1 **Academic Freedom and Tenure.** This committee shall be responsible for recommendations to the Faculty Conference with respect to policies on academic freedom and tenure, shall serve as a hearing committee for cases arising under the procedures and policies on academic freedom and tenure, and shall serve as a grievance committee in cases involving the granting of tenure. The committee also hears appeals in cases of post-tenure review. In its role as a grievance committee, it shall report its findings to the President and to the faculty member making the grievance. The President shall then evaluate the case in light of the committee's findings and shall render a decision. If the President decides adversely to the faculty member, the faculty member may appeal the decision to the Board of Trustees. While the Board of Trustees may choose to receive such an appeal on the basis of improper procedure only, the Board affirms that substantive judgments reside and end with the President (Board of Trustees Resolution 11-15-96). The committee shall consist of nine members elected by the Faculty Conference. Eligibility shall be limited to faculty members with tenure. on the committee. Administrative Officers and department chairs shall be ineligible to serve on the committee.	Section 1 **Academic Freedom and Tenure.** This committee shall be responsible for recommendations to the Faculty Conference with respect to policies on academic freedom and tenure, shall serve as a hearing committee for cases arising under the procedures and policies on academic freedom and tenure, and shall serve as a grievance committee in cases involving the granting of tenure. The committee also hears appeals in cases of post-tenure review. In its role as a grievance committee, it shall report its findings to the President and to the faculty member making the grievance. The President shall then evaluate the case in light of the committee's findings and shall render a decision. If the President decides adversely to the faculty member, the faculty member may appeal the decision to the Board of Trustees. While the Board of Trustees may choose to receive such an appeal on the basis of improper procedure only, the Board affirms that substantive judgments reside and end with the President (Board of Trustees Resolution 11-15-96). The committee shall consist of nine elected members. One member shall be elected by the faculty assembly of each major academic division (5), and four members shall be elected at-large by Faculty Conference. All members of the committee must be tenured. While serving on the committee, a faculty member who brings a hearing or grievance matter before the committee must recuse him/herself from deliberation on that case. Administrative Officers and department chairs shall be ineligible to serve