

## Winthrop University Faculty Conference

February 26, 2010

2 pm Kinard Auditorium

### Agenda

- I. Approval of minutes of November 20, 2009 Faculty Conference (*minutes attached*)
- II. Report from the Chair Marsha Bollinger
- III. Report from the Vice President for Academic Affairs Thomas Moore
- IV. Committee Reports
  - Academic Council (*materials attached, pgs. 8-10*) Mark Hamilton
  - Roles and Rewards (*materials attached, pgs. 11-24*) Beth Costner
  - Faculty Concerns (*see pg. 25*) David Meeler
- V. Unfinished business
  - Postponed bylaws amendment discussion (*see pg. 25*)
  - SACS Progress Report Pat Graham, Karen Jones
  - QEP Report Marilyn Sarow
  - TALONS Report Cheryl Fortner-Wood
- VI. New business
  - Rules Committee (*materials attached, pgs. 25-27*) Greg Oakes
- VII. Announcements
- VIII. Adjournment

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

## Winthrop University Faculty Conference

Minutes from November 20, 2009

2 pm Carroll Hall Auditorium

- I. Dr. Bollinger called the meeting to order at 2:00. As there wasn't a quorum, the faculty voted in favor to continue the meeting.
- II. Minutes from the September 25, 2009 Faculty Conference meeting were approved as circulated with the agenda after two minor corrections were made.
- III. Report from the Chair Marsha Bollinger

Dr. Bollinger reported on the Board of Trustees meeting that occurred on November 6<sup>th</sup>.

The Academic Affairs Committee heard reports from all academic units. These included mention of a number of new and very impressive initiatives and accomplishments. They also discussed the proposals the "new" BFA degree programs in Interior Design and in Visual Communication Design. Finally the group was privileged to have a demonstration of how students and faculty will be using the new trading floor.

The Finance Committee heard a series of reports on the work of an external audit firm, summer camps, budget rescission mandates to date, and construction projects to date.

The University Life Committee heard reports from Athletics including some changes being considered by the NCAA ( summer school for incoming freshmen, fewer basketball games, addition of sand volleyball as an NCAA sport) and from Student Life including updates on campus preparedness for H1N1, the Critical Incident Management work, and the housing of SC Campus Compact on our campus.

The Institutional Advancement and Development Committee received reports from University Advancement and Enrollment Management including reports on recruitment and enrollment (1060 headcount for freshmen this fall) and updates on marketing and from University Development and Alumni Relations including a new web site design for alumni that will keep them better connected to the University and to fellow alumni.

The full Board, including both the faculty representative and the student representative, heard about and participated in the planning process for the QEP portion of the SACS reaccreditation.

At the afternoon session that was open to the public, the Board received many reports and passed a number of resolutions. Two resolutions of note include an endorsement of this year's Vision of Distinction and some amendments to the Board bylaws. Among the amendments is the following statement (Article VI, Section B). The last phrase is the update and is most relevant to faculty.

The Board delegates to the President the managerial and administrative authority for the ongoing operations of the University commensurate with the policies of the Board. Decisions

made by the President may not be appealed to the Board of Trustees, except for an appeal to the Board in matters of faculty promotion and tenure predicated solely on the grounds of improper procedure.

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

Dr. Moore expressed how we have a lot to be thankful for. He is aware of the wonderful work the faculty does and he is grateful. He announced that Winthrop has initiated some faculty searches. He stated that the Deans are articulating faculty needs very well. There were no questions for Dr. Moore.

V. Committee Reports

**ACADEMIC COUNCIL** Rebecca Evers

The following were passed unanimously by Faculty Conference vote:

- **COLLEGE OF ARTS AND SCIENCES**  
**Department of Human Nutrition**

Modify BS in Human Nutrition-Dietetics to delete SPCH 201 as the required oral communication requirement. (modify program)

Modify BS in Human Nutrition-Food Systems Management to delete SPCH 201 as the required oral communication requirement. (modify program)

Modify BS in Human Nutrition-Nutrition Science to delete SPCH 201 as the required oral communication requirement. (modify program)

- **COLLEGE OF BUSINESS**  
**Department of Accounting, Finance and Economics**

Modify BA in Economics to delete CSCI 110 as an option in Technology (no longer offered); and to delete the one course requirement of PLSC 320, 321, 323, or GEOG 302 and replace it with another ECON course. (modify program)

Modify the minor in Economics to allow students to delete the additional list of pre-selected courses and add any 9 hours of ECON above 299. (modify program)

- **GENERAL EDUCATION COMMITTEE**  
**Proposal to include Math 151 in the Quantitative Reasoning requirement.** The proposal would be to change the current requirement from "This requirement will be met by completing CTQR 150 or a math course that covers calculus or has a calculus prerequisite" to "This requirement will be met by completing MATH 150, or MATH 151, or a math course that covers calculus or has a calculus prerequisite". It is also requested that this change be retroactive to the beginning of Fall 09.

- **MOTION FROM ACADEMIC COUNCIL** to rename the title and all other references of "**Program Review**" in Chapter II: Faculty Organization to "**Internal Program Evaluation.**"

- **MOTION FROM ACADEMIC COUNCIL on choice of catalog:** Include the following sentence within the University Catalog at the location recommended by Academic Council: Students who are absent from the university for more than 12 months due to military service may elect to retain the catalog they were following at the time of leaving for active duty.

**The following were for information only:**

- **COLLEGE OF ARTS AND SCIENCES**

**Department of English**

Modify WRIT 501 (3) Writing for Electronic Publication to change title to Writing for New Media.

**Department of History**

Modify HIST 300 (3) Historiography and Methodology to make pre-requisites and co-requisites (CRTW 201, HIST 211 and 212, and two from HIST 111, 112, and 113, or permission of instructor) the same.

**Department of Political Science**

Add AAMS 319 (3) Race and Ethnic Politics in the United States  
Add PLSC 319 (3) Race and Ethnic Politics in the United States

**Department of Sociology**

Modify ANTH 540 (3) Ecological Anthropology to change title to Human Ecology.

- **COLLEGE OF BUSINESS**

**Department of Accounting, Finance and Economics**

Modify ACCT 280 (3) Accounting Information for Business Decisions to change prerequisites from “MATH 101, 105, 150 or 151 and CSCI 101 and CSCI 101B and two of CSCI 101A, C or P” to “CSCI 101B and one of MATH 101, 105, 150 or 151.”

Modify ECON 315 (3) Microeconomic Analysis to change prerequisites from “ECON 215 and ECON 216” to “ECON 215 and ECON 216 and either MATH 105 or MATH 201 or permission of instructor.”

Modify ECON 415 (3) Managerial Economics to change prerequisites from “ECON 215” to “ECON 215 and either MATH 105, MATH 201 or permission of instructor.”

- **UNIVERSITY COLLEGE**

Add LEAD 120A (1) Theory and Practice of Residential Leadership  
Add LEAD 120B (1) Theory and Practice of Peer Mentor Leadership  
Add LEAD 120C (1) Theory and Practice of Orientation Leadership  
Add LEAD 120D (1) Theory and Practice of Leadership

- **GENERAL EDUCATION**

The following courses applying for recertification were **ACCEPTED**:

ECON 103 – Constitution  
ANTH 201 – Global  
ANTH 203 – Global  
SPED 391 – Oral Communication

MATH 105 – Quantitative Skills  
MATH 150 – Quantitative Skills  
MATH 201 – Quantitative Skills  
ANTH 201 – Social Science  
ECON 103 – Social Science  
ECON 216 – Social Science  
ECON 343 – Social Science  
SOCL 201 – Social Science

- **DUAL DEGREE/DOUBLE MAJOR ISSUES:** Academic Council is continuing to examine difficulties some students have in completing dual degrees or double majors. One faculty member commented that “administrative rules should not stand in the way of student ambitions.”

**ROLES AND REWARDS**

Beth Costner

Provided in writing with the [agenda](#). No questions.

**FACULTY CONCERNS**

David Meeler

Provided in writing with the [agenda](#). No questions.

**BUDGET PRIORITIES**

Sue Spencer

Provided in writing with the [agenda](#). No questions.

**LIBRARY COMMITTEE**

Jennifer McDaniel-Millikin

Provided in writing with the [agenda](#). No questions.

VI. Unfinished business

- Proposed By-Laws Amendment

The following bylaw change was reintroduced. Faculty Conference had dropped below a quorum when it came up at the September meeting, so no action could be taken.

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.

The following sentence was added to the end of the motion by vote:

Any disapprovals shall be communicated to the faculty, with reasons therefore, within thirty days.

Discussion about the reasons for needed changes to the earlier bylaws was followed by a motion to postpone action on the amended bylaw text. This motion passed unanimously.

- Amendment to Faculty Leadership Committee  
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**The motion:** We move to align the Faculty Leadership Committee membership and Trustees open-meeting attendance assignments with the new committee structure of the Board of Trustees in the following way. All other rules regarding the Faculty Leadership Committee will remain unchanged.

Board of Trustees Committee

Attendance by the following faculty member

Academic Affairs Assembly*, **	Chair, Faculty Conference and Chair, Graduate Faculty
Finance	Chair, Committee on University Priorities* Chair, Budget Priorities**
Institutional Advancement and Committee* Development	Member, Committee on University Priorities, selected by Chair, Admissions Advisory Committee**
Student Life	Chair, Committee on University Life* Chair, Faculty Concerns**

\* - new faculty governance structure  
\*\* - current faculty governance structure

The motion passed unanimously.

- SACS Progress Report Pat Graham  
Provided in writing with the [agenda](#). No questions.

- QEP Report Marilyn Sarow

Dr. Sarow announced that the four QEP proposals would be presented on December 4<sup>th</sup> in Carroll Hall Auditorium.

- TALONS Report Tim Drueke  
Tim Drueke announced that he would be working full time on the Student System Project on Banner. He will be communicating with the faculty about training for next fall's advising and registration. He appreciates the faculty's patience through this process.

## VII. New business

The following **MOTION** was presented by David Meeler; it represents the work of a group.

WHEREAS Winthrop University is committed to policies that reflect and advance collective growth, free expression, and transformation (2009-2010 Vision of Distinction, p.2); and

WHEREAS Winthrop University's partnership with the American Association of Colleges & Universities and the John Templeton Foundation endorses an "expectation that all members of the campus community will dedicate attention to... taking seriously the perspectives of others" (2009-2010 Vision of Distinction, p.3); and

WHEREAS Winthrop University is a member in good standing of the Association of the Governing Boards of Universities and Colleges (hereafter AGB); and  
WHEREAS the most recent "AGB Statement on Institutional Governance" "Standards of Good Practice" includes that "the board should recognize that institutional consensus is more likely when all parties have agreed on the process and criteria" (p. 7); and

WHEREAS the most recent “AGB Statement on Institutional Governance” “Standards of Good Practice” includes that “the board should support the chief executive, while ensuring that the voices of other stakeholders are heard” (p. 7); and

WHEREAS the most recent “AGB Statement on Institutional Governance” “Principles” includes that governing boards “should comprehend all sides of an issue and—in appropriate instances and in consultation with the chief executive—afford contending parties an opportunity to present their views. The board should be prepared to set forth the reasons for its decisions” (p. 4); and

WHEREAS the most recent “AGB Statement on Institutional Governance” “Principles” includes that “boards should be mindful that the presence of one or more students, faculty, or staff members on the board or its committees neither constitutes nor substitutes for full communication and consultation with these stakeholders” (p. 6); and

WHEREAS the most recent “AGB Statement on Institutional Governance” “Principles” includes that “[b]oards should ensure that no single stakeholder group is given an exclusive franchise in any area of governance...” (p. 5); and

WHEREAS the most recent “AGB Statement on Institutional Governance” “Standards of Good Practice” includes that “[w]hile respecting the sometimes lengthy process of academic governance, a single individual or group should not be empowered to impede decisions through inaction” (p. 7); and

WHEREAS the most recent “AGB Statement on Institutional Governance” “Questions to Consider” includes that governing boards ask such questions as:

- “Has the board enhanced communication with the campus stakeholders?”
- “Has the board, in concert with the chief executive and in consultation with appropriate stakeholders, assessed the participation of stakeholders in institutional decision making and their collaboration in policy implementation?” and
- “What initiatives might be undertaken to clarify and strengthen communication, participation, and collaboration in institutional governance?” (p. 12); and

WHEREAS Winthrop University has a long tradition of shared values throughout the campus community and in its governance, with faculty, administration, and the Board of Trustees carefully considering each others’ concerns and issues;

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 decision 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.”

It was stated that this proposal would afford the opportunity for a third party to intervene if there is significant disagreement between the principal legislative body and the executive body by two-thirds majority. The motion tasks the Chair of Faculty Conference to act as faculty representative to the Board of Trustees. There was one slight modification to the wording of the motion (reflected in the above motion). Several faculty members spoke in favor of the motion. The motion passed unanimously.

## VIII. Announcements

We were reminded that there were several changes in math classes. If faculty has any questions during advising, please contact the chair of the math department at extension 4568.

The CUI meeting for December has been cancelled.

There will be a fund-raiser for the library soon.

We were reminded to follow all deadlines for turning in grades.

IX. Adjournment                      The meeting was adjourned at 3:20

Respectfully submitted,

L. Mark Lewis  
Faculty Conference Secretary

## **ACADEMIC COUNCIL: Report to Faculty Conference 26 Feb 2010**

Academic Council met on February 5, Friday, 2:00 pm: Tillman 306.

### **I. Remarks from the Chair**

Chair Hamilton welcomed the Council back for the spring semester. He noted the new meeting room due to wiring renovations in Tillman. In his discussions with Dr. Moore, he commented that with everything going on, we may not be able to do more than what is before us at this time. He stressed simplicity and the opportunity to streamline.

### **II. Remarks from the Vice President for Academic Affairs**

Dr. Moore favors keeping things simple. We should focus on looking at ways in which we are educating students and asking, "Is this the best we can do?"

### **III. Committee on Undergraduate Instruction**

Chair Rebecca Evers reported that the committee met on January 26, 2010. The following items were presented to the Council for approval.



## **COLLEGE OF BUSINESS**

### **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**)

*The modifications to the Human Resource Management and International Business options, as well as the minor in Human Resource Management, were approved.*

### **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**)

*The modifications to the BS in Computer Science as well as the BS in all four BS in Digital Information Design degrees were approved.*

## **COLLEGE OF VISUAL AND PERFORMING ARTS**

### **Department of Theatre and Dance**

**Modify** Bachelor of Arts in Dance to **add** DANT 385, DANT 386, and DANA 180 and to **drop** DANT 201. (**modify program**)

**Modify** Bachelor of Arts in Dance-Certification to **add** DANT 385, DANT 386, and DANA 180 and to **drop** DANT 201. (**modify program**)

*The modifications to the BA in Dance and BA in Dance Certification were approved.*

**Items that did not require action by the Council.**

**Please see Academic Council Minutes on the web for further details:**

[http://www.winthrop.edu/uploadedFiles/recandreg/CUI\\_AC/2010\\_Feb5\\_AC%20minutes.pdf](http://www.winthrop.edu/uploadedFiles/recandreg/CUI_AC/2010_Feb5_AC%20minutes.pdf)

#### **IV. General Education**

Chair Will Thacker indicated that the committee had met twice. During their November 13 meeting, there were courses that then came back to the January 22 meeting. Applications were not rejected, just “not accepted yet.” The list below includes fewer than half of the courses that need recertification.

Keith Benson asked how the courses are recertified. Dr. Thacker explained the process, and there was a discussion of Gen Ed goals and how the process could be simplified.

Dr. Thacker reminded the Council about the February 26 deadline for submission to the Gen Ed Committee. He asked what to do if courses are not submitted on time. He recommended that the process be allowed to continue, that courses not recertified would be put on “probation,” and that departments be allowed to work on the recertification process throughout the next year.

Will Kiblinger asked if departments needed to let the Gen Ed Committee know if they were *not* going to recertify any of their courses. Dr. Thacker stated that an e-mail had been sent to chairs asking for this information.

Dr. Hamilton stated that he was not sure extending this into next year was a good idea. Dr. Moore agreed and did not believe that students would be affected much. Registrar Tim Druke pointed out that there were significant courses missing from the list that would present a hardship for students if they were not approved, most notably in the Quantitative area. Dr. Moore will discuss with deans and urged AC members to talk with their chairs and deans as well to remind them of the deadline. The motion was made by Julian Smith to adhere to the February 26 deadline. Discussion ensued. Dr. Thacker asked how to respond to those who ask what will happen if the department does not meet the deadline. Chair Hamilton answered that it was unknown, but he suggested an answer: they run the risk of the course not being certified. The motion passed with one dissent.

**Further information on courses that were recertified can be found on the web:**

[http://www.winthrop.edu/uploadedFiles/recandreg/CUI\\_AC/2010\\_Feb5\\_AC%20minutes.pdf](http://www.winthrop.edu/uploadedFiles/recandreg/CUI_AC/2010_Feb5_AC%20minutes.pdf)

**The Gen Ed Committee considered several new courses for inclusion in the Touchstone Program. The following table summarizes these results.**

<b>Area</b>	<b>Course</b>	<b>Result</b>
Global	FREN 280	Accept w/Guidance – worried about aggregate data
	FREN 302	Accept w/Guidance – worried about aggregate data
	GERM 301	Accept w/Guidance – worried about aggregate data
	SPAN 280	Accept w/Guidance – worried about aggregate data
Hum. & Arts	FREN 250	Not accept – No description of which goals addressed in the application - worried about aggregate data
	FREN 401	Not accept – No description of how the course addresses GNED goals addressed in the application - worried about aggregate data
	FREN 402	Not accept – No description of how the course addresses GNED goals addressed in the application - worried about aggregate data
	GERM 250	Not accept – No description of how the course addresses GNED goals addressed in the application - worried about aggregate data

	SPAN 250	Not accept – No description of which goals addressed in the application - worried about aggregate data
	SPAN 401	Not accept – No description of which goals addressed in the application - worried about aggregate data
	SPAN 402	Not accept – No description of how the course addresses GNED goals addressed in the application - worried about aggregate data

*There was no discussion and all were approved.*

## V. Announcements

Dr. Evers announced that CUI will have an additional meeting on February 23 to get through a large amount of curriculum.

Academic Council will meet on the date listed as optional: Friday, 5 March 2010 in Tillman 306 (Please note the new location)

## **ROLES AND REWARDS Update for Faculty Conference** (February 17, 2010)

### **Committee Members**

Beth Costner (chair), Associate Professor of Mathematics and Chair, Department of Mathematics

Lisa Johnson (secretary), Senior Assistant to the Dean & Assistant Professor of Education

Debra Boyd, Dean, College of Arts and Sciences

David Bradbard, Professor of Marketing and Management

Jennifer Everhart, Lecturer, University College

Mark Hamilton, Associate Professor of Fine Arts

James Hanna, Assistant Professor of Chemistry

Jackie McFadden, Associate Professor and Research Librarian, Dacus Library

Jennie Rakestraw, Dean, RWR College of Education

Anna Sartin, Associate Professor of Theatre

Gary Stone, Professor of Economics

## Context

The Roles and Rewards Committee consists of Winthrop faculty representing all academic divisions, various faculty roles, and multiple faculty ranks. In Spring 2009, the group began researching options for restructuring the ways we define the diverse roles of Winthrop faculty. As a result of much research and discussion, the committee submits to Faculty Conference this draft document—a first step towards change.

These initial suggestions are focused on providing a framework in which faculty can be recognized and rewarded for the changing and varied nature of their work through the tenure and promotion process. As the academy and the demands of providing a meaningful experience for our students change, the ways in which the traditional roles of teaching, scholarship, and service are defined must also change.

Future efforts of the committee will focus on the post-tenure review process, the rewards associated with particular ranks and recognitions, and the process by which faculty report annually and during tenure and promotion reviews.

## Responding to the Current Report:

- The committee requests that all faculty read and consider the entire scope of the current report.
- Faculty members may respond to the proposal by:
  - contacting committee representatives from their academic division,
  - responding through the Faculty/Staff Online Forum in the Faculty Conference Section: <http://asap.winthrop.edu/facultyforum/default.asp>, (faculty logins are required),
  - asking questions at college assembly meetings during the month of March, and
  - attending open forums for discussion (Tuesday, March 2, from 11-12:15 in Owens G02 and Thursday, March 4, from 11-12:15 in Withers 107).
- Committee members will consider all comments, concerns, and suggestions before a revised proposal is presented to Faculty Conference for a vote that will indicate the level of support for the recommendations. **The committee will ask for a vote on the revised version of the materials at the Faculty Conference Meeting on April 23, 2010.** Note that the committee will have additional information for faculty consideration once this first step has been completed.

## Items to Consider in the Attached Information:

### 1. Clarifications not additions to roles.

The committee has attempted to better define what faculty already do and to seek ways to recognize important work that, in the past, may not have been recognized in the tenure and promotion process but is important to the life of the University and its community members.

### 2. Expansion of the traditional areas of reporting.

Faculty at Winthrop are now expected to perform roles and accept responsibilities that in some cases do not align well with the information in the current *Faculty Manual*. These roles are, in part, the result of factors such as our changing student populations, interdisciplinary programs, the Touchstone Program, service learning, undergraduate research, and accreditation expectations. With the current tenure and promotion structure, anecdotal evidence indicates that faculty members are, at times, confused about how to categorize important work and even about whether certain work should even be considered for tenure and promotion. To account for these changes and to reduce confusion, the committee suggests that the traditional categories of teaching, scholarship, and service be expanded into four areas: student intellectual development, scholarly activity, professional stewardship, and academic responsibility.

### 3. New definitions and evidence.

The suggested definitions incorporate the changing expectations for and of faculty and offer suggestions as to how faculty might provide evidence of involvement in these areas. If these changes are approved, colleges will, in turn, need to restate their expectations and priorities to mirror the changes. However, every attempt has been made to create a structure flexible enough to be used by all academic disciplines.

4. *Tenure as distinct and different from promotion.*  
Anecdotal evidence also suggests that, although Winthrop recognizes different standards for tenure and for promotion to Associate Professor, the current guidelines do not make the distinctions clear. The committee supports keeping the processes separate but provides suggested descriptions to better delineate the differences in purpose and expectations.
5. *New avenues for promotion involving Scholarship and Professional Stewardship.*  
Although involvement and growth in all four areas of evaluation are expected for promotion, the committee has suggested options for faculty who have University roles and responsibilities that limit their ability to participate in significant scholarship currently expected for promotion.
6. *Strong support for continued involvement.*  
The ongoing involvement of faculty at all ranks is vital to the success of the University. The committee has included this important idea in the discussion of faculty ranks.
7. *Discussion of rewards.*  
In determining an approach to our multifaceted charge, the committee decided to focus first on better defining and acknowledging what faculty do; however, discussions of rewards have certainly been intertwined with the discussions of definitions. A more systematic, thorough, and extensive examination of rewards will be undertaken by the committee once the definitions are clearly established. Some examples of our reward-related discussions have included: (a) the relationship between assigned courses and faculty roles outside the classroom or laboratory, (b) how to connect a rewards structure to post-tenure with excellence, (c) how to incorporate new and to redesign existing “rewards” (e.g., tuition assistance for faculty and family members, access to University amenities such as West Center memberships), (d) the need to examine the current salary structure, and (e) how to protect funds for regular merit raises.
8. *Representation for part-time faculty.*  
The committee has begun to discuss the possibility of a structure that would provide part-time faculty with a representative voice in faculty governance.
9. *Assigning credit for work associated with course and program design.*  
Although attempts have been made to include the important and time-consuming work of reaching outside one’s discipline for the purpose of program and/or course development, this topic needs more attention. In the document that follows, the committee has provided some suggestions; yet we continue to seek a clearer articulation of this concept.
10. *Chart for comparisons.*  
Included at the end of the document is a side-by-side comparison of the tenure guidelines and the three faculty ranks at which an individual may be tenured in order to aid in the examination of the transitions and differences among these descriptions.

## I. Faculty Roles at Winthrop

As the roles of faculty change, so must the criteria on which faculty are evaluated. The following descriptions have been developed as a means to capture the diverse nature of faculty involvement at Winthrop University.

**Student Intellectual Development** is the most significant responsibility of all Winthrop faculty and a key element in supporting the University's mission to develop the student as a whole. As such, it is the critical factor in all evaluations. The current evaluation category of teaching has been replaced by the broader notion of student intellectual development and includes activities that go beyond the classroom or laboratory.

The category of scholarship has also been expanded to reflect the changing roles and responsibilities of Winthrop faculty. The new area of **Scholarly Activity** includes traditional forms of scholarship such as publication and professional presentations; however, these traditional notions are expanded to include new forms of scholarship. Reflecting the nature and character of the Winthrop community, types of scholarly activity now include the scholarship of discovery, of integration, of application, and of teaching, ideas articulated by Ernest Boyer in *Scholarship Reconsidered: Priorities of the Professoriate* (1990).

The area of **Professional Stewardship** encompasses many of the activities that faculty have generally referred to as service. Yet the former definition of *service* does not fully encompass the variety of work in which the faculty engage. Carol Geary Schneider (1998), President of the Association of American Colleges and Universities, asserts that "professional stewardship" more accurately captures the significance of these 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. This concept has been incorporated in the tenure and promotion guidelines to delineate the types of involvement expected of faculty at various ranks.

Finally, **Academic Responsibility** has been introduced as the fourth area of evaluation. This category includes some activities that have been traditionally included as service but also more clearly defines those activities that form a baseline for faculty involvement and represent activities expected of all faculty members at Winthrop University.

### 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. A broad range of faculty activities fit within the area of student intellectual development; those activities include helping students to 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, 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.

*Evidence includes but is not limited to:*

- Analyses of student learning outcomes
- Connections made between instruction and program goals
- Course content with an appropriate level of rigor
- Course updates to maintain relevance and enhance teaching methods
- Course, curriculum, or program development
- Descriptions of student mentoring activities (e.g., career direction, information literacy)
- Development of instructional materials (e.g., software, original course supplements)
- Engagement of students in service learning
- Implementation of a variety of instructional practices and assessment methods
- Implementation of high expectations for students
- Mentorship of students in research activities
- Observation data/evaluations from supervisors
- Participation in goal assessment for courses, students, and programs
- Peer evaluation of classroom performance, exhibition design, and/or other student intellectual development activity
- Student evaluations
- Teaching awards or recognition of successful activities leading to student intellectual development

## **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 of faculty as 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*, faculty members should consider 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.

*Evidence includes but is 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)
- Creation of accreditation documents and assessment systems
- 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
- Invitational or juried exhibitions
- Original curriculum and materials for professional development program or continuing education programs
- Patent applications

### **C. Professional Stewardship**

*Professional Stewardship* is expected of faculty as they move beyond the rank of Assistant Professor. Activities that illustrate professional stewardship require faculty members to be involved in work that goes beyond regular teaching responsibilities and academic responsibility. This type of "service"—as it counts toward tenure,



promotion, and merit raises—should require faculty members to use their knowledge and experience to enhance the University and/or community.

Faculty members can show exemplary work in the area of professional stewardship when they engage in service that is sustained, complex, and time consuming; has significant impact on the University or learning community; and has received recognition by peers. Individuals presenting accomplishments in this category as the priority area for promotion should discuss the decision to do so with the department chair and the college dean and provide evidence of impact and scholarly engagement. To reach the level of exemplary achievement in professional stewardship, faculty engagement must go beyond regular service on committees.

*Evidence includes but is not limited to:*

- Active engagement with a campus student group
- 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
- Involvement and memberships/certifications in professional organizations
- 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
- 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

#### **D. Academic Responsibility**

*Academic Responsibility* includes those activities that define the standard expectations for all faculty members at Winthrop University. 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.

Service to the University and/or community falls within the faculty member's responsibilities to the academic community and is important to the attainment of institutional goals. Faculty members should demonstrate a willingness to accept faculty assignments and carry out duties in a professional, ethical, and collegial manner that enhances the vision and purpose of the institution.

*Evidence includes but is not limited to:*

- Academic and non-academic advising
- Adherence to University policies (e.g., the privacy and confidentiality of student information, intellectual property and copyright, research funding, treatment of human subjects in research)
- Availability to students through multiple platforms (e.g., office hours, emails, assignment feedback)
- Curriculum revision efforts
- Effective use of class time
- Engagement in faculty meetings at all levels
- Involvement in department and university assessment plans (e.g., reporting information as requested, adhering to department expectations for data collection)
- Meeting classes at the appointed times
- Participation in department and college events
- Participation in university commencements and convocations
- Recruitment and retention efforts
- Service on committees
- Service to colleagues (e.g., providing a guest lecture for a colleague, filling in for a colleague due to illness)
- Use of scheduled final exam times for testing or other instructional purposes

## **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. Tenure also indicates the expectation that the faculty member will continue appropriate involvement in the life and mission of the University. 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

American Association of University Professors further describes tenure as “a presumption of competence and continuing service that can be overcome only if specified conditions are met.” 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. Furthermore, a tenure candidate must provide evidence of effective scholarly involvement and the potential for sustained participation in activities associated with professional stewardship, as well as a consistent record of academic responsibility.

Once tenure is granted, a faculty member must maintain an active role in the University and its mission. The tenured faculty member must show continued growth and development in activities related to student intellectual development and scholarly involvement and maintain a consistent record of academic responsibility. 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, professional stewardship, and academic responsibility as appropriate for the faculty rank held. 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. 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, academic responsibility, and professional stewardship that is appropriate for a junior member of the faculty. 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 addition, an Assistant Professor should demonstrate academic responsibility and explore ways to engage in professional stewardship.

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 balanced portfolio and body of work. Evidence must indicate advanced skill in the area of student intellectual development. Further, the faculty member must demonstrate significant achievement in at least one of the following with evidence of engagement in the other: 1) active scholarship that may include research, creative activity, and/or significant scholarly contributions to the larger learning community; 2) accomplishment or leadership in professional stewardship that has been recognized by peers, is instrumental to the University, and is related to the individual's expertise or assignments. The faculty member must also have a consistent record of academic responsibility.

Once at the rank of Associate 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, 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. Further, the faculty member must demonstrate superior and substantial achievement in at least one of the following with evidence of consistent engagement in the other: a) active scholarship that may include research, creative activity, and/or significant scholarly contributions to the larger learning community; b) accomplishment and leadership in professional stewardship that has been recognized by peers, is instrumental to the University, and is related to the individual's expertise or assignments. 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.

Once at the rank of Associate 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**

All faculty members in the following ranks are eligible 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. A Senior Instructor has either been involved at Winthrop or provides evidence of past experiences that indicate 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 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, Adjunct Faculty must provide evidence of progress and involvement that is responsive to feedback and meets expectations of the rank.

## **References**

- Boyer, E. L. (1990). *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.
- Nelson, C. (2010). No university is an island: Saving academic freedom. *Publishers Weekly*, 257(3), 41.
- Schneider, C. G. (1998). President's message. *Liberal Education*, 84(4), 1-2.

**Side-by-Side Comparisons of the Criteria for Tenure and Ranks**

<b>Tenure</b>	<b>Assistant</b>	<b>Associate</b>	<b>Professor</b>
<p>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.</p> <p>To be granted tenure, a faculty member must provide evidence of effective student intellectual development. Furthermore, a tenure candidate must provide evidence of effective scholarly involvement and the potential for sustained participation in activities associated with professional stewardship, as well as a consistent record of academic responsibility.</p> <p><u>Once tenure is granted</u>, a faculty member must maintain an active role in the University and its mission. The tenured faculty member must show continued growth and development in activities related to student intellectual development and scholarly involvement and maintain a consistent record of academic responsibility. In addition, the faculty member must show development in the area of professional stewardship.</p>	<p>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.</p> <p>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.</p> <p>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, academic responsibility, and professional stewardship that is appropriate for a junior member of the faculty. 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</p>	<p>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.</p> <p>At the time of appointment or promotion to Associate Professor, a faculty member is expected to have a balanced portfolio and body of work. Evidence must indicate advanced skill in the area of student intellectual development. Further, the faculty member must demonstrate significant achievement in at least one of the following with evidence of engagement in the other: 1) active scholarship that may include research, creative activity, and/or significant scholarly contributions to the larger learning community; 2) accomplishment or leadership in professional stewardship that has been recognized by peers, is instrumental to the University, and is related to the individual’s expertise or assignments. The faculty member must also have a consistent record of academic responsibility.</p> <p>Once at the rank of Associate Professor, a faculty member must maintain an active role in the University and its mission. The faculty member must show continued</p>	<p>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.</p> <p>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. Further, the faculty member must demonstrate superior and substantial achievement in at least one of the following with evidence of consistent engagement in the other: a) active scholarship that may include research, creative activity, and/or significant scholarly contributions to the larger learning community; b) accomplishment and leadership in professional stewardship that has been recognized by peers, is instrumental to the University, and is related to the individual’s expertise or assignments. 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.</p>

	<p>to the learning community. In addition, an Assistant Professor should demonstrate academic responsibility and explore ways to engage in professional stewardship.</p>	<p>growth and development in activities related to student intellectual development, scholarly involvement, professional stewardship, and academic responsibility.</p>	<p>Once at the rank of Professor, the faculty member must maintain an active role in the University and its mission. The faculty member must show continued growth and development in activities related to student intellectual development, scholarly involvement, professional stewardship, and academic responsibility.</p>
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## FACULTY CONCERNS

The Faculty Concerns Committee met Tuesday Feb. 23 to discuss several issues and finalize agenda items for their Spring meeting with president DiGiorgio. The Committee on Faculty Concerns is scheduled to meet President DiGiorgio on April 01.

## POSTPONED ACTION ON BYLAWS

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 disapprovals shall be communicated to the faculty, with reasons therefore, within thirty days.

## MATERIALS FROM RULES COMMITTEE

We move to put the following items on the agenda of the April 23, 2010 Faculty Conference meeting.

### Item #1: An amendment to Article VII, Section V of the Faculty Conference bylaws.

Existing	Proposed
<u>Section 5 Elections.</u> 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.	<u>Section 5 Elections.</u> Regular elections by the Faculty Conference of members of all standing committees created by the Faculty Conference shall take place at a <b>spring semester</b> 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.

**Item #2: Reinstatement of the Financial Exigency Committee into the bylaws of the Faculty Conference, by amending Article VIII.**

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.

Previous definition, Faculty Manual, 2007, pp. 73-4	Proposed
<p><u>Section 8</u> 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.</p> <p>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.</p>	<p><u>Section 9</u> 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.</p> <p>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</p>

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 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.

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.