Winthrop University Faculty Conference
15 February, 2019
2:00 p.m., Whitton Auditorium, Carroll Hall
Agenda

I.   Approval of Minutes for November 30, 2018 Faculty Conference (*Minutes to Follow)*

II.   Report from the Chair
       Michael Lipscomb

III.   Report from the President
       Dan Mahony

IV.   Report from the Vice-President of Student Affairs
       Shelia Burkhalter

V.   Program Director for the Office of Accessibility
       Chris Keck

VI.   Report from the Provost/Vice President for Academic Affairs
       Debra Boyd

VII.   Academic Council
       Jo Koster (*Supporting Material, to Follow, in Appendix I*)

VIII. Committee Reports

       a. Rules Committee: Bylaws and Policy Proposals
       Zach Abernathy (*Supporting Materials in Appendix II*)

       b. Personnel Committee: Electronic Election Announcement and Floor Nominations
          Scott Werts (*Supporting Materials in Appendix III*)

IX.   Computing and Information Technology
       Patrice Bruneau

X.   Think College
       Debra Leach and Chauncey Metzelaars

XI.   Unfinished Business

XII.   New Business

XIII. Announcements
       A. Tim Drueke, for Gina Jones

XIV.   Adjournment
                    Faculty Conference Membership (333) 35%= 117 20%= 67

I. Approval of Minutes for September 28, 2018 Faculty Conference (available on the Faculty Conference web page) Faculty voted to proceed in the absence of a quorum and to approve the minutes from last meeting.

II. Report from the Chair, Michael Lipscomb: Dr. Lipscomb gave an update on the progress of the Provost Search Committee. On December 7, the review process will begin. We have 48 candidates so far. He urged faculty to send the position announcement to various listservs and to colleagues who might be qualified and interested. Dr. Lipscomb reported that the main business of the last Board meeting was about considering approval of new budget. There is a short fall 4.4 million in the budget related to enrollment. Administration is working to maximize salary savings and reduce operating budgets to work with this shortfall, and they received approval from the Board to fund 1 million to support one-time expenses. Dr. Lipscomb presented concerns to the Board from faculty about increased workloads and static salaries, noting that these stresses impact our ability to sustain our commitment to excellence. The Board was not unsympathetic with these concerns and floated some ideas about setting up endowed funds as part of Foundation funding and the possibility of bonuses when possible. They hear what faculty are saying. Dr. Lipscomb invited questions from faculty; there were none. Dr. Lipscomb reminded faculty to speak loudly and clearly when asking questions.

III. Report from the Provost/Vice President for Academic Affairs, Debra Boyd:
    a. Dr. Boyd reported that Dr. Mahony was in a Foundation Board meeting and that she would present information that he wanted to share. She then introduced Dr. Gironda Bell, Assistant Professor in the College of Arts and Sciences and College of Education and the new Senior Instructional Designed of Accreditation and Accountability.
    b. Dr. Boyd addressed issues that came up through FCUP: many think that the University strategic committee and marketing committees have not met their goals. All of these committees are being re-envisioned and some pieces will get peeled off for a different group that will report to the larger group. For example, there will be a separate group for retention. All committees will provide written reports by the end of the academic year. Faculty can also see new members of these committees on the President's webpage by the end of the year.
    c. Compensation context: when Winthrop began to address compensation several years ago, the primary goal was to get as many people to the median salary for their position as possible over time. Approx. $200,000 per year has been allocated towards this. Many have noted such an approach would take too long to move faculty members to competitive salaries. It's been about 20 years since we did the last salary study. Administration is working towards a comprehensive compensation plan, providing a philosophy; developing of pay practices in line with market; and developing competitive, fair, equitable compensation. We will put the tools to do this in place with Sibson Consulting. Their work is broad based and looks at every classification across the board at Winthrop. We are in the data collection stage right now and want to keep everyone informed throughout the process. It will take some time, but it will be a plan, not just a study; we need to make decisions about how to increase compensation, which will mean giving up some other things. The median salary for different positions do not necessarily go up every year; it does change every year.
    d. Questions: Dr. Belk, PLSC and AAMS: Dr. Belk expressed appreciation for the data gathering and asked about a timeframe moving forward with the plan of action. Dr. Boyd replied that Sibson will begin data gathering in the spring term and will begin the analysis afterwards. Hopefully by the 2020 academic year we'll have a plan, and implementation will follow. Along the way there will still be steps taken to bring people in line with median salaries. This is an 18-24 month process, usually. The timeline should be posted on the HR webpage. Dr. Lipscomb, PLSC: We've been exploring systematic ways to give marginal relief; can you speak to that? Dr. Boyd said she would speak to that in her report and asked whether there were more questions. None were forthcoming.

e. Dr. Boyd began her report on faculty relief. To answer the question about marginal relief, administration is considering the possibility of providing release time for tenured faculty on a rotational basis. If we did all faculty it'd be too big of a financial hit. Administration is working to figure out ways to minimize the cost to Winthrop at the departmental level. Dr. Boyd distinguished between release and reassign time. Drs. Mahony and Boyd are committed to this. The first group who will look at it after Academic Leadership would be FCUP. We hope to put it in place for fall 2019. Question: Dr. Jason Hurlbert, Chemistry/Physics/Geology in CVPA asked who'd be picking up the courses that get dropped? Dr. Boyd said that implementation would mean finding courses at the departmental level that don't have to be taught every semester. We may have to hire adjuncts in some cases when classes must be taught every semester. Question: Would a professor with a reduced load make less salary? Dr. Boyd answered that year-long sabbaticals are at half pay, but this would only be one course release, so no, pay would not be reduced. She noted that even in a year when dollars are tight, we have not eliminated sabbatical applications. It is important to remember these are available to faculty but not staff.

f. Dr. Boyd reminded faculty about the Revised Common Rule/the Final Rule, coming from the US Department of Health and Human Services, so those connected to IRB, need to know the rules have changed. There's more information on the grants webpage. The implementation date is 1/7/19; so the 6th is the last day you can submit a form using the existing protocol; after that it is the new protocol, which will include new CITI training.

g. Dr. Boyd asked whether there were any questions and thanked everyone for their good work. She said students benefit tremendously from the attention we pay to them and urged faculty to please follow up with any advisees who have not registered for courses next semester. She hopes to see us at commencement.

IV. Academic Council, Jo Koster (see the supporting materials from the November 30, 2018 Faculty Conference): Please see the attached report on the Nov 15th meeting.
   a. Dr. Koster asked faculty to direct questions or ideas about how to adress absences in online courses to her.
   b. The cultural events webpage is currently being reorganized and cleaned up.
   c. Question: Mr. Daniel Gordon, Chair of Theater and Dance: The statement about not using personal electronic devices at cultural events sounds unwelcoming and cold. Dr. Koster deferred to Dr. Lipscomb, who had helped craft the language. He said the statement was in response to requests from Academic Council. Dr. Belk said a similar statement was made before a Dave Chappell show in Charlotte. If anything, it might be part of a greater socialization for students. Ms. Emily Deinert, AV/Reference Librarian, suggested we could get the best of both worlds. Maybe instead of reading the whole part in red out loud, we could just ask them not to do it. We don't read the student conduct code at the beginning of every class; could we leave out the "we're gonna kick you out" part? Q: "As a user, I would want to be trusted. As long as the information is available online, beyond that it should be up to the producer of each event to figure out how to make this statement at beginning of his/her show." Dr. Koster summed up: Could we give more artistic license to the way this is done? Dr. Lipscomb shared a backstory: the request came originally from someone in the performing arts who has been reading a statement with no teeth, and it hasn't been working. Dr. Koster shared an anecdote about how a performer quit a performance after asking twice for the audience to stop being disruptive. Question: Who'd be responsible for escorting students out? Dr. Koster: it would be the sponsor. Dr. Gloria Jones said she has encountered students being disruptive in performances; this is a place of education, and some of them need education outside the classroom. Question: Dr .Greg Oakes, Assistant Dean of the College of Arts and Sciences, suggested maybe we present this as something optional, and sponsors decide whether to read it or not. Dr. Koster said AC would continue to discuss this.

V. Committee Reports

   a. Rules Committee: Bylaws and Policy Proposals, Zach Abernathy (see the supporting materials from the November 30, 2018 Faculty Conference): Please see attached report.
      i. Article VIII, Section 8: change language from "and once over the summer" to "and seven times over the fiscal year." Question: We want to make sure this can't be read as 13 times per year. It was decided the wording was grammatically clear. There was a motion to amend, and

faculty voted to amend the language, then voted separately to amend the meeting times of FCUP.

VI.   Report on the Budget, Justin Oates, Vice President and Chief Financial Officer: Please see attached report. Questions: Dr. Ron Parks, Music, CVPA, what is our approach when it comes to vacancies? Dr. Boyd answered. Academic Affairs does staffing plans built on chair requests that go to deans. Things do not go forward at the same time; some things do not go forward. There is an entire staffing plan for Academic Affairs. As vacancies happen, if there are vacancies in mid-year, we still have to go through the approval process and have clear, strong justification for filling vacancies, not only based on needing the courses taught. Dr. Parks asked whether faculty input needs to happen at the departmental level. Dr. Boyd answered in the affirmative. Dr. Boyd asked faculty to recognize we all have to become participants in this process, or else we may not get the things we need and deserve. Faculty Conference may be able to have some say in recommendations going forward. Input from a variety of constituencies across campus will include faculty representation as well.

VII.   Report on Enrollment, Mr. Eduardo Prieto, Vice President of Access and Enrollment: Please see attached report. Mr. Prieto asked faculty to help spread the word about why a Winthrop education is worth the money and to send bragging points. Question: Dr. Belk, PLSC, CAS, asked whether the people who went other places visited our campus and still tell us no? Dr. Pietro said that number is 67-68%. Opposite of that is that 20% of kids who ultimately enroll come to campus for the first time at June orientation. We cannot assume any longer that students who come to orientation are going to come here; there's a lot of volatility now after orientation. This is a national phenomenon. Many students take recruitment into the summer. They are shopping at orientation, going to multiple ones. Question: Mr. Jason Tselentis, Design, CVPA: is data gathering happening about why students admitted do not come? Mr. Pietro answered, "Yes, we send a questionnaire about mid-March but it's not always ultra-reliable. It is hard to communicate with those students because they do not care to tell us why they do not come. Based on what we do get back, the number one issue is finances, the second is academic programs. We try to track just about everything you can possibly track."   Question: Dr. Belk asked whether our competitors have used the firm we are using to help better spend scholarship dollars. Dr. Pietro said no, but the number of public schools dealing with firms like this has doubled. Question: Dr. Jennifer Disney, PLSC, CAS, asked, "Are you interested in having faculty going to talk at college days, etc?" Dr. Pietro said yes, he would love to have that happen. He asked for people who would be willing to go on camera. Deans are responding and giving us feedback now. Dr. Pietro thanked deans who have gone out to engage guidance counsellors and Dr. Jennie Rakestraw and Dr. Adrienne McCormick for going to Columbia and back today. Question: Dr. Cliff Calloway, CHEM, CAS, asked where we stand as far as our peak enrollment? When and what was that? Dr. Pietro answered the headcount enrollment does not show a difference between the mid-2000's where we had 6200, but a large number of non-degree seeking students then. Three years ago when we had our largest freshman class, but our non-degree students were down so we didn't see the large class reflected in the headcount enrollment.

VIII.   Task Force on Tenure and Promotion Protocols, Dr. Michael Lipscomb (Supporting Materials in Appendix IV) Dr. Lipscomb thanked faculty for feedback thus far and encouraged us to use the access to electronic feedback through the email he sent us to give feedback and to speak to members of the committee. Next semester the taskforce will move from broad principles to policy, bringing relevant recommendations to Faculty Conference. Some recommendations have gone directly to administration because they are in the purview of administration; the Provost's office is in the process of implementing them. Some recommended changes in policy language will probably not be controversial, but some policy changes will warrant thoughtful discussion. Finally, some things the taskforce recommends will be further addressed by other committees or working groups. Spring semester the taskforce hopes to conclude their work and make recommendations to faculty to vote on then. He asked whether there were any questions. There were none.

IX.   Registrar, Office of Records and Registration, Gina Jones: notes about when grades are due: 12/12, 3 PM for graduate degree grades. 12/13, 9 AM, for undergraduate degree candidate grades. 12/14, 5 PM, all grades due. Students with an Incomplete need not reregister for the course. It would use up a repeat-exemption if they do. Graduate /Undergraduate commencement is December 15. Ms. Jones encouraged faculty to have grades in on time.

X.   Unfinished Business: None

XI.   New Business: None

XII.   Announcements: Ms. Katie Dykhuis, Director of Graduate Enrollment, Graduate Recruitment, and Marketing, said there is a specialty license plate with the new logo on it. The fee is $70.00 and $40.00 comes to WU. Dr. Gloria Jones announced for Dr. Robin Lammi that faculty working with students who have done undergraduate research should encourage students to send abstracts to SOURCE. A representative from Information and Technology Services said they will have a new schedule in January; they will close early on Friday and be open a little Saturday. The office will also be closed over break, so faculty were urged to change their passwords now. Dr. Lipscomb reminded faculty that Graduate Faculty will meet after this meeting concludes. Next meeting 2/22 in Whitton.

XIII. Adjournment

Appendix I: Report from Faculty Conference

Academic Council Report to Faculty Conference

February 15, 2019

Course Actions Approved

- The following 84 course actions were approved by CUC:

ACCT304	BADM491	BIOL271	BIOL315	BIOL422	CHEM304	CSCI365	EDCO201
ACCT495	BIOL213	BIOL303	BIOL316	BIOL440	CHEM310	CSCI392	EDCO202
ANTH345	BIOL214	BIOL304	BIOL317	BIOL450H	CSCI101C	CSCI411	EDCO420
ARTS472	BIOL220	BIOL307	BIOL321	BIOL471	CSCIf101E	CSCI432	ENVS375
BADM180	BIOL221	BIOL308	BIOL323	BIOL472	CSCI101N	DANA261	ENVS376
BADM200	BIOL222	BIOL309	BIOL403	BIOL480	CSCI101P	DCED343	GEOG305
BADM381	BIOL223	BIOL310	BIOL405	BIOL491	CSCI250	EDCO175	GEOG307
BADM391	BIOL270	BIOL314	BIOL407	BIOL492	CSCI311	EDCO191	GEOG309

GEOL345	MLED330	SPAN371	ACCT280*
HDFS506	NUTR227	THED343	ACCT281*
HDFS594	QMTH205		*approved with revision
HDFS595	QMTH210		
MGMT220	SOCL508		
MGM323	SOCL509		
MGMT365	SOCL525		
MKTG385	SPAN370		

AC approved the following 13 proposals for degree change:

Program	Department	Action
BA-ARTS-CERT	BA in ART with Certification	Modify program
BA-ENST	BA IN ENVIRONMENTAL STUDIES	Modify program
BA-MLAN-FREN	BA IN MODERN LANGUAGES/FRENCH OPTION	Modify program
BA-MUSC-COMP	Music BM Music Comp	Modify Program
BM-MUSC-MPER	Music BM Music Performance	Modify Program
BS-BADM-MKTG	BS IN BUSINESS ADMINISTRATION/MARKETING(dpt management marketing)	Modify concentration
BS-BADM	BS IN BUSINESS ADMINISTRATION/NO OPTION	Modify program
BS-CSCI	BS IN COMPUTER SCIENCE	Modify program
BS-ENSC	BS IN ENVIRONMENTAL SCIENCES	Modify program
BS-HDFS	BS In Human Development & Family Studies	Modify program
BS-MLED	BS in MLED-ONE	New concentration
BS-DIFD-WEBD	BS Info Design - Web App Development	Modify program
BS-BADM-MGMT*	BS IN BUSINESS ADMINISTRATION/MGMT-HOSP	Modify concentration

AC voted to approve the following 5 changes for minors/certificates:

Program	Department	Action
CERT-BUSA	Certificate in Business Analytics	**New certificate program**
MINOR-EDUC	Educational Studies	**Modify minor**
Minor-GEOL	Minor in Geology	**Modify minor**
Minor-MGMT	Minor in Management	**New minor**
CERT-LACT	Undergraduate Certificate in Lactation	**New certificate program**

A propose for a minor in Hospitality and Hotel Management (Minor HHMG) was tabled by CUC until the next meeting.

Course changes approved at the College level

Course	Title	Action
BADM180	Business Careers and Professional Development.	**Modify course**
CHEM301	301. Organic Chemistry I	**Modify course.**
CHEM302	302. Organic Chemistry II	**Modify course**
CSCI208	Introduction to Computer Science II (4:3:2).	**Modify course**
CSCI411	411. Operating Systems (3).	**Modify course**
CSCI441	Web Application Design and Development	**Modify course.**
EDCO101	Observation and Analysis of Culturally Responsive Teaching	**Modify course**
MKTG387	Digital Marketing and Promotion Management	**Modify course**
RELG316	Early Christian Thought	**Modify course**
GEOG305	Introduction to Geographic Information Systems:	Modify Course
PHIL230	Contemporary Moral Problems:	Modify Course

GNED Recertifications:

- **HISTORICAL**
  - ENGL 203 – Major British Authors
  - ENGL 211 – Major American Authors

- **NATURAL SCIENCE**
  - ANTH 220 – Introduction to Archaeology
  - ANTH 315 - Forensic Anthropology*

*Although ANTH 315 was previously offered as a Natural Science course, there was a several semester lapse in inclusion. As such, Academic Council officially voted for its re-inclusion.

- **QUANTITATIVE**
  - MATH 201/201H – Calculus I/Calculus I Honors
  - MATH 202/202H – Calculus II/Calculus II Honors

- **SOCIAL**
  - ANTH 201 – Introduction to Cultural Anthropology
  - ANTH 203 – Introduction to Language and Culture
  - SOCL 201 – Principles of Sociology

Awaiting modified syllabi: INDS 272

First Certifications

- **HISTORICAL**
- ENGL 208 – Foundations of World Literature to 1700

- **HUMANITIES & ARTS**
- DESF 120 – Design Drawing
- SPAN 372 – Latin American Women Writers
- VCOM 354 – Basic Design Applications

- **ORAL**
- CHEM 552 - Research

Component reviews

- Humanities and Arts ad hoc committee:
  - No changes recommended

- Technology ad hoc committee:
  - Will report at the April meeting

Recommended Language Change for Constitution Requirement

- Ad hoc committee of AC met with Gary Stone, Michael Lipscomb, Laura Ullrich, Dave Pretty, Pamela Edwards, and Danko Tarabar in December to work on this document.
- They discussed the criteria for inclusion and the group came to an agreement on the instruction points for this requirement based on the requirements of existing state law.
- They generated this language based on this discussion and recirculated it for their review.
- Both the GNED Committee and Academic Council have approved this change.
- If the proposed "REACH" act passes the SC legislature this year, a few mild tweaks will need to be made to this language.

Courses that satisfy the Constitution Requirement should provide, but are not limited to, instruction in the following areas:

- Declaration of Independence
    - *Locke and the Enlightenment*
- *Federalist Papers*
    - *#10*
    - *#51*
- *Constitution*
    - Articles of the Confederation
    - Clauses
        - Supremacy Clause
        - Necessary and Proper Clause
        - Federalism

        -Commerce Clause
        -Full Faith and Credit
        -3/5 Compromise (Enslavement)
    - Bill of Rights and other Amendments
    - Electoral College
- Constitution Requirement courses must include a writing component of a single paper or combination of assignments totaling eight pages of evaluated writing or at least four evaluated writing assignments
- Students should be able to recognize problems and issues confronting citizens, effectively make informed decisions about the choices available to citizens, and demonstrate an understanding of their civic responsibilities.

Modifications to the Cultural Events Policy

In response to FC asking for further modification of the propsed language changes to the Cultural Events policy in regard to event management, the Cultural Events policy consulted with the affected parties and all agreed to the following:

1)   in regards to the statement on student conduct (that could be read before CE events), reading the statement should be optional.

2)   regarding the number of CE credits that can be earned by performing/ participating in any CVPA Cultural Event, the limit should be 10 credits (this was based on the input of CVPA representatives on the CE Committee).

# Academic Council Recommendations for Improving Retention and Persistence

Contextualization

- AC met on Jan. 18, 2019, to hear information from Academic Affairs, the Grade Group, and University College about current rates of student success and retention.

- We looked at LEAP as a model for effective support for students at risk.

- After a lengthy discussion, an ad-hoc committee drafted a five-point package of recommendations from the academic/curricular side that can complement other efforts being made (e.g. improved orientation advising, graduated release of seats in general education courses, professional advising, changes in ACAD, support from Student Life, Residence Life, Health & Counseling, etc.).

- After more discussion, Academic Council approved these five recommendations at the Feb. 8, 2019 meeting

Cumulative GPA, Fall 2006-2018

Semester	Female	Male	All
Fall 2006	3.018	2.834	2.961
Fall 2007	3.021	2.813	2.959
Fall 2008	3.01	2.84	2.957
Fall 2009	2.996	2.822	2.943
Fall 2010	3.003	2.785	2.934
Fall 2011	3.029	2.825	2.961
Fall 2012	3.052	2.872	2.994
Fall 2013	3.073	2.888	3.013
Fall 2014	3.087	2.868	3.015
Fall 2015	3.107	2.912	3.044
Fall 2016	3.118	2.957	3.069
Fall 2017	3.145	2.987	3.099
Fall 2018	3.181	3.011	3.131

President's and Dean's Lists, Fall 2010-2018
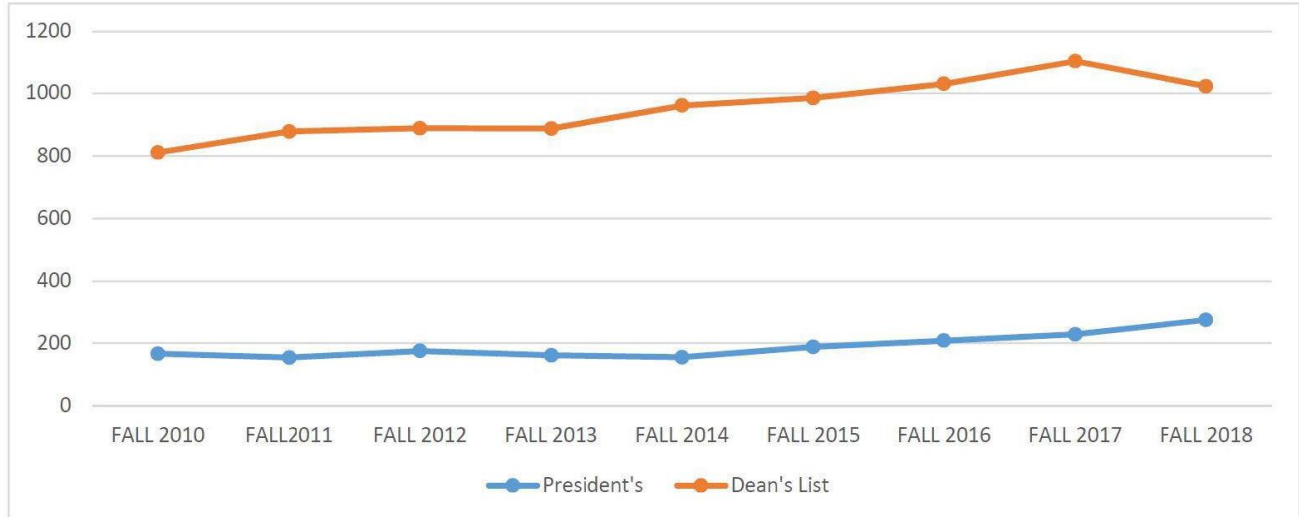
President's List is a 4.0 average for the semester based on a minimum of 12 hrs.
Dean's List is a 3.5 average for the semester based on a minimum of 12 hrs.

High-Achieving Student Performance

Year	President's	Deans'	Combined
2010F	3.8	18.6	22.4
2011F	3.7	21.3	25.1
2012F	4.1	20.9	25.0
2013F	3.8	21.0	24.8
2014F	3.7	22.6	26.3
2015F	4.3	22.5	26.8
2016F	4.7	23.4	28.1
2017F	5.2	25.2	30.4
2018F	6.5	24.4	31.0

Undergraduate Eligibility Issues

Term	% Not in Good AS
14F	6.6
15S	5.9
15F	6.9
16S	5.7
16F	6.1
17S	5.4
17F	6.0
18S	4.3
18F	6.3

WHERE DO THE PROBLEMS ARISE?

- **First-semester GPA** is considered the _strongest predictor_ of student success, a factor that contributes significantly to persistence.

- Approximately 40% of our students are Pell eligible. $5,000 LIFE Scholarship is very important to them.

- Middle income group also rely very heavily on LIFE Scholarship because they do not receive federal funds.

First-Year LIFE Scholarship Recipients

More than 50% of our first-year students are awarded the LIFE Scholarship

Year	Retention Rate
Fall 2013 to 2014	52% (279) lost LIFE
Fall 2014 to 2015	46.4% (241) lost LIFE
Fall 2015 to 2016	44.4% (258) lost LIFE
Fall 2016 to 2017	35% (191) lost LIFE

*We do know that 58 students did not re-enroll at Winthrop or anywhere else the following fall. That number represents approximately $1,000,000 in lost revenue.

CHE LIFE Scholarship Retention Statistics

Entering Term	Retain at WU	Retain Anywhere
Fall 2006	37.4	
Fall 2007	38.9	
Fall 2008	39.7	48
Fall 2009	44.6	51.1
Fall 2010	49.9	57.5
Fall 2011	51.3	57
Fall 2012	46.5	53.6
Fall 2013	49.4	53.3
Fall 2014	54.3	58.8
Fall 2015	56.1	61
Fall 2016	60	64.5

Multi-Section Gen Ed (100-level) Courses
Frequently taken by First-Year Students

Course	Average GPA	Course	Average GPA
BIOL 150	2.6	MATH 100 level	2.2
CHEM 101	3.0	PLSC 201	2.3
CHEM 104	2.4	PSYC 101	2.5
CHEM 105	2.2	SOCL 101	3.0
CSCI 101 (not labs)	2.6	SOCL 201	2.7
HIST 211/212	2.7/2.8	SPAN 101	3.0
HIST 111/112/113	2.7/2.8	SPAN 102	2.9
HMXP 102	2.7	WRIT 101	2.5

Options for student success

- Students often do better in their major courses than in Gen Ed courses (often more connections to peers and faculty, more interest in classes, more informal and formal advising)—building community and strengthening retention
- Students are often reluctant to elect S/U option, either because they see it as a sign of failure or because they perceive that it will have an impact on future academic progress
- Timely, intensive advisement and both faculty and peer support might address these attitudes

1. Pay ACAD instructors $250 to continue advisement in the students' second semester. This should include a mandatory training session before the second term begins where advisors are provided with GPA information (they currently have access to students' mid-semester grades but not final grades), information about how student success might have differed had students chosen S/U options, etc. This will help contribute to the "intensive advising" type atmosphere that made LEAP successful. Details will be worked out with the ACAD program staff.

2. Additionally, pay peer mentors $100 to continue support to ACAD students in their second term. They should receive similar training (without access to individual grades) and instruction on how to emphasize S/U as a strategy for success, not an admission of failure. We should work with the ACAD staff to design and implement this training. The peer mentors should keep in touch with their students and, if possible, meet with them at interim grade time and before the drop deadline to make sure the students are making the best choices to support their GPAs.

3. We need collectively (faculty, staff, peer support) to create a culture change to where students see the S/U grade as an opportunity to take risks, make prudent choices, and to explore instead of an admission of defeat.

As faculty, we need to realize that students who take courses S/U are not (necessarily) "slacking off" or looking for an easy out, but attempting to meet requirements while preserving their ability to remain in school.

This will require a lot of discussion at all levels: faculty governance, departmental meetings and retreats, staff and faculty development, ACAD training and course delivery, etc.

It's important that we share data about student persistence, success, and support with all parties so that they can enhance student advising, consider curricular adjustments, and help our at-risk students succeed.

4. We need to think about what gateways we establish to get students into their majors. We encourage departmental faculty to examine thoughtfully the prerequisites they choose for entry-level courses in their majors. There may be good reasons for students NOT to S/U particular courses (for instance, students seeking teacher certification currently should not S/U MATH 150 because if they want to take PHYS 250, they must have a C or better to take the class, not an S; this is the kind of advising information that needs to be shared with advisors.)

But we also need to look at the prerequisites we put on courses to ensure they remain appropriate and that they are not providing unnecessary impediments for students.

We should also look at co-requisites instead of prerequisites in some cases.

5. We propose a change to the S/U policy that allows first-time freshmen to use up to three S/Us in their freshman year and up to two in one semester. (This should apply to traditional freshmen and those who bring in credit but are still 'learning to do college'.)

This adds one more possible S/U (total of 5) for undergraduate students.

We recommend that this be tried for 3 years so that we can collect data on it.

Appendix II: Rules Committee: Policy and Bylaw Changes

Policy Title

Tenure: Conditions and Procedures~~--Effective 2014-2015 Academic Year~~

Policy Description

~~Note: With the approval of the Faculty Roles and Rewards Document in 2011, faculty standing for tenure have a choice of using the old standards or the new standards if the review is in the 2012-13 or 2013-14 academic years. Effective in 2014-15, all faculty standing for tenure will follow this set of standards and procedures.~~

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 post-tenure review should be rigorous, meaningful, and thoughtful.

A nominee for tenure 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 tenure.

To be granted tenure, a faculty member must provide evidence of effective *Student Intellectual Development* that challenges students and promotes critical thinking skills through the exploration of knowledge. Furthermore, a tenure candidate must provide evidence of *Scholarly Activity* 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 Activity*. In addition, the faculty member must show development in the area of *Professional Stewardship*.

Policy Procedures

Credit toward Probationary Period for Tenure
At the time a tenure-track appointment is made, credit for prior service may be given toward the probationary period for tenure. The number of years of prior service credited toward the six years of probationary service will be stated in the Reasons/Remarks section of the Personnel Action Form. Policies for awarding credit are:
 a. Credit may be given for prior service as a temporary faculty member at Winthrop University if the appointment is changed from restricted to regular service.
 b. Credit may be given for prior full-time academic service at another institution of higher learning at the rank of Assistant Professor or above.
 c. Credit may be given for prior professional service, other than teaching at another institution of higher learning, when such service is related to the faculty member's appointment at Winthrop.
 d. Credit will not exceed 3 years except in unusual circumstances.
 e. In determining the amount of prior service to be credited to a faculty member, no credit shall be given for summer school teaching at Winthrop or elsewhere.

During the probationary period, a faculty member may be granted leaves of absence. The time spent in a leave of absence granted for medical or administrative reasons will not be counted toward the probationary period. The time spent in a scholarly leave of absence, as determined by the Vice President for Academic Affairs, for one year or less will count as part of the probationary period.

Offers of Employment with Tenure

Offers of employment may be made with tenure attached for deans, chairs, and faculty who have earned tenure at another accredited institution. Recommendations regarding tenure will be reviewed by a subset of the University Personnel Committee, with additional members to be determined when appropriate. The make-up of this review committee will be determined by the Provost in consultation with the Chair of the University Personnel Committee. This committee will make a recommendation regarding tenure to the Provost, who will then make a recommendation to the President.

1. Pre-Tenure Review
The purpose of the pre-tenure review is primarily diagnostic, not summative; and it is geared towards helping a candidate make improvements towards a successful tenure decision. A pre-tenure review shall be conducted in the third year for faculty hired with no credit for prior service. For faculty hired with one or two years of credit toward tenure, the review will take place in the second year of employment at Winthrop. If a faculty member is hired with three years' credit toward tenure, a pre-tenure review will ordinarily not be conducted unless the review is requested by the faculty member or required by the Chair or Dean. The pre-tenure review will be conducted by the appropriate committee as specified by the academic unit. Both the department chair and dean will write responses to the committee's review. This review shall be completed and the results will be given to the faculty member no later than May 15. Results of this review shall be discussed with the candidate in a conference with the department chair and the dean. ~~Results of this review need not be included in the tenure portfolio unless the candidate chooses to include the results.~~ See "Portfolio Preparation" below (Section 2) for policies on the inclusion of pre-

Timelines are provided by the Office of the Vice President for Academic Affairs in https://www.winthrop.edu/academic-affairs/default.aspx?id=22288 and updated annually to reflect changes in the calendar.

Portfolio Preparation. A faculty member standing for pre-tenure review must submit a portfolio to his/her department chair/direct supervisor that follows academic unit guidelines and contains all materials indicated below. Further it is the responsibility of the faculty member to organize the portfolio in such a way as to facilitate review at all levels.

-A cover sheet containing the following information:
 • date employed at Winthrop,
 • rank at original appointment, and
 • prior service credit granted at employment.
-An application letter which includes an analysis/statement by the candidate explaining how he/she is progressing toward the qualifications of tenure and/or promotion.
-A table of contents.
 • Appropriate indexing tabs should be employed.
 • Indication of location of materials outside the original binder/notebook must be indicated.
-A current vita.
-Annual reports from all years since hire (including student evaluation data, chair/immediate supervisor evaluations, and dean evaluations).
 • Arrange in chronological order.
 • The semester/year should be clearly indicated on teaching evaluations.
-A Statement or report of activities associated with *Student Intellectual Development*, *Scholarly Activity*, and *Professional Stewardship* as defined by the college.
 • This should be accompanied by the additional departmental explanation (where applicable).
 • Evidence of the candidate's scholarship should be included. This may include copies of articles, other publications, video tapes, etc.
 • Each category should include tables or lists clearly outlining activities.
 • The faculty member is encouraged to describe any noteworthy accomplishments and to describe activity where the impact or time needed may not be apparent to reviewers.
-Peer evaluations, if available.
-Supporting documents pertinent to the review.
-A statement of the faculty member's goals and plans for involvement and development over the next six years.

2. Tenure Review Process

Faculty will stand for tenure in the sixth year of probation, including credit given for prior service. A faculty member standing for tenure submits to the department chair a tenure portfolio prepared according to the guidelines of the University and the academic unit. The general University expectations are included in this document and academic units are responsible for providing faculty members additional expectations electronically on the unit website at least six months prior to the portfolio due date. Timelines for the review process are provided by the Office of the Vice President for Academic Affairs in https://www.winthrop.edu/academic-affairs/default.aspx?id=22288 and updated annually to reflect changes in the calendar.

When a faculty member is applying for tenure and for promotion concurrently, a single supporting portfolio for both processes will be used. The letters of application from the faculty member, recommendations from the chair and the dean, and all committee recommendations must be submitted separately, as the review processes for tenure and promotion will occur independently.

The membership of all reviewing committees upon formulation will be made known to the candidate and appropriate administrators. Each reviewing body, whether faculty or administrator, will forward its recommendations, along with the tenure portfolio, to the next level of review.

The faculty member under review will submit the review portfolio directly to his/her direct supervisor (chair or dean). The process of review will follow a procedure established by the unit that is consistent with the general guidelines from the university. The portfolio review process for tenure will be focused exclusively on materials contained within the portfolio and on the recommendations of the various review bodies.

In units that include department level review committees, a committee of no fewer than five tenured faculty, of whom a majority will be tenured within the faculty member's department or academic unit (if possible), will be formed (as specified by the academic unit) and convened at the request of the department chair to review the tenure portfolio and to determine whether to recommend the faculty member for tenure. If there is not a sufficient number of tenured faculty within the department or academic unit, then tenured faculty outside the department or unit will serve as members of the committee.

Once the portfolio is submitted, the department chair will forward the portfolio to the department committee or begin the review process as described below.

Neither the department chair nor dean may serve on a review committee for a faculty member for whom they are a supervisor. However, any committee may request to meet with the chair or dean for clarification of information. In the case of a department chair's consideration for tenure, the dean will appoint a committee of no fewer than five tenured faculty, one of whom must be a member of the faculty member's department; but the committee may include a majority who are tenured outside the chair's department. Should there be no tenured faculty member in the department, the dean will appoint the committee members from tenured faculty outside the department.

The department level committee reviews and returns the portfolio with a report including a recommendation to the department chair. This report should outline reasons for the recommendation, addressing all appropriate areas of review (*Student Intellectual Development*, *Scholarly Activity*, *Professional Stewardship*, and academic responsibility) as appropriate for the rank held. When the decision of the committee is not unanimous, the report should indicate the areas of disagreement. If a single report cannot adequately represent the evaluation of committee members, a minority report must be submitted along with the primary report. All committee members must sign either the primary report or minority report. It is the role of the departmental committee to clarify any discipline-specific information concerning *Scholarly Activity* or *Professional Stewardship* that is provided in the faculty member's portfolio for reviewers unfamiliar with the norms of the discipline. At this juncture, no material may be deleted from the portfolio. At any stage of the review process, no material may be added to the portfolio by the candidate without the approval of all prior review bodies.

The department chair reviews all materials and submits a report including a recommendation, along with all of the materials, to the academic unit committee. The chair's report should outline reasons for the recommendation addressing all appropriate areas of review (*Student Intellectual Development*, *Scholarly Activity*, *Professional Stewardship*, and academic responsibility). The chair may clarify a faculty member's claims with regard to the discipline and department norms that may not be evident to a reviewer from another unit or discipline. If requested by the department chair, new material from the candidate may be added to the portfolio prior to the chair's sending a recommendation to the unit committee. No further supporting evidence may be added after this point.

The unit committee reviews all materials and submits to the dean a report including a recommendation, along with the portfolio and all previous reports. The unit committee's response must include a clear statement indicating the recommendation and must highlight pertinent information or clarification for subsequent review bodies. The unit committee's recommendation can refer to previous recommendations and documents from the department committee and

chair. When the decision of the committee is not unanimous, the report should indicate the areas of disagreement. If a single report cannot adequately represent the evaluation of committee members, a minority report must be submitted along with the primary report. All committee members must sign either the primary report or minority report. In the case of academic units without department level review committees, the unit committee may clarify faculty member claims with regard to the discipline that may not be evident to a reviewer from another unit or discipline.

Candidates for tenure will be allowed to review the unit committee recommendation and will have an option to respond to that recommendation prior to its consideration by the dean. The candidate will not see the numerical breakdown of the committee's vote, and candidates will be provided with a copy of the committee letter (or letters if there is a dissenting opinion that cannot be integrated into the majority's recommendation) that redacts committee members' signatures. A candidate who wishes to write a response letter is required to inform the dean in writing of the candidate's intention to respond within 48 hours of receiving the unit committee's letter(s). A candidate will have six business days from the receipt of the unit committee's letter to write and submit a response letter to the dean. Letters received after this time period will not be considered.

The response letter shall not exceed 1000 words. The response letter is to be a direct response to issues raised by the unit committee letter(s) in order to clarify the candidate's original portfolio submission. No evidence of activities completed after the submission of the portfolio is permitted in the candidate's response letter in any circumstances (any evidence of a completed activity must be added to the portfolio prior to the chair's letter being sent to the unit committee). The candidate's response letter must be included with all other evaluation letters.

The dean reviews all materials, creates a written response, and forwards all materials to the Vice President for Academic Affairs. The dean's response must include a clear statement indicating his/her recommendation and must highlight pertinent information or clarification for subsequent review bodies. In most cases, a rationale pointing to previous reports is sufficient. In cases of disagreement within and among the review bodies, the dean must clarify and address the issues of disagreement.

The Vice President for Academic Affairs provides all portfolios and reports/recommendations received from the deans to the University Personnel Committee for review. The University Faculty Personnel Committee reviews all materials and submits its recommendations to the Vice President for Academic Affairs. Upon receipt of the recommendations, the Vice President for Academic Affairs shall convene the University Faculty Personnel Committee to discuss the granting of tenure. The recommendations of the Vice President for Academic Affairs are forwarded to the President along with recommendations from each level of review.

Portfolio Preparation. A faculty member standing for tenure review must submit a portfolio to his/her department chair/direct supervisor that follows academic unit guidelines and contains all materials indicated below. Further it is the responsibility of the faculty member to organize the portfolio in such a way as to facilitate review at all levels.
-A cover sheet containing the following information:
 • date employed at Winthrop,
 • rank at original appointment,
 • date(s) promoted and years in each rank, and
     • prior service credit granted at employment.
-An application letter which includes an analysis/statement by the candidate explaining how he/she met the qualifications of tenure.
-A table of contents.
 • Appropriate indexing tabs should be employed.
 • Indication of location of materials outside the original binder/notebook must be indicated.
-A current vita.
-Annual reports from all years since hire (including student evaluation data, chair/immediate supervisor evaluations, and dean evaluations).

• Arrange in chronological order.

• The semester/year should be clearly indicated on teaching evaluations.

-A Statement or report of activities associated with Student Intellectual Development, Scholarly Activity, and Professional Stewardship as defined by the college.

• This should be accompanied by the additional departmental explanation (where applicable).

• Evidence of the candidate's scholarship should be included. This may include copies of articles, other publications, video tapes, etc.

• Each category should include tables or lists clearly outlining activities.

• The faculty member is encouraged to describe any noteworthy accomplishments and to describe activity where the impact or time needed may not be apparent to reviewers.

-Peer evaluations, if available.

-Supporting documents pertinent to the review.

-A statement of the faculty member's goals and plans for involvement and development over the next six years.

Candidates for tenure must include their pre-tenure review committee letter and the associated letters from the chair and dean in their tenure portfolio. If the candidate has responded to the pre-tenure review letters at the time of that review, the candidate's response must be included in the portfolio. This requirement will only apply to faculty members hired for tenure-track positions after the effective date of this policy, or to those currently in tenure-track positions who have not yet completed their pre-tenure review.

3. Notification of Tenure Decision

The President, acting as agent of the Board of Trustees, shall then determine whether to grant tenure to the faculty member in question. If tenure is to be granted, the faculty member shall be notified in writing no later than May 15 of the faculty member's sixth probationary year. The faculty member to whom tenure is to be granted will receive a tenured appointment for the seventh year of service, or its equivalent, at Winthrop. The President or designee reports to the faculty on the status of tenure by submitting for publication the names of those faculty who have been granted tenure. The names will be published by the University.

A faculty member who is denied tenure shall receive written notice by certified mail postmarked no later than May 15 to allow for notification at least twelve months before the expiration of the appointment. This permits a faculty member to serve a final year after being denied tenure. (See Notification of Nonrenewal of Appointment.) A faculty member may appeal denial of tenure only if he/she considers that improper procedure has been followed. Any alleged improper procedure must have had a substantive impact on the outcome of the tenure denial decision. Such appeal must be filed with the Academic Freedom and Tenure Committee.

In the case where tenure is denied, the tenure portfolio will remain in the Office of the Vice President for Academic Affairs for one year.

The Board of Trustees 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.

Any candidate who has reason to suspect discrimination as defined by South Carolina Code in 8-17-320 may file a grievance.

Internal Control Considerations

Responsible Parties Policy Author(s)

Board of Trustees, Academic Affairs and Faculty Conference

Effective Date

August 2019, if approved.~~2012~~

Review Date

February 2021~~June 2012~~

Policy Title

Promotions, Faculty ~~Effective 2014-15~~

Policy Description

~~Note: The new promotion policy will be fully in effect for the 2014-2015 academic year. Faculty seeking promotion prior to that academic year may follow this policy and procedure or may follow the previous policy and procedure.~~

Promotions are granted at Winthrop on a merit basis. The criteria for promotions are the same as those required for academic appointment (See Academic Rank). Standards and suggested evidence for meeting these criteria are discussed in https://apps.winthrop.edu/policyrepository/Policy/FullPolicy?PID=289. A promotion in rank is associated with the academic discipline and should be based on performance related to the academic discipline and/or assigned roles at Winthrop University. This does not preclude promotion of faculty holding administrative duties, provided that judgments can be made in matters relevant to the academic discipline.

Not included in this process are non-tenure track, multi-year, visiting, and adjunct faculty.

Policy Procedures

A promotion review form will be made available to all faculty according to the review timeline established in https://www.winthrop.edu/academic-affairs/default.aspx?id=22288. A faculty member requesting promotion returns the form to the department chair. In the absence of exceptional circumstances, failure to meet the deadline constitutes waiver of promotion review in the current academic year.

A faculty member requesting promotion submits to the department chair a promotion portfolio prepared according to the guidelines of the University and the academic unit. Timelines are provided by the Office of the Vice President for Academic Affairs in https://www.winthrop.edu/academic-affairs/default.aspx?id=22288 and updated annually to reflect changes in the calendar. The general University expectations are included in this document and academic units are responsible for providing faculty members additional expectations electronically on the unit website at least six months prior to the portfolio due date.

When a faculty member is applying for tenure and for promotion concurrently, a single supporting portfolio for both processes will be used. The letters of application from the faculty member, recommendations from the chair and the dean, and all committee recommendations must address tenure and promotion separately and must be submitted separately, as the review processes for tenure and promotion will occur independently.

The membership of all reviewing committees ~~upon formation~~ will be made known to the candidate and appropriate administrators, upon formation. Each review body, whether faculty or administrator, will forward its recommendations, along with the promotion portfolio, to the next level of review.

The faculty member under review will submit the review portfolio directly to his/her direct supervisor (chair or dean). The process of review will follow a procedure established by the unit that is consistent with the general guidelines from the

university. The portfolio review process for promotion will be focused exclusively on materials contained within the portfolio and on the recommendations of the various review processes.

In units that include department-level review committees, a committee of no fewer than five tenured faculty, of whom a majority will be tenured within the faculty member's department or college (if possible), will be formed (as specified by the college) and convened at the request of the department chair to review the portfolio and to determine whether to recommend the faculty member for promotion. If there is not a sufficient number of tenured faculty within the department or college, then tenured faculty outside the department or unit will serve as members of the committee.

Once the portfolio is submitted, the department chair will forward the portfolio to the department committee or begin the review process as described below.

Neither the department chair nor dean may serve on a review committee for a faculty member for whom they are a supervisor. However, any committee may request to meet with the chair or dean for clarification of information. In the case of a department chair's consideration for promotion, the dean will appoint a committee of no fewer than five tenured faculty, which must include at least one member of the department but may include a majority who are tenured outside the chair's department. Should there be no tenured faculty member in the department, the dean will appoint the committee members from tenured faculty outside the department.

Department level committees review and return the portfolio with a report and recommendation to the department chair or direct supervisor. This review should outline reasons for the recommendation, addressing all appropriate areas of review (*Student Intellectual Development*, *Scholarly Activity*, *Professional Stewardship*, and academic responsibility) as appropriate for the rank ~~held~~ to which the candidate has applied. It is the role of the departmental committee to clarify any discipline-specific information concerning *Scholarly Activity* or *Professional Stewardship* that is provided in the faculty member's portfolio for reviewers unfamiliar with the norms of the discipline. At this juncture no material may be deleted from the portfolio. ~~At any stage of the review process, no material may be added to the portfolio without the approval of all prior review bodies.~~

The department chair reviews all materials and submits a report and recommendation, along with all of the materials, to the academic unit committee. This review should outline reasons for the recommendation addressing all appropriate areas of review (*Student Intellectual Development*, *Scholarly Activity*, *Professional Stewardship*, and academic responsibility). The chair may clarify faculty member claims with regard to the discipline and department norms that may not be evident to a reviewer from another unit or discipline. If requested by the department chair, new material from the candidate may be added to the portfolio prior to the chair sending a recommendation to the unit committee. No further supporting evidence may be added after this point.

The unit committee reviews all materials and submits to the dean a report, the review portfolio, and all previous reports. The unit committee response must include a clear statement indicating the recommendation and must highlight pertinent information or clarification for subsequent review bodies. The unit committee recommendation can refer to previous recommendations and documents from the department committee and chair. When the decision of the committee is not unanimous, the report should indicate the areas of disagreement. If a single report cannot adequately represent the evaluation of committee members, a minority report must be submitted along with the primary report. All committee members must sign either the primary report or minority report. In the case of academic units without department level review committees, the unit committee may clarify faculty member claims with regard to the discipline that may not be evident to a reviewer from another unit or discipline.

Candidates for promotion will be allowed to review the unit committee recommendation and will have an option to respond to that recommendation prior to its consideration by the dean. The candidate will not see the numerical breakdown of the committee's vote, and candidates will be provided with a copy of the committee letter (or letters if there is a dissenting

opinion that cannot be integrated into the majority's recommendation) that redacts committee members' signatures. A candidate who wishes to write a response letter is required to inform the dean in writing of the candidate's intention to respond within 48 hours of receiving the unit committee's letter(s). A candidate will have six business days from the receipt of the unit committee's letter to write and submit a response letter to the dean. Letters received after this time period will not be considered.

The response letter shall not exceed 1000 words. The response letter is to be a direct response to issues raised by the unit committee letter(s) in order to clarify the candidate's original portfolio submission. No evidence of activities completed after the submission of the portfolio is permitted in the candidate's response letter in any circumstances (any evidence of a completed activity must be added to the portfolio prior to the chair's letter being sent to the unit committee). The candidate's response letter must be included with all other evaluation letters.

The dean reviews all materials and creates a written response. The dean's response must include a clear statement indicating the recommendation and must highlight pertinent information or clarification for subsequent review bodies. In most cases, a rationale pointing to previous reports is sufficient. In cases of disagreement within and among the review bodies, the dean must clarify and address the issues of disagreement.

When the *dean's recommendation is positive,* The dean's recommendation and all materials are submitted to the Chief Academic Officer. Vice President for Academic Affairs. When the *dean's recommendation is negative,* no materials are submitted. Rather, At this point, the dean notifies the candidate of the recommendation and discusses with the faculty member strengths and weaknesses identified in the review process. If the dean disagrees with a positive academic unit committee recommendation in two consecutive years, the promotion portfolio will be forwarded to the Vice President for Academic Affairs in the second year unless the faculty member requests otherwise according to the timeline established in https://www.winthrop.edu/academic-affairs/default.aspx?id=22288. Also, at this point, the candidate may choose to withdraw the promotion application. The Chief Academic Officer Vice President for Academic Affairs provides to the University Personnel Committee all portfolios and reports/recommendations received from the deans. The University Personnel Committee reviews all materials and submits its recommendations to the Chief Academic Officer Vice President for Academic Affairs. Upon receipt of the recommendations, the Chief Academic Officer Vice President for Academic Affairs shall convene the University Personnel Committee to discuss the granting of promotion. The recommendation of the Chief Academic Officer Vice President for Academic Affairs is forwarded to the President along with recommendations from each level.

Portfolio Preparation.
A faculty member standing for promotion must submit a portfolio to his/her department chair/direct supervisor that follows academic unit guidelines and contains all materials indicated below. Further it is the responsibility of the faculty member to organize the portfolio in such a way as to facilitate review at all levels.

1. A cover sheet containing the following information:
 • date employed at Winthrop,
 • rank at original appointment, and
 • prior service credit granted at employment.

2. An application letter which includes an analysis/statement by the candidate explaining how he/she met the qualifications of promotion.

3. A table of contents.
 • Appropriate indexing tabs should be employed.
 • Indication of location of materials outside the original binder/notebook must be indicated.

34. A current vita.

45. Annual reports (including student evaluation data, chair/immediate supervisor evaluations, and dean evaluations) beginning with the year of appointment or the last promotion (whichever applies.) If it has been longer than five years since the appointment/last promotion, at least the most recent five years are required.
 • Arrange in chronological order.
 • The semester/year should be clearly indicated on teaching evaluations.

56. A statement or report of activities associated with *Student Intellectual Development*, *Scholarly Activity*, and *Professional Stewardship* as defined by the college.
 • This should be accompanied by the additional departmental explanation (where applicable).
 • Evidence of the candidate's scholarship should be included. This may include copies of articles, other publications, video tapes, etc.
 • Each category should include tables or lists clearly outlining activities.
 • The faculty member is encouraged to describe any noteworthy accomplishments and to describe activity where the impact or time needed may not be apparent to reviewers.

67. Peer evaluations, if available.

78. Supporting documents pertinent to the review.

89. A statement of the faculty member's goals and plans for involvement and development over the next six years.

Notification of Promotion Decision
The President, acting as agent of the Board of Trustees, shall then determine whether to grant promotion to the faculty member in question. If promotion is to be granted, the faculty member shall be notified in writing by May 15. By May 15, the Chief Academic Officer Vice President for Academic Affairs shall notify in writing faculty who are not being promoted. The President or designee shall reports to the faculty on the status of promotions by providing submitting for publication the names of those faculty who have been promoted at a Faculty Conference meeting or through an institutional publication. The names will be published in *FYI* (*For Your Information*), the news bulletin for all employees.

Any promotion candidate who has reason to suspect discrimination as defined by South Carolina Code in 8-17-320 may file a grievance.

In the case where promotion is denied, the promotion portfolio will remain in the Office of the Chief Academic Officer Vice President for Academic Affairs for one year to allow for completion of an appeals process if necessary.

The Board of Trustees 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.

Internal Control Considerations
Responsible Parties Policy Author(s)

Faculty Conference, Academic Affairs

Effective Date

August 2019, if approved. 2012

Review Date

February 2021 ~~July 2012~~

Proposed Changes to Faculty Conference Bylaws, Article VIII

Section 2 **Faculty Personnel**. This committee shall be responsible for recommendations to the Faculty Conference concerning membership beyond those members indicated in Article III in these Bylaws; for recommendations regarding procedures and conditions of elections and the staggering of terms of office on appropriate committees and councils; for nominations of at least two qualified persons for each office subject to election by the Faculty Conference, except as elsewhere provided; for advice to the President and the Vice President for Academic Affairs concerning promotions in academic rank and the granting of tenure; for periodic review (in concert with the Provost's Office) of tenure and promotion portfolio review policies and procedures to evaluate their efficacy; and for performing the duties of a faculty grievance committee except in the granting of tenure or promotion.

The committee shall consist of three members elected at large by the Faculty Conference and one member elected by the faculty assembly of each major academic division. All members of the committee must be tenured. While serving on the committee, a faculty member shall not be eligible for consideration for promotion. Service on the Committee, a constituent faculty assembly's personnel committee, or a department's personnel committee is mutually exclusive. However, if a faculty assembly which includes departmental-level review committees is unable to form a departmental personnel committee that includes a sufficient number of tenured members from that department, simultaneous service of not more than one member shall be permissible within the department personnel committee and the parent faculty assembly personnel committee only. Administrative Officers and department chairs shall be ineligible to serve on the committee.

Section 5 **Rules**. This committee shall be responsible for calling special meetings of the Faculty Conference, for determining the meeting agenda when it deems such meetings appropriate, for inviting guests to meetings of the Faculty Conference, for recommending to the Faculty Conference special rules of order and appropriate changes in these Bylaws, for updating these Bylaws on the Faculty Conference website following any approved changes, for reviewing bylaws and amendments to bylaws of constituent assemblies to determine whether they are consistent with these Bylaws, and for reviewing the agendas of all special meetings called by other appropriate parties.

The committee shall consist of six members ~~elected by the Faculty Conference~~: one member elected from each of the degree-granting colleges and the Library, and one member elected at large by the Faculty Conference.

Appendix III: Personnel Committee: Electronic Election Announcement and Floor Nominations

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 Borda 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

3	Candidate A
1	Candidate B
2	Candidate C
4	Candidate D

Not numbering all candidates will <u>void your ballot</u>.

<u>Faculty Conference Chair/Faculty Representative to the Board of Trustees</u> Two year term; full-time, tenured faculty member; administrative officers and department heads are ineligible to hold this office

Serving through Spring 2021 to replace Michael Lipscomb

☐   Adolphus Belk, Jr. (Political Science)

☐   Mark Hamilton (Fine Arts)

Academic Conduct

Three year staggered terms for faculty members elected by Faculty Conference

1 seat - Serving through Spring 2022 to replace Meir Barak (Biology)

Allison Paolini (Counseling)

Anna Romanova (Computer Science)

Jessie Hamm (Mathematics)

Fatima Amir (Chemistry)

Cliff Harris (Chemistry)

Jeffrey McEvoy (Music)

Stephanie Lawson (Marketing)

Yuanshan Cheng (Finance)

Academic Council

Three year staggered terms for members who 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

1 seat - Serving through Spring 2022 to replace Jo Koster (English)

| | Allison Paolini (Counseling) |

| | Bettie Parsons Barger (Curriculum) |

| | Jeffrey McEvoy (Music) |

| | Amanda Hiner (English) |

| | Duane Neff (Social Work) |

| | Dustin Hoffman (English) |

| | Stephanie Lawson (Marketing) |

| | Jessie Hamm (Mathematics) |

<u>Academic Freedom</u>, <u>Tenure</u>, <u>and Promotion</u>

Two year staggered terms for faculty members elected by Faculty Conference

1 seat - Serving through Spring 2021 to replace Matt Fike (Engish)

☐ Tracy Patterson (Music)

☐ Kristen Wunderlich (Music)

☐ Abbigail Armstrong (Education)

☐ Amanda Hiner (English)

DiGiorgio Student Union Advisory Board

Three year staggered terms for faculty members elected by Faculty Conference

1 seat – Serving through Spring 2022 to replace Nate Frederick

Abbigail Armstrong (Education)

Jennifer Schafer (Biology)

Aimee Meader (Mass Communication)

Sarah Catalana (Education)

Sangwon Sohn (Design)

Tracy Patterson (Music)

Faculty Representative to Council of Student Leaders

One year term for one faculty member elected by Faculty Conference

1 seat - Serving through Spring 2020 to replace Duha Hamed (Mathematics)

Fatima Amir (Chemistry)

Sarah Catalana (Education)

☐ Mark Lewis (Music)

☐ Anna Romanova (Computer Science)

Faculty Personnel

Three-year staggered terms / eight tenured faculty members

Three faculty members elected by Faculty Conference to serve at-large; five faculty members elected by the Faculty Assembly of each major academic division; 1-year term for chair elected by committee membership from committee membership.

Administrative officers and department chairs are ineligible to serve. While serving, a member shall not be eligible for consideration for promotion.

Standing Committee of Faculty Conference

1 seat - Serving through Spring 2019 to complete term of Casey Cothran (English)

☐ Kristen Wunderlich (Music)

☐ Jeffrey McEvoy (Music)

Judicial Council

Two year staggered terms for faculty members elected by Faculty Conference

1 seat - Serving through Spring 2021 to replace Sangwon Sohn (Design)

☐	Amanda Hiner (English)
☐	Jeffrey McEvoy (Music)
☐	Sangwon Sohn (Design)

<u>Rules</u>

Three year staggered terms for faculty members elected by Faculty Conference

2 seats - Serving through Spring 2022 to replace Maria Aysa-Lastra (Sociology and Anthropology) and Gwen Daley (Chemistry, Physics, and Geology)

☐	Ephraim Summers (English)
☐	Jay Hanna (Chemistry)
☐	Tracy Patterson (Music)
☐	Arran Hamm (Mathematics)