

Winthrop University Faculty Conference
19 April, 2019
2:00 p.m., Dina's Place, DiGiorgio Campus Center

Agenda

I. Approval of Minutes for February 15, 2019 Faculty Conference

II. Report from the Chair

Michael Lipscomb

III. Report from the President

Dan Mahony

IV. Report from the Provost/Vice President for Academic Affairs

Debra Boyd

V. Academic Council

Jo Koster

VI. Rules Committee: Bylaws and Policy Proposals

Zach Abernathy

VII. Committee Reports

- a. Academic Freedom, Tenure, and Promotion, Jennifer Jordan (*Report in Appendix III*)
- b. Faculty Personnel, Scott Werts (*Report in Appendix III*)
- c. Library, Seth Rouser (*Report in Appendix III*)

- d. Undergraduate/University Petitions
- e. Undergraduate Curriculum
- f. Rules Committee
- g. Faculty Committee on University Life
- h. Faculty Committee on University Priorities
- i. Financial Exigency
- j. Academic Integrity

Jason Chung
Laura Glasscock
Zach Abernathy
Jackie McFadden
Malayka Klimchak
Jo Koster

VIII. Access and Enrollment Management

Eduardo Prieto

IX. Bookstore

David Hensley

X. Employee Assistance Program

Terri Haynes

XI. Unfinished Business

XII. New Business

XIII. Announcements

A. Registrar, Gina Jones

XIV. Adjournment

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

Minutes

- I. Approval of Minutes for November 30, 2018 Faculty Conference (Minutes to Follow) Faculty voted to approve the minutes for the November meeting.

- II. Report from the Chair, Dr. Michael Lipscomb:
 - A. There are no updates from the Board of Trustees. There will be a meeting before our next FC meeting, and Dr. Lipscomb will have news from that meeting next time.
 - B. Dr. Lipscomb asked faculty to please speak up so that everyone can hear them and say their name if they speak.
 - C. Faculty voted to do business in the absence of a quorum.

- III. Report from the President: Dr. Dan Mahony
 - A. We are in the first round of interviews in the Provost search; finalists will be here after spring break. Once names become public, faculty become our source for off-list referencing. Dr. Mahony urged faculty to reach out to connections at the places of employment of finalists.
 - B. Dr. Mahony further urged faculty if they hadn't seen *Annie Get Your Gun* to go. He had gone the previous night with a lot of our biggest donors and everyone enjoyed it.

- C. State updates: there is a current pattern of lots of activity. Dr. Mahony said there is more talk about higher education than any of the previous years he's been here. The House and Senate have various funding bills going in process that would help us out, especially with in-state students. They may offset need to raise tuition.
- D. Budget update: we look good for the 2019 budget and are starting to build the 2020 budget. It is going to look dramatically different than anything we have seen before. Chairs, Deans, and others are building up their budget requests, so there will be more input into the budget.
- E. Enrollment: applications continue to trend about 1000 applicants up from this time last year. We are up about 20% on applicants; about the same number of quality applicants. We've seen a slight uptick in GPA of applicants overall. Applications are coming from all over the state. The diversity admission group is a little higher than normal, up from 36.5% to 41%. The question remains, how do we close the deal? Money, financial aid is number one. There is a lot of hand to hand combat over how we get them in from a financial aid standpoint. Financial aid packages are out, so students are able to see their offers. We are working on EAB consulting group with scholarship packages, based on our data how to best use the money we have. We also wanted to keep some dollars aside so we have some money for when we get into that final battle. Even being conservative, they put us above where we were two years ago. Also it is still stunning we got as many students as we did this year after having to cut as many scholarship dollars as we did. Other things that make a difference are different for each applicant, which is frustrating, but Dr. Mahony stressed how much faculty has to do with attracting students and playing a critical role in their decision to come here. This is by far the best educational experience of any university he's been at; we provide support for our students inside and outside the classroom, they have help after graduation, are way more involved on campus, and get more exposure to diversity than at other schools. They build critical thinking here and know it. We should be able to sell ourselves well because we do a great job.

- F. We are starting an e-sports program. Most upfront costs have been covered by a donor, and we will only need to get about 7 students a year to pay for the rest of it. It is a destination program that will attract some students who would not otherwise have looked at Winthrop.
- G. Food Services: When we were with Aramark, they were hiding the costs by not giving the University its cut, so now it may seem like it costs more to have something catered, but we are actually about a million to two million dollars better off with Sodexo.
- H. Questions: Dr. Greg Oakes, CAS, asked Dr. Mahony to say a little about marketing. Dr. Mahony replied that, given the applications are up, we are doing well on marketing. We have gotten a lot of free marketing that we should continue with stories in the media. The more we share those stories, the better. We continue to optimize our online presence. Dr. Ron Parks, Music, asked about the website, to which Dr. Boyd responded that we're moving to a new CMS; IT is trying to make that transition. Faculty who make changes now will have to make those same changes after the new CMS goes into place. Lots of people are making notes about things they need to change so they can do it later. The new CMS will be more flexible and user-friendly.

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

- A. Ms. Burkhalter thanked faculty for the opportunity to come back and say hello and for their assistance with the Provost search; it is a robust search and takes a lot of time and energy.
- B. Strategic planning process: There will be a new plan for Student Affairs. Ms. Burkhalter thanked deans and staff she has visited and encouraged faculty to look at the website, studentaffairs.winthrop.edu, which is also a great place to send questions. She further encouraged faculty to get in touch with their deans, who will pass along that information to Student Affairs.

- C. Student Affairs has two relationships with vendors, one of which is Sodexo, the other of which is the bookstore. Please reach out if you have any concerns, ideas, or requests. Campus police is also part of Student Affairs; Ms. Burkhalter encouraged faculty to reach out to SA with concerns. She also mentioned the sexual assault incident from early this morning and assured faculty we would have an update by the end of the day.
 - D. Departures and arrivals in SA: Tina Vires left; Chris Keck is new with the Office of Accessibility. He has actually been on campus since late November to make the transition seamless. He has a lot of great ideas of how we can move forward. She called him to the podium.
- V. Program Director for the Office of Accessibility: Mr. Chris Keck.
- A. Mr. Keck thanked faculty for the warm welcome he has received and the hard work everyone has done to lay a wonderful foundation as far as accessibility on campus goes. He also congratulated the crew in OA for their work during finals last semester.
 - B. Mr. Keck went down the list of staff in OA, describing what each person's role is. Many of them were overworked many hours over the 37.5, and that's not sustainable. The office has made a few changes to the process to improve the accountability of students and develop a good working relationship with everyone involved. Hours will be 8AM-6Pm M-R, F 8-1. The office is being more flexible with test schedules. They will ask for a deadline date by which the test must be taken, which helps in case students cannot complete more than one exam in one day. They will also work with faculty to explore solutions for non-OA students, students who are not registered with the office but want to take tests there because they did not want to miss a flight, for example. The office is federally mandated to make accommodations a priority and cannot handle cases like this in the future.

Next, Mr. Keck spoke to student accountability. One step in this will be not to send out their accommodation letters until they specify which classes they need accommodations for. This will also mean faculty will not get a letter when they do not need it. This will engage students, increase their accountability, and empower them to decide which instructors should know they need accommodations. Students are not expected to negotiate accommodations themselves. Students will also be held to the policy of requesting an exam three days in advance. The OA will hold itself accountable for helping students and faculty alike understand accommodations.

C. Questions: Dr. Greg Oakes, CAS, thanked Mr. Keck and said he thought a lot of these concerns had been on faculty minds over the past couple of years.

VI. Report from the Provost/Vice President for Academic Affairs: Dr. Debra Boyd (moved her remarks until the end of the meeting)

- A. Dean's evaluations will come through a Qualtrics survey next week. The one exception for this timeline is for CAS, where we want to allow Dr. McCormick to get closer to the end of her first year. There will be a two week window. The surveys will come straight to the Provost's office. Trends, not specific comments, will be shared with the Deans.
- B. If you have any work that involves human subjects, IRB rules have changed, and you need training.
- C. Byrnes auditorium will not be available next fall, so we are working on various models for Convocation.
- D. We are still working on the post tenure professional development program, which will provide reassigned time. Dr. Boyd is working with FCUP on this.

- E. Faculty trying to search a student name on the website will not get it anymore without providing their employee identification. Students have been scammed up to \$22,000 by people using student information from the website. In about a week or so, faculty will have password protected access to student information.
- F. Dr. Mahony talked about the current budget. Dr. Boyd reassured faculty that anything academic will be tapped the very last.
- G. Dr. Boyd encouraged faculty to speak with their chairs about the development of budgets for the 2019 year.

VII. Academic Council: Dr. Jo Koster

- A. The Committee on University Curriculum had a big curriculum meeting during which they passed 64 courses. Dr. Koster named off and thanked all the members of CUC for their hard work.
- B. Faculty voted to approve course modifications and GNED recertifications
- C. Faculty voted to approve first-time GNED certifications.
- D. Dr. Koster thanked the ad hoc committee of Academic Council for their work on the language change for the Constitution requirement.
- E. Faculty voted to accept the new language for the Constitution requirement.
- F. Dr. Tom Polaski asked a question about whether students who transfer could prorate the cultural events credits they get from participating in an event. Dr. Lipscomb said the cultural events committee could consider that. Faculty voted to accept the modifications to the cultural events policy.
- G. Dr. Koster spoke about the question of plus/minus grading and whether or not it hurts our students. She said there are more slides on the latest Academic Council minutes. In addition, she laid out the package of recommendations AC had to help solve problems faced by students trying to keep a LIFE scholarship.

H. Questions: Dr. Jeff Sinn, psychology, asked whether there is an algorithm we could use to advise students. Dr. Koster said right now we do not have the capability to do that. Dr. Sinn said unless we have this he is worried faculty and students may not engage with these recommendations enough in advising. Dr. Jones said ACAD students have a workshop that shows them how different grades would affect them with the S/U. Mr. Jason Tselentis, design, asked whether Degree Works could run a predictive model to see what happens if students S/U versus make a certain grade. He has been here ten years and didn't know Degree Works would do that. Dr. Koster said it can and faculty need to be told things like this. Dr. Greg Oakes asked whether AC considered whether or not we should implement a retroactive policy with the S/U. We could eliminate the risk if students could put an S on a C- after the fact. Dr. Koster said they did not discuss this but did talk about how students have until the tenth week to decide whether to elect an S/U. Dr. Jones added that the students do see their interim grades before making this decision. Also, they are unaware that electing an S/U doesn't have negative consequences. Dr. Jones mentioned that Ms. Gina Jones had reminded her that in order to be on the Dean's List, they have to have 12 graded hours, to which Dr. Jones responded that the S/U probably was used in a course that might have kept them off the Dean's List. Dr. Takita Sumter, CAS, asked whether there has been discussion about whether outside bodies see the S/U as a negative. If a student is going for pharmacy school, they should take BIOL 150 for a grade, which should come from the department. Dr. Frank Pullano, math, said he ran the report for the 93 kids who would have been LEAP kids this past semester. They did not do well: per student they earned more credit hours with a lower grade than they would have had had LEAP been running. The percentage on probation was the highest in the last 11 years and the percentage above a 3.0 was the lowest. He said he used to tell them to S/U certain courses in LEAP, which did not happen this year: the effect is clear. His experience is that it is the GPA, not the hours, that is hardest to keep up for the LIFE.

He urged faculty to keep looking at how and why students are making decisions about the courses for which they register. Dr. Bill Shultz, MCOM, thanked AC for doing this work. He commented that maybe having an S/U policy on a syllabus could help change the culture of S/U. He also asked how AC came up with 5 S/U's instead of more, to which Dr. Koster replied this is what students got in LEAP. He asked whether there could be more, and Dr. Koster said that could end up putting students who get a U in greater jeopardy. Dr. Jeff Sinn said maybe we could have fliers on S/U and so on. Dr. Gloria Jones said they will share this information in ACAD and try to get it into the ACAD textbook. She also said when she looked, it was the freshman courses that broke student GPAs. 41% of students this last fall ended up on academic probation; it was 18% before, with LEAP. This illustrates how what we did do in LEAP would benefit the rest of our students. It's the middle-income group that depends most frequently on LIFE scholarships. If they lose the LIFE and are suspended after 2 semesters with a 2.0, they end up \$6,000 or \$10,000 in debt for 24 hours of college credit. Dr. Adrienne McCormick, CAS, asked whether this model has been used in ACAD. Dr. Jones replied the conversation about S/U has not really been prioritized. A faculty member asked, "Do we have the cost on these two recommendations?" (see i. and ii. Immediately below). Dr. Koster said the 55-58 sections would cost about \$6,000. We believe the retention of students would pay for this in one year.

- I. Faculty voted to accept Academic Council's five-point recommendation, which includes the following:
 - i. 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" atmosphere that made LEAP successful. Details will be worked out with the ACAD program staff.

- ii. 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.
- iii. 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 is 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.

- iv. 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.

- v. A change to the S/U policy that allows first-time freshmen to use up to three S/U's in their first year, including up to two in their first 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 (students who do not use the second drop in their first semester will still only have four drops available). This should be tried for 3 years so that we can collect data to measure and assess the effectiveness of this policy change.

VIII. Committee Reports

- A. Rules Committee: Bylaws and Policy Proposals: Dr. Zach Abernathy (Appendix II of supporting materials). Because Dr. Lipscomb is the chair of the tenure and promotion taskforce, he recused himself from the rules committee report and Dr. Koster stood in his place as Faculty Conference chair. Dr. Abernathy said this was a procedural motion, not a discussion of the content, simply whether we should put this on the agenda for next time. Faculty voted to do so.
- B. Personnel Committee: Electronic Election Announcement and Floor Nominations: Dr. Scott Werts (Supporting Materials in Appendix III) Dr. Werts was not present, so Dr. Lipscomb explained how the electronic vote would work and went through the committee nominations one at a time.
 - i. Faculty Conference Chair nominees Dr. Adolphus Belk and Mr. Mark Hamilton each spoke for a moment.
 - ii. Academic Conduct: there were no new nominations from the floor.

- iii. Academic Council: there were no new nominations from the floor.
- iv. Academic Freedom, Tenure, and Promotion: there were no new nominations from the floor.
- v. DiGiorgio Student Union Advisory Board: there were no new nominations from the floor.
- vi. Faculty Rep to CSL: there were no new nominations from the floor.
- vii. Faculty Personnel: there were no new nominations from the floor.
- viii. Judicial Council: there were no new nominations from the floor.
- ix. Rules: There was a mistake on the ballot. There should be two seats open. Dr. Ephraim Sommers' name was misspelled.

IX. Computing and Information Technology: Mr. Patrice Bruneau

- A. Brief update on the way Adobe is changing their licensing. There is now a license per user (a name-user license), not per machine. We cannot afford to provide a name-user license to every Winthrop user. Share-divide licenses keep the software on the computer for people to share, but these can only be used in labs, not offices. Mr. Bruneau is working on a proposal with our Adobe vendor now based on the surveys faculty filled out (he thanked faculty). Those surveys showed we have core users and occasional users. He suggested we increase our flexibility by dividing contracts into a core users and occasional, generic users.
- B. Questions: Dr. Greg Oakes asked when the switch would happen. Mr. Bruneau said he's working on an update that would last until June 1st. Dr. McCormick asked him to clarify how Acrobat was different from Adobe. Mr. Bruneau said they will throw in Acrobat if we do this, and the people who have a name-user license will have it, too. Question: If we have Adobe at home through Winthrop, what would happen? Mr. Bruneau will ask. Question: How will people log on to a shared license? It would not be their credentials, it would be an Adobe id.

A name-user license can be used anywhere. If you are a generic user, make sure colleagues do not sign in on the same day. The work at home thing goes away. Dr. Kimarie Whetstone asked whether information gathered related to this decision only came from the survey. Based on what they got there, IT will get firmer numbers from departments. When we sign the contract, we are committed for three years. The price is lower if we go this route and more expensive on a yearly basis.

- X. Think College: Dr. Debra Leach and Dr. Chauncey Metzelaars
 - A. Think College is part of a national movement for students with intellectual and developmental disabilities across the U.S. Students range from 18-25, generally. They engage in courses, internships, clubs and organizations, and campus life. Many live on and are fully integrated into campus. Most of their support comes from peer mentors. The program is in desperate need for residential mentors. If you teach a course with juniors, please let Dr. Metzelaars know; she will come speak to your class. Also, if you know of a business where students might intern, please contact her.
 - B. Dr. Metzelaars said the only required course for Winthrop Think College students is ACAD. Faculty with a Think College student in their class will get an email describing recommended accommodations for students, who are auditing the class. Assessment is something Dr. Metzelaars and the faculty member collaborate on to figure out. Dr. Metzelaars encouraged faculty to get in touch with her if they have questions.

XI. Unfinished Business: None

XII. New Business: None

XIII. Announcements:

- A. Dr. Jennifer Disney announced that on Tuesday 2/19, David Farenthold will speak on “The State of the Fourth Estate” in Dina’s Place at 7:00. Next Thursday, Friday, and Saturday is the Food Conference.
- B. Mr. Tim Drueke, for Ms. Gina Jones, reminded faculty of interim grading.
- C. Dr. Lipscomb encouraged faculty to speak to members of the task force on tenure and promotion. He also reminded faculty the final meeting of the year will be April 19th in Dina’s Place.

XIV. Adjournment

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

Academic Council Report To
Faculty Conference
April 19, 2019

The Following Courses were reviewed & Approved without Question

Any questions about the following (no vote required)? (Details at

[https://www.winthrop.edu/uploadedFiles/recandreg/CUI_AC/CUC-approved-but-req-no-further-action\(I\).pdf](https://www.winthrop.edu/uploadedFiles/recandreg/CUI_AC/CUC-approved-but-req-no-further-action(I).pdf))

ACCT 407	ATRN 515	BIOL 508	BIOL 525	BIOL 552A	CHEM108	EDCI 595	GRNT 473	NUTR 590	THRA 421	BADM 571
ACCT 515	ATRN 520	BIOL 510	BIOL 526	BIOL 552B	CHEM 305	ENGL 305	GRNT 504	PESH 169	THRA 422	ENGL 321
ACCT 525	ATRN 525	BIOL 511	BIOL 528	BIOL 555	CHEM 314	ENGL 333	MGMT200	PHYS 321	WRIT 530	GEOG 215
ARTS 206	ATRN 530	BIOL 517	BIOL 529	BIOL 560	CHEM 315	ENGL 494	MGMT522	PHYS 350	ARTS 120	SOCL 213
ARTT 200	ATRN 535	BIOL 518	BIOL 530	BIOL 570	CHEM 323	GEOG 515	MGMT526	PSYC 504	ARTS 204	SOCL 319
ATRN 501	ATRN 550	BIOL 519	BIOL 539	CHEM 105	CHEM 330	GEOL 335	NUTR 321	SOCL 504	ARTS 205	COURSES IN RED REQ'D NO ACTION BY CUC
ATRN 502	BIOL 300	BIOL 522	BIOL 540	CHEM 106	DANA 331	GEOL 340	NUTR 370	SOCL 519	ARTS 281	
ATRN 505	BIOL 505	BIOL 524	BIOL 551	CHEM106H	EDCI 594	GRNT 440	NUTR 428	SPAN 372	ARTT 112	
	BIOL 507					GRNT 470	MLAN 590	MLA 591M	MLAN 591S	

CUC: 35 Program actions; Highlighted Require Action by F C

Program	Department	Action
BS-BADM-MGMA	4+1 Management	Modify program: General Education: Designate MGMT 365 for Intensive Writing requirement; Foundation: Add BADM 180, Change CSCI requirement to CSCI 101 and 101BCD or CSCI 101 and CSCI 101E; Core: Remove BADM 180, ACCT 551, FINC 111, MGMT 326, MGMT 341; Change MGMT 355 to MGMT 365; Add MGMT 220; Add Applied Quantitative Skills requirement (3 credits); Add High Impact Practice Experience requirement (3 credits); Add note about required Business Acumen Credits. No changes to concentration.
BS-BADM-MKTA	4+1 Marketing	Modify program: General Education: Designate MGMT 365 for Intensive Writing requirement; Foundation: Add BADM 180, Change CSCI requirement to CSCI 101 and 101BCD or CSCI 101 and CSCI 101E; Core: Remove BADM 180, ACCT 551, FINC 111, MGMT 326, MGMT 341; Change MGMT 355 to MGMT 365; Add MGMT 220; Add Applied Quantitative Skills requirement (3 credits); Add High Impact Practice Experience requirement (3 credits); Add note about required Business Acumen Credits. No changes to concentration.

BS-CHEM-CHBU	ACS Chemistry-Business Degree Track	Modify program: General Education: Indicate that Oral Communication and Intensive Writing may be met in major; Major: Change BIOL 203/204 to BIOL 220/222; Remove CHEM 106, 530, 531, 523, 252 and CSCI 151; Change CHEM 407 and 410 to CHEM 407, 409, 408 and 410 or CHEM 523, 525.
BS-ASWD	Applied Software Development	New degree program
BA-MCOM	B.A. in Mass Communication	Modify program: Major: Remove MCOM 325 and 441; Add MCOM 346; Under Broadcast interest – Add MCOM 325; Add MCOM 348 or 441 as options to MCOM 446; Under Journalism interest - Add MCOM 325 or 348; Add MCOM 441.
BA-ARTH	BA in ART HISTORY	Modify program: Major: Change ARTH 349 to VCOM 374; Add ARTH 357.
BA-MLAN-CSFR	BA IN MODERN LANGUAGES/FRENCH TEACHER	Modify program: Major: Remove Civilization and Culture and Literature areas, as well as FREN 310 under Advanced Language; Change FREN electives above 202 to from 9 to 15.
BA-ENGL	Bachelor of Arts in English	Modify program: Major: Add WRIT 300 as an option to WRIT 350 under Frameworks.

BS-EXSC	Bachelor of Science in Exercise Science	Modify program: Major: Replace BIOL 203/204 with BIOL 222/222; Create two NEW concentrations – Exercise Science and Athletic Training.
BS-CHEM-BCHM	Biochemistry Degree Track	Modify program: General Education: Indicate that Oral Communication and Intensive Writing may be met in major; Major: Change BIOL 203/204 to BIOL 220/222; Add PHYS 201/202 as an option to PHYS 211/212; Remove CHEM 106; Add CHEM 323; Remove CHEM 408 and 409.
BME-MUSC-CHOR	BME-Music-Choral Music Ed	Modify program: Change title from Bachelor of Music Education – Choral major; Remove MUSR 312. Program merge with BME-Instrumental
BME-MUSC-INST	BME-Music-INSTRUMENTAL	Modify program: Change title from Bachelor of Music Education – Instrumental major; Remove MUSR 312. Program merge with BME-Choral

BS-BIOL- BMRS	BS BIOL - Biomedical Research	<p>Modify program: General Education: Change Natural Science Requirement from BIOL 203/204 to BIOL 220/222(or 270) or BIOL 221/223(or 271); Major: Replace BIOL 203/204 with BIOL 220/222(or 270) or BIOL 221/223(or 271); Remove BIOL 205, 206; Add BIOL 316 or 317; Change BIOL 450 to 450H; Remove BIOL 317 or 322, Remove BIOL 557; Remove Field Biology from title of Area A and change requirements to one of BIOL 302, 314, 323, 403, 405, 407, 507, 513, 551, 552A or B; Change title of Area B to Cell and Molecular Biology and change requirements to one of BIOL 315, 321, 422,517, 519, 522, 528, 529, 539, 555, 560; Change title of Area C to Biodiversity and Organismal Biology and change requirements to one of BIOL 303, 304, 309,310,505, 508, 510, 511, 518, 524, 525, 526; Add Area D Additional BIOL courses to a total of 42 credits including BIOL 307, 308, 440, 450H, 461, 463, 471, 530, 540, 570; Add GEOG 305, 320, and 501 to Math and Science Electives.</p>

BS-BIOL	BS IN BIOLOGY	Modify program: General Education: Change Natural Science Requirement from BIOL 203/204 to BIOL 220/222(or 270) or BIOL 221/223(or 271); Major: Replace BIOL 203/204 with BIOL 220/222(or 270) or BIOL 221/223(or 271); Remove BIOL 205, 206; Add BIOL 316 or 317; Remove Field Biology from title of Area A and change requirements to one of BIOL 302, 314, 323, 403, 405, 407, 507, 513, 551, 552A or B; Change title of Area B to Cell and Molecular Biology and change requirements to one of BIOL 315, 321, 422,517, 519, 522, 528, 529, 539, 555, 560; Change title of Area C to Biodiversity and Organismal Biology and change requirements to one of BIOL 303, 304, 309,310,505, 508, 510, 511, 518, 524, 525, 526; Add Area D Additional BIOL courses to a total of 42 credits including BIOL 307, 308, 440, 450H, 461, 463, 471, 530, 540, 570; Add GEOG 305, 320, and 501 to Math and Science Electives.

BS-BIOL-MTEC	BS IN BIOLOGY W/CERT MEDICAL TECHNOLOGY	Modify program: General Education: Change Natural Science Requirement from BIOL 203/204 to BIOL 220/222(or 270) or BIOL 221/223(or 271); Major: Replace BIOL 203/204 with BIOL 220/222(or 270) or BIOL 221/223(or 271); Remove BIOL 205, 206; Add BIOL 316 or 317 as an option instead of requiring BIOL 317; Remove Field Biology from title of Area A and change requirements to one of BIOL 302, 314, 323, 403, 405, 407, 507, 513, 551, 552A or B; Change title of Area B to Cell and Molecular Biology and change requirements to one of BIOL 315, 321, 422,517, 519, 522, 528, 529, 539, 555, 560; Change title of Area C to Biodiversity and Organismal Biology and change requirements to one of BIOL 303, 304, 309,310,505, 508, 510, 511, 518, 524, 525, 526; Add Area D Additional BIOL courses to a total of 42 credits including BIOL 307, 308, 440, 450H, 461, 463, 471, 530, 540, 570; Add GEOG 305, 320, and 501 to Math and Science Electives.

BS-BIOL-CSST	BS IN BIOLOGY/ LICENSURE SEC SCHOOL TEACH	Modify program: General Education: Change Natural Science Requirement from BIOL 203/204 to BIOL 220/222(or 270) or BIOL 221/223(or 271); Major: Replace BIOL 203/204 with BIOL 220/222(or 270) or BIOL 221/223(or 271); Remove BIOL 205, 206, and 300; Add BIOL 316 or 317; Change BIOL 304, 323, 403, 510, 511, or 515 to BIOL 304, 323, 403, 507, 510, or 511.
BS-BADM-HRMG	BS IN BUSINESS ADMIN/HUMAN RESOURCE MGMT	Modify program: General Education: Designate MGMT 365 for Intensive Writing requirement; Foundation: Add BADM 180, Change CSCI requirement to CSCI 101 and 101BCD or CSCI 101 and CSCI 101E; Core: Remove BADM 180, ACCT 551, FINC 111, MGMT 326, MGMT 341; Change MGMT 355 to MGMT 365; Add MGMT 220; Add Applied Quantitative Skills requirement (3 credits); Add High Impact Practice Experience requirement (3 credits); Add note about required Business Acumen Credits. No changes to concentration.
BS-BADM-ACCT	BS IN BUSINESS ADMINISTRA- TION/ ACCOUNTING	Modify program: General Education: Designate MGMT 365 for Intensive Writing requirement; Foundation: Add BADM 180, Change CSCI requirement to CSCI 101 and 101BCD or CSCI 101 and CSCI 101E; Core: Remove BADM 180, ACCT 551, FINC 111, MGMT 326, MGMT 341; Change MGMT 355 to MGMT 365; Add MGMT 220; Add Applied Quantitative Skills requirement (3 credits); Add High Impact Practice Experience requirement (3 credits); Add note about required Business Acumen Credits; Concentration: Remove ACCT 303, Add ACCT 407 and 521; Instead of 6 hours ACCT electives over 299 require one High Impact Practice Course.

BS-BADM-ECON	BS IN BUSINESS ADMINISTRATION/ECONOMICS	Modify program: General Education: Designate MGMT 365 for Intensive Writing requirement; Foundation: Add BADM 180, Change CSCI requirement to CSCI 101 and 101BCD or CSCI 101 and CSCI 101E; Core: Remove BADM 180, ACCT 551, FINC 111, MGMT 326, MGMT 341; Change MGMT 355 to MGMT 365; Add MGMT 220; Add Applied Quantitative Skills requirement (3 credits); Add High Impact Practice Experience requirement (3 credits); Add note about required Business Acumen Credits. No changes to concentration.
BS-BADM-ENTR	BS IN BUSINESS ADMINISTRATION/ENTREPRENE	Modify program: General Education: Designate MGMT 365 for Intensive Writing requirement; Foundation: Add BADM 180, Change CSCI requirement to CSCI 101 and 101BCD or CSCI 101 and CSCI 101E; Core: Remove BADM 180, ACCT 551, FINC 111, MGMT 326, MGMT 341; Change MGMT 355 to MGMT 365; Add MGMT 220; Add Applied Quantitative Skills requirement (3 credits); Add High Impact Practice Experience requirement (3 credits); Add note about required Business Acumen Credits; Concentration: Change MKTG options from MKTG 382, 481, 482, and 581 to MKTG 385, 387, 485 and 581.

BS-BADM-FNAC	BS IN BUSINESS ADMINISTRATION/ FINANCE	Modify program: General Education: Designate MGMT 365 for Intensive Writing requirement; Foundation: Add BADM 180, Change CSCI requirement to CSCI 101 and 101BCD or CSCI 101 and CSCI 101E; Core: Remove BADM 180, ACCT 551, FINC 111, MGMT 326, MGMT 341; Change MGMT 355 to MGMT 365; Add MGMT 220; Add Applied Quantitative Skills requirement (3 credits); Add High Impact Practice Experience requirement (3 credits); Add note about required Business Acumen Credits. No changes to concentration.
BS-BADM-HCMT	BS IN BUSINESS ADMINISTRATION/HEAL TH SER	Modify program: General Education: Designate MGMT 365 for Intensive Writing requirement; Foundation: Add BADM 180, Change CSCI requirement to CSCI 101 and 101BCD or CSCI 101 and CSCI 101E; Core: Remove BADM 180, ACCT 551, FINC 111, MGMT 326, MGMT 341; Change MGMT 355 to MGMT 365; Add MGMT 220; Add Applied Quantitative Skills requirement (3 credits); Add High Impact Practice Experience requirement (3 credits); Add note about required Business Acumen Credits. No changes to concentration.
BS-BADM-CIFS	BS IN BUSINESS ADMINISTRATION/INFO SYSTE	Modify program: General Education: Designate MGMT 365 for Intensive Writing requirement; Foundation: Add BADM 180, Change CSCI requirement to CSCI 101 and 101BCD or CSCI 101 and CSCI 101E; Core: Remove BADM 180, ACCT 551, FINC 111, MGMT 326, MGMT 341; Change MGMT 355 to MGMT 365; Add MGMT 220; Add Applied Quantitative Skills requirement (3 credits); Add High Impact Practice Experience requirement (3 credits); Add note about required Business Acumen Credits. No changes to concentration.

BS-BADM-INBU	BS IN BUSINESS ADMINISTRATION/INT'L BADM	Modify program: General Education: Designate MGMT 365 for Intensive Writing requirement; Foundation: Add BADM 180, Change CSCI requirement to CSCI 101 and 101BCD or CSCI 101 and CSCI 101E; Core: Remove BADM 180, ACCT 551, FINC 111, MGMT 326, MGMT 341; Change MGMT 355 to MGMT 365; Add MGMT 220; Add Applied Quantitative Skills requirement (3 credits); Add High Impact Practice Experience requirement (3 credits); Add note about required Business Acumen Credits; Concentration: Add MGMT 200.
BS-BADM-MKTG	BS IN BUSINESS ADMINISTRATION/MAR KETING	Modify program: General Education: Designate MGMT 365 for Intensive Writing requirement; Foundation: Add BADM 180, Change CSCI requirement to CSCI 101 and 101BCD or CSCI 101 and CSCI 101E; Core: Remove BADM 180, ACCT 551, FINC 111, MGMT 326, MGMT 341; Change MGMT 355 to MGMT 365; Add MGMT 220; Add Applied Quantitative Skills requirement (3 credits); Add High Impact Practice Experience requirement (3 credits); Add note about required Business Acumen Credits; Concentration: Instead of requiring one of MKTG 485, 483 and 581 and one of BADM 561, VCOM 354, and QMTH 310 require two of BADM 571, MKTG 485, MKTG 491, MKTG 581, and MKTG 483.

BS-BADM-MGMT	BS IN BUSINESS ADMINISTRATION/MG MT-HOSP	<p>Modify program: General Education: Designate MGMT 365 for Intensive Writing requirement; Foundation: Add BADM 180, Change CSCI requirement to CSCI 101 and 101BCD or CSCI 101 and CSCI 101E; Core: Remove BADM 180, ACCT 551, FINC 111, MGMT 326, MGMT 341; Change MGMT 355 to MGMT 365; Add MGMT 220; Add Applied Quantitative Skills requirement (3 credits); Add High Impact Practice Experience requirement (3 credits); Add note about required Business Acumen Credits; Concentration: Remove MGMT 491; Instead of requiring one of ENTR 373, MGMT 322, and MGMT 330 and one of BADM 561, BADM 571, MGMT 322, and MGMT 529 require two of ENTR 373, BADM 561, MGMT 322, MGMT 325, MGMT 330 MGMT 491, MGMT 529; Change from 3 credits to 6 credits business electives over 299.</p>
BS-CHEM-FORC	BS in Chemistry - Forensic Chemistry	<p>Modify program: : General Education: Indicate that Oral Communication, Intensive Writing, and Constitution requirements may be met in major; Major: Change BIOL 203/204 to BIOL 220/222; Remove CHEM 106; Add CHEM 323, CHEM 330; Remove CSCI 151.</p>

BS-CHEM-ACSP	BS IN CHEMISTRY/ACS Chemistry Track	Modify program: General Education: Indicate that Oral Communication and Intensive Writing may be met in major; Major: Change BIOL 203/204 to BIOL 220/222; Remove CHEM 106; Add CHEM 323, Remove CSCI 151; Remove CHEM 502/503 or CHEM 505/506.
BS-CHEM-BIOC	BS IN CHEMISTRY/ASB MB Biochemistry Track	Modify program: General Education: Indicate that Oral Communication, Intensive Writing, and Constitution requirements may be met in major; Major: Change BIOL 203/204 to BIOL 220/222; Remove CHEM 106; Add CHEM 323; Remove CHEM 530/431; Change CHEM 410 to 409; Remove CSCI 151; Change Three BIOL courses from BIOL 310, 315, 316, 317 or 355 to Three courses from BIOL 310,315, 316, 317, or approved advanced biology courses.
BS-CHEM-MULP	BS IN CHEMISTRY/ Chemistry	Modify program: General Education: Indicate that Oral Communication and Intensive Writing may be met in major; Major: Change BIOL 203/204 to BIOL 220/222; Remove CHEM 106; Change CHEM electives >299 from 3 credits to 6 credits; Change Math/Science electives from 9 credits to 12 credits.
BS-DIFD-DMMD	BS in Info Design - Digital Mass Media	Modify program: Add MCOM 499 to concentration.
BA-SOCL-INEQ	Concentration in Social Inequalities	New concentration

BS-BIOL-CNSV	Conservation Biology Track	Modify program: General Education: Change Natural Science Requirement from BIOL 203/204 to BIOL 220/222(or 270) or BIOL 221/223(or 271); Major: Replace BIOL 203/204 with BIOL 220/222(or 270) or BIOL 221/223(or 271); Remove BIOL 205, 206; Add BIOL 316 or 317; Change BIOL 403 or 515 to BIOL 403, 405, 407, or 507; Remove Field Biology from title of Area A and change requirements to one of BIOL 302, 314, 323, 403, 405, 407, 507, 513, 551, 552A or B; Change title of Area B to Cell and Molecular Biology and change requirements to one of BIOL 315, 321, 422, 517, 519, 522, 528, 529, 539, 555, 560; Change title of Area C to Biodiversity and Organismal Biology and change requirements to one of BIOL 303, 304, 309, 310, 505, 508, 510, 511, 518, 524, 525, 526; Add Area D Additional BIOL courses to a total of 42 credits including BIOL 307, 308, 440, 450H, 461, 463, 471, 530, 540, 570; Add GEOG 305, 320, and 501 to Math and Science Electives.
BS-CHEM-PHYS	Engineering-Physics Degree Track	Modify program: General Education: Indicate that Oral Communication and Intensive Writing may be met in major; Major: Change BIOL 203/204 to BIOL 220/222; Remove CHEM 106; Add CHEM 323, CHEM 330, Allow students to choose between CHEM 530/531 or CHEM 523/525 instead of requiring both.

BS-BADM-HRMA	Human Resources 4+1	Modify program: General Education: Designate MGMT 365 for Intensive Writing requirement; Foundation: Add BADM 180, Change CSCI requirement to CSCI 101 and 101BCD or CSCI 101 and CSCI 101E; Core: Remove BADM 180, ACCT 551, FINC 111, MGMT 326, MGMT 341; Change MGMT 355 to MGMT 365; Add MGMT 220; Add Applied Quantitative Skills requirement (3 credits); Add High Impact Practice Experience requirement (3 credits); Add note about required Business Acumen Credits.

Minor, Program, Certificate Changes ; no Action by

Program	Department	Action
CERT-ACCA	Certificate in Accounting Analytics	New certificate
CERT-RISK	Certificate in Risk Assurance	New certificate
MINOR-CYWB	Child and Youth Well-being	New minor
Minor-GRNT	Minor in Gerontology	Modify minor: Add PSYC 504 as an option to SOCL/GRNT 504; Remove PSYC 517; Add PSYC 335 as an option to SOCL/GRNT 304; Remove GRNT 440 from Direct Service Level option and add EXSC 511 and GRNT 340ABC; From Administrative/Organizational Options remove GRNT 440 and add GRNT 473.
MINOR-HHMG	Minor in Hospitality and Hotel Management	New minor
MINOR-RISK	Minor in Risk Assurance	Modify minor: Change minor name from Internal Audit; Change ACCT 303 to ACCT 521; Remove ACCT 520; Add an option of ACCT 304, ACCT 515 or FINC 515.

GENERAL EDUCATION CURRICULUM COMMITTEE:

Kristen Abernathy

I. Recertifications (No vote required)

- **HISTORICAL**

- HIST 211 – United States to 1877
- HIST 212 – United States History Since 1877
- HONR 231H – Special Topics in Historical Perspectives
- INDS 272 – Interior Design and Architecture History II

- **SOCIAL**

- ECON 215 – Principles of Microeconomics
- ECON 216 – Principles of Macroeconomics
- HCMT 200 – Introduction to Health Care Management
- HONR 234H – Special Topics in Social Science

II. NEW APPROVALS (VOTE REQUIRED)

- **The following course was approved for inclusion in the appropriate category:**
 - **GLOBAL**
 - MGMT 200 – Introduction to International Business
 - SPMA 325 – Global Perspectives in Sport
 - **NATURAL SCIENCES**
 - BIOL 220/222 – Principles of Cell and Molecular Biology Lecture/Lab
 - BIOL 220/270 – Principles of Cell and Molecular Biology Lecture/SEA-PHAGE Discovery Laboratory
 - BIOL 221/223 – Principles of Ecology, Evolution, and Biodiversity Lecture/Lab
 - BIOL 221/271 – Principles of Ecology, Evolution, and Biodiversity Lecture/SEA-PHAGE Bioinformatics
 - HONR 235H – Special Topics in Natural Science
 - **ORAL**
 - MGMT 365 – Business Communication and Professional Development

New Business

CHEM 106/108 – since CHEM 106 has been dropped, CHEM 106/108 will be removed from the General Education Course Inclusion list beginning Spring 2020.

Since QMTH 205 was approved last year as a Quantitative Skills course, the committee voted to waive the recertification for this course this year.

Technology Component Revision

- Process:
- Subcommittee reached out to faculty and staff across campus; faculty from various colleges, all of whom have taught a class with a Tech component
- Computer Science was also relied on for input, for obvious reasons
- Also touched base with Kristen Abernathy
- collected feedback from sources
- filtered issues into the Tech app, updating tech content where needed, and providing grounding where needed

Technology courses **must have technology use, management, and/or examination as a primary educational focus and they** should address the following learning objectives.

There are 6 criteria involved in determining if a class fulfills the technology requirement for general education at Winthrop University. A class or group of classes meeting the technology requirement must have technology as a primary educational focus and must **meet the first two criteria**. Recognizing that programs are encouraged to meet this requirement in the major, the technology focus may be discipline specific. A class must meet a minimum of 2 of the 4 remaining requirements to meet the general education curriculum requirements.

- Advance students' abilities to use technology—such as computing, digital tools, digital information, and digital operations, among others—as related to Digital Citizenship. **Digital Citizenship includes analyzing the appropriateness of online resources, assessing the positive and/or negative impact(s) of technology, using digital tools in ethical and responsible ways, internet and digital safety and security, and management of one's professional and personal digital footprint.**

- **Advance the student's understanding and ability to think computationally.**
Computational Thinking is the process of formulating a problem, finding a solution (or solutions) to the problem, expressing it in such a way that humans or machines can understand the solution
- No change to the rest of the criteria

Calendar of Upcoming Recertifications

Academic Year	Recertifications	Component Reviews
2017-2018	100-level classes	Oral Communication, Constitution
2018-2019	200-level classes (Historical Perspectives, Social Sciences, Natural Science, Quantitative)	Arts and Humanities; Technology
2019-2020	200-level classes (Global, Oral, Technology, Humanities and Arts, Constitution)	Physical Activity, Quantitative Skills
2020-2021	300- and above level classes (Natural Sciences, Social Sciences, Historical Perspectives, Quantitative)	Social Sciences, Writing Intensive
2021-2022	300- and above level classes (Global, Oral, Technology, Humanities and Arts, Constitution)	Natural Sciences, Writing Component
2022-2023	100-level classes	Oral Communication, Constitution
2023-2024	200-level classes (Historical Perspectives, Social Sciences, Natural Science, Quantitative)	Arts and Humanities; Technology
2024-2025	200-level classes (Global, Oral, Technology, Humanities and Arts, Constitution)	Physical Activity, Quantitative Skills
2025-2026	300- and above level classes (Natural Sciences, Social Sciences, Historical Perspectives, Quantitative)	Social Sciences, Writing Intensive

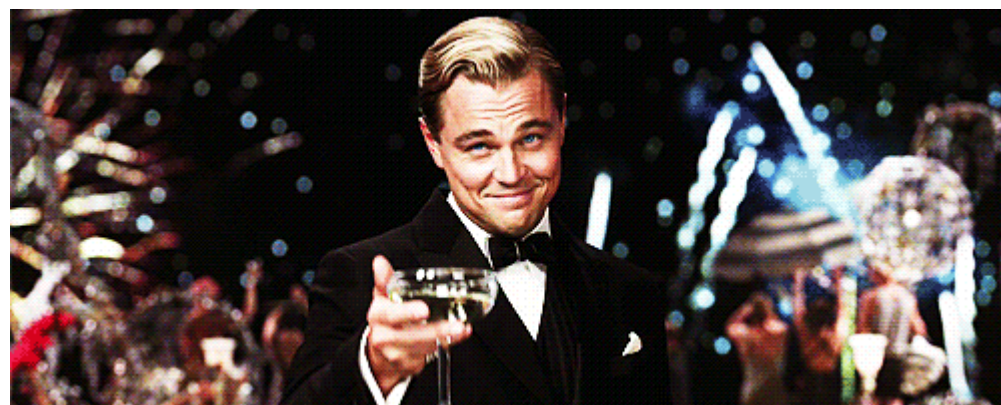
Also at this meeting

- Provost Boyd reviewed the Executive Summary from the report on the General Education Core and discussed the ways in which its conclusions are being (and will be) implemented.
- The Council of Student Leaders reported on three concerns:
 - The possibility of shifting the S/U deadline later in the semester
 - The need for financial literacy education for all students
 - The need for more information for students, including Town Hall Tuesdays and representatives for commuting students.



And the 2019-2020 Chair is....

KELLY COSTNER



VI. Rules Committee: Bylaws
and Policy Proposals
Zach Abernathy

Appendix I

Report from Academic Council

Forthcoming

Appendix II

Rules Committee: Bylaws and Policy Proposals

A. 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-tenure review results in a faculty member's tenure portfolio.

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 an electronic 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~~ recordings, 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 an electronic 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 ~~2012~~ 2019, if approved

Review Date

~~June 2012~~ February 2021

B. 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 an electronic 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.

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- Arrange in chronological order.
- The semester/year should be clearly indicated on teaching evaluations.

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~~

c. 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.~~

d. Policy Recommendation Grid

Task Force on Tenure and Promotion Protocols

The Task Force on Tenure and Promotion protocols is charged with reviewing all policies and practices related to the Tenure and Promotion protocols at Winthrop University, including those associated with pre-tenure and post-tenure review. The Task Force is also charged with making recommendations for what it deems to be appropriate changes, if any, to those protocols (and any associated policies and practices) to Faculty Conference and other relevant governing bodies.

The Task Force has been guided by a commitment to building upon Winthrop's culture of supporting candidates' ability to successfully achieve tenure and promotion. At the same time, the Task Force has remained committed to the right of the faculty to participate in meaningful ways regarding decisions related to tenure and promotion, including being able to make recommendations about these decisions.

Note: All policy recommendations will be subject to review by the University's legal counsel and to the approval of the President.

	Recommendations	Notes
A.	Items that would entail change in policy language approved by Faculty Conference.	
A1.	In the review of a candidate's portfolio for promotion, the dean's recommendation and all materials are submitted to the Chief Academic Officer. 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. Also, at this point, the candidate may choose to withdraw the promotion application.	

A2.	<p>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.</p>	<p>Upper-level administrators have been hired with tenure attached to their faculty position, and there is no standing policy that forbids this practice for any faculty hire. This recommendation would formally recognize that tenure may be attached to a faculty hiring and provide guidelines for what should be required.</p>
A3.	<p>The Task Force recommends that the portfolio review process for tenure and/or promotion will be focused exclusively on materials contained within the portfolio and on the recommendations of the various review bodies.</p>	<p>This recommendation should be understood in relation to recommendations A5 (all candidates for tenure must include the Pre-tenure review committee letter and accompanying letters from the chair and dean in the candidate's tenure and promotion portfolio) and B4 (which prompts chairs and deans to explicitly comment on a candidate's performance on a yearly basis). Taken together, recommendations A5 and B4 would help ensure that portfolios present a complete record of a candidate's work, preventing candidates from excluding information that may be relevant to the review process. Furthermore, in regard to these kinds of concerns about the completeness of the portfolio, the Task Force also notes that there is already a process through which personnel committees may request additional information not included by the candidate in their portfolio submission.</p>

A4.	<p>The Task Force recommends that candidates for tenure and/or promotion will be allowed to review the unit committee recommendation and have an option to respond to that recommendation prior to its consideration by the dean. Candidates 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.</p> <p>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.</p>	<p>If this recommendation is approved, the Task Force recommends that the process be subject to periodic review and feedback from members of personnel committees and faculty in order to evaluate its efficacy. The university-level Faculty Personnel Committee will be responsible for conducting these reviews.</p>
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<p>A5.</p>	<p>The Task Force recommends that 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 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.</p> <p>The policy language related to this recommended change would explicitly state that the purpose of the pre-tenure review is primarily diagnostic, not summative, and that it is geared towards helping a candidate make improvements towards a successful tenure decision.</p> <p>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.</p>	<p>This recommendation should be understood in connection to recommendations B1 (requiring enhanced training for chairs and deans on how to write annual reports and pre-tenure review letters) and B3 (providing recurring opportunities for faculty training in how to best build their record for tenure and promotion and how to make the case for tenure and promotion in the presentation of their portfolios). This recommendation should also be considered in relation to recommendation A3 (requiring that the portfolio review process for tenure and/or promotion should focus exclusively on materials contained within the portfolio), providing assurance that candidates' portfolios fully represent their record. The Task Force believes that this requirement will provide evaluators with an important part of a candidate's probationary record to contextualize conflicting assertions contained in that record. The Task Force believes that the inclusion of the pre-tenure review and supporting materials can provide corroborating evidence to support claims being made by candidates and/or evaluators about feedback that candidates have received during their probationary period. The Task Force also agrees with faculty feedback received on this recommendation that if a candidate has responded effectively to constructive feedback contained in a pre-tenure review, and if those responses have been properly documented in the candidate's annual reports, that response would provide evidence supportive of a positive determination in favor of tenure. Furthermore, the Task Force recognizes that chairs and deans already have the prerogative of commenting on pre-tenure reviews in their annual reports and that, in fact, they have a responsibility to do so if they determine that such a review is relevant to their evaluation of a faculty member. The Task Force believes that, given that the pre-tenure review can be brought into the portfolio in this indirect way, it makes sense to require the inclusion of the document and accompanying letters from chairs and deans to avoid confusions or the potential for misrepresentations.</p> <p>If this recommendation is approved, the Task Force recommends that the process be subject to periodic review and feedback from members of personnel committees and faculty in order to evaluate its efficacy. The university-level Faculty Personnel Committee will be responsible for conducting these reviews.</p>
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B.	Items that fall within the purview of administrative oversight (and which thus require no action by Faculty Conference). These recommendations have been accepted by and are being implemented by the Provost's office.	
B1.	The Task Force has recommended requiring enhanced training for chairs and deans on how to write annual reports and pre-tenure review letters. Chairs will receive training in how to successfully mentor faculty in how to best build their record for tenure and promotion and how to make the case for tenure and promotion in their pre-tenure, tenure, promotion, and post-tenure portfolios. We also recommend continuing and enhancing the training of all personnel committee members on an annual basis.	
B2.	The Task Force has recommended that comments from deans and chairs on annual reports be made available to candidates at least 30 days prior to the due date for candidate portfolios. This requirement is meant to protect candidates, and the failure of chairs or deans to provide feedback by this deadline are grounds for an adjustment to the deadlines that candidates are expected to meet. In any such case, the failure of chairs or deans to meet such a deadline will not negatively impact the evaluation of a candidate's portfolio. The Vice Provost for Academic Affairs will serve as the contact in the Provost's office for Faculty should these circumstances arise.	
B3.	The Task Force has recommended that faculty will be provided recurring opportunities for training in how to best build their record for tenure and promotion and how to make the case for tenure and promotion in the presentation of their portfolios. These opportunities will be jointly overseen by the Provost's office and the Deans of all academic units.	
B4.	The Task Force has recommended that a section will be added to annual reports that prompts chairs and deans to explicitly comment on the performance of tenure-track and promotion-track candidates related to expectations for student intellectual development, scholarly activity, professional stewardship, and academic responsibility. Chairs and Deans should also comment in annual reports on the overall performance of tenure-track and promotion-track faculty, accounting for how these faculty contribute to Winthrop's mission in terms of the balanced totality of their work. The prompts on annual reports have traditionally been determined by collaboration between chairs and deans. Therefore, deans, under the direction of the Provost's office, will be tasked with creating and implementing prompt(s) in accord with this recommendation in Faculty 180 as appropriate to the practices and expectations of their academic units.	

B5.	The Task Force has recommended that there should be a review of Efficiency/Timeline Concerns.	<p>The administration, at the direction of the Provost's office, will continue to review these concerns, particularly given the potential passage of another layer of responses to unit-level evaluations.</p> <p>It should also be noted that the move to an electronic system for submissions has helped create a more streamlined process for evaluators, allowing different faculty members access to the portfolio from remote locations and at the same time as other committee members.</p>
B6.	The Task Force has recommended a continuing commitment to confidentiality in throughout the Tenure and Promotion processes.	The Provost's office will continue to require annual directed training related to the expectation of confidentiality, and faculty participating in the evaluation of tenure and/or promotion portfolios will continue to be required to sign confidentiality agreements.
B7.	The Task Force recommends the following policy on how to deal with late submissions of portfolios from candidates: portfolios are due by posted dates; any exception must be approved by the Provost. Exceptions may include, but are not limited to, debilitating illness or the death of a family member.	
B8.	The Task Force recommends that the Provost's office provide guidelines related to the faculty review of chairs. Specifically, the Task Force strongly recommends that chairs should not see evaluations from faculty until after they have submitted their comments on annual reports. The oversight of chairs has traditionally been the purview of their deans, and they will implement the prohibition on chairs seeing faculty evaluations prior to submitting their comments on faculty members' annual reports. Furthermore, the Provost's office has agreed to provide general guidelines related to the faculty review of chairs.	
B9.	The Task Force has recommended that the Provost's office will review the University's family leave policies and will clarify policy language as needed to reflect the administration's commitment to these practices as they apply to exceptions to tenure and promotion timelines (i.e. clock stops).	
B10.	The Task Force has recommended that the University should provide a presumptive statement in the Policy Repository/Faculty Manual affirming the role that shared governance should play in processes of changing college-level requirements for tenure and promotion. A presumptive statement in the Policy Repository/Faculty Manual would express the expectation that shared governance would guide any such changes related to processes related to college-level changes of requirements for tenure and promotion. When accreditation requirements come into conflict with the resolution of disputes related to such changes, particularly when those requirements demand immediate rather than delayed changes, there is an expectation that appropriate processes of shared governance will be pursued as soon as possible to bring faculty concerns to bear on those changes within the parameters of accreditation requirements.	

B11.	The Task Force recommends a review of what counts as scholarship for purposes of tenure and promotion. The Task Force believes that these determinations should be left up to the different colleges and the library. However, the Task Force recognizes a need for addressing questions related to predatory journals.	The Provost's office will charge the Deans to facilitate a review of what counts as scholarship for the purpose of tenure and promotion at the college level, and it will oversee an ongoing three-year rotation for these reviews.
B12.	The Task Force recommends prohibiting hiring new faculty above the rank earned at previous institutions (see A5 above) from "Tenure: Conditions and Procedures" policy to a separate recruitment policy.	At the direction of the Provost's Office, the Rules Committee will add this change to the policy on hiring Faculty and Unclassified Administrators.
C.	Items that require more in depth consideration by another committee/task force	
C1.	The Task Force recommends a review the role of student evaluations in the consideration of tenure and/or promotion in light of a range of concerns, including but not limited to strong scientific evidence of implicit and explicit biases in student responses and concerns about response rates for electronic evaluations. The Task Force recommends that these evaluations should already be understood as one piece of evidence in a broader teaching portfolio that can include, but is not limited to, a candidate's self-reflections, chair evaluations, and peer evaluations.	The Provost's office has begun the process of putting together a working group to conduct this review.
C2.	The Task Force recommends reviewing and refining promotion protocols/processes/standards for non-tenure track (FTE occupying) faculty.	The Academic Leadership Council will undertake this review.
C4.	The Task Force recommends adding the periodic review outlined in A1 above to the responsibility of the University Personnel Committee (working in concert with the Provost's Office) in the Faculty Conference bylaws.	This recommendation has been approved by the Rules Committee and will be presented to Faculty Conference at the February 15 th meeting to be put on the agenda for the April 19 th Faculty Conference meeting.

C5.	The Task Force recommends creating clearer criteria for distinguishing the difference between Professional Stewardship and Academic Responsibility.	<p>This recommendation will be reviewed by the University Personnel Committee during the 2019-2020 academic year.</p> <p>The Task Force offers the following suggested language for distinguishing criteria for determining if an activity should be considered Professional Stewardship:</p> <p>If the activity meets any of the three criteria (if these questions can be answered with a “yes”), it should be considered Professional Stewardship: 1) did the activity take a significant, extended amount of time or effort over more than one meeting? or 2) did the activity require a faculty member’s academic experience/expertise? or 3) did the activity require the faculty members’ professional experience/expertise?</p>
D.	Recommended Policy Change Already Approved by Faculty Conference	
D1.	The proposed policy revision of the Post-Tenure Review Policy was presented, after vetting by the Rules Committee, to Faculty Conference at the September 28th, 2018 Faculty Conference assembly. The Faculty Conference voted to put the proposed revision on the agenda for a vote at the November 30th, 2018 Faculty Conference assembly. At the November 30th, 2018 Faculty Conference assembly, the faculty voted unanimously to approve this bylaw change.	

VII. Committee Reports

- a. Academic Freedom, Tenure, and Promotion, Jennifer Jordan (*Report in Appendix III*)
- b. Faculty Personnel, Scott Werts (*Report in Appendix III*)
- c. Library, Seth Rouser (*Report in Appendix III*)
- d. Undergraduate/University Petitions, Jason Chung (*Report in Appendix III*)
- e. Undergraduate Curriculum, Laura Glasscock (*Report in Appendix III*)
- f. Rules Committee, Zach Abernathy (*Report in Appendix III*)
- g. Faculty Committee on University Life, Jackie McFadden (*Report in Appendix III*)
- h. Faculty Committee on University Priorities, Malayka Klimchak (*Report in Appendix III*)
- i. Financial Exigency, Jo Koster (*Report in Appendix III*)
- j. Academic Integrity (*Report in Appendix III*)

VIII. Access and Enrollment
Management
Eduardo Prieto



WINTHROP
UNIVERSITY

Access & Enrollment Management

Faculty Conference Assembly



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Admissions Update



	Fall 2019	Fall 2018	Change from 2018 to 2019		Final
	4.12.19	4.13.18	Number Difference	Percent Difference	Fall 2018
Undergraduate Total (Freshmen + Transfers)			Number Difference	Percent Difference	
Applications	6,435	5,415	1,020	18.84%	5,865
Acceptances	4,283	3,526	757	21.47%	3,944
Orientation ¹	877	774	103	13.31%	1,343
Registered for Classes ²	57	36	21	58.33%	1,371
Undergraduate - New Freshmen			Number Difference	Percent Difference	
Applications	5,988	5,028	960	19.09%	5,190
Acceptances	4,045	3,331	714	21.44%	3,487
Orientation ¹	786	694	92	13.26%	1,040
Registered for Classes ²	57	36	21	58.33%	877
Undergraduate - New Transfers			Number Difference	Percent Difference	
Applications	447	387	60	15.50%	675
Acceptances	238	195	43	22.05%	457
Orientation ¹	91	80	11	13.75%	303

Collaboration with Colleges



Marketing

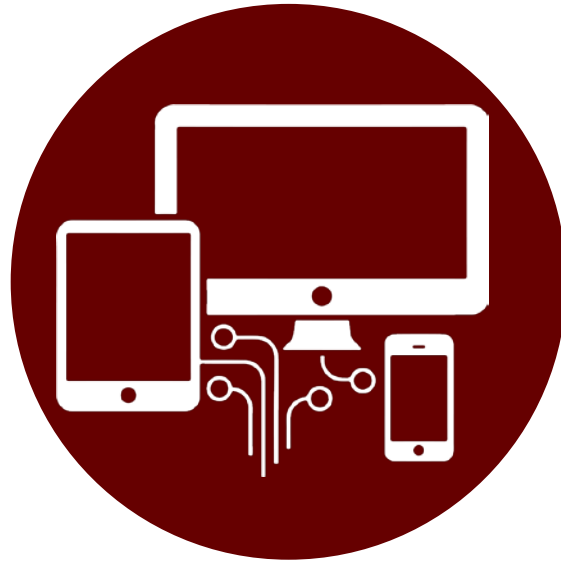
Outreach

Enrollment

**Program
Capacity**



Admissions Marketing



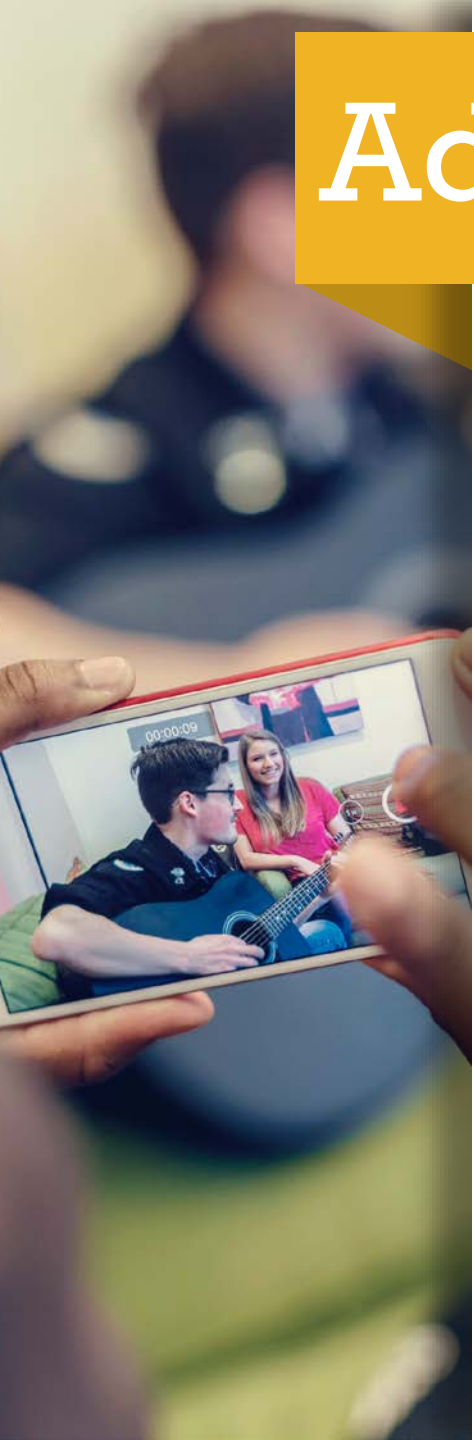
Digital

Emails &
Social Media

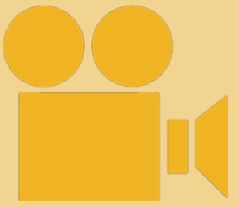


Print

Updated Program
Sheets



Why Winthrop Campaign



Why Winthrop?



Catherine Condon

Business Administration | Class of 2022



Acceptance Video





Thank You

For your continued partnership

IX. Employee Assistance Program

Terri Haynes

Winthrop University

Employee Assistance Program (EAP) & Work-Life Services

The Employee Assistance Program, commonly referred to as EAP, was developed as a way for the university to support our employees through times of need. The EAP can help with all kinds of life situations such as marital difficulties, parenting, stress, depression, work-related concerns, alcohol and drug use/abuse or grief and loss.

EAP offers you...

- Free, 24/7/365
- Confidential (HIPAA compliant)
- Employees and household members
- College-age students
- Legal and Financial Consultations
- Telephonic or face-to-face
- Connect with local providers
- Referrals to other resources

Types of Services

- Marital difficulties
- Family problems
- Parenting
- Stress
- Balancing work and family
- Relationship issues
- Work-related concerns
- Depression
- Alcohol and drug use/abuse
- Grief and loss
- Legal and Financial
- Healthy living
- Crisis events
- General life skills

Cost

Your EAP is FREE!

- Services are paid in advance for your EAP and work-life services.
- Your benefits include up to 4 sessions per EAP issue for an unlimited number of separate EAP issues per year.
- Any costs incurred through a referral to other resources for long-term care will be your responsibility.

Confidentiality

All EAP benefits are as confidential as the law allows. The university has no need or desire to know who uses these services, nor will anyone have access to any information without your consent.

Only you and your counselor will:

- Know of your participation in the EAP
- Have access to any of your information

Exceptions to confidentiality are:

- Harm to self or others
- Knowledge of abuse or neglect of a child or elderly person

The university's EAP provider, McLaughlin Young Group (MYgroup), does submit statistical reports to the university, but no names or identifying information are ever included in these reports.

Legal & Financial Services

Legal Services

- Free, telephonic legal advice
- Free 30-minute appointment for legal consultation
- In most cases, 25% discount for ongoing attorney fees
- Downloadable legal forms
- Online legal encyclopedia
- Excludes legal action against the employer

Financial Services

- Free, telephonic financial advice
- Ability to schedule appointments for complex issues
- Bankruptcy prevention
- Credit report monitoring
- Debt management and planning
- General financial education materials in English and Spanish

Features & Searchable Databases

Features

- More than 11,000 articles
- Monthly webinars
- Will generator
- Spanish website
- Relocation center
- Savings center
- e Learning

Searchable Databases

- Childcare
- Eldercare
- Summer camps
- Adoption agencies
- Education
- Pets
- Volunteer opportunities

EAP & Work – Life Services 24/7 Access

Employees have access to counselors 24 hours a day, 365 days a year by:

Calling 800-633-3353

or

To access work-life services, log into

mygroup.com

Username: winthrop303

Password: guest

Contact the Office of Human Resources

If you have specific questions or concerns that our team can help you address, please contact the Office of Human Resources by emailing hrhelp@winthrop.edu or calling 803-323-2273.