

**COLLEGE OF ARTS AND SCIENCES
FACULTY ASSEMBLY
AGENDA
October 18, 2013**

2:00 p.m.

Kinard Auditorium

- I. Approval of minutes** of August 30, 2012
Arts and Sciences Faculty Assembly Frank Pullano, Chair

II. Report from CAS Committees

1. Curriculum Committee

i. The following course change proposals were reviewed and approved:

1. *Add new course: ENGL 333* Global Narratives
2. *Add new course: WRIT 367* Editing for Professionals
3. *Drop course: ENGL 380* Literature of Science
4. *Add new course: HIST 502* Historical and Cultural Study of Selected Social Movements in the United States Since the 1960s
5. *Modify course: NUTR 421* Nutrition through the Life Span. "Students should be able to complete NUTR 421 without BIOL 308. BIOL 308 will remain a prerequisite for other 400-level courses taken by students to meet DPD requirements. This change is part of the department's assessment program."
6. *Add new course: PEAC 502* Historical and Cultural Study of Selected Social Movements in the United States Since the 1960s
7. *Add new course: GEOG 308* Introduction to Geospatial Technologies
8. *Modify course: GEOG 101* Human Geography. Minor changes to catalog content (pre-requisites, course goals, course offering rotations, etc).
9. *Modify course: GEOG 201* The Geography of World Regions. Minor changes to catalog content (pre-requisites, course goals, course offering rotations, etc).
10. *Modify course: GEOG 302* Economic Geography. Minor changes to catalog content (pre-requisites, course goals, course offering rotations, etc).
11. *Modify course: GEOG 303* Geography of Africa. Minor changes to catalog content (pre-requisites, course goals, course offering rotations, etc).
12. *Modify course: GEOG 305* Introduction to Geographic Information Systems. Minor changes to catalog content (pre-requisites, course goals, course offering rotations, etc).
13. *Modify course: GEOG 306* Geography of Latin America and the Caribbean. Minor changes to catalog content (pre-requisites, course goals, course offering rotations, etc).
14. *Modify course: GEOG 320* Remote Sensing of the Environment. Minor changes to catalog content (pre-requisites, course goals, course offering rotations, etc).
15. *Modify course: GEOG 500* Global Environment and Sustainable Development. Minor changes to catalog content (pre-requisites, course goals, course offering rotations, etc).

ii. The following program change proposals were reviewed and approved:

1. *Modify program: BA in English/Writing*. This proposal makes permanent the option of taking ENGL 291 to satisfy a requirement of the Writing Track. It entails no change in the overall hours for completing the program.
2. *Modify program: BA in English/Licensure secondary school teacher*. This proposal makes permanent the option of taking ENGL 291 to satisfy a requirement of the Writing Track. It entails no change in the overall hours for completing the program.

3. Modify program: BA in English/Literature and language. This proposal makes permanent the option of taking ENGL 291 to satisfy a requirement of the Writing Track. It entails no change in the overall hours for completing the program.
4. Drop program: BS in Science Communication. The faculty member associated with this track has left the university, and students are largely able to reproduce the content of the track without its formal existence.
5. Modify program: BS in Human Nutrition/Dietetics. Increase the GPA in major courses and the overall GPA so that graduates of program will be more competitive when they apply to dietetic internship programs, which generally require a minimum overall GPA of 2.8. ACCT 280 was removed as a requirement since it is no longer required by the 2012 ACEND accreditation standards. ACCT 280 and HCMT 200 were added to the elective category, which was increased from 3 to 6 hours to provide students flexibility in additional course selection.

iii. There were no blanket petitions.

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

2. Appropriate Use of Technology Policy Committee Sarah Spring

3. Undergraduate Research Committee on Scholarly Products (Appendix I)

III. Unfinished Business

1. Remaining Roles & Rewards statements (Appendix II)

IV. New Business

V. Announcements

VI. Dean's Remarks

1. Pre- and Post-tenure review procedures

Appendix I (10/16/13)

Types of undergraduate research with respect to faculty credit



Categories	Faculty Credit	Public Product*	Author-ship	Additional Faculty Credit**	Student Benefits	Brief Description of Mentored Research Experience	Linked to Course?
Faculty research with student research assistant	Student intellectual development	Yes	Faculty only	Scholarship	Mentored research experience	Faculty member's program of research. Student assists with tasks that do not substantially contribute to the research process or warrant authorship, such as entering data, caring for animals or equipment, or locating resources.	A project may start in a course and extend beyond the course, or it may start and then link with a course.
		No					
Faculty research with student collaborator	Student intellectual development	Yes	Faculty and student	Scholarship	Mentored research experience & product	Faculty member's program of research. Student makes a substantive intellectual contribution, such as designing methodology, synthesizing information, interpreting data, or developing the external product in a manner that warrants authorship. Authorship is determined by the faculty in line with discipline-specific standards.	Linked courses may include Independent Research, Research Methods, McNair Scholars Program, or the Honors thesis.
		No			Mentored research experience		
Student research with faculty collaborator	Student intellectual development	Yes	Student and Faculty	Scholarship	Mentored research experience & product	Student initiates the general idea of the project, which evolves through the collaborative efforts of faculty and student. The faculty makes a substantive intellectual contribution, jointly creating the product with the student, in a manner that warrants authorship for both parties. Authorship order is determined by the faculty and student in line with discipline-specific standards.	
		No			Mentored research experience		
Student research	Student intellectual development	Yes	Student		Mentored research experience & product	The student's project usually fulfills a course requirement. The contribution of the faculty member is limited to feedback on written work and conferences on work in progress. The faculty member guides the student's development of intellectual content without substantially contributing in a manner that warrants authorship.	
		No			Mentored research experience		

* A public product is an intellectual creation presented in a venue outside of the classroom. Common examples of such products include, but are not limited to, professional presentations and journal publications.

** Scholarly products are prioritized according to the guidelines in "CAS Roles and Rewards."

Appendix II (10/16/13)

Addition of Rank Statements for Student Intellectual Development

The following descriptions by rank provide an illustration of how faculty expectations can change across time and rank at Winthrop.

Tenure

When considered for tenure, a faculty member should have demonstrated a consistently effective record in the area of Student Intellectual Development. Effectiveness in this area is marked by an impact on student thinking and learning. Faculty members must provide evidence of an ability to engage students in ongoing and significant pursuits of knowledge, critical/reflective thinking, communication, and skill application. Evidence should be provided that illustrates that the faculty member addresses appropriate student learning objectives; handles routine course issues; maintains accessibility to students through a variety of modes of communication; demonstrates best practices in the design and delivery of courses; and reflects appropriately on teaching effectiveness in ways that show s/he is responsive to feedback from students, peers, chair, and dean. Individuals are expected to maintain these expectations throughout a tenured appointment with appropriate growth.

Associate Professor

For promotion or appointment to the rank of Associate Professor, a faculty member must demonstrate engagement with students in meaningful ways beyond what is described for tenure. Candidates must demonstrate excellence in Student Intellectual Development through activities that may include but are not limited to: implementing innovative instructional practices; mentoring students; supervising student research; engaging in service learning; or providing supplemental academic support. A successful candidate for promotion or appointment to Associate Professor has demonstrated involvement in curriculum development at the course and/or department levels and has maintained a connection to the discipline through professional development and reflective practice.

Professor

For promotion or appointment to the rank of Professor, a faculty member must demonstrate engagement with students in significant ways beyond what is described for Associate Professor. This record should be sustained and superior. Further, evidence of creative approaches, instructional renewal, and continuous professional exploration should be provided. A candidate for the rank of Professor is an individual who is respected among peers; maintains positive environments that promote student learning and development; and serves as a mentor to faculty as they develop strategies to engage students. Finally, a candidate for Professor is recognized as a leader in Student Intellectual Development through work on and/or off campus.

Clarification in Professional Stewardship

Finally, regarding the “minority of cases” as outlined above in the Faculty Roles at Winthrop document, the College asserts that professional stewardship used as “the primary area for promotion” must be “exemplary” and supplement but not replace scholarly activity.

In a minority of cases, a faculty member whose job has been redefined by circumstances and who is applying for promotion may show exemplary work in the area of Professional Stewardship as the

priority area for promotion. Candidates cannot use Professional Stewardship as a replacement for Scholarly Activity; instead, activities in both areas are judged together to determine the candidate's professional impact. In that minority of cases where Exemplary Professional Stewardship and Scholarship are used together to make a case for promotion in rank, the candidate must have evidence of multiple and/or sustained activities that allow for the use of professional knowledge and skills to make a significant impact in the community, profession, and/or university. Although work as an administrator can be used to demonstrate Professional Stewardship, when building a case for Exemplary Professional Stewardship, the candidate must demonstrate how the work went well beyond what is normally expected of the administrative role. Individuals presenting accomplishments in this category as the priority area for promotion should have previously discussed the decision to do so with the department chair and/or the college dean.

Addition of Rank Statements for Professional Stewardship

The following descriptions by rank provide an illustration of how faculty expectations can change across time and rank at Winthrop.

Tenure

A candidate for a tenured appointment should demonstrate a developing record of professional engagement in the campus community and discipline. This can be established through activities associated with Academic Responsibility which can include but are not limited to regular attendance at faculty governance meetings, service in the department, involvement in University events that allow for interaction with students and families, and participation in professional events related to the discipline.

Associate Professor

A candidate for the rank of Associate Professor should demonstrate involvement that exceeds the expectations for tenure. For promotion or appointment to the rank of Associate Professor, a candidate must provide evidence for continued, productive involvement on campus beyond the department. This may be demonstrated through activities which may include but are not limited to participation on committees and/or taskforces outside the department, leadership in professional organizations, or community involvement related to the individual's discipline.

Professor

A candidate for the rank of Professor should demonstrate involvement that exceeds the expectations for an Associate Professor. The candidate for promotion or appointment to the rank of Professor is an established steward of the University and discipline/profession. S/he has a sustained record of engagement that serves as a model for other faculty, that demonstrates maturity, and that results in recognition by one's peers. Further, the candidate must provide evidence of leadership and engagement at the college and university level and in the discipline/profession. Involvement in the community is encouraged but not required.