

**COLLEGE OF ARTS AND SCIENCES
FACULTY ASSEMBLY
AGENDA
October 19, 2018**

2:00 p.m.

Kinard 018

I. Approval of minutes from August 31, 2018

- a. See [appendix 1](#) Dave Pretty
Dr. Dave Pretty noted that we have quorum and asked if there were any amendments to the notes. Hearing none, a motion to approve the minutes was made, and they were approved.

II. Announcements

- a. Eagle Club..... Tommy Henry
Dr. Pretty noted that the representative of the Eagle Club was not in attendance. Therefore, there was no Eagle Club announcement.
- b. THINK college Debra Leach
Dr. Pretty introduced Dr. Debra Leach, who came to give an overview of THINK college. THINK college is one of hundreds of nation-wide programs for students with intellectual disabilities at the post-secondary level. THINK college is fully inclusive, so participants live on campus alongside their peers. They audit classes, and have jobs on and off campus. The program helps to facilitate students with peer mentor support. THINK college participants who audit classes actually do a lot of work and they are graded.

Coordinator Chauncey Metzelaars was introduced to provide an example: a student taking Botany, which is taught by Dr. Jennifer Schafer. Dr. Schafer emails the most relevant PowerPoint slides to the student and the mentor, and sends the quizzes to the mentor, who can work with the student to understand the material. Dr. Leach pointed out that some students need more modifications than others.

Dean Adrienne McCormick asked how faculty are brought up to speed if a THINK college student is in one of their classes. Ms. Metzelaars remarked that the students register for the class, and then they sound out information on the student to the professor including biography of the student and the procedures for a THINK college student auditing a course. Dr. Leach said that the peer mentor also works with the professor. Dr. Wanda Koszewski asked how to deal with a student with Asperger's who was not in the THINK college program. Without support and guidance, some students can be quite disruptive. Dr. Leach said that they were aware that there were other students out there who were not in the THINK college program, and they are looking at how to set up a separate program that might work with those students. There is also the Office of Accessibility, but Tina Vires is leaving. So once the new person is there, Dr. Leach plans to meet with that program to discuss ways to coordinate. Dr. Ginger Williams asked what is expected of a faculty member? Modified exams? Dr. Leach said that the professor can help, as in the example of the Botany class, and that Chauncey helps, too. They want to be as flexible and organic as possible. Dr. Joseph Prus from Psychology asked how successful the program was at getting placements on campus. Dr. Leach said that unpaid internships don't lead to employment, so they are working on getting paid internships. Graduate students can help as well. Dr. Gregory Oakes asked if every course was open to students. Were there prerequisites? Dr. Leach said definitely not. They reach out to professors and find out if it is possible. Some students are able to take courses despite prerequisites.

- c. *Hope Johnson from the library dropped off information on International Access Week, and you can pick up literature on this on the back table at the end of conference.*

III. CAS Committees

- a. Curriculum Committee Kathryn Kohl
 i. See [appendix 2](#)

The president had not yet arrived, so Dr. Kohl presented on the Curriculum Committee prior to the presidential address.

- *Starting with biology, the first four courses (BIOL 220, Principles of Cell and Molecular Biology; BIOL 221, Principles in Ecology, Evolution and Biodiversity; BIOL 222, Principles of Cell and Molecular Biology, Laboratory; and BIOL 223, Principles in Ecology, Evolution, and Biodiversity, Laboratory) go together. The department is creating new intro bio courses paired with labs based on molecular and cellular biology and ecology, evolution and biodiversity. Then the department has a lab, SEA-PHAGES, which is part of the national HMMI program. Currently that course is called BIOL 203r. Since BIOL 203 is going away, there will be BIOL 270. Since the lab was only one credit hour, which seemed insufficient, BIOL 270 will be two credit hours, and BIOL 271 will be reduced from three credit hours to two credit hours. Between them, students still get four credit hours. BIOL 302 was offered as an X course, and the department would like to make this a permanent course offering. There was no discussion, and the changes were approved unanimously.*
- *Next were courses in Human Nutrition. They were removing a sentence from the course description on the first four courses (NUTR 528, Dietetic Internship Supervised Practice Experience I; NUTR 529, Dietetic Internship II: Supervised Practice Experience II; NUTR 530, Dietetic Internship III: Supervised Practice Experience III; NUTR 531, Dietetic Internship IV: Supervised Practice Experience IV). And two new courses in medical lactation were added (NUTR 535, Introduction to Medical Lactation; NUTR 536, Medical Lactation Therapy). There was no discussion and the changes were approved unanimously.*
- *In Interdisciplinary Studies, there was a course, ENVS 375, Field Studies in the Environment and ENVS 376, Field Studies in the Environment Lab, that was offered as a special topics and an X course, and they want it to be a regular course, and the Gerontology 340 (GRNT 340A, CCE Internship) this is an internship and asking that this be variable credit hours based on number of hours student is assigned. This is giving a formal number to this internship. There was no discussion and the changes were approved unanimously.*
- *In the Department of Sociology, Criminology & Anthropology, ANTH 101, Introduction to Human Diversity, is a foundational course for all upper levels of Anthropology. This is a modification because they are using an old CRN for a course that has not been taught that is relevant or a long time to teach a course. ANTH 316 was a special topics X course that they want to make a permanent offering. ANTH 345 is a field work course, and it is going from three credit hours to four credit hours because of the number of hours they are actually in the field. ANTH 540 is a change in the course title, replacing the word “human” with “cultural” so that it will now be Cultural Ecology. This is to reflect what other universities are doing and the strengths of the department. SOCL 213 (Social Inequalities) was a 300-level course, and it is being changed to a 200-level to make it a more intro-level course. SOCL 303 (Self and Society) reflects changes to the title and course description. SOCL 311 (Class, Status, and Power) will be a follow-up on the SOCL 213 intro class. SOCL 312 was an X topic and now will be regular, and they*

want to drop SOCL 320 (Sociology of Contemporary Africa) as the department no longer has that particular expertise. For SOCL 335, they are adding a short sentence to the course description. For SOCL 337 (Corrections) they are adding a prerequisite (SOCL 227), and they want to create a course, SOCL 341 (Ethnography and Fieldwork). They want to make SOCL 508 and SOCL 509 regular courses, and for SOCL 525 they are also adding SOCL 227 as a prerequisite. Dr. Siobhan Brownson asked if SOCL 509 might be cross listed with Gender Studies, and it is cross listed. A gentleman from Psychology, speaking quietly, asked about the change to ANTH 101 might cause changes to the prerequisites. Dr. Kohl said that her understanding was it should not because they did not have the 101 course before, and Dr. Jeannie Haubert confirmed that it was not an issue. Dr. Jo Koster asked about whether dropping a 300-level course would not cause problems with people needing courses above 299, and Dr. Haubert clarified that this was for students who have taken the course at the 300 level already. They will not drop the course immediately, so it will still count for those students who took it. There were no more questions and the changes were approved unanimously.

- There were two program changes to the MS in Human Nutrition. Dr. Koster made a point of order that these were about a Master's programs at the undergraduate meeting, and Dr. Pretty acknowledged that we could skip them. Information on the blanket petitions was posted, and there were no questions. They approved one student petition.

IV. Dean's Remarks Adrienne McCormick

a. Update on CAS role in advancing the Winthrop Plan

President Mahoney had not yet arrived, so Dean McCormick began her remarks.

- Dean McCormick put up the CAS 2018-2019 Winthrop Plan SMART Goals. She provided an overview of what had been done up to this point, and noted that there were four SMART goals, and a fifth was added based on feedback. Dean McCormick also noted an update to the spreadsheet (looking at Goal, Metrics, Timeline, Proposed Action Items/processes already underway, Champions and resources needed, and added Mid-year update (January), End-of-year results (June). She went over the goals, which had been formed based on feedback. All of the goals are important, but they have not been ranked in a particular order.
- Goal 1: Being Student Ready. The idea is to assess best practices to make sure we are student ready. Then there are possible metrics: Updated degree info on DegreeWorks, create major maps, review of student services, collaborate with Dean of University College and provost, and retention and completion rates. We might try to set up an action group that could advise and explore what it would look like to do professional advising well. What would a professional advising model at Winthrop look like? CAS retention plan has been discussed. Other colleges have retention plans, too, and what would we do for CAS specifically. There are action items related to this that we've done well and things we can do. Increasing access to and use of student data is also a key point. Develop a better relationship with AAAS, and automate data sharing processes. Have that be routine to support chairs in their position. We need to look at student profile data as they are coming in. How to look at data in new ways. We had thought about establishing CAS Academic facilities planning group to advise on infrastructure needs, and this is already started.. Still waiting to hear from Bancroft and Dalton, and then we will have a team. Looking at how to coordinate. Need to have a group that lets us know is the space is adequate. Classroom inventory comes along with this idea. Already doubled advisor training sessions. Questions or feedback? None. We will send this out later so you can look at it closely.
- Goal Two: Telling our story. We will update digital and other marketing materials to 1) tell the story of our programs and institutional strengths and 2) increase enrollment in CAS programs. We want to be ready for the migration, and we want to increase our social media

presence. We are developing new materials, and Dean McCormick is confident in this, but she needs content from faculty. We are working with a financial helper to align our budget with our priorities. Amanda Hackney moved to a different office. Dean McCormick had just mentioned a CAS marketing and events when the president arrived.

V. President's remarks Dan Mahony

- *Dr. Michael Lipscomb introduced President Mahony. He noted that the administration was working with faculty to create more lines of communication with faculty. In this vein, President Mahoney is visiting all the colleges. President Mahoney will answer questions about concerns raised at FCUP last year. The top three concerns are 1) faculty relief and support, 2) online certification concerns and process, and 3) work life balance – can faculty say no.*
- *President Mahoney started with a discussion of faculty relief and support. What can we do that has the most impact for least money based on feedback? The first issue was compensation, and to do this we will look at data (class and comp study). There are larger philosophical questions. One issue is that different colleges handle the same issue differently. Winthrop is small enough that we can probably significantly reduce unique practices. Will do data analysis and then do focus groups. What are the things that are of most concern? Questions: Dr. Greg Oakes—what is the timeline for the consultant? President Mahoney said the consultant won't be done until fall 2019. Faculty relief in the next month or so. Dr. Jennifer Disney asked about the idea that if department chairs work with deans and can work on, for example course reduction for faculty who do extra work, is that a part of the conversation.? President Mahoney said yes, this is one of the things on the list. Dr. Disney thought that some department chairs may be able to do better than others at compensating for time, so maybe some equilibrium. Does a one-size-fits-all policy always fit? President Mahoney noted that sometimes will have to accommodate differences. Dr. Lipscomb asked a clarifying question: Is that potential for that type of relief be done prior to compensation study. President Mahoney said we don't have to wait for meeting in 2019.*
- *The second issue of discussion was online certification. There are different ways to get certified online, and we are trying to get everybody certified by fall of 2019. President Mahony talked about how there is a two-course sequence to get certification but also helps you to develop a class. If you've been teaching class online already, then can get alternative certification. But want everyone to be able to teach online. Questions? Dr. Matt Hayes in Psychology asked: What are we doing with our students to make sure they are ready to engage in online courses? President Mahony said that students do seem to have an idea of how to access online courses that are available. His son took online courses in high school, for example. Dr. Katarina Moyon noted that the Office of Online Services has done some work on this. Dr. Hayes noted that some of his students can't use blackboard. President Mahoney said we should be offering online options that make sense, and students will have to be able to know how to take online classes if they want a degree, although some might not. Dr. Moyon noted that it is on Blackboard for them, but no teacher training with HMXF. Dr. Hayes expressed concern that students will think that they can get more out of it than they can. President Mahony pointed out that you can offer students help through monitoring how they are doing or through Math or Writing Center, but the students will still have to take advantage of those things. Dr. Lipscomb said maybe publicize. Maybe starter version? Dr. Hayes noted that some universities make students get certified to take course. Dr. Peter Judge asked if there is any course release to develop online course. It's a time commitment. President Mahony said that it is a time commitment, but it is also a time commitment to develop a course. We are trying to make it easier to develop online courses. Dr. Oakes—there was discussion of this in the work group. Professors develop courses, but we also want to make sure these online courses are solid. Dr. Lipscomb pointed out that it was brought up*

at FCUP and the chair of faculty conference. It was discussed with the president and the provost. Dr. Koster: Academic Counsel is going to take up a modification to the attendance policy to cover online and hybrid courses. Students have the sense that if they paid for an online course, they can do whatever they want. So this brings up the point about educating students—this needs to be addressed, too.

- The third concern was finding balance at work, in particular whether faculty can say no to service obligations. President Mahony said saying no to requested service obligations is an issue to discuss, especially with assignments over the summer. He mentioned that, in his experience, no one has been denied tenure for saying no once or twice to a summer work, but there is a problem if a faculty member says no to everything. Even if untenured, it is OK to say no on occasion. Sometimes chairs can ask too much. Provost Deborah Boyd and President Mahoney were talking about summer courses. As much as possible, the administration tries to put things in the semester. But other things like summer orientation have to be in summer, and need faculty help. President Mahoney gave an example of admitting people to a master's program in July, but that was something that faculty volunteered to do. But he says you can say no to summer. Questions? Dr. Ginger Williams asked about relief. What are some examples of relief? There was a brief discussion of an available list, and Dr. Lipscomb said he can send you the list that had examples. Some of the ideas were sabbatical for different groups of faculty (young and old worthy of sabbatical). Merit pay. Offering relief such as reductions of course load. Ask for a lot, and then negotiate it down. But Dr. Lipscomb can send a specific list. Dr. Disney: Numbers are down new freshman and retention. Departmental budgets are now 50% populated. Any sense for future? President Mahoney said that they are trying to avoid across the board cuts. Look at other areas where we can make reductions. President Mahoney said we didn't want to load full budget and then sweep money away. But some of this will come to pass soon (in the next few weeks). We're up 14 graduate students, but we are down 165 undergrad. Five year grad rate is at 60%, which is 6.9% better. Four year grad rate went up to. We are better at getting students through faster, but this negatively affects us. But there are good things to the information. Dr. Oakes: Along these lines, what is the bottom line? What is the sense of urgency? Is there a one-sentence general response? Are we just good? President Mahony said that generally we are definitely concerned when enrollment goes down. But, I feel confident that we will put things in place that will help in the long term. Online programs, for example, are working well. This will boost enrollment. Bachelors of Professional studies does this. Create destination programs like those mentioned. Students will look at Winthrop because programs like these when they wouldn't before. We might market them better, and this is part of the question moving forward. Get something here that you can't get at Clemson. The Winthrop Poll and Political Science at Winthrop, for example, might draw students. Do these things, I think enrollment will grow over time. Dr. Haubert (Sociology): are enrollment problems affecting admission standards? Does this have a ripple effect on retention? President Mahoney: Right now it does not. But, we still use SAT as line in sand. Our own math faculty mentioned that there are far better predictors. Looking at it holistically. Zach Abernathy did the work on this. Dean McCormick wanted to give a comment to destinations idea. First year Gen Ed experience, we in CAS do this well. Why aren't we known for this? Winthrop would be great at recruiting undecided students through GEN ED. President Mahoney agreed. We've done better job of this, especially with first year students.

VI. Dean's Remarks Adrienne McCormick

a. Update on CAS role in advancing the Winthrop Plan, continued.

- Goal Three: Supporting Faculty & Staff. 1 08 CAS wants to increase professional development support for faculty and staff including through travel funding. Part of the idea

is reallocating in the college to give additional support. Prioritize what you are doing helps. We want to look at the number of faculty development opportunities on campus. We will have Center for Professional Excellence. Then there are other things that affect faculty work. The main idea is looking at the big picture of faculty development and identifying what affects this. What have we done so far? Bringing consultants. Faculty training. Digital humanities fellowship opportunities—digital liberal arts skills training. Becoming a sponsor will allow us to send faculty and graduate students to participate. Budget development in general and allocating resources for faculty development are important. Moving forward with making changes to what used to be TLC.

- *Goal Four: Offering Dynamic Programs. In this goal, Dean McCormick folded in previous goals that talked about increasing interdisciplinary collaborations and employability skills. This ties to supporting existing programs and making them more dynamic. CAS will support and update existing and propose new curricular and co-curricular programs that align with changing student access and labor market demands, and our commitment to produce informed and engaged citizens. Lots of conversations that Dean McCormick wants to continue what we've done, as we're doing a lot. She spoke about the NEH grant that was submitted. That was titled the Winthrop Experiential Learning Lab. It was about connecting faculty with the community toward collaboration. Example: Pitching information literacy theme, especially with Digital Literacy and Health career paths. We are working with SC League of Women Voters and the American Democracy Project. New ways to create new ways to promote existing programs through linked assignments between courses or team teaching. Dean mentioned Nicaragua ... Next. Support our core problems. If you have a new program idea, this is good. But we also want to support what we already have, too.*
- *Goal Five: Increasing Efficiency and Sustainability. CAS will increase efficiency and sustainability in processes related to college advisement, communication, record keeping, budgeting, and course scheduling. The idea is relief. We might have technology that will simplify things for us. There might be budget changes that will bring efficiencies. This might make things easier for us by cutting back repetition. Are we spinning our wheels or use technology to track information. Better communications from Deans office. There were no questions. Dean McCormick noted that this was a lot to accomplish in a few months.*
- *What does faculty see as order of operations for these goals? Dr. Haubert said that efficiencies should be first priority. Streamlining tasks of faculty and not duplicating, then faculty will have time for ideas and such. Dr. Prus from Psychology: when telling our story, we talk about funding. Private fundraising from foundations. His system has been ineffective and we've been inconsistent. We need some sustainability with this effort. Maybe improve on this? Dean McCormick said that she just met about this today and contacted chairs for feedback. Dean McCormick said that she told the foundation that she would be happy to be a resource and help raise awareness. Donors want to know the faculty contribution. Donors want to know that there will be a return on their investment. So Dean wants to know about all the funds we have in the college, so either she or we (departments) can get funders info that they want. Also just got back from College of Education ceremony and funders seated next to people who were funded. Students tell how much money meant to them. Do we do this? Dr. Williams said that we used to do that. But 8-9 years ago we stopped doing it. Dean McCormick said that about 80% are from individuals, and they tend to have relationship with institution. So need to keep up those relationships. Dr. Disney: The College of Education seem to do it better than we have done it. Dr. Robin Lammi (Chem) – telling story is important. How to reach out to all these groups and coordinate when we are sitting in our own offices and buildings? Dean McCormick said that we need synergy between offices and to avoid isolation. Dr. Koster said that when working on building synergy, one way is to remove barriers. When English tries to talk with alumni, other admin groups, such as the alumni office, block us from contacting them. They won't share emails*

and say that we aren't allowed to talk with our own alumni unless the exchange is vetted first. Wanda: The Foundation said they'd do all this stuff for us. It is frustrating working with them. They do have a lot of turnover over there. Having personal representatives to each college might be more effective. Dean McCormick said a first step might be for her to meet with them. Build those relationships. Dr. Frank Pullano said he remembers this type of exchange. In the past, donors have contacted faculty and the foundation said we can't talk to them. Dean McCormick noted that we have to be careful that we don't derail long conversations. Definitely talk to the department chair. Might be process that is complex to set up an new donation. But we want to build on those relationships. Dean McCormick said that she is just meeting people in the foundation. She will look at a way to insert this idea under Goal Five sustainability. Dean McCormick will incorporate a little more into this report based on what was just said, and then she will share it.

- *Dr. Pretty made final announcements. We will meet next on January 11th, and we will have grad faculty next. Motion to adjourn. So moved.*

VII. Adjournment:

Note: Quorum (35% of full-time faculty) is 51 faculty members for Faculty Assembly. The minimum attendance to do business (20% of full-time faculty) is 29 faculty members.

Quorum (35% of graduate faculty) is 22 faculty members for Graduate Faculty Committee. The minimum attendance to do business (20% of graduate faculty) is 13 faculty members.

Appendix 1

COLLEGE OF ARTS AND SCIENCES
FACULTY ASSEMBLY
MINUTES
August 31, 2018

2:00 p.m.

Kinard 018

VIII. Approval of minutes from August 14, 2018

- a. See [appendix 1](#) Dave Pretty
Dr. Pretty noted that we have quorum and asked if there were any amendments to the notes. There were none, a motion to approve the minutes was made, and they were approved.

IX. Announcements

- a. Grants and Sponsored Research Development office Terri Wright
Dr. Terri Wright, the executive director for the office, which was formerly known as SPAR, discussed what her office has been accomplishing over the past year, and highlighted the importance of the office to faculty. She called it the “Grants Office” for short. She said that many of us use the Grants Office (show of hands), but keep it up. She recommended that faculty use the workshops and stop by to chat. She would like faculty input in how to disseminate info across colleges, and would like to strategize so we can develop successful proposals. Those who have experience might give advice on proposal writing and grant. Dr. Wright introduced a new member in the Grants Office, Kristen Smith. She will be the point of contact for CAS faculty. Dr. Wright then said that we did well over the past year. This year there were fifty-eight proposals, which was an increase of fifty-five percent from the previous year. She also had a flyer from the Education Advisory Board about the seven myths concerning winning institutional grants, which she went over. Dr. Pat Owens asked if we are pursuing grants from foundations. Dr. Wright said yes, and we have other avenues as well. Dean Adrienne McCormick asked if she could see the research that Dr. Wright had referenced so that we could figure out what we might do better. Dr. Wright announced that on Thursday, September 6th from 9:30 – 11:30 AM, the Grants Office will be having an open house in celebration of the office rolling out its new website. Come join them for a continental breakfast and learn what services they have to offer.
- b. *Dr. Greg Oakes announced that Travel Authorizations for the fall are due on Tuesday, September 4th.*

X. CAS Committees

- a. Curriculum Committee Kathryn Kohl
*Dr. Pretty introduced Dr. Kathryn Kohl.
Dr. Kohl said that the curriculum committee had met twice, in April and last week. These are the curriculum actions that the committee went over in those two meetings.*
- i. See [appendix 2](#)
- *Mass Communication has a request for two new courses*
 - *MCOM 311, Digital Culture and Society, is geared toward the fifty students who are also currently in MCOM 301, which is getting too large. So MCOM 311 is to cater to them, but can be an elective for Mass Comm students. MCOM 390 is a request to have a course to have media startups for students who do not want to go into more traditional media outlets. Dr. Kohl asked if there were any questions. Dr. Pretty: all in favor of the Mass Comm courses. Passed unanimously.*

- *English had changes to three courses*
 - *ENGE 390 is currently a one-hour field experience course and they are requesting to make it a three-hour field experience course to better prepare students for their senior year. WRIT 351 and WRIT 507. These are changes to course goals and titles to conform to what the faculty are currently teaching or would like to teach to help new faculty. They are realigning course goals to reflect what they want to teach in those classes. Dr. Kohl asked if there was any discussion. Dr. Pretty: all in favor. Passed unanimously.*
- *Community Based Learning and Individualized Studies*
 - *CBLN 351 and IDVS 395: Both were offered as trial courses in the previous year, and they were both successful. So they are now requesting to have them as regular offerings. Dr. Kohl asked if there was any discussion. Dr. Pretty: all in favor. Passed unanimously.*
- *Math Department had three course modifications.*
 - *MATH 291, MATH 292, and MATH 393. All three are Math education courses. All three are realigning some of the topics within the courses so that students can take MATH 292 or MATH 393 concurrently or in either order and to align more with Math education standards. Dr. Kohl asked if there was any discussion. Dr. Pretty: all in favor. Passed unanimously.*
- *The Curriculum Committee looked at two modified courses and a new course out of Modern Languages. After long discussions in the curriculum committee, a request was made to table this for the current Faculty Assembly meeting and discuss it at the October meeting. We will discuss it in October. This concludes the course actions.*
- *There were two program changes*
 - *Last October, Nutrition Dietetics created two new courses and removed a course. This is the program change, with newly created courses in their program*
 - *In English, there was a program modification concerning secondary teacher certification that Faculty Assembly just approved (one-hour to three-hour field experience). Questions? Dr. Pretty, if there are no questions, vote on one and then the other. All in favor of Nutrition changes? Unanimously approved. All in favor of the English changes? Unanimously approved.*
- *Dr. Kohl presented Blanket Petitions for our information. There were no questions or discussion. Two student petitions were approved. At the time the minutes were published, the Curriculum Committee was still in discussion on one of the petitions, but both have now been approved.*

b. Nominating and Rules Committee Frank Pullano

i. Elections to fill two positions on CAS Personnel Committee

- *(Voting will be done electronically via a Qualtrics survey. The survey link will be sent to your Winthrop email account by 5pm on Friday, August 31, and the survey will close at 9:30am on Tuesday, August 4.) Dr. Frank Pullano from the Math department was asked to speak to a couple of Personnel Advisory Committee vacancies that had not yet been filled. Dean McCormick noted that the vacancies were for a one year term and a two year. She said that Dr. Will Kiblinger had volunteered and Dr. Jo Koster had, too. The other two were Dr. Tara Collins from Psychology and Dr. Eddie Lee from History. No nominations were made from the floor. A motion to close nominations was made, and Dr. Koster seconded.*

XI. Dean's Remarks Adrienne McCormick

a. Update on CAS role in advancing the Winthrop Plan

- *Dean McCormick presented the process and said that this was a follow up on what we did last time. She gave an overview of an earlier Dean's Council Retreat discussion and prepared goals and prompts, which they shared with Faculty Assembly on August 14th. General feedback from that meeting was used that to produce a draft form of SMART goals (SMART: Specific, Measurable, Achievable, Relevant, Time-Bound). This draft is to be the point of discussion for the current meeting. After today, there will be a Dean's Council on Sept. 5 with a discussion of SMART goals. From Sept. 6 – Oct. 12 there will be discussion and feedback from departments based on goals put forward at Sept. 5. In the next CAS Faculty Assembly on Oct. 19th, the formalized goals will be announced. Questions? None.*
- *The next PowerPoint slide contained all the feedback that she had received from the Dean's Council Retreat and the previous CAS Faculty Assembly. Repeated feedback was color-coded in red, and the most frequent concerns were highlighted in yellow. This feedback was distilled, and the means to accomplish the biggest concerns was considered to produce a SMART goal. Dean McCormick provided one SMART goal as an example. The SMART goal was put with identified metrics: how will this be accomplished if we decide to set this as our goal.*
- *Next, Dean McCormick looked at another identified SMART Goal: Professional development support. For example, 1) CAS faculty, staff, and deans will increase professional development support for faculty through college-wide programming and partner with WU Provost's Office on development and planning for the new Center for Professional Excellence (CPE). Metrics were included. 2) CAS will assess and improve overall advisement practices. Metrics (how far are we along on DegreeWorks, ...) Again, these are draft ideas.*
 - *This is what it would look like: Goal, metrics, timeline, Champions (who will head it up), mid-year, and end-of year updates.*
- *Dean McCormick ended by saying that there were six or seven identified draft CAS / Winthrop Plan Goals: 1) CAS will assess and identify current best practices for being student-ready 2) CAS will focus on professional development, 3) advising practices, 4) CAS will update digital and other marketing materials to better tell the story of our programs and institutional strengths, 5) interdisciplinary collaboration and problem-based learning for faculty and students 6) CAS will support and update existing programs and propose new programs where appropriate to better meet the needs of changing student and labor market demands and satisfy our commitment to produce informed and engaged citizens.*

Dean McCormick asked if there were any questions.

- *Dr. Adolphus Belk suggested that someone from services (counseling) might come to professors to help provide guidance on how to get help to students who are victims of sexual assault or similar issues. Professors are not trained to do this properly, and it would help to have advice on how to get the student to the proper service office. How can we help and how can we get them into contact with the appropriate people?*
- *Dr. Kelly Richardson (English Department) noted that the equipment regularly breaks in her classroom. She asked if this was a college issue or would it be handled somewhere else? Dean McCormick noted that this concern was on her radar, and it falls under one of the goals for the college. She said that maybe it would help to develop a building advisory group or a space advisory group that can address structural problems that keep us from being able to teach. Along this line of thinking, Dr. Wendy Sellers noted that there were often embarrassing problems with student access to classrooms. In Owens Hall, students had not been able to get to class for the previous two weeks because the elevator didn't work in the building. Dr. Sellers said that to remedy this, her class was moved to Kinard 201 because the Kinard elevator is considered more reliable than the one in Owens. Dean McCormick said she's seen this too. Dr. Sellers said that the*

current fix—just excuse the student from class and get them the material—is unacceptable. Dean McCormick agreed.

- *Dr. Wanda Koszewski said that the Human Nutrition Department has an issue with mold in their building. One student gets sick every time she goes in their lab, and other students are affected. We might eventually get hit with. McCormick asked if there isn't a vacancy in the position for Vice President of Facilities? Dr. Koszewski said that she often has to clean in her own building, and buildings are regularly filthy, which is embarrassing when parents are visiting. McCormick said that we can definitely follow up with these concerns, and she would like to incorporate this into the new plan.*
- *Dr. Jennifer Disney asked if Dean McCormick could say more about the Center for Professional Excellence. Dean McCormick said it came out in a letter from the president, and it will be headed up by Dr. Meg Webber in the Provost's Office, and that it will be in the office suite of the former president next to Starbucks in DIGS. The idea is to help organize around professional development. This is part of the Winthrop plan, so the institution has to be behind it. Dr. Belk asked if this is going to replace or take over the roles and responsibilities of the Teaching and Learning Center. Dean McCormick said yes.*
- *Dr. Sarah Hopkins in Social Work asked if the desks will be replaced with chairs and desks because students don't fit in the current model in Kinard. Dr. Greg Oakes said that the college—Kinard Building Administration—has chairs and desks, which you can request. But it is hard to keep them in the room. Dr. Jessica Yame in social work noted that it is body shaming to students who can't fit in available seats. It is gross to have to tell the students that, sorry you can't sit. Dean McCormick said that it would be nice to have an inventory and approach this issue in an official manner.*

Dean McCormick asked if there was any other feedback. She noted that it is easy to see why she calls this a draft. Her agenda items came from what we discussed at the last meeting, but the Winthrop plan has other areas, as well. We can include all of these issues and then we will narrow it down.

Dr. Pretty reminded everyone that the Graduate Committee Meeting would be held immediately after the conclusion of faculty conference.

XII. Adjournment. *So moved (Dr. Sellers). Second.*

Note: Quorum (35% of full-time faculty) is 51 faculty members for Faculty Assembly. The minimum attendance to do business (20% of full-time faculty) is 29 faculty members.

Quorum (35% of graduate faculty) is 22 faculty members for Graduate Faculty Committee. The minimum attendance to do business (20% of graduate faculty) is 13 faculty members.

Appendix 2

CAS Curriculum Committee Report

October 9, 2018 meeting

1. The following course actions were approved

- a. Department of Biology
 - i. New course: BIOL 220, Principles of Cell and Molecular Biology
 1. Adding a new course to make current course listing similar to other universities.
 - ii. New course: BIOL 221, Principles in Ecology, Evolution, and Biodiversity
 1. Adding a new course to make current course listing similar to other universities.
 - iii. New course: BIOL 222, Principles of Cell and Molecular Biology, Laboratory
 1. Adding a new course to make current course listing similar to other universities.
 - iv. New course: BIOL 223, Principles in Ecology, Evolution, and Biodiversity, Laboratory
 1. Adding a new course to make current course listing similar to other universities.
 - v. New course: BIOL 270, SEA-PHAGES Discovery Lab
 1. Replace BIOL 207 – credits will increase to represent the amount of work required of students. May be used for molecular lab.
 - vi. Modify course: BIOL 271, SEA-PHAGES Bioinformatics
 1. Reducing 3 credits to 2 and taking the lecture component away
 - vii. Modify course: BIOL 302, Ecology and Evolution of Mammals
 1. Offered as an X course. The department wants to include the course in its permanent course offering. Prerequisite will eventually be changed.
- b. Department of Human Nutrition
 - i. Modify course: NUTR 528, Dietetic Internship Supervised Practice Experience I
 1. Suite number was incorrect – The address is no longer included.
 - ii. Modify course: NUTR 529, Dietetic Internship II: Supervised Practice Experience II
 1. “Cleaning up errors.” Removed address because it is always changing.
 - iii. Modify course: NUTR 530, Dietetic Internship III: Supervised Practice Experience III
 1. “Cleaning up errors.” Removed address because it is always changing.
 - iv. Modify course: NUTR 531, Dietetic Internship IV: Supervised Practice Experience IV
 1. Shortened description. Changed required hours from 15-20. Only be offered in spring – not fall and spring.
 - v. New course: NUTR 535, Introduction to Medical Lactation
 1. Micro certificate: Meets the didactic criteria for taking the IBCLC certifying exam. Trying to increase the number of breast feeders in the state of South Carolina.
 - vi. New course: NUTR 536, Medical Lactation Therapy
 1. Micro certificate: Continuation of NUTR 535

- c. Department of Interdisciplinary Studies
 - i. New course: ENVS 375, Field Studies in the Environment
 - 1. Offered as an X course. The department wants to include the course in its permanent course offering.
 - ii. New course: ENVS 376, Field Studies in the Environment Lab
 - 1. Offered as an X course. The department wants to include the course in its permanent course offering.
 - iii. New course: GRNT 340A, CCE Internship
 - 1. States that the title and credit hours are being changed in accordance to Universities' initiative to standardize internships. May be old courses that will need to be deleted. Title discussed should be related to the subject of Internship. Approved to change title to GRNT Internship if possible.
- d. Department of Sociology, Criminology, & Anthropology
 - i. Modify course: ANTH 101, Introduction to Human Diversity
 - 1. Changed from Witchcraft and Healing. An introductory course that ties four main fields together.
 - ii. New course: ANTH 316, Belief Systems, Magic, and Ritual
 - 1. Offered as an X course for several years. Offers more variety in upper-level courses.
 - iii. Modify course: ANTH 345, Field Work in Archaeology
 - 1. Changing a 3-unit to a 4-unit course in attempts to compensate students for the work they do.
 - iv. Modify course: ANTH 540, Cultural Ecology
 - 1. Changing course to look out how humans have modified and adapted instead of how the world has adapted. Changes to meet instructor's strengths. Current instructor has taught this course at other universities.
 - v. New course: SOCL 213, Social Inequalities
 - 1. Changing from 300 to 200 level course in hopes to provide students with a more comprehensive foundation for upper division courses
 - vi. Modify course: SOCL 303, Self and Society
 - 1. Adding research methods and changing title to better describe how current faculty teaches
 - vii. New course: SOCL 311, Class, Status, and Power
 - 1. This new course will help us build toward a new concentration in social inequalities.
 - viii. New course: SOCL 312, Sociology of Gender and Sexuality
 - 1. Offered as an X to fill curriculum gap. Due to the popularity of the course, the department would like to offer it more frequently
 - ix. Drop course: SOCL 320, Sociology of Contemporary Africa
 - 1. Department no longer has faculty on staff with this specialization.
 - x. Modify course: SOCL 335, Law Enforcement and Social Control
 - 1. "This is a simple expansion of the course description to add clarity."
 - xi. Modify course: SOCL 337, Corrections
 - 1. Adding a prerequisite to promote proper sequencing
 - xii. New course: SOCL 341, Ethnography and Fieldwork
 - 1. "This course designation is a cross-listing with ANTH341."

- xiii. Modify course: SOCL 508, Global Migration and Immigration Policy
 - 1. Changed name of X course and would like to offer it as part of the regular curriculum
- xiv. New course: SOCL 509, Masculinities
 - 1. Popular X course
- xv. Modify course: SOCL 525, Sociology of Law
 - 1. Adding a prerequisite to promote proper sequencing

2. The following program actions were approved

- a. Department of Human Nutrition
 - i. Modify program: MS-NUTR

Currently have one masters in Nutrition but it appears that there are 3 masters in Nutrition. Will remove other 2 apparent options. In current Masters, removing one course and adding an elective.

- b. Department of Interdisciplinary Studies
 - i. Modify program: MLA-LART-PLCE

Students need to choose at least 2 designators beyond LART. Discussion of which courses should /are included. Suggested to add HIST 547 and 501. Remove of MasCom courses.

3. The following blanket petitions were approved

- a. Department of English
 - i. For the BA-ENGL-LLAN, the BA-ENGL-WRIT and the MINOR-WRIT, in all catalogs, allow WRIT 311 to count in the Rhetoric string.
 - ii. For the BA-ENGL, in the 2017-18 catalog, allow WRIT 503 to count in the Frameworks requirement.
- b. Department of Human Nutrition
 - i. For the BS-NUTR and DPD, in all catalogs, remove NUTR 518 from the list of required courses because lab is now included in the offered course.
- c. Department of Psychology
 - i. For the BA-PSYC, in the 2017-18 catalog, waive the PSYC 404 requirement for sophomores, juniors, and seniors who were enrolled as PSYC majors in 2017-18 or earlier.
- d. Department of World Languages & Cultures
 - i. For all majors with a foreign language proficiency requirement, in all catalogs, allow MLAN 112X (American Sign Language) to count for the first half of the language proficiency requirement.

4. The following student petition was approved

- a. There was one student petitions for review: Student fluent in Arabic desires to have foreign language requirement waved.