

**COLLEGE OF ARTS AND SCIENCES
FACULTY ASSEMBLY**

Minutes

March 6, 2020

Kinard 018, 2:00 p.m.

I. Welcome and Introduction of New Interim President..... Jo Koster, George Hynd

Meeting commenced, with a quorum, at 2:02 pm. Dr. Koster welcomed a special guest, Dr. George W. Hynd, recently appointed Interim President of Winthrop. Dr. Hynd made a number of introductory remarks, including his enthusiasm for this new position at Winthrop, and communicated major goals for the University during his time as president. Besides continued work on SACSCOC accreditation (2021-2022), he is looking forward to continuing momentum forward with respect to the following major issues:

- *Establish a realistic budget model towards steady growth. Winthrop has a long identity in education, combined with solid liberal arts programs. With the number of high school graduates expected to increase 5-6% over several years, we can reasonably aim for 1-2% enrollment growth.*
- *Facilities master planning. Winthrop has estimated deferred maintenance of \$1-2 billion. Work in progress, and planning future long-term building investments, has the added benefit of bringing a variety of University personnel together. Positive progress will get us in a good place for the next presidential search, and fundraising campaigns will be part of this endeavor.*

To the question of ideas to maintain faculty morale during financially challenging times (Dr. Chris Van Aller, PLSC), Dr. Hynd cited the importance of paying special attention to faculty salary surveys and offering additional support for travel.

II. Approval of Minutes from February 21, 2020, meeting ([Appendix 1](#))..... Jo Koster

Minutes from February 21, 2020 CAS Assembly were approved unanimously, with special thanks to Dr. Jeannie Haubert (SOCL) and Dean Takita Sumter for helpful comments, as well as Dr. Hye-Sung Kim for taking minutes in Dr. Maria Gelabert's absence.

III. Chair's Report Jo Koster

Dr. Koster cited the major accomplishments of the CAS Assembly for 2019-2020. These include 6 college assemblies, a faculty survey with 129 responses (almost 2/3) to gauge pressing concerns, with survey results guiding discussion with President and Provost, as well as information for Dean Sumter to voice concerns on our behalf. Dr. Koster thanked Dr. Gelabert (Secretary) and Dr. Kim (Parliamentarian), Ms. Jill Lauber and Ms. Kat Wilson in the Dean's Office, Associate Deans Dr. Greg Oakes and Dr. Robert Prickett, and Dean Sumter, for service and invaluable assistance. Dr. Koster cited accomplishments to date of the CAS Curriculum Committee (for 5 out of 6 meetings: 156 course actions, 20 changes to programs and minors, 36 blanket petitions, 2 student petitions). The Personnel Advisory Committee reviewed eight applications for tenure and five applications for promotion, as well as considering other personnel business relating to the revised promotion and tenure policies for the University. The Nominating and Rules Committee enabled the standing committee on Diversity and Inclusion with revised Bylaws, and recruited nominees for the 2020-2021 election ballot. The Student Research Committee reviewed and supported undergraduate research efforts in the College, and has developed a proposal, sent to Academic Council, for attaching an –UGR label to courses containing substantive undergraduate research components.

Other ad hoc activities include a working group for improving our advising processes, faculty expertise to write parts of the SACSCOC report, and faculty participation in the task force for including third-year reviews in tenure and promotion packets. Dr. Koster concluded her remarks by acknowledging the high volume and quality of work that the CAS does for the entire University.

IV. CAS Curriculum Committee ([Appendix 2](#))..... Dave Pretty

Dr. Pretty, Chair of the Curriculum Committee, led voting on a series of course and curriculum changes. All new courses, modifications, and program changes were unanimously approved. Blanket petitions were presented for information only and one student petition was presented. Additional information presented at the Assembly are included with Committee minutes in Appendix 2.

V. Nominating and Rules ([Appendix 3](#))..... Maria Gelabert

Dr. Gelabert, Chair of Nominating and Rules Committee, thanked department chairs and individual faculty for ensuring enough nominations on the ballot for adherence to CAS Bylaws. She presented the slate of nominations for 2020-2021 to CAS and University committee service. No additional nominations from the floor were put forth. Dr. Pretty asked what happens if two people from the same department are elected to CAS Curriculum; in that event, the position goes to the next person to get the most votes (Dr. Oakes, Associate Dean/PHIL). A Qualtrics survey will be disseminated from the Dean's Office for electronic elections.

VI. Old Business

a. Ad hoc Committee on Third Year Review..... Peter Judge

Dr. Judge (RELG) presented the findings of this committee, with additional CAS participants Dr. Ginger Williams (IDST), Dr. Adolphus Belk (PLSC, Faculty Conference Chair), Dr. Scott Werts (GEOL), and Dr. Dwight Dimaculangan (BIOL).

Of 193 responses, 47% were from CAS, 54% tenured, and 32% had received a Pre-Tenure Review. Over 101 tenured faculty responses, 52% included the PTR in their tenure portfolios. For questions about whether the PTR being a more formative vs. summative review, 53% of 131 respondents indicates the PTR currently has equal amounts, and 57% of 173 think it should have equal amounts. More respondents (27% vs. 16%) thought the PTR is more formative than summative. Most respondents (70% of 154) think the PTR inclusion in tenure review should be optional, compared to 31% who think it should be required.

Overall, data indicate that faculty need more formative feedback from chairs and deans, on a yearly basis, on meeting standards for tenure and promotion, so that the 3rd year review is less of a shock. The PTR inclusion in tenure review should not be a detriment when faculty are making improvements over time. Committees also need better training for minimizing bias, which is still a problem. The survey itself broadened the questions to consider the quantity of reporting and reviews that are required for tenure track faculty, and how that might be streamlined, i.e. combining the pre-tenure review with annual report for the same year. Consideration of different practices between the colleges are required in order to devise University-wide guidelines.

***Please watch for Faculty Conference minutes from the 2/28/2020 meeting and convey comments and responses to Dr. Melissa Carsten (carstenm@winthrop.edu)*

b. CAS Advising Task Force..... Adria Belk

Dr. Adria Belk, CAS Director of Student Services, presented survey results conducted by the advising task force begun in Fall 2019, including Peter Judge (RELG) and Frank Pullano (MATH).

A consideration of hybrid advising, utilizing both faculty and advising professional expertise, would assign a secondary (professional) advisor to each student based on major clusters. Two models were included in the survey. In Version 1, the professional advisor takes care of most advising (and lifting registration flags) for the first 2 years, with faculty playing a minor role; in the last 2 years, the faculty member takes over. Version 2 is similar to our current system, with a professional advisor as secondary role. Survey data showed more support for Version 1.

Potential recommendations are to provide improved DegreeWorks training students, more comprehensive advising online resources, a more intentional process for major/minor/catalog changes, and development of degree program maps that integrate curricular with experiential learning and clear 8-semester plans. Other ideas are to identify “core groups” of faculty within each department to provide more proactive advising for all department majors, acting in part as a professional advisor, with ability to check student schedules and progress throughout a semester (Dr. Pullano). Access to group data (aggregated advisee data) is important for people in these potential roles.

Dr. Pullano noted that the role of advising needs to play more prominently in tenure/promotion considerations. Dr. Adolphus Belk (PLSC) said the recent shift to broadly define Academic Responsibility to include curricular service rising to the level of Professional Stewardship is in place, and should serve to ensure that faculty serving in these capacities are recognized. Dr. Jennifer Disney (PLSC) suggested that, for establishing these core groups, 1-2 advisors in each department could be identified for these roles. Dr. Jeannie Haubert (SOCL) said this work could be recognized as Professional Stewardship, and chairs can help ensure the core group is not overburdened.

Dr. Adolphus Belk asked about how we might get to Version 1, which was significantly more favored in the survey. Dean Sumter responded the requirement of 4 staff professionals—2 existing and 2 new FTE— as a main challenge to establishing this model. We might be able to develop a model in lieu of new FTE. Dr. Dwight Dimaculangan (BIOL) mentioned the disadvantage of major advisors only getting to know their advisees in Years 3-4, and Dr. Adria Belk pointed out that faculty members do play some role in Years 1-2, and Dr. Sumter mentioned similar task force concerns and discussion. Dr. Diana Boyer (GEOL) highlighted the importance of protecting faculty time, and how having a professional advisor to check in regularly with students is of benefit. Dr. Jennifer McDaniel (SCWK) added that in the MSW program, students complete ≈900 hours of internship; some of these hours could be used for graduate students to potentially advise undergraduate students in this way.

VII. New Business - Digital Commons (Dacus Library)..... Cody Walters

Mr. Cody Walters, Information Literacy Librarian and Assistant Professor, described the resource of Digital Commons so faculty are more aware of this digital scholarship repository. Digital Commons includes material like Faculty/Staff publications, masters theses, McNair and SOURCE abstracts, and copyright resources. Dr. Victoria Frost (BIOL) asked what happens when a paper or material within a thesis is copyrighted. Dr. Greg Oakes (Associate Dean/PHIL) said a thesis will be uploaded unless the library discovers a copyright restriction. Dr. Jo Koster (FA Chair/ENGL) mentioned the required uploading of theses as SC law, but if necessary that can be prevented (Dr. Oakes). The library will work with faculty/students on copyright issues. Dr. Peter Judge (RELG) asked if older publications can be added; yes, and library checks for and handles any copyright restrictions.

Mr. Walters then communicated about library instructions available for courses – this term, 7 CRTW classes had visits from a librarian. The Research Party writing event held this past week

(March 4) was especially helpful for students, given the timing of ~8 weeks into classes (Dr. Adolphus Belk, PLSC). This positive feedback was echoed by others.

VIII. Remarks from the Dean..... Takita Sumter

Dean Sumter began with congratulatory remarks about a number of CAS Faculty/Staff accomplishments: book contract for Dr. Hye-Sung Kim (PLSC), book and CBS News interview for Dr. Adolphus Belk (PLSC), Creative Writing program showcase, Dr. Jeannie Haubert (SOCL) Associate Press interview, Ms. Katarina Moyon for various West Forum on Politics/Policy events, Human Nutrition department Eating Disorder Awareness event. Many other kudos for accomplishments in 2019-2020: congratulations to all.

Dr. Sumter announced an updated faculty award [website](#) (Ms. Kat Wilson), with deadline March 31, and encouraged submission of applications for fellow faculty. Deadline for travel awards (noting recent increase \$700-\$900) is April 1 for last travel in FY and travel plans in the next FY. Dr. Sumter asked all to stay aware of travel restrictions and recommendations surrounding the COVID-19 virus, noting that some major academic conferences have been cancelled.

Addressing the broad strategic goals of where we are and where we are going, Dr. Sumter continued with various accomplishments within the four goals of student readiness (Goal 1), how we tell our story (Goal 2), faculty/staff support (Goal 3), and academic programs (Goal 4). Consistent development of methodology for self-assessment is a priority, working towards a SWOT analysis establishes what we do well and what we can do better, all aligned with University strategic initiatives.

Goal 1: Being Student Ready - College-wide Retention Action Plan to align with Institutional WIG. Fall to spring retention in freshman year is down 8% from last year. We have an increase in transfer students, but outreach for improving freshman year retention is high priority. To address:

- Registration Remedies session – 67% registered for Spring 2019 after attending in Fall 2018
- [Professional Advising Task Force](#) – to consider alternate models of student advising
- Strategic Enrollment (Ms. Erica Panton) – precollege dual enrollment and technical school transfers, AEM/CAS collaboration on student recruitment, Institution-Teacher Cadet program, Greenville Tech/York Tech partnership conversations. Ms. Panton and Dr. Robert Prickett (Associate Dean/ENGL) have worked on student recruitment and outreach to accepted students.
- Facilities improvements – recent updates are to MCOM and painting in Kinard. The planning group evaluates needs and sends prioritized requests for consideration at University level.

Goal 2: Telling our story – fostering more robust marketing and community engagement

- RHSD Science Fair (Dr. Robin Lammi, CHEM)
- MyRide and web development support
- Student Advisory Board Alumni Event, April 7 at Dina's Place – town hall gathering with panel of CAS alumni
- Industrial and Community partnership meetings – Duke Energy, Carolina Panthers, Project Signal, Delta Bravo, SCBIO

Goal 3: Supporting Faculty and Staff

- GIS learning workshops CAS/CPE
- Travel award increase to \$900
- Faculty mentoring program, piloted 2018
- Short form for Annual Report

Goal 4: Dynamic Academic Programs

- Bachelor of Professional Studies

- *B.A. Data Science*
- *Online M.S. in Human Nutrition*
- *B.A. MCOM in Sport content Production – pivotal to Big South*
- *Certificate for Business of Craft Brewing (Dr. Nick Grossoehme, CHEM)*

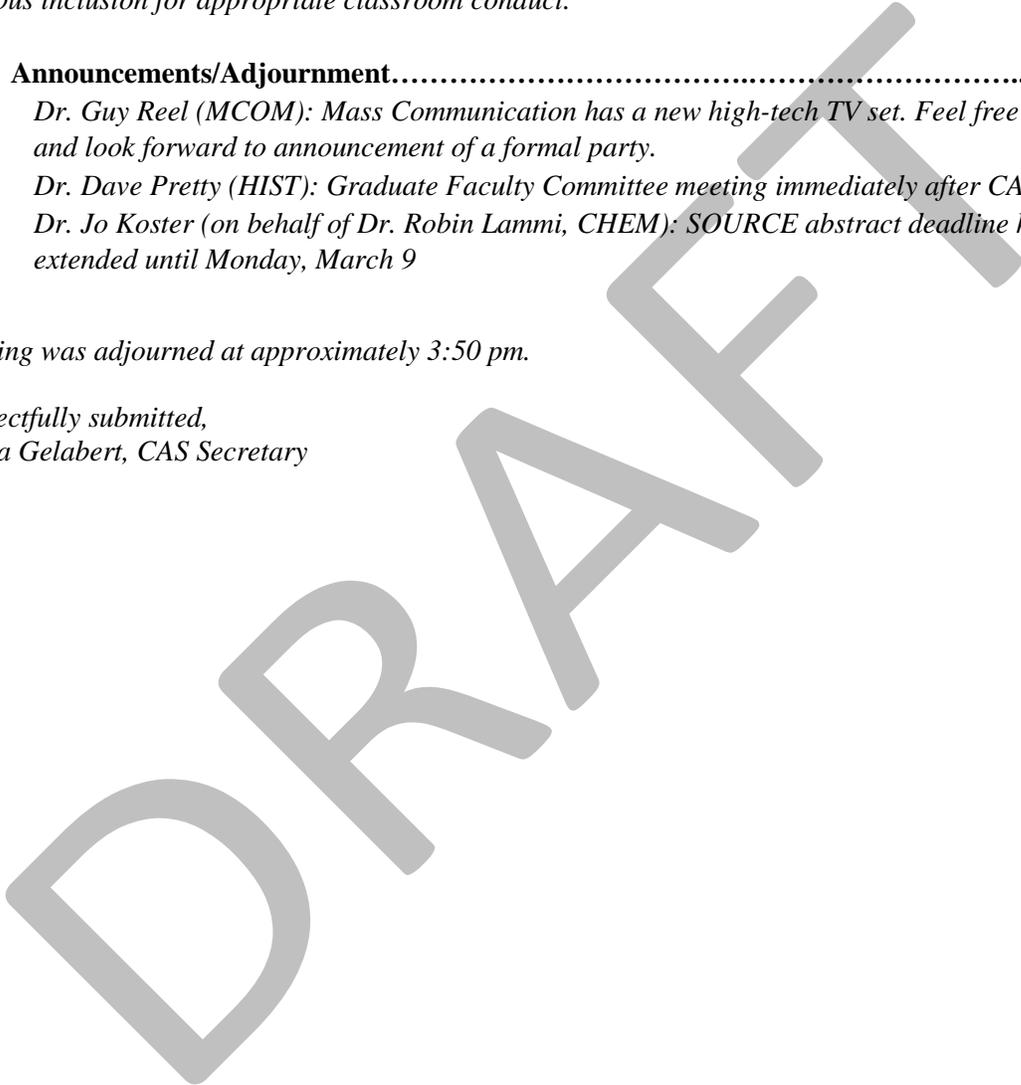
Dr. Sumter announced the end-of-term CAS reception during Study Day, April 28, 2-4. Dr. Ginger Williams (IDST) asked about progress towards a classroom behavior policy. Dr. Sumter responded that more time is needed to ensure that any future policy is well informed, but language is being developed for syllabus inclusion for appropriate classroom conduct.

IX. Announcements/Adjournment..... Jo Koster

- *Dr. Guy Reel (MCOM): Mass Communication has a new high-tech TV set. Feel free to drop by, and look forward to announcement of a formal party.*
- *Dr. Dave Pretty (HIST): Graduate Faculty Committee meeting immediately after CAS Assembly*
- *Dr. Jo Koster (on behalf of Dr. Robin Lammi, CHEM): SOURCE abstract deadline has been extended until Monday, March 9*

Meeting was adjourned at approximately 3:50 pm.

*Respectfully submitted,
Maria Gelabert, CAS Secretary*



Appendix 1

COLLEGE OF ARTS AND SCIENCES FACULTY ASSEMBLY

Minutes

February 21, 2020

Kinard 018, 2:00 p.m.

- I. Approval of Minutes from January 17, 2020, meeting Jo Koster
Meeting commenced (with a quorum, 55 faculty members) at 2:00 pm, and Dr. Koster welcomed all. Minutes from January 17, 2020 CAS Assembly were approved unanimously.
- II. Chair's ReportJo Koster
Dr. Koster announced that elections will be held at our next regular meeting on March 6, which is our final scheduled meeting of the year, and anyone interested in being nominated for an office or committee can inform the CAS Faculty Assembly chair, the Dean of CAS, or the Faculty Assembly secretary Dr. Maria Gelabart. Dr. Koster thanked Dr. Hye-Sung Kim (PLSC) for acting as Secretary for today's meeting.
- III. Special Orders: Question and Answer with Dr. Adrienne McCormick, Provost (Appendix II)

Dr. Ginger William (IDST—CAS representative to FCUP) presented three questions to Dr. Adrienne McCormick, the Provost, which were consolidated based on more than 125 responses to our Faculty Assembly Survey (September 2019).

Dr. McCormick began her remarks by framing the discussion as a sharing of ideas and discussion of her leadership approach. She wants to bring in the Deans (and Departments) to these discussions. She noted that she was not necessarily making promises but was “here to explore ideas.”

Question 1. Faculty workload in CAS is currently at 4-4 (with certain exceptions), which differs from some assignments in other Colleges. We've been told this conforms to “national norms.” At the same time we're told that we must lessen the use of adjuncts and have tenure-stream faculty teach more classes, and that we're being evaluated on a cost/benefit basis. While we are recruiting and retaining students in our majors and program areas, mentoring undergraduate research, and attending to our scholarship and stewardship responsibilities, College faculty are also asked to shoulder the greatest part of the General Education program teaching load, participate actively in advising, and “add value” by advising student organizations, coordinating Cultural Events, etc. What can be done to relieve some of this burden on faculty? Is it possible to pilot solutions (e.g. 1-3-4 contracts or other possibilities) in the College? How does the Provost see the future of workload for the College of Arts and Sciences?

Dr. McCormick's Answer to Question 1. Dr. McCormick said that she is open to many innovative approaches including various ways to implement the reduced 4-3 teaching load, while considering other important factors such as equity across colleges. She also pointed

out there are other innovative ways to bring “workload” rather than “teaching load” down to a more manageable level. For example, she is looking into “how to effectively navigate and share information” more systematically, which can reduce our constant dependence on emails and increase efficiency by allowing the faculty members to do more “focused work.” In addition, she is looking into two areas of innovation: the first is restructuring committees. By re-evaluating all committees, which can add to the faculty workload, the committees that are not working effectively can be considered for restructuring or removal. Second, the Provost is open to supporting the department level implementation of the teaching-load reduction as the specific solutions may differ by departments’ needs and realities. She noted it was important that each department have a role in determining what “an appropriate contribution” looked like for its faculty.

Dr. Adolphus Belk, Jr. (Political Science) asked a clarifying question whether a course relief (a change to a 4-3 or 3-4 load) will be implemented with certainty or it will remain as a possible change. Dr. McCormick replied that the discussion would have to revolve around teaching the same number of students.

Dr. Jennifer Disney (Chair, Political Science), also raised a question on whether departments that have already identified a revenue-neutral approach to implementing a 3-4 or 4-3 load can start implementing this change as a pilot. Dr. McCormick welcomed such a pilot effort. She also encouraged each department chair to look at various factors such as the potential impacts of the change on credit hour production and setting a maximum enrollment per class while implementing a pilot. She gave the department of Economics at her previous institution as an example. They have a 3-3 teaching load for accreditation reasons but also have a certain publication requirement and therefore teach fewer courses than other faculty members. Dr. McCormick used a Microeconomics class from her former institution, in which approximately 300 students were enrolled, as an example of teaching fewer classes while maintaining the credit hour production.

Professor Hope Lima (Human Nutrition) brought up an issue of teaching graduate classes whose sizes are smaller than undergraduate classes. She raised a concern that using credit hour production as a key determinant of course-load may not be applicable. Dr. McCormick answered that in such a case a simple credit hour production may not work well and other factors have to be taken into consideration.

Dr. Jo Koster (English) also asked whether the Provost would recommend changing the writing requirement for General Education courses if course caps were raised to reduce course load. Dr. McCormick reasserted the need for a flexible model where multiple measures are taken into consideration.

Dr. Greg Oakes (Associate Dean of CAS, Philosophy) also added to Dr. McCormick in addressing Professor Lima's question, saying that credit hour production metrics are evaluated at the departmental level by the College. Hence, department chairs will examine the metrics for individual faculty at their levels.

Question 2. The College has had a record turnover in faculty and staff over the last three years, driven both by retirements and by the lack of competitiveness in salary in many

departments and ranks. How will these valuable resources be replaced, and what will be the process for allocating these slots? What does the Compensation and Classification study suggest about the replacement of these valuable members of our College? How will the Provost's proposed "sunsetting" actions affect the College's ability to deliver our programs and provide the high-quality educational experience that our students expect and deserve? Are there proactive steps the Provost can recommend to the College to ensure our ongoing excellence?

Dr. McCormick's Answer to Question 2: Dr. McCormick started with the Academic Master Planning Process and shared that the incoming president Dr. George Hynd showed excitement about this work. She used the University of Kentucky as an example. There, the planning process was informed by collaboration with the faculty, which analyzed the data and determined that about 25 programs should be "sun-setted" or eliminated. How such a process can be translated to Winthrop University needs to be clarified. She noted that such a process would need to provide support for the faculty and indicated that the Center for Professional Excellence might play a role in such support.

Dr. McCormick acknowledged the challenges facing smaller institutions without the state support on recruitment and retention. She shared that that Admissions Office is currently partnering with a consulting firm (Carnegie Dartlet) to conduct some profiling of Winthrop's brands by identifying how various communities (alumni, students, faculty, etc.) perceive Winthrop University (e.g. word association) and how they identify Winthrop's values. She referred to a "coming demographic cliff" and changes in the rules for recruiting students who have already committed to an institution as ongoing challenges to recruitment and retention.

Staffing. In allocating and approving the faculty search lines, various measures are taken into consideration in determining the starting salary (Student CHP Data, Student Enrollment Data, Contributions to Gen Ed, Alignment with Institution's Goals Class and Comp Study). For example, the budgetary condition -- the full-time tenure-track faculty salary decreases the vacancy savings, and hence decrease available operating funds -- and finding the appropriate comparison group by ranks in determining the competitive/equitable salary comparable to similar institutions are two important considerations. The Provost noted that there will be changes to that process in upcoming academic years. She stated that the results of the Classification and Compensation study have been received by the institution, and that discussions were underway on how to disseminate that information and to begin addressing the problems the study has identified, over a multi-year period.

Question 3. While faculty members are evaluated constantly and thoroughly (e.g. student evaluations, annual reports, promotion and tenure processes), some members of our College believe that the evaluation of chairs, deans, and higher administrators seems less rigorous. These faculty members are concerned that there seems to be less accountability—that concerns raised by faculty about leadership do not seem to be acted upon, and in some cases few changes or improvements are perceived. How does the Provost envision the evaluation process for academic leaders in our College working, and how can faculty confidence in these processes be improved?

Dr. McCormick's Answer to Question 3: Winthrop is currently doing policy reviews across the institution including the area of evaluation of the administrators. At the chair level, the evaluation area is fairly similar to faculty evaluation, and the policies are well established except for a chair appointment policy when it comes to the re-appointment or hiring after each three-year term. As for the Provost's evaluation, Dr. McCormick wants more of ALC's feedback, though she is currently being evaluated by the President. She stated that "processes are infinitely perfectible" and that there should be a place for implementing departmental feedback and making the processes clearer.

Dr. McCormick emphasized the importance of "restoring confidence" among the faculty members and asserted that confidence comes from shared ownership in governance. In her opinion, our faculty Conference government structure "puts faculty in a reactive stance," and raised the question of what might put the "shared" back in "shared governance." She referenced the Faculty Senate model at her previous institution. We, all faculty, can identify the gaps in our own policy documents at the department level so that each faculty member can have "agency" and "feeling of ownership" in governance.

Dr. Disney said although she agrees that in some areas faculty members feel empowered, there are other areas that they do not. She asked the Provost's views on what parts of governance can be truly shared by all, what is limited to the administrators and leadership, and what can be shared with students.

To address Dr. Disney's question, Dr. McCormick, gave "a chair appointment policy" as an example where faculty members should have their voice in setting the policy.

Dr. Jo Koster thanked Dr. McCormick for coming.

IV. Remarks from the DeanDr. Takita Sumter

Dr. Takita Sumter, Dean of the College of Arts and Sciences, shared some highlights on the chair's meeting discussions on student retention and recruitment efforts. At the meeting, chairs shared the ideas including highlighting some high-impact areas to students who intend to transfer to other institutions, and this effort was particularly successful with the first semester freshmen. Dean Sumter also shared about the "ghosting" problem raised at the chair's meeting that students who stop coming to class or stop engaging in learning.

To that end, this points to change in the behaviors of the new student demographic that may impact the work of faculty in the classroom. To that end, Dr. Robert Prickett (CAS Associate Dean, English) recently attended a meeting with several sessions on Student Success. The CAS, together with the Provost's office and Shelia Burkhalter (Student Affairs), are hoping to offer professional development sessions that identify the attributes of the current incoming student and how we may best position ourselves to serve them.

Dr. Sumter also shared that the Academic Advising Task Force also started working toward restructuring the academic advising processes and shared the Sociology department's successful change in their modifications to existing academic advising practice. This new

efforts, together with others, have resulted in an increase from 2.77 in Fall 2018 to 3.09 to Fall in freshman GPAs for Sociology majors.

Dr. Sumter also shared about and congratulated several success stories across the college: Dr. Amanda Hiner (ENGL), for signing a contract for her book on 18th century women satirists with Cambridge University Press; Dr. Eddie Lee (HIST), for receiving an award from the Palmetto Council of the Boy Scouts of America; Dr. Wanda Koszewski (NUTR), for being appointed to the Board of Directors of the Human Nutrition accreditation organization; to the Winthrop Poll, for being recognized by MSNBC and others for its work on the upcoming primary elections; and to the Department of Social Work for its RAP program series that brings professionals and students into contact with each other.

Dr. Sumter reminded the upcoming Travel Authorization submission deadline in early April and that all travels should be completed by June 30, 2020.

In response to Dr. Wanda Koszewski's (Human Nutrition) question about the SC state's budget that is newly available to the faculty support, Dr. Sumter shared that there is a likely 2% increase for the South Carolina state employees in the coming year, similar to last year.

In relation to a recruitment and retention effort brought up earlier, Dr. Margaret Gilikin raised a question about the "Bridge" students who wanted to be admitted to Clemson University can be our potential recruits. The CAS's associate dean, Dr. Robert Prickett, shared his views that although the "bridge" students for Clemson may not be the most effective targets, Winthrop is already making a focused effort on students attending York Tech who intend to transfer to Winthrop later.

Dr. Sumter, in relation to Dr. Gilikin's point, shared her views that the UNCC and USC's "Bridge" students can be potentially effective recruitment targets in the future.

Dr. Belk (Political Science) also brainstormed the idea that students who did not get admitted to a specific program within the University can be admitted to another program with a conditional admission to the intended program in the following year given that the students will meet the requirements.

Dr. Takita Sumter asserted that Winthrop University is making a focused effort to those who are rejected so that they can consider reapplying to Winthrop as York Tech bridge students.

Dr. Brandon Ranallo-Benavidez (Political Science) noted that sharing about the S/U deadlines with students as well as about "incompletes" policy can save "at risks" students from withdrawing from the program.

Dr. Takita Sumter shares about the upcoming searches in Psychology, Human Nutrition, Biology and Mass-Com. She also shared about an upcoming listening session that she will be holding on Thursday, February 27, at 11:00 am and encouraged the faculty members to attend.

V. Announcements / Adjournment

- *On behalf of Dr. Robin Lammi, Dr. Jo Koster reminded the Faculty Assembly the upcoming SOURCE abstract submission deadline (March 4).*
- *Dr. Disney (Political Science) asked to the Assembly whether we want to bring to attention at the Faculty Conference meeting regarding the need to raise a collective concern regarding the (lack of) faculty representation at the Board of Trustee's meetings that are held in Columbia. In particular, regarding the interim president's nomination process, the general sense among the faculty showed that the faculty did not have "voice report". She asked if we want a resolution before the Faculty Conference taking place next Friday. Dr. Guy Reel (Mass Communications) suggested the interested individual faculty members to reach out to Dr. Disney by email. Dr. Disney also invited the faculty to reach out to her to brainstorm about the possible resolution at the Faculty Assembly to publicly acknowledge and appreciate the President Mahony's work.*

Meeting was adjourned at approximately 3:20 pm.

*Respectfully submitted,
Hye-Sung Kim, on behalf of Maria Gelabert, CAS Secretary*

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Appendix 2

CAS Curriculum Committee Minutes

February 25, 2020

1. Course Change Proposals

a. Department of Biology

- i. Modify course: BIOL 440, Readings in Biology

This change enables BIOL440 to be taken more than once.

b. Department of English

- i. Modify course: ENGL 503, Nineteenth Century British Literature
ii. New course: ENGL 509, Major Authors
iii. Modify course: ENGL 512, Medieval Literature
iv. Modify course: ENGL 514, Early Modern English Literature

The new course is the move towards one broad course title, ENGL 509, that can focus on specific authors in each offering.

c. Department of History

- i. Modify course: HIST 342, Medieval Europe
ii. Modify course: HIST 344, Europe 1789-1914
iii. New course: HIST 360, The Crusades
iv. New course: HIST 517, Black Women in America
v. New course: HIST 539, Age of Alexander
vi. Modify course: HIST 540, Rome
vii. Modify course: HIST 542, Medieval Mediterranean
viii. New course: HIST 543, Medieval Africa and Islam
ix. New course: HIST 545, The First World War
x. Modify course: HIST 560, Modern Mexico
xi. Modify course: HIST 590, Capstone Seminar in History

Many of these changes and new courses are offering courses in new faculty expertise, notably Medieval Studies and African-American history.

d. Department of Interdisciplinary Studies

- i. New course: AAMS 517, Black Women in America
ii. Modify course: SCST 390, Principles of Teaching Social Studies I
iii. Modify course: SCST 391, Principles of Teaching Social Studies II
iv. Drop course: SCST 393, Seminar in Social Studies Education
v. Modify course: SCST 590, Principles of Teaching Social Studies I
vi. Modify course: SCST 591, Principles of Teaching Social Studies II
vii. Modify course: SCST 593, Seminar in Social Studies Education
viii. New course: WMST 517, Black Women in America

These changes are establishing of cross-listed courses (AAMS/WMST 517), and SCST changes related to adherence to educational methodologies.

- e. Department of Mass Communication
 - i. Modify course: MCOM 493, Independent Study
Changes of S/U to letter grade.
- f. Department of Philosophy and Religious Studies
 - i. Modify course: RELG 495, Senior Seminar on Methods and Research in Religious Studies
Title change.

2. Program Change Proposals

- a. Department of English
 - i. Modify program: BA-ENGL-CSST
 - ii. Modify program: MINOR-WRIT*Changes to CSST are for secondary education track.*
- b. Department of Interdisciplinary Studies
 - i. Modify program: BA-SCST-CSST
 - ii. Modify program: MINOR-CBLN
- c. Department of Social Work
 - i. Modify program: MSW-SCWK

3. Blanket Petitions

- a. Department of Human Nutrition –Dietetics
 - i. We lowered the course numbers for NUTR 523 and NUTR 524 to NUTR 423 and NUTR 424. This has been approved in curriculum action. The department felt the course should not be at the 500 level any more since they had increased their graduate course offerings and the content was more at a senior only level. Approved with modification to clarify that 400 levels can be substituted for 500 level courses in previous catalogue.
- b. Department of Political Science
 - i. When the PLSC 390 Special Topics course is taught as US Immigration Politics and Policy, it should count toward the Public Policy/Public Administration subfield within the Political Science major.
 - ii. When the PLSC 390 Special Topics course (3 credits) is taught as Presidential Nominating Conventions, it should count toward the American Politics subfield within the Political Science major AND as an Experiential Learning Course. When students take PLSC 392X (2 credits) AND PLSC 391X (1 credit), as Presidential Nominating Conventions, the two courses combined should count as 3 credits toward the American

Politics subfield within the Political Science major AND as an Experiential Learning Course.

- iii. When the PLSC 510/WMST 450 Special Topics course is taught as Queer Theory, it should count toward the Political Theory subfield within the Political Science major.

4. Student Petitions

- a. There was one Student Petition; there was no discussion.

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DRAFT

Appendix 3

Nominations for CAS and University Committees, 2020-2021

CAS Faculty Assembly Chair (tenured, not open to dept chairs or college administrators)

Dave Pretty (HIST)

Jo Koster (ENGL)

CAS Graduate Faculty Assembly Chair (tenured, not open to dept chairs or college administrators)

Eric Birgbauer (BIOL)

Andy Doyle (HIST)

Catherine Chang (HIST)

CAS Curriculum (three positions, 2-year terms, replacing Christian Grattan, Valerie Jepson, and Will Kiblinger, no more than one per department, not open to adjunct faculty) (current members David Pretty, Kori Bloomquist, Chen Chen, Duha Hamed)

Mike Sickels (SOCL)

Gwen Daley (GEOL)

Scott Amundsen (IDST)

Daniel Stovall (BIOL)

Laura Glasscock (BIOL)

CAS Nominating and Rules (one position, 3-year term, replacing Maria Gelabert, not open to adjunct faculty)

Joshua Kirven (SCWK)

Joyce White (ENGL)

CAS Personnel Advisory (two positions, tenured, 2-year terms, Dean nominations)

Kensiri Grubbs (BIOL)

Nate Frederick (MCOM)

Mike Lipscomb (PLSC)

Matt Stern (BIOL)

CAS Personnel Advisory (one position, tenured, 1-year, replacing Maria Aysa-Lastra)

Cliff Calloway (CHEM)

Darren Ritzer (PSYC)

Academic Council (one position, 3-year term, replacing Laura Glasscock)

Kelly Richardson (ENGL)

Jessica Hamm (MATH)

Academic Freedom and Tenure (one position, tenured, 2-year term, replacing Frank Pullano)

Kunsiri Grubbs (BIOL)

Dave Pretty (HIST)

Academic Integrity (one position, replacing Jennifer Schafer)

Joshua Kirven (SCWK)

Devon Ralston (ENGL)

Gwen Daley (GEOL)

Educator Preparation (two positions, 3-year terms, replacing Gwen Daley and Kathryn Kohl)

Allan Nail (ENGL)

Giancarlo Anselmo (PSYC)

Cassie Bell (BIOL)

Greg Bell (HIST)

Trent Kull (MATH)

Jessica Hamm (MATH)

Library Committee (one position, 3-year term, replacing Cynthia Tant)

Sara English (SCWK)

Arran Hamm (MATH)

Kunsiri Grubbs (BIOL)

General Education Curriculum (one position, 3-year term, replacing Scott Huffmon)

Mike Sickels (SOCL)

Adam Glover (WLAC)

Joyce White (ENGL)

Gwen Daley (GEOL)

Daniel Stovall (BIOL)

Jessica Hamm (MATH)

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