

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

Agenda

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

II. Report from the Chair

Michael Lipscomb

III. Report from the President

Dan Mahony

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

Debra Boyd

V. Academic Council

Jo Koster

VI. Rules Committee: Bylaws and Policy Proposals

Zach Abernathy

VII. Committee Reports

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

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

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

VIII. Access and Enrollment Management

Eduardo Prieto

IX. Bookstore

David Hensley

X. Employee Assistance Program

Terri Haynes

XI. Unfinished Business

XII. New Business

XIII. Announcements

A. Registrar, Gina Jones

XIV. Adjournment

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

- I. Approval of Minutes for February 15, 2019 Faculty Conference (Minutes to Follow) Faculty voted to approve the minutes from the 2/15/2019 meeting.
- II. Report from the Chair, Dr. Michael Lipscomb:
 - A. The Board of Trustees met and reviewed the budget from this year, the new process going forward, and enrollment strategies.
 - B. Dr. Lipscomb reiterated praise for the administration, particularly Dr. Mahony and Dr. Boyd, for their continued efforts to improve communication between faculty and administration. He challenged faculty to live up to our end of the bargain by continuing to make communication happen. He praised the ombudsman position creation and said the job ad should be going out soon. Dr. Lipscomb also praised administration for coming to meetings to give reports and presentations; these will continue in the future, but he said Dr. Belk will prioritize making these reports shorter and more efficient. Dr. Lipscomb thanked everyone for contributing to the success of the University in ways he could not see before becoming FC Chair and thanked faculty for giving him the opportunity to serve. Being FC Chair requires an enormous amount of work and some specific challenges; to do the best job representing faculty, he feels the Chair should have more than one course release and wanted to give Dr. Belk “permission” to pursue this in the future. He welcomed Dr. Belk to the role.

III. Report from the President, Dr. Dan Mahony:

- A. Dr. Mahony spoke to the state budget process. Our budget allocation from the Senate and House is the same, which is unusual: 7.5 million. The House says we can't increase tuition more than about 1%; the Senate says we can increase tuition about 2.5%; at the end of the day, that's still a decision for the Board, even if we have permission to go up.
- B. Increase in salaries: everyone under making \$100,000 will get a 2% increase. The Senate adds a one-time bonus to those under \$70,000 of \$600. A bill that would give higher education more money will probably not pass this year.
- C. WU budget: it is good that we're asking for input in the budget process; this helps us identify long term goals, even if the money isn't there immediately for us.
- D. Provost search: The Board will make a decision soon.

IV. Report from the Provost/Vice President for Academic Affairs, Dr. Debra Boyd: Dr. Boyd also thanked everyone who's been working on the budget.

- A. Dr. Boyd broached the subject of barriers to transfer students. She told faculty she gave a report to Academic Council about these barriers and suggested we all need to adopt a transfer friendly attitude, to process their transcripts and grant credit more quickly than we do, and work on transfer advising: get to transfer students early, get them what they need, and support them through the period from admission to their first class. Many core courses are prereqs for classes in upper-division courses; making these co-reqs might be easier on transfer students. Also, removing the 75-hour rule that keeps them from moving into their major courses could help. Dr. Boyd brought up the possibility of combining HMXP and CRTW into a hybrid course for incoming transfers with 60 or more hours. We also need to work on the story of the impact on our core as building block for success. Dr. Boyd will post the full report on the FC website.

- B. Personnel committees across campus have worked diligently. Tenure letters were delivered earlier this week and promotion letters should be early next week.
 - C. We've had a quick review of ombudsman language; we should be able to get a job description out before the end of the academic year, hopefully so the hired person can train in the summer and begin in the fall.
 - D. Dr. Boyd thanked faculty for the good work they've done in their departments and programs. There are lots of changes coming down the pike in the Academic Council report. Some of these will have to go through CHE, etc., so Dr. Boyd reminded faculty we will have to wait for permission before offering those programs/courses.
 - E. Dr. Boyd thanked faculty and the great team in her office for the good work they've done and said how grateful she is for help during the past eight years. Faculty gave Dr. Boyd a standing ovation.
- V. Academic Council, Dr. Jo Koster (Supporting Material, to Follow, in Appendix I): Dr. Lipscomb spoke on behalf of Dr. Koster, who has a broken shoulder and cannot be here today.
- A. He began by reiterating how much he appreciates the work Dr. Boyd has done, which has been much more visible to him in his role as FC Chair. Faculty voted to pass the Applied Software Development program; on the top of slide 5 BIOL 222/222 should be 220/222; faculty voted to approve the BS-EXSC program; faculty voted to approve merger of BME programs; faculty voted to approve BA/SOCL INEQ, Concentration in Social Inequalities program. New approvals were shared, faculty voted to accept all new approvals to Global, Natural Sciences, and Oral inclusion.

- B. Question: Dr. Greg Oakes asked whether the new language for Technology Inclusion covered all the half-credit courses in their entirety. Dr. Jason Tselentis headed the group changing the technology language and said the working group said every criterion would not necessarily be touched on in every single class. Dr. Lipscomb brought up that the .5 classes would probably altogether cover it all. Faculty voted to approve the new language for technology course designation and criteria.
- C. Dr. Koster included a slide thanking Dr. Kelly Costner for agreeing to be incoming chair of AC.

VI. Rules Committee: Bylaws and Policy Proposals, Dr. Zach Abernathy (Supporting Materials in Appendix II): Dr. Lipscomb recused himself from voting and had Dr. Will Kiblinger run the FC meeting because he headed the committee looking into changes to policy on tenure and promotion and didn't want to have a conflict of interest.

- A. Question: Dr. Greg Oakes asked whether we're approving these ideas without seeing the specific language. Dr. Kiblinger said we'd also be approving the appropriate change in the promotion and tenure policies. In the appendices you can see the language incorporating this language. Faculty voted to approve A 1.
- B. Faculty proceeded with discussion of A. 2: Question about who the accrediting body is? Dr. Boyd said that refers to the federal government. Dr. Beth Costner asked how this one will work; offers happen in Jan/Feb when the University Personnel committee is super busy reviewing portfolios. Dr. Lipscomb demurred to Dr. Boyd, who said we'd have to pull together a representative group of the University Personnel committee to do a relatively quick review of the individual's works. We've done this long ago; someone from the college the person would be tenured in and someone from the Personnel committee could look at the search materials.

The candidate may even be asked to put together a short portfolio; this shouldn't slow down the offer. The group from the Personnel Committee would make a recommendation to the Provost, who would then make a recommendation to the President. Dr. Kostner asked whether we might need to add members to the Personnel Committee because they review everyone from the university and then may need to review more on top of that. Dr. Boyd said we don't see many hires at the senior level. Someone asked whether it was by default? No, it's not automatic; the person must first meet the standards we have. Dr. Pullano asked whether tenure has been part of the initial offer or a negotiating tool? Dr. Boyd said as far as she knew, there have only been presidents and deans coming in this way and it has been part of the offer. Faculty voted to approve A.2. Faculty voted to approve A. 3. Faculty voted to approve A. 4.

C. Dr. Dimaculangan, Biology, spoke to recommendation A.5, saying he's written these letters and has received these letters. He thanked the committee but feels we need to discuss this point. It may change the intent of the letter. It may also change how candid the committee may be, may move the writing to be more summative and less candid; it may remove a faculty member's ability to make a choice because the letter will tell them what they need to do, which may not be helpful; the current pre-tenure review system isn't set up for this in terms of size of committee: we need at least 5 people on the committee to remove bias. Although rare, there may be cases where the third year review isn't helpful to the candidate; if more materials are needed from the faculty, that should happen earlier; the requirement is unnecessary because the committee has everything they need to make the decision on tenure or promotion—the quality and quantity of the evidence the candidate puts forth.

Dr. Dimaculangan said he doesn't see an exception about the quality or quantity in any one area, except for the one mentioned in promotion. If the tenure review committee sees the pre-tenure letter and may have replied differently, then something's wrong—the committee shouldn't be looking for exceptions. If the committee felt there were extenuating circumstances, they should recommend an appeal process. Dr. Dimaculangan recommended we table A. 5. and move this back to the Task Force. Dr. Kiblinger said we could table here or may move it to C so we look at it later. Discussion: Dr. Jennifer Disney, PLSC, spoke to Dr. Dimaculangan's concerns, saying if something is not in the portfolio, that doesn't mean it doesn't get mentioned. If we're trying to move towards transparency, the pre-tenure letter should be included for everyone. People speak to the letter because they wrote it or saw it, so lots of time these things come up and bring bias to the process. Also, we should think about how this letter is written; when she writes a pre-tenure letter for faculty, her goal is to say here's what you're doing well, and here's what you need to do to get tenure. The purpose has to be a letter that assesses the strengths and weaknesses so the candidate has the time to fix areas that need improvement. In a way, we create the law for the exception, not the rule. It's not because we expect everyone will murder that we have laws against it, just that we need to deal with the people who do. We're here to protect the exceptional cases, good and bad. Dr. Oakes spoke in favor of Dr. Dimaculangan's motion because he'd like to have time to consider how and why this might be a good or bad idea. The committee has worked very hard and diligently, and he's happy to vote on the items we've voted on thus far, but a little more time and discussion would be beneficial. Dr. Ian Pearson, Music, said pre-tenure letters are often cited in the package; by recalling the pre-tenure letter into the process, we'd make the process more transparent. Withholding the letter doesn't keep the letter off the record. Dr. Ginger Williams, History and a member of the committee, said she remembers not knowing whether to put the letter in the tenure review; the chair is going to mention it, and if it isn't in there, people could be making up what's in there. It's better to have everything out in the open. . If there are things mentioned you need to work on and you've worked on them, then you should be able to show that.

Dr. Guy Reel, MCOM, had an amendment related to the policy that could ameliorate some of the concerns coming up: He recommended we change the language. The second paragraph says the policy would state the purpose of pre-tenure is diagnostic, not summative; change this to the purpose of the tenure review is diagnostic as well as summative. This would give the committee the flexibility to talk about the pros and cons of the pre-tenure report. Dr. Adolphus Belk, PLSC/AAMS, said we're trying to assist people on the tenure track. One thing that disturbed him is that the third year letter should not be discussed if it's not in the portfolio; people on the personnel committees are trained only to talk about what's in the portfolio. He wanted to speak to a disturbing practice that ought to be checked, whether this passes or not. Dr. Lipscomb said if people are mentioning these on annual reports, then it's still part of the puzzle, not what people have signed off not to talk about. Dr. Belk clarified that he's against committee members asking for something that's not in the portfolio. Dr. Lipscomb asked if it's mentioned in the annual report, is it part of the portfolio. Anne Fiala, Fine Arts, said we're agreeing to be advocates to people who are on the road to tenure and promotion. If we're moving forward with this, we should report and encourage students to report anything that's hurting their education; everything should be documented. Dr. Lipscomb said this was about protecting the candidate and making sure the portfolio is an honest accounting of all the candidate has done during these years. We want to make sure chairs and deans are reporting in a full and accurate way what's going on. It gives another layer of accountability to make sure all committees are evaluating a fair record of a candidate's work. Dr. Boyd said she wanted to point out this isn't just about the committee's letter; the candidate has an opportunity to respond to the letter. If the candidate has responded to the pre-tenure review letter, that response would also be included. Dr. Matt Hayes, PSYC, there's not an understanding of the difference between formative and summative: if the letter is to tell me what I need to do to be tenured, let's not blur the line. If the candidate didn't do everything the letter says and it's not clear where the line is between formative and summative, then we're putting the candidate in jeopardy. It's slippery even in here.

Dr. Robert Prickett agreed with this and said he talks to a lot of first and second year candidates and the third year review seems to be the moment where it's crystalized as a formative, this is what you need to do to get tenure moment. Despite the Roles and Rewards, this is the real moment when they get that feedback and know what they need to do. It's going to change if this goes through. Dr. Lipscomb made the point that the lines between formative and summative are already blurred in the process. The problem already exists; this policy doesn't change that. Dr. Williams said many have been fired in their fourth year, so yes, it is summative as well as formative. Someone called to question the motion to move this down to the C category of items that require more consideration by another committee/task force. Faculty voted to cease discussion. Dr. Fortner-Wood asked whether then another body might force the third year review be included in the packet or will that always remain under the purview of FC? Dr. Lipscomb said we must specify that in the language we vote with: no final change will be made without the vote of FC. This language was added as a friendly amendment of the motion to move this down to C. The new item in C3 would still be under the purview of FC. Faculty voted in favor of moving it to C3.

- D. There were two proposed changes to faculty bylaws. One rec was to have ongoing review of these tenure and promotion procedures. See proposed language in the attached report.
- E. Former Rules chair Dr. Andrew Besmer worked to update language that this body approved, but changes weren't updated on the website, so we want to recommend the Rules committee be responsible for getting these changes online. A recommendation has also been made to elect members from each college instead of FC at large. Discussion: Dr. Casey Cothran, ENGL said when she was on Rules years ago, there were issues over who has control over getting these changes online. She asked whether the committee has looked into this. Yes, there's a policy on policies with a form to identify who's in charge of changes, which will always be an ongoing conversation between the Rules chair and whoever has the power. Faculty voted to approve the language about committee member elections.

- F. Dr. Lipscomb thanked everyone for contributing to the discussion. Dr. Oakes asked how the next committee will be appointed and when that will occur. Dr. Lipscomb said he didn't know but that the Provost would probably make that decision in collaboration with the incoming chair then thanked everyone who'd been on the taskforce and read their names. He especially thanked Dr. Boyd and Ms. Gale Teaster for acting in an ex officio capacity.

VII. Committee Reports

- A. Academic Freedom, Tenure, and Promotion, Dr. Jennifer Jordan (Report in Appendix III)
- B. Faculty Personnel, Dr. Scott Werts (Report in Appendix III)
- C. Library, Mr. Seth Rouser (Report in Appendix III)
- D. Undergraduate/University Petitions, Dr. Jason Chung (Report in Appendix III)
- E. Undergraduate Curriculum, Dr. Laura Glasscock (Report in Appendix III)
- F. Rules Committee, Dr. Zach Abernathy (Report in Appendix III)
- G. Faculty Committee on University Life, Ms. Jackie McFadden (Report in Appendix III)
- H. Faculty Committee on University Priorities, Dr. Malayka Klimchak (Report in Appendix III) Dr. Lipscomb thanked FCUL and FCUP for the reporting process that shows what happened to each concern faculty brought forth to either of these committees. These reports will be available by May 15th. He encouraged faculty to read them.
- I. Financial Exigency, Dr. Jo Koster (Report in Appendix III)
- J. Academic Integrity (Report in Appendix III)

VIII. Access and Enrollment Management, Mr. Eduardo Prieto:(Please see the attached report.)

- A. We've had a surge in applications, but what's important now is orientation numbers, which are a better predictor. We're up about 13% for freshmen who've registered for orientation. We're cautiously optimistic. Our goal is to get about 1050 new freshmen. We think we're on track to get there.
- B. Mr. Prieto brought forward a couple of recent hires and thanked the Deans for giving up a Friday night and going to dinner to meet some of the most talented incoming freshmen and Dr. Rakestraw in particular for meeting this morning for an hour with a prospective student. He spoke to how the office is looking into the story we're telling on ourselves. What do all the materials look like? How are we selling Winthrop? Are we making sure we have leadership opportunities, etc.? For the past year and a half now, they've been gathering information to advertise on updated market materials. We want to explain the benefits of specific programs and show how they're different from other programs in SC universities, and get students' thoughts on the programs they're in. Jessica Bankley, our new Digital Content Specialist, has been running social media in the office and updating emails. Jessica came up to show two videos. One is the Why Winthrop video; there are about 20 edited and about 40 filmed right now. She also showed an acceptance video and encouraged faculty to share it. It's available now on YouTube and will be on social media soon.

IX. Bookstore, Mr. David Hensley: Mr. Hensley thanked all professors who have turned in summer textbook adoptions and asked faculty to please get these in for the fall, especially those who are using the same book in the fall they use right now, which means the bookstore can buy back more books from students and save them and the bookstore money.

X. Employee Assistance Program, Ms. Terri Haynes, one of the Benefits Administrators here and also a mom of a freshman new to Winthrop this year, spoke about the EAP. The EAP is for all employees and dependents, a way for the University to support employees and dependents through stressful times. York County, USC, and York Tech all use this program. There's a rep who will come to speak with employees one on one; he's a licensed professional counselor and a WU grad. This is free and confidential. Legal and financial consultations available as well and 99% of the time, occurs face to face. They can give you referrals to providers and other sources; they offer four sessions per service per year and refer you out after those four. This is confidential; the information is 1-800-633-3353 or mygroup.com. Our username is winthrop303, and password is guest. There are online seminars, e-learning services, a monthly newsletter, and a will generator under the Legal/Financial tab.

XI. Unfinished Business: There was no unfinished business.

XII. New Business: There was no new business.

XIII. Announcements

- A. Registrar, Mrs. Gina Jones: Mrs. Jones told faculty the grading deadlines. Please check your grade submissions; many late grades are because people thought they submitted grades but it didn't take. She'll send out an email with graduating students and with these deadlines next week.
- B. Dr. Mike Lipscomb thanked Dr. Leslie Bickford and Dr. Kiblinger for serving as FC Secretary and Parliamentarian. He also thanked Dr. Debra Boyd for her service over many years in many different circumstances.

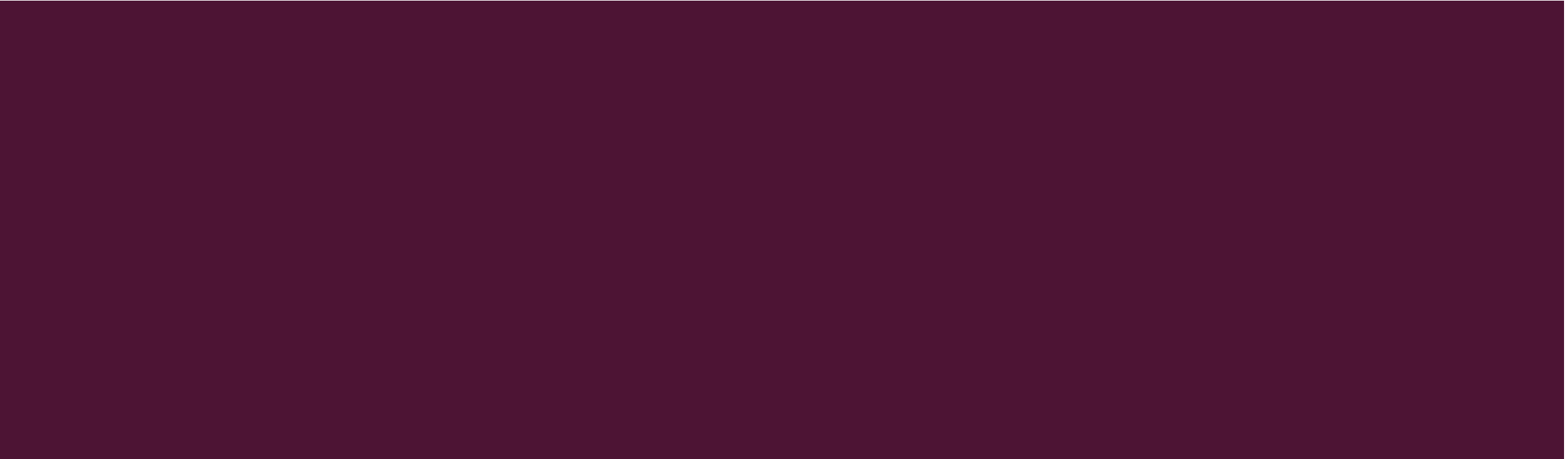
- C. Dr. Gloria Jones took a moment to thank our outgoing chair and representative to the Board of Trustees, Dr. Lipscomb.
- D. Dr. Gloria Jones spoke to the last 35 years Dr. Debra Boyd has been at Winthrop and thanked her for her service. Faculty again gave Dr. Boyd a standing ovation in gratitude for her service to the University.

XIV. Adjournment

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

ACADEMIC COUNCIL REPORT TO FACULTY CONFERENCE

APRIL 19, 2019



THE FOLLOWING COURSES WERE REVIEWED & APPROVED WITHOUT QUESTION

Any questions about the following (no vote required)? (Details at [https://www.winthrop.edu/uploadedFiles/recandreg/CUI_AC/CUC-approved-but-req-no-further-action\(1\).pdf](https://www.winthrop.edu/uploadedFiles/recandreg/CUI_AC/CUC-approved-but-req-no-further-action(1).pdf))

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

CUC: 35 PROGRAM ACTIONS; HIGHLIGHTED REQUIRE ACTION BY F C

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MINOR, PROGRAM, CERTIFICATE CHANGES ; NO ACTION BY FC

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

GENERAL EDUCATION CURRICULUM COMMITTEE:

KRISTEN ABERNATHY

I. Recertifications (No vote required)

- **HISTORICAL**

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

- **SOCIAL**

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

II. NEW APPROVALS (VOTE REQUIRED)

■ The following course was approved for inclusion in the appropriate category:

■ **GLOBAL**

- MGMT 200 – Introduction to International Business
- SPMA 325 – Global Perspectives in Sport

■ **NATURAL SCIENCES**

- BIOL 220/222 – Principles of Cell and Molecular Biology Lecture/Lab
- BIOL 220/270 – Principles of Cell and Molecular Biology Lecture/SEA-PHAGE Discovery Laboratory
- BIOL 221/223 – Principles of Ecology, Evolution, and Biodiversity Lecture/Lab
- BIOL 221/271 – Principles of Ecology, Evolution, and Biodiversity Lecture/SEA-PHAGE Bioinformatics
- HONR 235H – Special Topics in Natural Science

■ **ORAL**

- MGMT 365 – Business Communication and Professional Development



New Business

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

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

TECHNOLOGY COMPONENT REVISION

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

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

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

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

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

Calendar of Upcoming Recertifications

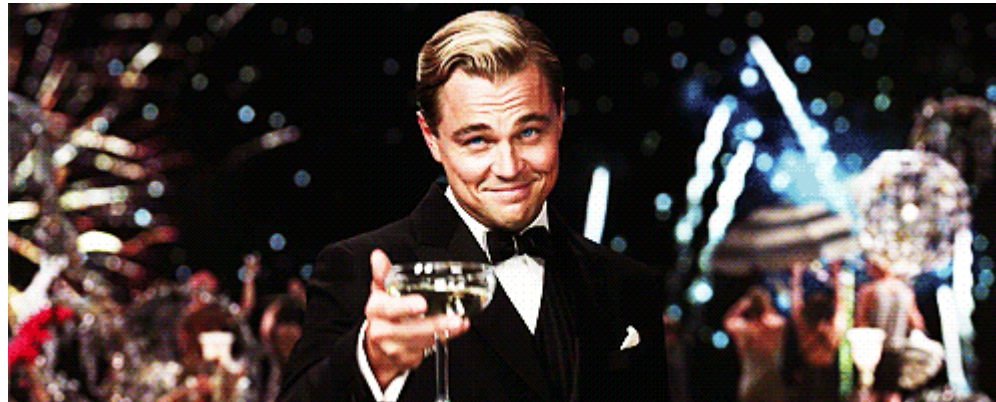
Academic Year	Recertifications	Component Reviews
2017-2018	100-level classes	Oral Communication, Constitution
2018-2019	200-level classes (Historical Perspectives, Social Sciences, Natural Science, Quantitative)	Arts and Humanities; Technology
2019-2020	200-level classes (Global, Oral, Technology, Humanities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

ALSO AT THIS MEETING

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

AND THE 2019-2020 CHAIR IS....

KELLY COSTNER



VI. Rules Committee: Bylaws and Policy Proposals Zach Abernathy

Appendix I

Report from Academic Council

Forthcoming

Appendix II

Rules Committee: Bylaws and Policy Proposals

A. Policy Title

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

Policy Description

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

Tenure is of great importance to the life of the institution. Tenure decisions reflect the University's recognition that the individual faculty member has demonstrated a level of performance that merits continued employment. The American Association of University Professors (AAUP) defines tenure as a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society (AAUP, 1940).

Tenure also indicates the expectation that the faculty member will continue appropriate involvement in the life and mission of the University and its faculty. Tenure systems, according to Nelson (2010) in *No University is an Island*, are essential to the continuation of environments that allow for shared governance and academic freedom. The AAUP further describes the awarding of tenure as a presumption of competence and continuing service. Thus, the tenure review and continued evaluations through post-tenure review should be rigorous, meaningful, and thoughtful.

A nominee for tenure is required to hold the appropriate terminal degree for the nominee's discipline or to have professional achievements that the university recognizes as sufficient for tenure.

To be granted tenure, a faculty member must provide evidence of effective *Student Intellectual Development* that challenges students and promotes critical thinking skills through the exploration of knowledge. Furthermore, a tenure candidate must provide evidence of *Scholarly Activity* and the potential for sustained participation in activities associated with *Professional Stewardship*. Administrative reviews must also indicate a consistent record of academic responsibility. Once tenure is granted, a faculty member must play an active role in the University and its mission by maintaining a consistent record of academic responsibility. The tenured faculty member must show continued growth and development in activities related to *Student Intellectual Development* and *Scholarly Activity*. In addition, the faculty member must show development in the area of *Professional Stewardship*.

Policy Procedures

Credit toward Probationary Period for Tenure

At the time a tenure-track appointment is made, credit for prior service may be given toward the probationary period for tenure. The number of years of prior service credited toward the six years of probationary service will be stated in the Reasons/Remarks section of the Personnel Action Form. Policies for awarding credit are:

- a. Credit may be given for prior service as a temporary faculty member at Winthrop University if the appointment is changed from restricted to regular service.
- b. Credit may be given for prior full-time academic service at another institution of higher learning at the rank of Assistant Professor or above.
- c. Credit may be given for prior professional service, other than teaching at another institution of higher learning, when such service is related to the faculty member's appointment at Winthrop.
- d. Credit will not exceed 3 years except in unusual circumstances.
- e. In determining the amount of prior service to be credited to a faculty member, no credit shall be given for summer school teaching at Winthrop or elsewhere.

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

Offers of Employment with Tenure

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

1. Pre-Tenure Review

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

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

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

-A cover sheet containing the following information:

- date employed at Winthrop,
- rank at original appointment, and
- prior service credit granted at employment.

-An application letter which includes an analysis/statement by the candidate explaining how he/she is progressing toward the qualifications of tenure and/or promotion.

~~-A table of contents-~~

~~• Appropriate indexing tabs should be employed-~~

~~• Indication of location of materials outside the original binder/notebook must be indicated-~~

-A current vita.

-Annual reports from all years since hire (including student evaluation data, chair/immediate supervisor evaluations, and dean evaluations).

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

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

- This should be accompanied by the additional departmental explanation (where applicable).
- Evidence of the candidate's scholarship should be included. This may include copies of articles, other publications, video tapes-recordings, etc.
- Each category should include tables or lists clearly outlining activities.
- The faculty member is encouraged to describe any noteworthy accomplishments and to describe activity where the impact or time needed may not be apparent to reviewers.

-Peer evaluations, if available.

-Supporting documents pertinent to the review.

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

2. Tenure Review Process

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

-A cover sheet containing the following information:

- date employed at Winthrop,
- rank at original appointment,
- date(s) promoted and years in each rank, and
 - prior service credit granted at employment.

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

~~-A table of contents-~~

~~• Appropriate indexing tabs should be employed-~~

~~• Indication of location of materials outside the original binder/notebook must be indicated-~~

-A current vita.-

-Annual reports from all years since hire (including student evaluation data, chair/immediate supervisor evaluations, and dean evaluations).

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

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

- This should be accompanied by the additional departmental explanation (where applicable).
 - Evidence of the candidate's scholarship should be included. This may include copies of articles, other publications, video tapes, etc.
 - Each category should include tables or lists clearly outlining activities.
 - The faculty member is encouraged to describe any noteworthy accomplishments and to describe activity where the impact or time needed may not be apparent to reviewers.
- Peer evaluations, if available.
- Supporting documents pertinent to the review.
- A statement of the faculty member's goals and plans for involvement and development over the next six years.

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

3. Notification of Tenure Decision

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

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

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

The Board of Trustees delegates to the President the managerial and administrative authority for the ongoing operations of the University commensurate with the policies of the Board. Decisions made by the President may not be appealed to the Board of Trustees.

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

Internal Control Considerations

Responsible Parties ~~Policy Author(s)~~

~~Board of Trustees,~~ Academic Affairs and Faculty Conference

Effective Date

August ~~2012~~ 2019, if approved.

Review Date

~~June 2012~~ February 2021

B. Policy Title

Promotions, Faculty ~~Effective 2014-15~~

Policy Description

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

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

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

Policy Procedures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Portfolio Preparation.

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

1. A cover sheet containing the following information:

- date employed at Winthrop,
- rank at original appointment, and
- prior service credit granted at employment.

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

~~3. A table of contents.~~

~~• Appropriate indexing tabs should be employed.~~

~~• Indication of location of materials outside the original binder/notebook must be indicated.~~

34. A current vita.

45. Annual reports (including student evaluation data, chair/immediate supervisor evaluations, and dean evaluations) beginning with the year of appointment or the last promotion (whichever applies.) If it has been longer than five years since the appointment/last promotion, at least the most recent five years are required.

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

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

The Board of Trustees delegates to the President the managerial and administrative authority for the ongoing operations of the University commensurate with the policies of the Board. Decisions made by the President may not be appealed to the Board of Trustees.

Internal Control Considerations

Responsible Parties ~~Policy Author(s)~~

Faculty Conference, Academic Affairs

Effective Date

August ~~2019, if approved. 2012~~

Review Date

~~February 2021 July 2012~~

c. Proposed Changes to Faculty Conference Bylaws, Article VIII

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

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

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

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

d. Policy Recommendation Grid

Task Force on Tenure and Promotion Protocols

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

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

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

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

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

A4.	<p>The Task Force recommends that candidates for tenure and/or promotion will be allowed to review the unit committee recommendation and have an option to respond to that recommendation prior to its consideration by the dean. Candidates will not see the numerical breakdown of the committee's vote, and candidates will be provided with a copy of the committee letter (or letters if there is a dissenting opinion that cannot be integrated into the majority's recommendation) that redacts committee members' signatures. A candidate who wishes to write a response letter is required to inform the dean in writing of the candidate's intention to respond within 48 hours of receiving the unit committee's letter(s). A candidate will have six business days from the receipt of the unit committee's letter to write and submit a response letter to the dean. Letters received after this time period will not be considered.</p> <p>The response letter shall not exceed 1000 words. The response letter is to be a direct response to issues raised by the unit committee letter(s) in order to clarify the candidate's original portfolio submission. No evidence of activities completed after the submission of the portfolio is permitted in the candidate's response letter in any circumstances (any evidence of a completed activity must be added to the portfolio prior to the chair's letter being sent to the unit committee). The candidate's response letter must be included with all other evaluation letters.</p>	<p>If this recommendation is approved, the Task Force recommends that the process be subject to periodic review and feedback from members of personnel committees and faculty in order to evaluate its efficacy. The university-level Faculty Personnel Committee will be responsible for conducting these reviews.</p>
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<p>A5.</p>	<p>The Task Force recommends that candidates for tenure must include their pre-tenure review committee letter and the associated letters from the chair and dean in their tenure portfolio. If the candidate has responded to the pre-tenure review letters at the time of that review, the candidate's response must be included in the portfolio. This will only apply to faculty members hired for tenure-track positions after the effective date of this policy, or to those currently in tenure-track positions who have not yet completed their pre-tenure review.</p> <p>The policy language related to this recommended change would explicitly state that the purpose of the pre-tenure review is primarily diagnostic, not summative, and that it is geared towards helping a candidate make improvements towards a successful tenure decision.</p> <p>A pre-tenure review shall be conducted in the third year for faculty hired with no credit for prior service. For faculty hired with one or two years of credit toward tenure, the review will take place in the second year of employment at Winthrop. If a faculty member is hired with three years' credit toward tenure, a pre-tenure review will ordinarily not be conducted unless the review is requested by the faculty member or required by the Chair or Dean. The pre-tenure review will be conducted by the appropriate committee as specified by the academic unit. Both the department chair and dean will write responses to the committee's review. This review shall be completed and the results will be given to the faculty member no later than May 15. Results of this review shall be discussed with the candidate in a conference with the department chair and the dean.</p>	<p>This recommendation should be understood in connection to recommendations B1 (requiring enhanced training for chairs and deans on how to write annual reports and pre-tenure review letters) and B3 (providing recurring opportunities for faculty training in how to best build their record for tenure and promotion and how to make the case for tenure and promotion in the presentation of their portfolios). This recommendation should also be considered in relation to recommendation A3 (requiring that the portfolio review process for tenure and/or promotion should focus exclusively on materials contained within the portfolio), providing assurance that candidates' portfolios fully represent their record. The Task Force believes that this requirement will provide evaluators with an important part of a candidate's probationary record to contextualize conflicting assertions contained in that record. The Task Force believes that the inclusion of the pre-tenure review and supporting materials can provide corroborating evidence to support claims being made by candidates and/or evaluators about feedback that candidates have received during their probationary period. The Task Force also agrees with faculty feedback received on this recommendation that if a candidate has responded effectively to constructive feedback contained in a pre-tenure review, and if those responses have been properly documented in the candidate's annual reports, that response would provide evidence supportive of a positive determination in favor of tenure. Furthermore, the Task Force recognizes that chairs and deans already have the prerogative of commenting on pre-tenure reviews in their annual reports and that, in fact, they have a responsibility to do so if they determine that such a review is relevant to their evaluation of a faculty member. The Task Force believes that, given that the pre-tenure review can be brought into the portfolio in this indirect way, it makes sense to require the inclusion of the document and accompanying letters from chairs and deans to avoid confusions or the potential for misrepresentations.</p> <p>If this recommendation is approved, the Task Force recommends that the process be subject to periodic review and feedback from members of personnel committees and faculty in order to evaluate its efficacy. The university-level Faculty Personnel Committee will be responsible for conducting these reviews.</p>
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B.	Items that fall within the purview of administrative oversight (and which thus require no action by Faculty Conference). These recommendations have been accepted by and are being implemented by the Provost's office.	
B1.	The Task Force has recommended requiring enhanced training for chairs and deans on how to write annual reports and pre-tenure review letters. Chairs will receive training in how to successfully mentor faculty in how to best build their record for tenure and promotion and how to make the case for tenure and promotion in their pre-tenure, tenure, promotion, and post-tenure portfolios. We also recommend continuing and enhancing the training of all personnel committee members on an annual basis.	
B2.	The Task Force has recommended that comments from deans and chairs on annual reports be made available to candidates at least 30 days prior to the due date for candidate portfolios. This requirement is meant to protect candidates, and the failure of chairs or deans to provide feedback by this deadline are grounds for an adjustment to the deadlines that candidates are expected to meet. In any such case, the failure of chairs or deans to meet such a deadline will not negatively impact the evaluation of a candidate's portfolio. The Vice Provost for Academic Affairs will serve as the contact in the Provost's office for Faculty should these circumstances arise.	
B3.	The Task Force has recommended that faculty will be provided recurring opportunities for training in how to best build their record for tenure and promotion and how to make the case for tenure and promotion in the presentation of their portfolios. These opportunities will be jointly overseen by the Provost's office and the Deans of all academic units.	
B4.	The Task Force has recommended that a section will be added to annual reports that prompts chairs and deans to explicitly comment on the performance of tenure-track and promotion-track candidates related to expectations for student intellectual development, scholarly activity, professional stewardship, and academic responsibility. Chairs and Deans should also comment in annual reports on the overall performance of tenure-track and promotion-track faculty, accounting for how these faculty contribute to Winthrop's mission in terms of the balanced totality of their work. The prompts on annual reports have traditionally been determined by collaboration between chairs and deans. Therefore, deans, under the direction of the Provost's office, will be tasked with creating and implementing prompt(s) in accord with this recommendation in Faculty 180 as appropriate to the practices and expectations of their academic units.	

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

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

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

VII. Committee Reports

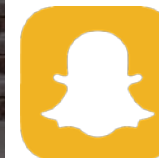
- a. Academic Freedom, Tenure, and Promotion, Jennifer Jordan (*Report in Appendix III*)
- b. Faculty Personnel, Scott Werts (*Report in Appendix III*)
- c. Library, Seth Rouser (*Report in Appendix III*)
- d. Undergraduate/University Petitions, Jason Chung (*Report in Appendix III*)
- e. Undergraduate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

VIII. Access and Enrollment Management Eduardo Prieto



Access & Enrollment Management

Faculty Conference Assembly



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Admissions Update



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

Collaboration with Colleges



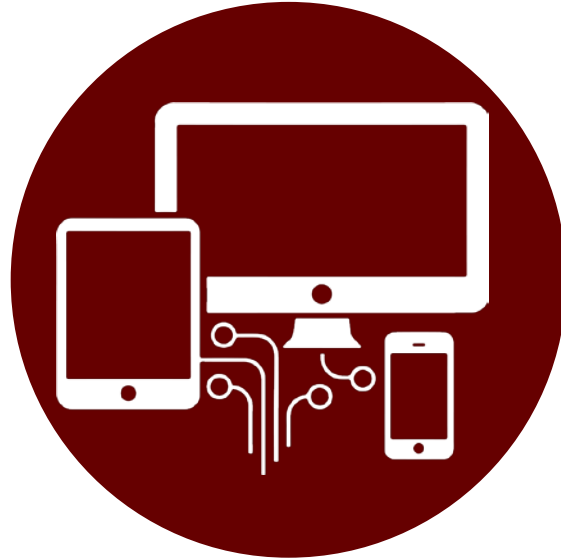
Marketing

Outreach

Enrollment

Program
Capacity

Admissions Marketing



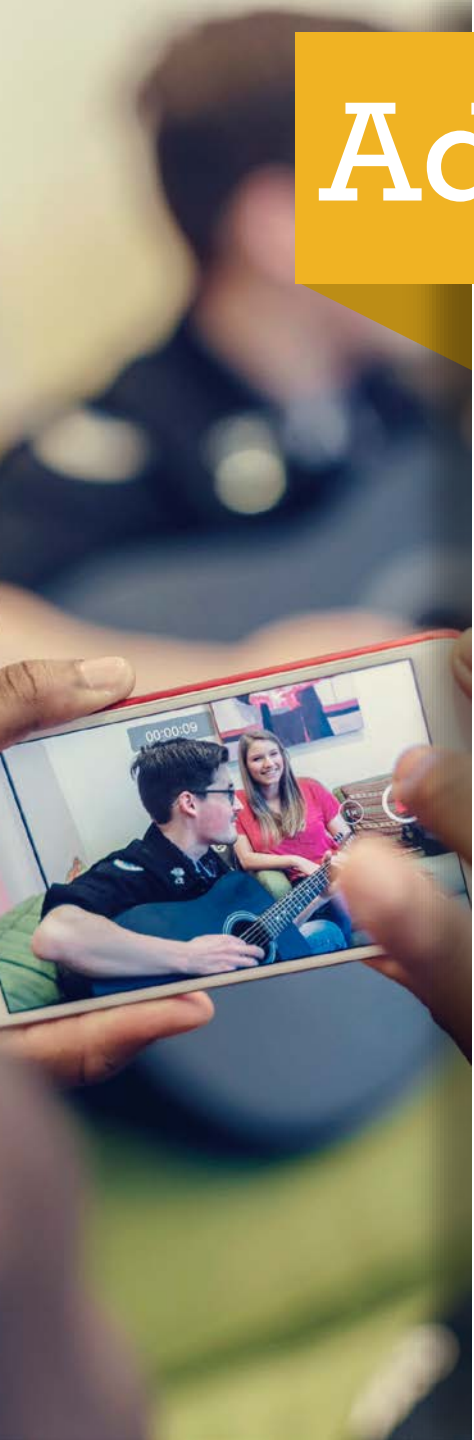
Digital

Emails &
Social Media

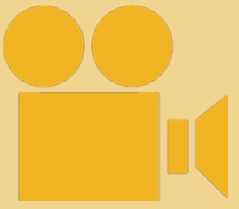


Print

Updated Program
Sheets



Why Winthrop Campaign



Why Winthrop?



Catherine Condon

Business Administration | Class of 2022



Acceptance Video





Thank You
For your continued partnership

IX. Employee Assistance Program

Terri Haynes

Winthrop University

Employee Assistance Program (EAP) & Work-Life Services

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

EAP offers you...

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

Types of Services

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

Cost

Your EAP is FREE!

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

Confidentiality

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

Only you and your counselor will:

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

Exceptions to confidentiality are:

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

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

Legal & Financial Services

Legal Services

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

Financial Services

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

Features & Searchable Databases

Features

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

Searchable Databases

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

EAP & Work – Life Services 24/7 Access

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

Calling 800-633-3353

or

To access work-life services, log into

mygroup.com

Username: winthrop303

Password: guest

Contact the Office of Human Resources

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