

Winthrop University Faculty Conference

October 8, 2010

3 pm Whitton Auditorium, Carroll Hall

Agenda

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|-------|---|---------------------------------------|
| I. | Approval of minutes of August 20, 2010 Faculty Conference | <i>(minutes attached)</i> |
| II. | Report from the Chair | Marsha Bollinger |
| III. | Report from the Vice President for Academic Affairs | Thomas Moore |
| IV. | Committee Reports | |
| | Academic Council <i>(materials attached, pgs. 6-8)</i> | Dave Pretty |
| | University Life <i>(materials attached, pgs. 9-10)</i> | |
| V. | Unfinished business | |
| | Curricular processes update | Jo Koster, Tim Drueke,
Tom Polaski |
| | QEP Report | Marilyn Sarow |
| | TALONS Report | |
| VI. | New business | |
| VII. | Announcements | |
| VIII. | Adjournment | |

Faculty Conference Membership (317) 35%= 111; 20% = 63

Winthrop University Faculty Conference
Minutes from August 20, 2010
Plowden Auditorium

- I. The meeting was called to order at 3:00 with a quorum.
- II. The minutes from the April 23, 2010 meeting were approved as distributed.
- III. Report from the Faculty Conference Chair, Dr. Marsha Bollinger.

Dr. Bollinger announced that Mark Lewis has agreed to serve as secretary of Faculty Conference and Jackie McFadden has agreed to serve as parliamentarian.

Dr. Bollinger reported on the June 11 Board of Trustees meeting. The details of her report can be found on the FC webpage www.winthrop.edu/facultyconference).

Dr. Bollinger offered the following additional comments:

- The Executive Committee of the Board of Trustees adopted a tuition schedule late in June. Both the faculty representative and the student representative participated in the discussion.
- All were reminded to use the faculty resources on the Academic Affairs and Faculty Conference web sites.
- She asked to faculty to please let her know what they are thinking so she can better represent them.
- Individuals who were awarded tenure or promoted recently were recognized with great applause.

- IV. Report from the President

Dr. DiGiorgio welcomed the faculty to another year at Winthrop and stated that his opening address contained the “blueprint” for the 2010/2011 academic year. President DiGiorgio stated that public policy really shapes what we do at Winthrop. The Board of Economic Advisors met the week of the meeting and there was no news from them. He will continue to keep the faculty updated on that issue. Dr. DiGiorgio also shared information on unemployment stating that South Carolina had gone up a tenth of a point. He went on to say that the upcoming election cycle, which contains a big gubernatorial divide, is an important cycle. The President’s final point regarding public policy was to say that South Carolina has been declined the 143 million dollars which would support K-12. He finished his comments by stating we are still counting students and that the move over to Banner has changed the way we report student data.

- V. Report from the Vice President for Academic Affairs

Dr. Moore began by mentioning the Academic Leadership Retreat held at the Baxter Hood Center on Monday, August 16. The Southern Association of Colleges and Schools compliance report is due in Atlanta on September 10. Dr. Moore went on to introduce the Deans of the Colleges to facilitate formal introductions of new faculty and those that have changed positions.

NEW FACULTY 2010-2011

College of Arts and Sciences

Dr. Catherine Chia-Lan Chang, Assistant Professor of History

Dr. Matthew R. Clark, Assistant Professor of Mathematics

Dr. Nicholas E. Grosseohme, Assistant Professor of Chemistry

Ms. Elizabeth J. Hallinan, Assistant Professor of Modern Language Education and Language Lab Director

Dr. Gregg A. Hecimovich, Chair, Department of English and Associate Professor

Ms. Jennifer C. McDaniel, Instructor of Social Work and Assistant Director of Field and Continuing Education

Dr. Robert G. Prickett, Assistant Professor of English Education

Dr. Sarah C. Spring, Assistant Professor of English (Professional Writing)

College of Business Administration

Dr. Marguerite A. Doman, Assistant Professor of Computer Science

Richard W. Riley College of Education

Ms. Julie M. Durham, Instructor in Elementary/Early Childhood Education

Dr. Jennifer C. Etheridge, Assistant Professor of Educational Leadership

Ms. Ruth E. Gaylor, Academic Advising Coordinator/ Instructor

Ms. Elizabeth Lee Johnson, Instructor in Elementary/Early Childhood Education

Ms. Kathryn S. Miller, Instructor in Instructional Technology

Dr. Deana R. Peterson, Assistant Professor of Special Education

Dr. Susan Reichelt, Associate Professor of Family and Consumer Sciences

College of Visual and Performing Arts

Dr. David Wohl, Professor of Theatre and Dean

Dr. Laura R. Dougherty, Assistant Professor of Theatre

Ms. Cherith A. Lundin, Assistant Professor of Fine Arts (Painting)

Dacus Library

Dr. Ronnie Faulkner, Professor, Library Development and Head of Technical Services

Mr. Robert B. Ryals, Assistant Professor, Reference Librarian

ADMINISTRATION

Mr. David J. Beiter, Coordinator, Professional Learning for the NetSCOPE Grant

Dr. David H. Harwell, Assistant Dean, University College

Dr. Paul A. Horne, Jr., Coordinator, Partnership Network for NetSCOPE Grant

Ms. Suzanne G. Sprouse, October, 2009 Start Date, Administration with Faculty Rank, Director,
Instructional Technology Center and Instructor in Education

ACADEMIC AFFAIRS TITLE CHANGES

Mr. Tim Druke, Assistant Vice President for Academic Affairs

Ms. Gina Jones, Registrar

College of Arts and Sciences

Dr. Deana Morrow, Associate Dean

Dr. Jack DeRochi, Assistant Dean

Dr. Beth Costner, Assistant Dean for Teacher Education Programs (remaining Chair, Mathematics
Department)

College of Business Administration

Dr. Steven Frankforter, Assistant Dean for Administration

Dr. Cara Peters, Assistant Dean for Professional Development

Richard W. Riley College of Education

Dr. Mark W. Dewalt, Chair, Department of Counseling, Leadership and Educational Studies

Dr. Jonatha W. Vare, Chair, Department of Curriculum and Pedagogy

University College

Dr. Nakia Pope, Touchstone Core Director, Assistant Professor of Pedagogy

VI. Committee Reports

Standing Committee Chairs for 2010-2011

Academic Freedom and Tenure – Rebecca Evers
Faculty Committee on University Life – Matthew Manwarren
Faculty Committee on University Priorities – Scott Huffmon
Faculty Personnel – Siobhan Brownson
Library – Melissa Carsten
Rules – Mark Mitchell
Undergraduate Petitions – Emma Jane Riddle
University Curriculum – Marilyn Smith

Faculty Committee on University Priorities – Scott Huffmon

The Faculty Committee on University Priorities took on the duties of the old Admissions Advisory and Budget Priorities committees. The duties of the old Faculty Concerns committee were split between the Committee on University Priorities and the Committee on University Life.

Dr. Huffmon explained the role of this committee as to establish a permanent line of communication between the faculty and administration. He asked the faculty to share their priorities with the committee members. The committee members were announced.

Faculty Committee on University Life – Matthew Manwarren

Dr. Manwarren announced the members of this new Committee and read the description of the committee to the Conference as a reminder.

TALONS

Tim Drueke and Cheryl Fortner-Wood announced the status of Banner and stated that reporting in the new system is challenging. There will be training offered for new and part time faculty. Gina Jones is working on scheduling those training sessions.

VII. Unfinished Business

Dr. Rebecca Evers formally brought the definition of Academic Freedom proposed by the Academic Freedom and Tenure Committee to the floor and asked for an endorsement. The wording would appear in the Faculty Manual, but is not part of the Bylaws. There was no discussion. The motion passed unanimously.

From AFT Committee:

Institutions of higher education exist for the common good. In the quest for this common good the right of faculty members to academic freedom is of fundamental importance. Academic Freedom is the freedom to discuss all relevant matters in the classroom, to explore all avenues of scholarship, research and creative expression and to speak or write as a public citizen without institutional discipline or restraint.

VIII. New Business

There was no new business.

IX. Announcements

The registrar reminded the faculty about important dates including the last day to add/drop on Wingspan, the last day to declare the S/U option, and the last day to withdraw from a course. In addition, she informed us that students can now withdraw from a course online.

Dr. Disney reminded the group of the services available through ONCA. Faculty should recruit students to compete for the scholarships and send them to the ONCA office.

Dr. Fortner-Wood asked the faculty to send her students who qualify to apply for the McNair Scholarship.

Mass Communication announced a new resource on campus. Winthrop now has a high quality audio line available for radio and TV interviews.

Dr. Pullano asked faculty to please be responsive to his emails regarding LEAP students.

Convocation will be on Monday, August 23 at 4:00.

X. Adjournment

The meeting was adjourned at 3:25 p.m.

Respectfully submitted,

Dr. L. Mark Lewis

FROM ACADEMIC COUNCIL: Academic Council met on August 27 and October 1.

No actions were taken on August 27.

Report on actions of Academic Council on Friday, October 1, 2010:

For information only:

Academic Council passed the following item. No action is required by Faculty Conference.

College of Arts and Sciences, Department of English

Modify Bachelor of Arts in English, Language and Literature Track to allow ENGL 200 to count towards the major by removing required hours of English electives above 299.

For action by Faculty Conference:

Academic Council moves that the four university-level competencies recommended by the University-Wide Academic Assessment Committee be approved by Faculty Conference as proposed.

The executive summary of the committee report follows. The full document can be found [here](#).

*University-Wide Academic Assessment Committee (UWAAC) Report
for Vice President of Academic Affairs Moore
September 10, 2010*

Executive Summary

The University-Wide Academic Assessment Committee (UWAAC) is recommending four university-level competencies for approval during the 2010-2011 academic year.

Background

With the approval of the Touchstone Program in 2002, the General Education Assessment Advisory Committee was formed by Vice President Moore in order to review the effectiveness of the program's fulfillment of the General Education goals. Over the last five years, while gathering assessment data, it became apparent that a gap existed between what was expected of students as illustrated by the original seven General Education Goals and the new curriculum as prescribed by the Touchstone Program. Specifically, during the "Recertification" process of 2009-2010, when courses were required to apply for recertification as courses that met General Education Guidelines, it became clear that the courses fulfilled the requirements of the new Touchstone Program but not the original seven General Education Goals. While Winthrop University was recognizing the gap as revealed by its assessment protocol, a shift emerged in the rhetoric used at SACS meetings and workshops: SACS colleagues questioned the assumption that applying the goals only to students in their first two years was an accurate means for measuring learning outcomes for graduates. Instead, they suggested that adding end-of-program assessments for capacities developed throughout the curriculum would yield the most concrete data for analyzing the effectiveness of our programs.

Dr. Moore therefore charged the General Education Assessment Advisory Committee—now renamed the University-Wide Academic Assessment Committee (UWAAC)—to “recommend to the Vice President for Academic Affairs appropriate university-level undergraduate competencies that are clear, assessable, and attainable by Winthrop graduates across degree programs.” The committee commenced with developing university-level competencies that are consistent with Winthrop University’s Mission Statement.

Summary of Research

UWAAC determined that Winthrop’s University-Level Competencies (ULCs) should stem as much as possible from current Winthrop assessment plan templates. The committee therefore reviewed program-level student learning outcomes (SLOs) for *all* programs across Winthrop University. Although there were discipline-specific goals and outcomes for each program, it was apparent during this review that four consistent themes emerged across the university. Most programs developed certain goals that revolved around four essential categories: a) critical thinking and problem solving, b) appreciation of multiple perspectives, c) the discipline’s interconnectedness with the broader community, and d) communication and expression. All programs had a SLO coded in at least one of the categories.

In addition to this internal research, UWAAC conducted extensive secondary research and examined ULCs of accrediting agencies and peer institutions, documents reporting the history and methods of assessment (including the Association of American Colleges and Universities’ *Liberal Education and America’s Promise* vision), data regarding incoming student expectations, and surveys of employer interests and expectations. The information uncovered in this secondary research confirmed the scope and direction of UWAAC’s original four categories for university-level competencies.

Recommendation for Winthrop ULCs

Taking into consideration the above research, UWAAC recommends Winthrop University faculty approve the following ULCs (full report includes strategy/assessment examples):

Competency 1: Winthrop graduates think critically and solve problems.

Winthrop University graduates reason logically, evaluate and use evidence, and solve problems. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions. Winthrop graduates consider the full context and consequences of their decisions and continually reexamine their own critical thinking process, including the strengths and weaknesses of their arguments.

Competency 2: Winthrop graduates are personally and socially responsible.

Winthrop University graduates value integrity, perceive moral dimensions, and achieve excellence. They take seriously the perspectives of others, practice ethical reasoning, and reflect on experiences. Winthrop graduates have a sense of responsibility to the broader community and contribute to the greater good.

Competency 3: Winthrop graduates understand the interconnected nature of the world and the time in which they live.

Winthrop University graduates comprehend the historical, social, and global contexts of their disciplines and their lives. They also recognize how their chosen area of study is inextricably linked to other fields.

Winthrop graduates collaborate with members of diverse academic, professional, and cultural communities as informed and engaged citizens.

Competency 4: Winthrop graduates communicate effectively.

Winthrop University graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts – including but not limited to written, oral, and visual presentations – that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas.

Future Considerations

The development of Winthrop University's ULCs is the first step in a larger process to meet two main goals. First, the development and university-wide assessment of ULCs allows Winthrop University to evaluate student progress toward developing “the ability to communicate effectively, appreciate diversity, work collaboratively, synthesize knowledge, solve complex problems and adapt to change” (*Winthrop University Undergraduate Catalog*, p. 1) and to document that progress to stakeholders (such as faculty, students, legislature, and SACS). Second, establishing a system for ongoing assessment of ULCs provides a structure to improve student learning across all programs of study.

In order for ULCs to become an effective tool for measuring institutional academic success and for improving undergraduate education, Winthrop University must build upon existing successful assessment strategies and implement new ones where needed. *Successful assessment improves student learning and demonstrates institutional effectiveness (or highlights areas for improvement)*. Such assessment of Winthrop's ULCs will require broad-based support and involvement from faculty in and out of the classroom. Finally, significant resources will be required to incorporate and assess ULCs successfully across all academic programs, including but not limited to support for faculty assessment leaders and support for the development and maintenance of new assessment processes.

Report to the Faculty Conference, October 8, 2010

Faculty Committee on University Life

- 1) Process by which a faculty member may bring a concern to the Faculty Committee on University Life
 - a. Contact your college representative who will then bring the issue to the FCUL. College representatives include the following
 1. Matthew Manwarren, Chair (VPA)
 2. Bob Gorman (Library)
 3. Christian Grattan (A&S)
 4. Cecile Leung (A&S)
 5. Carol Marchel (Education)
 6. Lou Pantuosco (CBA)
 7. Kristi Schoepfer (Education)
 8. Courtney Starrett (VPA)
 9. Laura Ullrich (CBA)
 - b. Contact the chair of the committee (Matthew Manwarren), who will then bring the issue to the FCUL.
- 2) Upon discussion of the issue and specific recommendations, the chair (along with members of the FCUL) will bring it to the appropriate administrator in one of the following areas for further discussion and action.
 - a. Office of Academic Affairs (issues relating to academics)
 - b. Office of Public Safety (issues related to campus safety, parking, traffic, etc.)
 - c. Office of Student Affairs (issues that impact student life)
 - d. Division of Finance and Business (issues related to Human Resources, business policies that affect faculty, facility concerns, etc.)
- 3) The committee may consider the following topics of concern.
 - a. Issues that affect the environment on campus
 - b. Policies that affect the academic life on campus
 - c. Summer school
 - d. Human resources issues (concerns about how certain decisions with regard to benefits might have an impact on faculty)
 - e. Campus safety
 - f. Facility concerns
 - g. Student welfare
- 4) Several concerns were mentioned in our meeting, which we will continue to discuss in the future.
 - a. Winthrop should begin discussions with respect to domestic partner health benefits (a topic which was discussed by the Faculty Concerns Committee, which our committee has now replaced).
 - b. The campus Common Time is a controversial topic. Most members feel a common time is necessary for meetings but believe the 11-12 time slot on Tuesday/Thursday is not an effective use of time that could otherwise be scheduled for teaching courses. It also impacts students' ability to take certain courses, particularly those who work part-time in the evenings.
 - c. Compensation for summer school courses needs to be revisited. A person who teaches 11 students does not receive full compensation for the course because a full-class enrollment is considered to be 12. Faculty do essentially the same amount of work for a class with less than 12 students as one with 12 or more.
 - d. Compensation for field experiences and independent studies needs to be more consistent and in line with the amount of time/work that is taken to oversee such activities.
 - e. The issue of salaries for part-time/adjunct faculty was briefly discussed. The FCUL seemed divided about whether our committee had any influence over this issue. While we feel the value of these employees to the institution, it has been argued by administrators in the past that adjunct faculty choose to take on employment here knowing that the salaries are low.

The FCUL welcomes input on these matters. Please be in contact with one of your college representatives or the chair to express thoughts, opinions, or concerns to the committee.

Respectfully submitted,

Matthew Manwarren
Chair, Faculty Committee on University Life