Winthrop University values student feedback on the learning experiences you have in your courses. This form gathers information about the experiences that are common to all Winthrop classes and will be used for to improve instruction across the university. Some colleges, departments, and individual instructors will also add questions that address particular aspects of their programs and courses. Please answer the following questions completely and to the best of your abilities. Your instructor and department will use the information you provide to assess and improve instruction based on your input.

1. First, we want to know why you took this class. This course is (select all that apply)
   - Required for my major(s)/degree program
   - Required for my minor(s)
   - Required for my graduate program
   - Required for a General Education requirement
   - An elective
   - Part of a content-based education (CBE) program
   - A library session
   - I don't know / not sure

2). Next, we'd like to know about you perceptions of your learning in this class. Please think about your performance in the course and respond to the following questions.

   a. On a scale of 1-5, please rank how much you feel you learned about the course material presented in this course, with 1 = "I did not learn anything", and 5 = "I learned a great deal".

   b. How much effort do you feel you put forth in learning the course material?
      - No effort (I did absolutely nothing)
      - Minimal effort
      - Some effort
      - Sufficient effort
      - Considerable effort
      - Extensive effort (I could not give more effort than I did)

3) Now we'd like you to think about how you learned the material in this course. In your opinion, to what extent did each of the following underline enhance your learning in the course? 1=not at all; 2=a little; 3= a moderate extent; 4=quite a lot 5= most important; 6=not applicable

- Course modality (in person, online, hybrid, CBE module, etc.)
- Overall structure and flow of the course
- Lectures and demonstrations by the instructor
- Readings, textbooks, manuals, etc.
- Audio and visual materials (such as videos, tutorials, recordings, etc.)
- Materials provided in Blackboard or similar shared sites
- Experiential learning (such as class activities, field work, service learning, clinical experiences, field placements, studio sessions, private lessons, etc.)
- Class discussions
- Group projects and assignments
- Quizzes, Tests, and Exams
- Major assignments, projects, and papers
- Feedback from the instructor
- Instructor Accessibility (such as office hours, conferences, observations)

4. How applicable do you think the knowledge and skills you learned in this course are to your personal and professional growth? 1= I did not gain applicable information/skills that will help me achieve my goals, etc. 5 = I gained significant information/skills that will help me achieve my personal and professional goals

5. Describe two activities or assignments that helped you with learning the content, thinking, critically, or being successful in this class. (Open-ended question)

6. Provide any suggestions you may have for improving student learning opportunities in this class going forward. (Open-ended question)

Options for college/department/instructor to add additional questions to the survey in future iterations; Watermark will allow us to build a question base that can be assigned to specific courses or groups of courses. The plan is to pilot and run the collective questions first, then in Spring 2026 add the option for expansion.

Chief emphases

- Change from student evaluations of instructors which often included implicit or explicit bias

- Focus on student evaluations of the activities, practices, and information that most helped **them** learn—i.e. evidence about student intellectual development, not Yelp reviews

- Allow faculty to reflect on teaching in a formative, concrete way

- Allow colleges, departments, and instructors to customize evaluations to ask about topics for continuous improvement/ assessment/accreditation (working smarter, not harder)

- Allows chairs to give formative feedback

- Creates documents that can be summarized in P&T portfolios— hopefully reducing work and stress at those points

Where the process is:

- Guidance documents for faculty and department chairs and committees have been drafted; these include evaluation questions
  - Shared with ALC for feedback
  - Waiting for feedback from FCUP, University Personnel, and AFTP
- Drafting guidance document for deans and University-level review
- Finishing the restoration of the LibGuide of resources on research on student evaluations and suggestions for faculty on how to use formative information
- Revising evaluation questions based on initial feedback from ALC
- Testing sandbox Blackboard course to see how Watermark works
- Plan for roll-out in Fall 2025

Spring 2025 Plans

- Meet with student groups to go over evaluation questions (student ambassadors, grad students, ACAD, LEAP, etc.)

- Share guidance documents with all faculty for feedback via college assemblies and Faculty Conference

- Revise guidance documents for all populations

- Publicize changes to students, faculty, and other stakeholders

- Pilot the evaluations in a small group of full-semester courses (probably taught by full professors so that junior faculty don't have "experimental" results for their portfolios)

Collective Evaluation Questions

- Connection of course to program of study
- Student's perception of amount learned and amount of effort invested
- Applicability of course to the student's personal and professional growth
- Identification of elements that helped students be most successful in the course
- Identification of ways that the course could improve learning opportunities for students

Ratings of

- Course modality (in person, online, hybrid, CBE module, etc.)
- Overall structure and flow of the course
- Lectures and demonstrations by the instructor
- Readings, textbooks, manuals, etc.
- Audio and visual materials (such as videos, tutorials, recordings, etc.)
- Materials provided in Blackboard or similar shared sites
- Experiential learning (such as class activities, field work, service learning, clinical experiences, field placements, private lessons, studios, etc.)
- Class discussions
- Group projects and assignments
- Quizzes, Tests, and Exams
- Major assignments, papers, and projects
- Feedback from the instructor
- Instructor Accessibility (such as office hours, conferences, observations)

Policy

Promotions are granted at Winthrop on a merit basis. The criteria for promotions are the same as those required for appointment with academic rank. Standards and suggested evidence for meeting the criteria for Academic Rank are discussed the Academic Rank Policy. A promotion in rank is associated with the academic discipline and should be informed by performance related to the academic discipline as well as on the 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.

Scholarly and creative artifacts completed and disseminated through publication, exhibition, etc before the candidate was employed at Winthrop do not count towards a candidate's application for promotion unless such consideration was agreed to in writing as part of the

candidate's hiring decision. Prior efforts while at Winthrop, but in a different rank, may count towards promotion in a new rank and must be stipulated in the appointment letter; for example, an Instructor who transitions into an Assistant Professor position.

Procedures

1.0   **Timelines** The timeline for submitting promotion portfolios are provided by the Chief Academic Officer at this timeline link.

2.0   **Portfolio Preparation and Submission** Cases are submitted via the electronic platform. When a faculty member is applying for tenure and for promotion concurrently, a single supporting electronic portfolio for both processes will be used and must include the materials indicated in 2.1 (below). 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.

2.1 A faculty member standing for promotion who is not also applying for tenure must submit a portfolio to the electronic platform 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.

2.1.1 A cover sheet containing the following information:

• date employed at Winthrop,

• rank at original appointment, and

  • prior service credit granted at employment.

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

2.1.3 A current vita.

2.1.4 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.

2.1.5 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 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.

2.1.6 Syllabi from all courses taught during the evaluation period.

2.1.7 Peer evaluations, if available.

2.1.8 Supporting documents pertinent to the review.

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

3.0   **Promotion Review Committees** The membership of all reviewing committees will be made known to the candidate and appropriate administrators upon formation. Each review body, whether faculty or administrator, will forward its recommendations to the next level of review.

4.0   For 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 are not a sufficient number of tenured faculty members within the department or college, then tenured faculty outside the department or unit will serve as members of the committee.

5.0   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.

6.0   The portfolio review process for promotion will focus exclusively on materials contained within the portfolio and on the recommendations of the various review bodies.

7.0   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.

8.0   Department level committees review and uploads to the electronic platform a letter responding to the portfolio with a recommendation to the department chair or direct supervisor. This letter must 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 to which the candidate has applied. When the decision of the committee is not unanimous, the letter should indicate the areas of disagreement. If a single letter cannot adequately represent the evaluation of committee members, a minority letter must be submitted along with the letter of recommendation. All committee members must sign either the letter of recommendation or minority letter. 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. If requested by the department committee, material missing from the above list in section 2.1 may be requested from the candidate via the department chair and may be added to the portfolio prior to the department committee's sending a recommendation to the department chair.

8.1 Candidates for promotion will be allowed to review the department committee letter of recommendation via the electronic platform and will have an option to respond to the letter prior to consideration by the chair. If there is a minority letter, names will be redacted from both the majority and minority letters. A candidate will have three business days from uploading of

the department committee's letter(s) to write and upload to the electronic platform a response letter addressed to the department chair. 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 department committee in order to clarify the candidate's original portfolio submission or correct factual errors in the department committee and/or minority letter. The candidate's response letter must be included with all other evaluation letters as the case advances.

9.0   The department chair reviews all materials. 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.

9.1   The department chair uploads to the electronic platform a letter of recommendation addressed to the academic unit (college or library) committee. This letter must 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.

9.2 Candidates for promotion will be allowed to review the department chair's letter of recommendation via the electronic platform and will have an

option to respond to the letter prior to consideration by the unit committee. A candidate will have three business days from uploading of the department chair's letter to write and upload to the electronic platform a response letter addressed to the unit committee. 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 chair in order to clarify the candidate's original portfolio submission or correct factual errors in the department chair's letter. The candidate's response letter must be included with all other evaluation letters as the case advances.

10.0   The unit committee reviews all materials and uploads to the electronic platform a letter of recommendation addressed to the dean. The unit committee letter 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 letters from the department committee, chair, and/or candidate. When the decision of the committee is not unanimous, the letter should indicate the areas of disagreement. If a single letter cannot adequately represent the evaluation of committee members, a minority letter must be submitted along with the primary letter. All committee members must sign either the primary or minority letter. 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.

10.1 Candidates for promotion will be allowed to review the unit committee letter(s) via the electronic platform and will have an option to respond to the letter(s) prior to consideration by the dean. If there is a dissenting opinion that cannot be integrated into the majority's recommendation, committee members' signatures will be redacted from the majority and minority letters. A candidate will have three business days from uploading of the unit committee's letter(s) to write and upload to the electronic platform a response letter addressed 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 portfolio submission or correct factual errors in the unit committee letter(s). No evidence of new activities 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 as the case advances.

11.0 The dean reviews all materials and uploads a letter of recommendation to the electronic platform. The dean's letter 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.

11.1 Candidates for promotion will be allowed to review the dean's letter of recommendation via the electronic platform and will have an option to respond to the letter prior to consideration by the chief academic officer. A candidate will have three business days from uploading of the dean's letter to write and upload to the electronic platform a response letter addressed to the chief academic officer. 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 dean in order to clarify the candidate's portfolio submission or correct factual errors in the dean's letter. The candidate's response letter must be included with all other evaluation letters as the case advances.

11.2 At any time up to this point, the candidate may choose to withdraw the promotion application.

11.3 The chief academic officer provides access to all promotion portfolios, letters of recommendation, and any candidate responses to the university-level Faculty Personnel Committee for review on the electronic platform. The Faculty Personnel Committee reviews all materials and uploads a letter of recommendation to the electronic platform. In cases of agreement, a brief rationale pointing to previous letters is sufficient. In cases of disagreement within and among the review bodies, the Faculty Personnel Committee must clarify and address the issues of disagreement in support of its recommendation.

11.4 The chief academic officer may convene the Faculty Personnel Committee to discuss the tenure recommendations, as needed. The Faculty

Personnel Committee recommendations are shared with the candidate via the electronic platform.

12.0 The chief academic officer uploads a letter of recommendation to the electronic platform. In cases of agreement, a brief rationale pointing to previous letters is sufficient. In cases of disagreement within and among the review bodies, the chief academic officer must clarify and address the issues of disagreement in support of her/his recommendation. The chief academic officer's recommendation is shared with the candidate via the electronic platform.

12.1 The chief academic officer forwards a single report with all recommendations from each level of review to the President and provides access to any needed materials on the electronic platform to inform the President's final recommendation.

13.0 **Notification of Promotion Decision** The President, acting as agent of the Board of Trustees, shall then determine whether to grant promotion to the faculty member in question. Based upon the recommendations of the chief academic officer and all reviewing bodies, the President decides upon promotion and shares his/her recommendations with the Board of Trustees. All candidates for promotion shall be notified in writing by the President (transmitted by the chief academic officer) no later than fifteen business days prior to May 15. The faculty member to whom promotion is to be awarded will be promoted effective on the start of their appointment in the

subsequent academic year. The President or designee reports to the faculty on the status of promotions by submitting for publication the names of those faculty who have been promoted. The names will be published by the University.

14.0 **Grievance Policy** Any promotion candidate who has reason to suspect discrimination may file a grievance using the procedure articulated by the Winthrop University policy on Grievances and Appeals—Faculty and in compliance with South Carolina Code of Laws 8-17-380.

Revision of Academic Assessment Committee

In line with the Provost's directive to reduce the size of the Academic Assessment Committee, the Office of Assessment proposes that the committee be reduced from 28 committee members to 16, a 43% reduction. The process of committee members being identified by their Dean for a 3-year appointment will remain.

In order to process the volume of Continuous Improvement Reports (CIR) and Plans (CIP) that are reviewed across academic programs without increasing the workload of a reduced committee, Continuous Improvement Reports review will be rotated on a two-year basis by the Academic Assessment committee. This rotation will result in dividing academic programs across each college into two clusters for review; with the review occurring in alternating years, and programs being clustered into Group A and Group B. The rotation will start in September 2025 with Group A programs having their 2024-25 complete CIR reviewed. In September 2026, Group A programs will submit a modified version (see below), however, that 2025-26 report will not be reviewed by the committee. Conversely, Group B will submit a modified version of their 2024-25 report in September 2025. Group B's modified 2024-25 reports will not be reviewed by the committee. In September 2026, Group B will submit their completed 2025-26 CIRs, which will be reviewed by the committee.

During the "alternate/non-review year," each academic program will submit a modified version of their Continuous Improvement Report that contains the following:

- *Mission Statement (if no changes were suggested/made, this section would be automatically uploaded from the program's previously reviewed CIR)*
- *Program Outcomes (if no changes were suggested/made, this section would be automatically uploaded from program's previously reviewed CIR)*
- *Student Learning Outcomes (if no changes were suggested/made, this section would be automatically uploaded from program's previously reviewed CIR)*
- *Activities* implemented that year *(if no changes were suggested/made, this section would be automatically uploaded from the program's previously reviewed CIR, from the Continuous Improvement Action Plan section)*
- *Assessment Methods* (including targets) *(if no changes were suggested/made, this section would be automatically uploaded from program's previously reviewed CIR)*
- Data related to their *Assessment Results (==manually entered/updated each year==)*

NB: On the "alternate/non-review year" these programs will not update their *Discussion of Assessment Results* and *Continuous Improvement Action Plans*.

Group A. Rotation Programs

1. Biology, BS
2. Biology, MS
3. Chemistry, BS
4. Data Science, BA
5. English, BA
6. English, MA
7. Environmental Science, BS
8. Environmental Studies, BA
9. Philosophy & Religion, BA
10. Political Science, BA
11. Psychology, BA
12. School Psychology, MS
13. School Psychology, SSP
14. Business Administration, BS
15. Business Administration, MBA
16. Accounting & Analytics, MS
17. Education Core, MAT
18. Education Core, Initial Prep
19. Counseling & Dev, MEd
20. Educational Leadership, EdS
21. Educational Leadership, MEd
22. Educational Studies, BS
23. Middle Level Education, BS
24. Special Education Multi, BS
25. Special Education Intervention, MEd
26. Art, BA
27. Art, BFA
28. Art Administration, MA
29. Art Education, BFA
30. Art History, BA
31. Dance, BA
32. Design, BDes
33. Studio Art, MFA
34. Theater, BA

Group B. Rotation Programs

1. Criminal Justice, BA
2. History, BA
3. History, MA
4. Human Nutrition, BS
5. Human Nutrition, MS
6. Human Nutrition Dietetics, Certificate
7. Individualized Studies, BA
8. Integrated Marketing Comm, BS
9. Liberal Arts, MLA
10. Mass Comm, BA
11. Mathematics, BA
12. Mathematics, BS
13. Modern Languages, BA
14. Professional Studies, BA
15. Sociology, BA
16. Social Studies Education, BA
17. Social Work, BSW
18. Social Work, MSW
19. Applied Software Dev, BS
20. Computer Science, BS
21. Cybersecurity, BA
22. Web Development, BS
23. Athletic Training, MS
24. Exercise Science, BS
25. Physical Education, BS
26. Sport & Fitness Administration, MS
27. Sport Management, BS
28. Early Childhood Education, BS
29. Elementary Education, BS
30. Human Dev & Family Studies, BS
31. Learning Design & Technology, MEd
32. Conducting, MM
33. Music Education, BME
34. Music, BA
35. Music, BM
36. Music Education, MME
37. Performance, MM

Currently, the committee has representation from across the colleges, and representation from the School of Graduate, Continuing and Online Learning. To ensure that this representation continues, the Director of the Office of Assessment recommends retaining existing committee members from each of these areas, and soliciting Deans' assistance finding replacement members where needed.
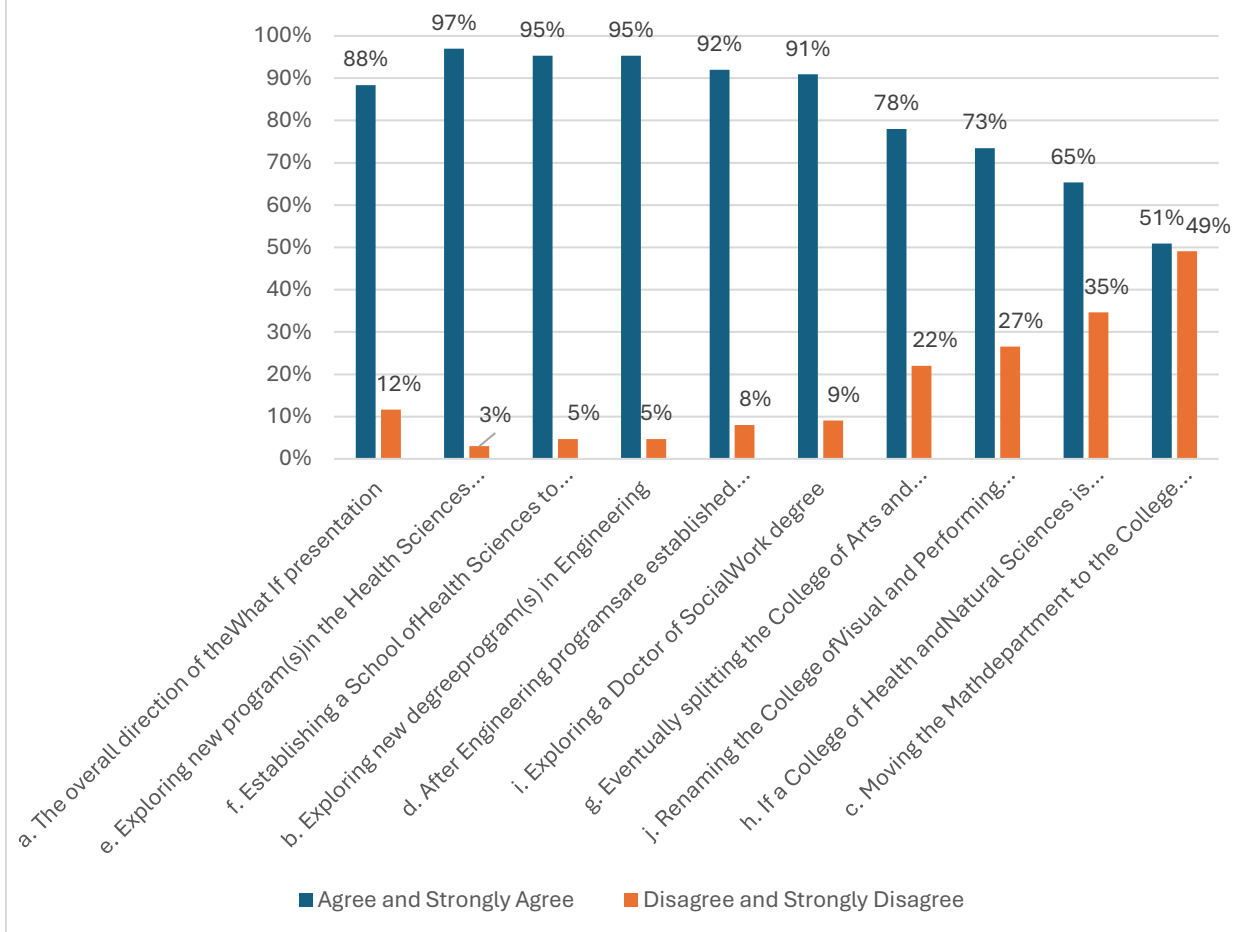
An outline of these committee representatives is reflected below in Table 1.

Table 1

College	Number of Reports (% of total reports)	Number of Committee Reps
CAS	30 (43%)	5 reps
CBT	6 (8%)	2 reps
CESHS	18 (26%)	4 reps
CVPA	16 (23%)	4 reps
SGCO		1 rep
		Total = 16 reps

In summary, the Academic Committee will be reduced from 28 to 16 members. Members, nominated by their Deans, will serve 3-year terms. To manage workloads, Continuous Improvement Reports will be reviewed every other year, with programs divided into two review clusters. Modified reports will be submitted during "alternate/non-review" years. Committee representation will continue to reflect the academic areas across the university.

What-If Survey Results - Strongly/Agree vs Strongly/Disagree

Legend: ■ Agree and Strongly Agree ■ Disagree and Strongly Disagree

Category	Agree and Strongly Agree	Disagree and Strongly Disagree
a. The overall direction of the What If presentation	88%	12%
e. Exploring new program(s) in the Health Sciences...	97%	3%
f. Establishing a School of Health Sciences to...	95%	5%
b. Exploring new degree program(s) in Engineering	95%	5%
d. After Engineering programs are established...	92%	8%
i. Exploring a Doctor of Social Work degree	91%	9%
g. Eventually splitting the College of Arts and...	78%	22%
j. Renaming the College of Visual and Performing...	73%	27%
h. If a College of Health and Natural Sciences is...	65%	35%
c. Moving the Math department to the College...	51%	49%

How do you feel about (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, Unsure):

   a. The overall direction of the What If presentation.
   b. Exploring new degree program(s) in Engineering.
   c. Moving the Math department to the College of Business and Technology.
   d. After Engineering programs are established and enrollments are robust (years in the future), rename the College of Business and Technology to the College of Business, Engineering, and Technology.
   e. Exploring new program(s) in the Health Sciences to possibly include clinical oriented degrees like Nursing, PA, etc in the future.
   f. Establishing a School of Health Sciences to provide an umbrella support structure and house a (new) Bachelor's in Health Sciences as outlined in the presentation.
   g. Eventually splitting the College of Arts and Sciences into two colleges, approximately named: The College of Humanities and Social Sciences, and the College of Health and Natural Sciences.
   h. If a College of Health and Natural Sciences is created, moving Social Work to the College of Education and renaming that college to approximately: the College of Education and Human Services.
   i. Exploring a Doctor of Social Work degree
   j. Renaming the College of Visual and Performing Arts to the College of Arts and Design.

Academic Council

Met on 11/15/2024

Thank You Kori Bloomquist for leading the meeting.

Academic Council

From the Gen Ed Curriculum Committee

One new course was approved

Motion from AC to approve the following:

Area	Course	Title
Hist	MUST 308	History of American Popular Music

Academic Council

From the Committee on Undergraduate Curriculum

CUC approved 42 course action items. **No AC/FC action required.**

- **Inactivate**: ACCT 525, ACCT 551, ARTE 393, ARTS 354, DESF 300, MLAN 592, MLED 325, MLED 330, MLED 331, MLED 392, SPED 562, SPED 586

- **Edit Course**: GEOG 305, GEOG 308, GEOG 471, GEOG 495, MLAN 591M, NUTR 527, SCIE 591, VCOM 301, VCOM 323, VCOM 325, VCOM 340, VCOM 355, VCOM 358, VCOM 388, VCOM 425, VCOM 444, VCOM

- **New Course**: ANTH331, ECON508, ENVS355, FINC518, FINC 522, SPED581, THED542, WRIT 566H

All actions can be found in CourseDog and AC/FC supporting documents

Academic Council

From the Committee on Undergraduate Curriculum

AC approved one new (degree) program action items

Motion from AC to approve the following:

- **BS in Ed Studies – Youth Impact –New Program**

All actions can be found in CourseDog and AC/FC supporting documents

Academic Council

From the Committee on Undergraduate Curriculum

Motion from AC to approve the following:

AC approved three new (micro-certificate/minor) program action items

Motion from AC to approve the following:

Program	Action
Micro-certificate GIS	New Micro-certificate
Minor in Applied Physics	Edit Minor: Remove PHYS 350 and 331; Add PHYS 305 and 351.
Minor-International Business	Edit Minor: Replace ECON 521 with ECON 357.

All actions can be found in CourseDog and AC/FC supporting documents

Faculty Committee on University Priorities (FCUP)

Report November 22, 2024

Concern regarding Processing of paperwork for international faculty

- **FCUP met with Leigh Poole, Director of the International Center**
- **Currently Winthrop sponsors international faculty after their first semester and brief review**
- **Winthrop uses two different immigration attorneys**
- **Recommendations for increased communication with international faculty, including faculty applicants**
- **Reported recommendations to Provost**

Elimination of scantrons versus Blackboard

- Exam integrity
- Academic dishonesty
- Student Privacy
- Technology issues and equity
- Quality of testing environment
- Managing online tests is more time-consuming
- **Brought to Provost 11/6/24**

Tenure clock pause for having children

- Already in process with Provost (from AFTP)
- Policy proposed for major life event, not just a child
- Faculty would apply for such a delay

- **In process by Provost: new policy expected Spring 2025**

Other FCUP items *(in process)*

- **Facilities issues and communication** *(presented to President)*
- **Required meetings before August 16** *(presented to President and Provost)*
- **Compensation and hiring of Directors**
- **Compensation guidelines for supervising internships**

Faculty Committee on University Priorities

FCUP Membership	
College/Institutional Affiliation	Name
CAS	Eric Birgbauer, Chair
CVPA	Ron Parks
CESHS	Alice McLaine
CBT	Danko Tarabar
UC	Adam Glover
Dacus Library	Cody Walters
Graduate Faculty Assembly	Tracy Griggs
Chair of Faculty Conference	Adam Glover
Chair of FCUL	Martha Rivera

FCUP Reports and issue log at FC website

About Us

Academic Calendars

Academic Council

Archives

Board of Trustees

Bylaws (pdf)

Committees (pdf)

FCUP Reports (login)

Faculty Governance Organization Chart (pdf)

Faculty Manual (pdf)

Graduate Council

Graduate Faculty Assembly

Faculty Conference

Meeting Materials: Agendas, Minutes, & Supporting Materials

2024-2025

October 4, 2024 -- 2:00 PM

In Person: Whitton Auditorium

Agenda and Minutes (PDF - 144 KB)

August 16, 2024 -- 2:00 PM

In Person: Whitton Auditorium

Agenda and Minutes (PDF - 180KB)

Supporting Materials (PDF - 177KB)

Chair's Report (PDF - 116KB)

2023-24

April 19, 2024 -- 2:00 PM