**Guilford College**

**Faculty Meeting Minutes**

**December 3, 2014**

**Carnegie Room, Hege Library**

1. Following the traditional opening silence as faculty gathered, Clerk Dave Dobson welcomed faculty to the last faculty meeting in fall 2014.
2. **Completion of Minutes from November 5 Faculty Meeting**

The faculty approved the following minute to complete November 5 faculty meeting minutes:

***The faculty approved the proposal to review the General Education curriculum at Guilford as presented.***

1. **Update of Discussion: Quality Enhancement Plan (QEP) Topic Selection**

Steve Shapiro, Chair of QEP Topic Selection Committee, updated the faculty with the current state of QEP topic search. The committee has received over 30 topic proposals. After numerous community meetings with faculty, staff, students, alumni, board members and visiting members, the committee has narrowed down the topics to 4½ (or 4):

1. Creative Works/Undergraduate Research
2. Experiential Learning

[a) and b) could possibly be combined into one topic]

1. Oral Communication/Public Presentations
2. Quantitative Literacy/Quantitative Reasoning
3. Universal Design

A recent faculty/staff survey (which received 53 responses) seems to suggest that Experiential Learning and Oral Communication/Public Presentations are the top choices. However, communications are still going on and the committee hopes to receive more inputs and comments between now and early spring. The committee aims to bring one or two topics to February 2015 faculty meeting for discussion and approval.

An acceptable QEP topic not only brings benefits to students, but it also needs to be doable within our resources. The SACS has the following 5 basic requirements for QEP topics: 1) QEP directly related to institutional planning; 2) Learning outcomes & improvement in student learning tied directly to institutional needs; 3) Specific measurable outcomes: internal & external; multiple measures; 4) Relevant constituencies have direct involvement in implementation; 5) Realistically implemented and completed in 5 years.

To compare the feasibility of the five topics, Steve presented an elaborate form displaying the possible ways of achieving each of them:

For Experiential Learning, we have the Strategic Plan, the National Survey of Student Engagement (NSSE) annual surveys and participation data, and the Association of American Colleges and Universities (AACU) rubrics and participation data.

For Oral Communication/Public Presentations, we have the Strategic Plan, the General Education Learning Outcomes (GELO) 1.2 assessment data (2013-14), the NSSE annual surveys, and the AACU rubrics and data.

For Quantitative Literacy/Quantitative Reasoning, we have GELO 2.1 assessment data, Quantitative Literacy exam report (2013-14), and National Educational Testing Service (ETS) proficiency profile.

For Universal Design for Learning (UDL), we have the Diversity Plan, student entrance and persistence data, prevalence of UDL use in assignments, rubrics for UDL, and campus climate survey.

There were a couple of questions about the process through which the topics will be further narrowed down. Steve said that the committee welcomes any feedback from the community between now and February 2015 faculty meeting. Comments can be sent directly to Steve or be put on the QEP Moodle site for which Steve is the facilitator.

1. **For Information: J-term Assessment Committee Progress Report**

Robert Whitnell, Chair of the January Term Assessment Committee (JTAC), gave a JTAC progress report. The faculty approved the two-year extension of the J-term pilot in May 2014. As part of the discussion, the faculty recommended to have a revitalized J-term assessment program in order to dig into what we have learned in the first couple of years of the J-term and decide its fate in the near future. Earlier this fall, with recommendations from the Nominating Committee, the Clerk’s Committee formed the JTAC and approved its charge which includes: 1) Review data from the first two J-terms; 2) Solicit input from the community on desired outcomes of the J-term; 3) Construct assessment framework with standards and targets for 2015-17 J-terms; 4) Report desired outcomes and targets to the Clerk’s Committee and the President as soon as possible. The Clerk’s Committee will approve these and report to the faculty; 5) By April 2015, report on results from 2015 J-term; 6) By April 2016, full report on the J-term pilot including recommendation on the future of J-term (there will be discussion at faculty meeting and opportunity for faculty to make recommendation).

Since then, JTAC conducted the “January term criteria, targets, and outcomes survey” (http:// goo.gl/forms/IKLdHj5FMT) to solicit input from faculty, staff, students, and alumni on their desired targets and outcomes for the J-term. Community members were asked to consider each possible target and outcome and indicate whether it should be given high, medium, or low priority, and provide any additional comments. The targets and outcomes were taken from the 2011-16 strategic plan, the January term vision statement as approved by the faculty in January 2012, the minutes of the May 2014 called faculty meeting at which the recommendation to extend the pilot was approved, and discussions within JTAC. JTAC will use these survey results for future considerations.

Finally, Robert reported the JTAC membership which includes 5 faculty members as well as representatives from the staff, students, and the administration. They are:

Robert Whitnell (Chair of JTAC, Professor of Chemistry)

Betty Kane (Associate Professor of Business)

Anna Pennell (Assistant Professor of Education Studies)

Janet Starmer (Visiting Instructor of Foreign Languages)

Jack Zerbe (Director of J-term and Study Abroad, Professor of Theatre Studies)

Erin Dell (Assistant Academic Dean for Student Academic Affairs)

Jeff Favolise (Chief Planning and Senior Management Officer)

Norma Middleton (Registrar)

Martee Holt (Assistant Dean, CCE)

Monica Jones (President of Student Government Association)

Jose Oliva (President of the Community Senate)

1. **Silent Announcements**

Clerk Dave Dobson reminded the faculty about the four silent announcements which were respectively about the Science Fair (1/8), final grades submission deadline (12/15), the Conflict Resolution Resource Center (CRRC) workshop (1/22), and the annual winter choir concert (12/7).

1. **For Celebration: Faculty Earning Promotion and Tenure in 2013-14**

Adrienne Israel, Dean of the faculty, recognized two faculty members who were awarded tenure - Zhihong Chen (history) and Drew Hays (Music) - and five faculty members who were promoted to associate professor – Alfonso Abad Mancheno (Foreign Languages), Damon Akins (History), Craig Eilbacher (Sports Studies), Barbara Lawrence (Justice & Policy Studies), and Michele Malotky (Biology) – during the academic year of 2013-14.

David P. Hildreth, Professor of Education Studies, presented minute of appreciation for Karen Tinsley who was promoted to full professor of Psychology. Barbara Lawrence, Associate Professor of Justice & Policy Studies (JPS), presented minute of appreciation for Sherry Giles who was promoted to full professor of JPS.

1. The meeting closed with a moment of silence.

Submitted by Zhihong Chen, Recording Clerk.

**Attachments:**

**Adrienne Israel’s Comments on Faculty Earning Tenure and Promotion in 2013-14:**

AWARDED TENURE BY THE BOARD OF TRUSTEES IN FEBRUARY:

1. **Zhihong Chen**

In September 2008, the University of Oregon awarded Zhihong Chen a doctorate degree in History with a major field in Chinese History and a minor field in Japanese History. She had previously earned a Bachelor’s degree and a Master’s Degree in Philosophy from Beijing University. Her advanced studies also include Geography which she incorporates into her teaching and scholarship.

She has taught a wide range of nine different courses at Guilford, including surveys of Asian and Chinese History, a film based course on contemporary Chinese society, a history of Sports and the Olympics in China, and a History of Chinese Women. Highly regarded for her patience and enthusiasm and for being a dynamic, motivational communicator, Zhihong is widely recognized for designing imaginative, challenging courses, rich in content and inclusive in approach.

She currently serves as Recording Clerk and she has been a member of the Benefits Committee and the Diversity Action Committee. Zhihong also serves as faculty advisor for the Asian Cultural Club and coordinates the Chinese conversation group.

Zhihong regularly presents her scholarship at major conferences and has contributed a chapter entitled, “Climate’s Moral Economy: Geography, Race, and the Han in Early Republican China,” to *Critical Han Studies: The History, Representation, and Identity of China’s Majority,* published in 2012 by the University of California Press. On campus, Zhihong generously shares her expertise with students, staff, and faculty through public lectures, workshops, and panels. She has fostered an appreciation for Asian cultures and perspectives, has been instrumental in sustaining the Interdisciplinary International Studies major, and provided a wealth of courses for the Intercultural Requirement for General Education.

I appreciate her presence and contributions to our community and hope she enjoys many more years of growth and of learning experiences in a supportive intellectual climate at the College. I have been inspired by her example of what it can mean to be a young academic professional in a Liberal Arts College.

1. **Drew Hayes**

In 2007, Drew Hays earned a doctorate in Musical Arts in Saxophone from the University of North Carolina at Greensboro and a Post Masters Certificate in Theory Pedagogy. He had previously earned Bachelor and Master of Music degrees in Saxophone Performance from Duquesne University in Pittsburg.

He has planted, nurtured, and harvested a vibrant crop of courses and student musicians, creating a Jazz curriculum that has blossomed into a garden of five different courses, including Jazz Appreciation, Jazz Theory, Applied Saxohone and Jazz Improvisation, and an accomplished and popular Jazz Ensemble. In addition to the saxophone, he plays and teaches the flute, oboe, and clarinet. Respected for the generous way he shares his talent and artistic mastery, Drew consistently exudes patience and encouragement. It has been said that Drew strikes a perfect balance between freedom and guidance and that his classes are a well-organized mix of lecture and discussion peppered with film clips and recordings. Drew is both a concert artist and a recording artist, playing with a quartet whose performances have been favorably reviewed by the Los Angeles Times, Washington Post, and New York Post. He has been a solo artist in concert with the U.S. Navy Band and Winston-Salem Symphony among many others.

He currently chairs the Curriculum Committee and he also maintains the Music Department’s website.

Drew has contributed immeasurably to the cultural life of our community and significantly extended the scope of the Music program. His courses add variety to General Education through a First Year Seminar and Jazz Appreciation and support the Diversity in the U.S. General Education Requirement and the Interdisciplinary major in African and African American Studies.

I appreciate his modesty and his work ethic, and value the respectful spirit he brings to the classroom and to the meeting room where he facilitates difficult aspects of faculty governance. I hope he continues to grow and flourish at Guilford as teacher and artist and enjoys many more years as a member of the faculty.

PROMOTED TO ASSOCIATE PROFESSOR IN JUNE:

**1. Alfonso Abad Mancheno**

Alfonso Abad Mancheno supervises the Licensure program for Foreign Languages, teaching Foreign Language Methods and supervising students in their Practicum. He also teaches a variety of new courses including Spanish in the Workplace and the Music of Cuba. Alfonso has also led a Study Abroad Program in Spain and has been chair of the Department of Foreign Languages. His scholarship includes the study of how family stays impact student learning in the study abroad experience and the impact of story-telling on second language acquisition. I appreciate Alfonso’s contributions to the cultural life of the College and his ability to teach a foreign language as well as to teach others how to do it. I have spoken with at least one student whom Alfonso prepared to teach in the public schools and appreciate his contributions to a community that extends far beyond the boundaries of our campus.

**2. Damon Akins**

Damon Akins specializes in American Indian and Western history, bringing a new dimension of knowledge to the History program and extending the reach of Guilford College. He has been invited twice to present his research at the Newberry Library in Chicago and at the Gilder Lerhman Seminar on the Gilded Age at Stanford University. His courses include Indians in American History, American Rivers, Urban Environmental History, and a Historical Perspectives course on Imperialism and Progressivism, Legacies of History: the Case of California Indians and a First Year Seminar called Cooking with History. Damon has served as co-chair of the Environmental Studies program and chair of the Curriculum Committee. He has also been advisor for the History Honor Society. I appreciate Damon’s wide-ranging contributions that have enhanced the Interdisciplinary major in Environmental Studies, the Diversity in the U.S. offerings for General Studies. He has helped the College begin to realize a long-standing goal of creating what I hope will become a program in American Indian Studies.

**3. Craig Eilbacher**

Craig Eilbacher has a phenomenal command of human anatomy and physiology and a commendable record of sharing his expertise in kinesiology with a wide range of constituents. He has taught a variety of Sport Studies course and serves as a consultant for athletic training associations and programs in colleges and public schools in the Triad and beyond. He has presented his scholarship in such venues as the North Carolina Athletic Trainers Association and is a frequent consultant for public schools in the state. Craig is a stellar academic advisor who made major presentations on the subject a meeting of the National Academic Advising Association. He has served as chair of the Sport Studies department; he serves as faculty athletic representative, and is co-chair of the Education Studies Committee.

**4. Barbara Lawrence**

Barbara Lawrence teaches a variety of courses in both majors offered by the Justice and Policy Studies department: Community and Justice and Criminal Justice. She was instrumental in the College’s successful efforts to establish a program with the North Carolina Department of Corrections and currently teaches a course and oversees Guilford’s prison initiative at a medium security institution in Salisbury. She has presented her scholarship at professional conferences and forums. Her research interests include poverty and the criminal justice system and juvenile incarceration in the United States. Before joining the professorate, Barbara worked in San Francisco’s Juvenile Drug Court as a consulting training director and served for 12 years as a police officer for the New York Police Department where she developed their first Domestic Violence Unit. She currently serves as chair of the Diversity Action Committee.

**5. Michele Malotky**

Michele Malotky specializes in Neurobiology and has contributed a variety of courses to the Biology program and General Education, including two first year seminars, one called Flu Pandemic: Past and Present and the second one, Human Diversity: The Biology and Significance of Race, Gender, and Sexuality. She has also taught an IDS General Education capstone course entitled Biotechnology and Society. In 2012 she was named Outstanding Advisor by the Tri Beta National Biological Honor Society, Southeastern Region. Michele collaborates with students on research projects and supports their participation in conferences sponsored by the North Carolina Academy of Science and the National Council for Undergraduate Research. She has been the Executive Director of the Collegiate Academy for the North Carolina Academy of Science.

At Guilford, she has served on the Antiracism Task Force, chaired the former Cultural Pluralism Committee, now the Diversity Action Committee, the Community Life Committee, and the Nominating Committee. She currently serves as chair the Biology department and is a mentor for the Preparing Future Faculty initiative at Duke University.

**Minute of Appreciation for Karen Tinsley’s Promotion to Full Professor**

**Presented by David Hildreth, Professor of Educational Studies**

It is with pleasure that I read a minute of appreciation for Karen Tinsley, in honor of her promotion to Full Professor. I have known and worked with Karen for the past 14 years and during this time I have come to respect her as a knowledgeable, dedicated, student-centered, and patient colleague with whom it has been a pleasure to work. Being somewhat introverted myself, I was quite glad to find someone else who, in meetings, seemed to enjoy quietly listening more so than talking (imagine finding that here at Guilford!); when Karen does speak, I have come to appreciate that she does so from a reflective, critical, and helpful perspective.

Karen received her Ph.D. in psychology from the University of Virginia. She arrived at Guilford College in the fall of 1998, already experienced as a teaching professional in college, having taught at six other colleges and universities before Guilford. While at Guilford her teaching has been commendable, winning the Ed Lowe Faculty Teaching Excellence Award in 2014. She has taught many classes while at Guilford, some of which include:

Developmental Psych;

Social Psych;

Psych of African Americans;

Child/Adolescent Psychopathology;

as well as FYE and IDS versions of a class on Race, Psychology, and the Law.

Additionally, she has served the College in various forms of leadership, among others:

As the Division Director for Social Sciences;

As the Division Director for Interdisciplinary Studies;

As the Director of African American Studies;

As the Director of Integrative Studies;

And as the Chair of the Psychology Department and coordinator of the psychology minor.

Regarding committees, Karen has served on the following (as a sample):

Curriculum Committee;

FAC;

Education Support Committee;

And Cultural Pluralism/Anti-Racism Sub-committee for Hiring Policy:

Her scholarly work and presentations are likewise impressive, but I would like to focus more now on Karen as a person and educator.

I have best come to know Karen as I have to constantly ask her to consider adding Education Studies students to her Psych 224 course because it seems her classes always fill up before all of our students can enroll in this required course. Without pause, she seems to always work to meet the needs of our students: she never once hesitated to help out as best she could. And, as our two departments have many of the same majors, I thought it would be interesting to get some insight from some students on what has been like to work with Karen. Here are a couple of stories:

*Most of the classes I took from Karen had group work and she always very open to ideas and questions and proved to be extremely knowledgeable about the field. In class, as in person, Karen was quiet, but as a student I never doubted her ability to teach me what I was there to learn.  She was organized and was always clear and fair with her expectations and requirements.*

And another:

*I cannot count the number of times I showed up at her door to get her ideas for research I was doing for another class.  She played a crucial role as my mentor/advisor as I worked through the millions of questions and hours of soul searching/self analysis that I faced during my work …Her ability to hear me and to guide me without judgment enabled me to ask the hard questions and to deal with the even more difficult answers.  Her support was invaluable.*

One of her faculty colleagues echoes this willingness to support students with the following statement,

*“Karen is clearly invested in giving students very individualized attention and guidance”.*

Finally, here is a funny story from a student who once babysat her children (she has three):

*“When I started keeping her twin boys, they were five. One day they started talking to me about one of the kids in their classroom and his “bad behavior”.  I was enrolled in Karen's Adolescent/ Child Psycho-pathology class at the time and I said (to Karen) but in front of the boys, "Sounds like he might have a "conduct disorder".  One of the boys, Matthew I think, piped up and said "Sounds like he is quite 'artistic' (he meant autistic). To me this scenario demonstrated her passion to the field of psychology and her job here at Guilford given that her five year old already knew psychological terminology such as this!"*

In closing, it has been a pleasure to work with Karen. She has always been professional and patient. She is clearly dedicated to the College and to her students—and to her own family. We take this moment to express our thanks for her and to celebrate her promotion to Full Professor. Congratulations, Karen.

**Minute of Appreciation for Sherry Giles’s Promotion to Full Professor of JPS,**

**Presented by Barbara Lawrence, Associate Professor of Justice & Policy Studies**

On a Personal Note:

Prior to taking the position at GC, Sherry commuted from New York City to Greensboro for seven years to spend time with her husband, Glen Hudak who was then and currently a Professor at UNCG. When she was offered the position at Guilford College, she said it was a dream position that allowed her to be close to her husband. We are very glad she accepted.

*Serves as*:

Current Chair of Justice and Police Studies Department, Coordinator for Community and Justice Program, Clerk’s Committee, actively involved with Community Groups and grassroots organizations throughout the Greater Greensboro Area

*Courses Taught*: Community Problem Solving, Power, Politics and Schools, Restorative Justice and Research Methods

*Home discipline is Psychology*

Holds a Ph.D in Psychology from Columbia University, MD from Union Theological Seminary

*Professional Experience in Higher Education* prior to Guilford College includes:

Tenured Associate Professor at Brooklyn College’s School of Education graduate program, Associate Professor at the Graduate Center at the City University of New York

*Counseling and Clinical Experience*

Jewish Board of Family and Children’s Services (Psychologist)

Kings County Hospital Center

**Extensive and Impressive Scholarship List**

**Publications** (Total**s over 25)**

1990 – 2014 authored **7** and co-authored 1Peer-Reviewed Journal Articles

2001 – 2012 authored 6 Peer-Reviewed Book Chapters

1998 – 2008 authored 3 Non-Peer Reviewed Articles

2008 – 2013 authored/conducted 21 Papers and Presentations

**Some notable topics of her scholarship include:**

*“Negotiating the boundary between the academy and the community.”*

*“Risky epistemology: Connecting with others and dissonance in community-based research.”*

*“What kind of community? An inquiry into teaching practices that move beyond exclusion.”*

*A Wonderful Colleague*

Sherry is a consummate professional and great colleague. She played an instrumental role in transforming the Community and Justice Studies Program into a nationally recognized program in the field of community studies. She has strengthened the JPS Department’s relationships with other academic departments and expanded community partnerships in the greater Greensboro area.

Through Sherry’s leadership the JPS Department has become stronger and more cohesive amongst its faculty members and students in both programs.

Students continue to speak highly of her teaching abilities, advising and leadership.

I am not only honored to acknowledge a great colleague and friend, but am glad she is one of Guilford College’s valued community members.