

C. Professional Stewardship

Professional Stewardship—as it counts toward tenure, promotion, annual evaluations, and merit raises—is “service” that requires faculty members to use their knowledge and experience to enhance the University and/or community. Carol Geary Schneider (1998) asserts that “professional stewardship” captures the significance of activities that are vital to the health and well-being of universities and that require significant faculty time and the application of faculty knowledge or expertise. Activities that illustrate Professional Stewardship require faculty members to be involved in work that goes beyond regular teaching expectations and academic responsibility. Through such opportunities faculty impact circumstances, create opportunities for new knowledge or services, and/or support and enrich the function of existing structures on and off campus.

Professional Stewardship develops with experience at the University and is a vital component of the faculty’s role in the University mission. All faculty, regardless of rank, participate in Professional Stewardship activities that are reflective of their roles, ranks, and expertise. When providing evidence, faculty are encouraged to discuss the level of engagement, how expertise was applied, and/or the impact of activities.

Examples of Professional Stewardship may include but are not limited to:

- *Active engagement with a campus student group (e.g., duties of a faculty advisor, participation in the design and delivery of programming, consultation related to discipline)*
- *Active membership on community committees, task forces, or similar groups*
- *Application of faculty knowledge or expertise to support university initiatives (e.g., student research activities, service learning opportunities, international experiences, support opportunities)*
- *Facilitation of professional development programs or continuing education programs*
- *Leadership roles in assessment initiatives that require significant time and expertise*
- *Leadership roles in international, national, or regional professional organizations*
- *Management of external grant programs*
- *Presentations, workshops, or demonstrations to professional, civic, or community organizations not seen as scholarship Program coordination (e.g., degree programs, academic support services)*
- *Service or leadership on a committee (typically at the college or university level) that has been shown to be complex in nature, require significant engagement, or demand considerable time*
- *Special assignments within the department, college, or university (e.g., fund raising, development of new programs, grant program evaluation, creation of a policy manual)*

In a minority of cases, a faculty member whose job has been redefined by circumstances and who is applying for promotion may show exemplary work in the area of Professional Stewardship as the priority area for promotion. This exemplary work must be sustained, complex, and time consuming; have significant impact on the University or learning community; and receive recognition by peers. Individuals presenting accomplishments in this category as the priority area for promotion should have previously discussed the decision to do so with the department chair and the college dean. In addition, these faculty must provide evidence of impact for Professional Stewardship activities and engage in Scholarly Activity.

College of Arts and Sciences' Statement on Professional Stewardship

The College of Arts and Sciences endorses the university definition of Professional Stewardship. In addition, the College recognizes the diverse ways faculty members engage in professional stewardship and that these activities often overlap or bridge the divisions between Student Intellectual Development, Scholarly Activity, and Professional Stewardship.

Regardless of the diversity of their efforts, faculty members' work in Professional Stewardship is based on their professional knowledge and/or disciplinary expertise. The College also sees the following as examples of professional stewardship:

- Administrative leadership at the program, department, college, or university level.
- Mentorship, service, or leadership at the program, department, college, university, or professional level that has been shown to be complex in nature, requires significant engagement, or demands considerable time.
- Special assignments at the program, department, college, or university level (e.g., assessment, accreditation, recruitment, curricular modification, development of new programs, program evaluation, policy formulation, fund raising).

Similar to its perspective on Scholarly Activity, the College recognizes a spectrum of contributions in Professional Stewardship. Committee work traditionally associated with a faculty member's basic responsibilities—categorized as Academic Responsibility in the Faculty Roles at Winthrop document—do contribute to Professional Stewardship but not to the same degree as other more intensive and time-consuming activities. For example, a scholarship committee that meets only once or twice a year is not regarded as the same level of service as the College Personnel Advisory Committee.

In a minority of cases, a faculty member whose job has been redefined by circumstances and who is applying for promotion may show exemplary work in the area of Professional Stewardship as the priority area for promotion. Usually, these situations will have been discussed and documented by the candidate and his or her department chair and/or dean in advance. Candidates cannot use Professional Stewardship as a replacement for Scholarly Activity; instead, activities in both areas are judged together to determine the candidate's professional impact. In that minority of cases where Exemplary Professional Stewardship and Scholarship are used together to make a case for promotion in rank, the candidate must have evidence of multiple and/or sustained activities that allow for the use of professional knowledge and skills to make a significant impact in the community, profession, and/or university. Although work as an administrator can be used to demonstrate Professional Stewardship, when building a case for Exemplary Professional Stewardship, the candidate must demonstrate how the work

went well beyond what is normally expected of the administrative role. [Revision approved by CAS Faculty Assembly 10/18/13]

The following descriptions by rank provide an illustration of how faculty expectations can change across time and rank at Winthrop. [Addition approved by CAS Faculty Assembly 10/18/13]

Tenure

A candidate for a tenured appointment should demonstrate a developing record of professional engagement in the campus community and discipline. This can be established through activities associated with Academic Responsibility which can include but are not limited to regular attendance at faculty governance meetings, service in the department, involvement in University events that allow for interaction with students and families, and participation in professional events related to the discipline. [Addition approved by CAS Faculty Assembly 10/18/13]

Associate Professor

A candidate for the rank of Associate Professor should demonstrate involvement that exceeds the expectations for tenure. For promotion or appointment to the rank of Associate Professor, a candidate must provide evidence for continued, productive involvement on campus beyond the department. This may be demonstrated through activities which may include but are not limited to participation on committees and/or taskforces outside the department, leadership in professional organizations, or community involvement related to the individual's discipline. [Addition approved by CAS Faculty Assembly 10/18/13]

Professor

A candidate for the rank of Professor should demonstrate involvement that exceeds the expectations for an Associate Professor. The candidate for promotion or appointment to the rank of Professor is an established steward of the University and discipline/profession. S/he has a sustained record of engagement that serves as a model for other faculty, that demonstrates maturity, and that results in recognition by one's peers. Further, the candidate must provide evidence of leadership and engagement at the college and university level and in the discipline/profession. Involvement in the community is encouraged but not required. [Addition approved by CAS Faculty Assembly 10/18/13]