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Faculty Senate

1-22-1998

Faculty Senate Minutes 1998.01.22

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Minutes
Faculty Senate Meeting
January 22, 1998

Dr. Wayne McWee, Chair, called the meeting of the Longwood Faculty Senate to order at 11:20 a.m. in the Virginia Room. The following members were present:

Dr. Mc Amoss	Dr. Lily Goetz	Dr. Bob May
Dr. Jennifer Apperson	Dr. Nancy Haga	Dr. James Munson
Dr. Sarah Bingham	Dr. Frank Howe	Dr. Geoff Orth
Dr. Norm Bregman	Mr. Rick Hurley	Dr. Jeffery Peden
Dr. Sandra Breil	Dr. Chrys Kosarchyn	Dr. Chuck Ross
Dr. Bill Burger	Dr. Candis LaPrade	Dr. Betty Jo Simmons
Ms. Linda Cranston	Dr. Pat Lust	Dr. David Smith
Dr. Berkwood Farmer	Ms. Phyllis Mable	Mr. Steve Stratton
Dr. Mary Flanigan		

The following members were absent: Mr. Mark Baldrige and Dr. Patricia Cormier.

The minutes, as revised, and noted that Ms. Pat Howe substituted for Ms. Linda Cranston, were approved.

On behalf of the Executive committee, Dr. Howe moved that the Senate approve for graduation December 1997 those seniors who meet requirements for the appropriate degree. The motion carried.

Dr. Amoss, on behalf of the Educational Policy Committee, moved to modify the writing intensive course policy to read:

All students will take at least two writing-intensive courses beyond courses required for General Education. Writing-intensive courses shall be designated in the Catalog, and in the registration schedule, and on the course syllabus. Each major discipline should offer at least one writing-intensive course each year. Class sizes normally should not be larger than 25 to 30 students for writing-intensive courses.

To qualify as "writing-intensive," a course must meet the following guidelines:

1. Writing-intensive courses should require at least 10 pages of formal writing from each student, preferably over three or more papers so students have an opportunity to apply faculty feedback to future written work. (This does not include essay examinations.)
2. Instructors in writing-intensive courses are encouraged to require informal writing (reading journals, brief in-class writings, pre-

writing for formal papers) to lead students to explore and articulate course content. Students could use this informal writing to develop ideas for formal papers.

3. Students in writing-intensive courses should be assigned and instructed in specific forms and processes of writing used in professions related to the course discipline.
4. Instructors in writing-intensive courses should give explicit instruction in how to complete the required writing assignments. This explicit instruction must include given detailed written assignment sheets and a "scoring guide" showing the explicit criteria, including grading scale, used to score the assignments. If possible, this information should be attached to the course syllabus. Other explicit instruction might include discussing procedures for gathering and organizing information, providing models of appropriate forms, assigning and responding to drafts, and encouraging revision and editing.
5. Instructors in writing-intensive courses should note major errors in Standard Written English, but not be responsible for instruction in how to correct them. If students have problems with correctness, they should be referred to the Learning Center. Students with an average grade of D or F on written work must be referred to the English Proficiency Committee for testing and possible placement on communication condition. A statement to this effect must be included on the syllabus.
6. The quality of writing must be a factor in the grading of papers for a writing-intensive course. Instructors must return graded work before the next paper is due or before the exam period (if only one paper is assigned), noting areas of strength and weakness on the scoring guide along with the overall grade.

The motion carried.

Dr. Amoss reported that the following changes have been approved by the EPC and require no action on the part of the Senate. New courses approved:

THEA 253: Social Theatre
SPCH 420: Commercial Radio Production
SPAN 315: Spanish in the Business World
SOCL 524: Family Violence and the Criminal Justice System

On behalf of the Promotion and Tenure Committee, Dr. Goetz asked that the action item on

"Hearsay" be postponed until the next Senate meeting.

Also, on behalf of the Promotion and Tenure Committee, Dr. Goetz moved the approval of the following weighting system to be placed in the Faculty Policies and Procedures Manual, p. 31, under "General Provisions":

In all matters of evaluation of faculty, the following ranges of weights shall apply:

Teaching Effectiveness and Academic Support/Advising	50%
Scholarship and Professional Activity	10%
Service	10%

30% may be distributed among the categories as determined by the faculty member and the department chair.

The motion carried.

Also, the Committee voted to re-insert the following which was originally approved by the Senate on February 8, 1996, but which was omitted in the printed Faculty Manual:

The exact percentages within these ranges are to be determined by the individual faculty members being evaluated in consultation with the department chairperson. The minimum percentages must be met in each category; null performance in any category is not acceptable.

This paragraph will be reinserted in the next FPPM.

On behalf of the Faculty Senate Executive Committee, Dr. Amoss moved that the chairs of the Academic Affairs Committee review the criteria for annual performance evaluation (pp. 48-49 of the 1997-1998 Faculty Policies and Procedures Manual) with the aim of tying annual evaluation to faculty development. The chairs will report back to the Faculty senate for the April, 1998 meeting. The motion carried. Dr. Bregman will take this to the next meeting of the Academic Affairs Committee.

The revised copy of the Faculty Work/Experience Program was distributed. The item has been accepted by Dr. Bregman.

Dr. McWee reminded Senators that elections need to take place for those terms expiring at the end of the Spring Semester. Results of elections should be reported to Mrs. Scruggs so that a list of the Senators for 1998-1999 can be distributed at the February meeting.

Dr. Farmer gave a brief presentation outlining the accreditation process for AACSB. AACSB has been renamed to The International Association for Management Education. The team will be on campus during the month of February.


Mr. Bratcher and Dr. Moore discussed the new requirement that freshmen purchase laptops. After meeting for most of the Fall Semester, the ad hoc committee made recommendations to the President. She accepted and approved the recommendations initiating a Fall 1998 implementation of the plan. Dr. Moore stated that a Request for Proposals is forthcoming. Mr. Bratcher asked Senators to provide feedback regarding the issues of concern. A point to remember is that we will have a three-year transition. Mr. Bratcher thanked the group for the feedback and discussion.

Dr. Bregman and Mr. Hurley gave a brief update on the budget. Longwood has one of three Priority 2 projects recommended for funding. Now we have to wait for the General Assembly's recommendations.

Dr. Apperson discussed the proposed changes to the Freshman Experience program. Longwood has a commitment to work on increasing student success.

On behalf of the Executive Committee of the Faculty Senate, Dr. McWee referred to the Academic Affairs Committee the class period scheduling item to determine if classes should begin on the hour or half-hour and to determine the process if such a change is worthwhile. The AAC is to report back to the Senate with recommendations at the April Faculty Senate Meeting.

The meeting adjourned at 1:30 p.m.


Submitted for Approval by Nancy Scruggs, Secretary