

Faculty Senate Meeting
Thursday, September 17, 2015
Library Rooms 209 A&B

Dr. Porter called the meeting to order at 3:30. The following members were present:

Dr. Bill Abrams	Dr. Steven Isaac	Dr. Sarah Porter
Dr. Jennifer Apperson	Dr. Claire LaRoche	Dr. Chris Register
Dr. Chris Bjornsen	Dr. Susan Lynch	Dr. Carl Riden
Dr. Rhonda Brock-Servais	Dr. Brett Martz	Dr. Sean Ruday
Dr. Mary Carver	Mrs. Amanda McLellan	Dr. Leah Shilling-Traina
Ms. Cynthia Crews	Dr. Sara Miller	Dr. Chris Swanson
Dr. Kevin Doyle	Dr. Joan Neff	Dr. Meg Thompson
Dr. Adam Franssen	Dr. Kelly Nelson	Dr. Scott Wentland
Mr. Jeff Halliday	Dr. Kristen Nugent	
Dr. David Hardin	Dr. Jeannine Perry	

Those not present were Dr. Ayse Balas, Dr. Paul Barrett, Dr. Phillip Cantrell, Dr. Paul Chapman, Mr. Ken Copeland, Dr. Alix Fink, Dr. David Magill, Dr. Suzy Palmer, Dr. Larissa Tracy, Dr. Charles White.

Also present were Ms. Joanna Baker, Dr. Wade Edwards, Dr. Sharon Emerson-Stonnell, Dr. Lara Fergeson, Ms. Katie Glaeser, Dr. Jennifer Glass, Dr. David Lehr, Dr. Heather Lettner-Rust and Ms. Jenny Quarles

The minutes from the previous meeting were approved.

Dr. Porter reviewed responsibilities of Senators and then asked all to introduce themselves.

The minutes for April 23, 2015 were approved as posted.

The committee appointments were approved as posted.

Dr. Porter called on Mrs. Amanda Hartman McLellan who introduced Ms. Katie Glaeser, new Student Success Librarian.

Dr. Porter introduced Dr. Jenny Glass who is the new Counselor/Campus Advocate for the Counseling Center. Dr. Glass will serve as sexual assault advocate and welcomes requests for classroom or departmental presentations.

Dr. Porter called on Dr. Sharon Emerson-Stonnell who reviewed the Academic Core Curriculum Committee proposal for the new general education goals and outcomes (Appendix I). The new outcomes are divided into three levels: foundation, perspectives and context, with each level building upon the previous one and fits into part of the Longwood Strategic Plan. Dr. Porter opened the floor for questions/discussion. Concern was raised if this structure can be evenly distributed throughout a student's undergraduate career. Dr. Emerson-Stonnell replied that the structure was intentionally built as a 4-yr plan as opposed to lower level. There was a question about how internships fit into the new structure. Dr. Emerson-Stonnell replied that currently internships are built within the major and the new plan will leave that structure in place. After additional discussion, Dr. Mary Carver made a motion to add "historical and contemporary" to the perspectives level. The motion was seconded and did not pass. Dr. Carver made a motion to recommit the perspectives level back to ACCC. The motion was seconded and did not pass. Dr. Bill Abrams made a motion to accept the document as written. The motion was seconded and passed. Dr. Emerson-Stonnell stated that there will be additional faculty and student sessions in October and the committee will continue to receive feedback.

Dr. Porter called on Dr. Scott Wentland to reexamine the report of the ad hoc committee on student evaluations. This committee was formed to evaluate and improve the student evaluation process. There was much discussion with main focus on the question: "Regardless of opinion of the topics in the course, my overall rating of the instructor is:" Several senators expressed opposition to this question. Dr. Porter asked that Senators discuss this with their departments and

send comments to Dr. Wentland. Dr. Porter would like to present this at a subsequent Senate meeting for a proper vote to adopt or not adopt the new form. (Appendix II)

Announcements:

Dr. Chris Swanson reminded everyone about the Blackwell Talks that begin on Sept. 21.

Reminder of the Master Plan presentation scheduled for Oct. 1. Attendance is encouraged.

Dr. Brett Martz requested discussion and feedback on the proposed new academic calendar. Dr. Joan Neff stated that an e-mail was sent to department chairs today concerning the new calendar.

Dr. Porter and the Senate thanked Graduate and Professional Studies for providing snacks. There being no further business, Dr. Porter adjourned the meeting at 5:00 p.m.

Respectfully submitted

Sharon Perutelli

Longwood University Faculty Senate
PROPOSAL/POLICY COVER SHEET

This cover sheet is intended to provide information to members of the Faculty Senate about a new proposal/policy or about revisions to an existing proposal/policy. **If you are proposing a new policy, then attach the text of the policy to this form. If you are proposing a change to an existing policy, then attach the text of the current policy with any deleted language marked by a strikethrough and with new language marked by an underline. If you are deleting a policy, then attach the text of the policy to be deleted.**

COMMITTEE: Academic Core Curriculum Committee (ACCC)

TOPIC: Proposal for New General Education Goals and Outcomes

BACKGROUND: ACCC was appointed by Faculty Senate in Fall 2013. ACCC was charged with “analyzing our current General Education structure, researching best practices in general education, and developing an innovative proposal to revise our General Education curriculum to reflect the mission of Longwood and serve the best interests of future students.” The committee has studied Longwood’s current general education program (including its history and assessment), the current research on general education, and various universities’ general education programs. ACCC wrote the Academic Core Curriculum Committee White Paper on General Education, presented to Faculty Senate in Fall 2014, summarizing its research. The committee then wrote the Guiding Principles, approved by Faculty Senate in Spring 2015, to frame development of new goals and outcomes as well as a new program. As part of the Guiding Principles, an academic definition of citizen leader was developed. Throughout this process, the committee has sought faculty, staff, student, and administration input to help inform decisions.

SUMMARY OF NEW POLICY: The proposed student learning outcomes, designed to facilitate the development of students into citizen leaders, are divided into three levels: foundation, perspectives, and context. Successive levels aim to build upon knowledge from the previous level, culminating in an experience that will prepare students for their future as citizen leaders.

The proposed goals and outcomes will form the basis for a new general education curricular structure. All stakeholders will have an opportunity to examine and suggest revisions of a forthcoming model during workshops in Fall 2015. Based on these suggestions, a final recommended model will be developed by ACCC and sent to Faculty Senate.

RATIONALE FOR THE POLICY: Longwood University’s 2014-18 Strategic Plan calls for renewing general education. “We can build a powerful curriculum, building on the liberal arts and sciences for citizen leaders, our unique assets such as Hull Springs, the LCVA, and nearby Moton, and our technology.” The proposed goals arise from the academic definition of citizen leader mentioned above. In the current program only goals 1 and 13 explicitly address the university mission of creating citizen leaders.

The proposed goals and outcomes stress integration and use a tiered approach to student learning, while the current general education program was developed as 14 separate goals. Students can complete the current general education program without recognizing connections between the goals or without recognizing the connection between general education and their major.

The proposed outcomes incorporate the SCHEV competencies, while the current general education program does not. This integration will provide a more cohesive experience for student learning and assessment.

Date submitted to Faculty Senate Executive Committee for Consideration: September 3, 2015
Action(s) Taken: Refer to Faculty Senate - September 17, 2015

Date first read at Faculty Senate: ___September 17, 2015_____

Action(s) Taken: Motion made and seconded to accept.

Date final action taken by Faculty Senate: ___September 17, 2015_____

Final action(s) Taken: Approved

Coversheet created 4/2011

Foundations Level: Students will engage in creative inquiry, cultivate curiosity, and develop foundational knowledge and skills.

- a. Students will investigate the foundations of citizenship, which includes ethical reasoning, critical thought, and civil discourse.
- b. Students will investigate and describe diverse cultural perspectives, both historical and contemporary.
- c. Students will evaluate implicit and explicit assumptions about themselves, cultural norms, and societal institutions.
- d. Students will explore and engage in creative and artistic expression.
- e. Students will analyze which quantitative reasoning methods best address different types of questions and apply them to various problems in context.
- f. Students will use scientific reasoning to address a variety of questions in context.
- g. Students will analyze and use writing conventions appropriate to different audiences. Students will identify strengths and weaknesses in their own writing in order to improve.
- h. Students will analyze and use speaking conventions appropriate to different audiences. Students will identify strengths and weaknesses in their own speaking in order to improve.

Perspectives Level: Students will develop and articulate informed perspectives essential to participation in civic and global life by integrating knowledge and skills across disciplines.

- a. Students will locate, evaluate, and organize information from multiple disciplines to develop, refine, and address questions.
- b. Students will use valid data and evidence from multiple disciplines to construct well-framed and well-supported arguments.
- c. Students will articulate how different cultural perspectives influence an understanding of civic or global issues.
- d. Students will collaborate with others to develop an informed perspective on a civic or global issue.
- e. Students will reflect on the processes used to develop perspectives and reach decisions.

Context Level: Students will prepare to serve the common good by applying their knowledge, skills, and perspectives.

- a. Students will examine the ethical consequences of their own decisions, so as to be responsible citizens.
- b. Students will examine the implications for themselves and others of decisions made in local, regional, or global contexts.
- c. Students will advocate for, and respond to criticisms of, a position while practicing civil discourse.
- d. Students will collaboratively explore how the complexities of a community issue require a variety of disciplinary approaches.
- e. Students will reflect upon how the core curriculum, their major, and their extracurricular activities have played and will continue to play a role in their transformation into citizen leaders.

Undergraduate Student Evaluation of Faculty Instruction

Demographic Information

This course is:

Major requirement Minor requirement General education course General elective course

Your class level is:

Freshman Sophomore Junior Senior

The grade you expect in this class is:

A B C D F

Please read the following questions carefully and select your response.

It is recommended that students study at least 2 hours outside of class for each hour in class. I worked on material for this course approximately _____ hours/week.

0 1-3 4-6 7 or more

Please indicate the approximate number of times you were absent from class.

0 1-3 4-6 7 or more

How often did you discuss course material with the instructor outside of class?

Never Once or twice About once a month About once a week

More than once a week

Comments:

Please read each of the following questions carefully and indicate your level of agreement with each statement.

The instructor was sufficiently prepared to present and discuss course material.

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor used the board and/or visual equipment effectively.

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The class was useful in helping me learn course material

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor explained the material clearly

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor began and ended class at the scheduled times

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor encouraged questions and responded well to them

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor was available during office hours and electronically

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor challenged me to think independently and critically

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor covered the topics of the course as outlined in the syllabus

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The exams reflected material that was outlined in the syllabus

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

Assignments and exams were returned in a timely manner

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor followed the stated course grading policy

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The assignments helped me learn the material

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor provided useful feedback about assignments and/or exams

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

Regardless of opinion of the topics in the course, my overall rating of the instructor is:

Poor Below average Average Above average Excellent

Comments:

Any additional comments:

Graduate Student Evaluation of Faculty Instruction

Demographic Information

This course is:

Major requirement General elective course

The grade you expect in this class is:

A B C D F

Please read the following questions carefully and select your response.

It is recommended that students study at least 2 hours outside of class for each hour in class. I worked on material for this course approximately _____ hours/week.

0 1-3 4-6 7 or more

Please indicate the approximate number of times you were absent from class.

0 1-3 4-6 7 or more

How often did you discuss course material with the instructor outside of class?

Never Once or twice About once a month About once a week
More than once a week

Comments:

Please read each of the following questions carefully and indicate your level of agreement with each statement.

The instructor was sufficiently prepared to present and discuss course material.

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor used the board and/or visual equipment effectively.

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The class was useful in helping me learn course material

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor explained the material clearly

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor began and ended class at the scheduled times

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor encouraged questions and responded well to them

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor was available during office hours and electronically

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor challenged me to think independently and critically

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor indicates relationship of course content to recent developments in the field of study.

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor demonstrates how to apply course concepts and methodologies in professional settings.

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor covered the topics of the course as outlined in the syllabus

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The exams and/or course assignments reflected material that was outlined in the syllabus

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

Assignments and exams were returned in a timely manner

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor followed the stated course grading policy

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The assignments helped me learn the material

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

This course was more rigorous than undergraduate courses I have taken.

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor provided useful feedback about assignments and/or exams

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

Regardless of opinion of the topics in the course, my overall rating of the instructor is:

Poor Below average Average Above average Excellent

Comments:

Any additional comments:

Student support through the Digital Education Collaborative(DEC) for online learning is effective?

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

Please read each of the following questions carefully and indicate your level of agreement with each statement.

The instructor posted course materials in a timely manner.

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor and/or syllabus explained how to find and navigate course material and assignments.

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The class was useful in helping me learn course material

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor explained the material clearly

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor encouraged questions and responded well to them

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor was available and responded in a timely manner that was consistent with response time policies listed in the syllabus.

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor challenged me to think independently and critically

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor covered the topics of the course as outlined in the syllabus

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The exams reflected material that was outlined in the syllabus

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

Assignments and exams were returned in a timely manner

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor followed the stated course grading policy

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The assignments helped me learn the material

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor provided useful feedback about assignments and/or exams

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

Given my experience in this online class, I would be interested in taking future online courses.

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

Regardless of opinion of the topics in the course, my overall rating of the instructor is:

Poor Below average Average Above average Excellent

Comments:

What was the most useful material in this course?

Comment box

What was the least useful material in this course?

Comment box

Any additional comments:

Graduate Student Evaluation of Faculty Instruction for On-Line Courses

Demographic Information

This course is:

Major requirement General elective course

The grade you expect in this class is:

A B C D F

Please read the following questions carefully and select your response.

It is recommended that students study at least 2 hours outside of class for each hour in class. I worked on material for this course approximately _____ hours/week.

0 1-3 4-6 7 or more

How many times did you contact the Digital Education Collaborative (DEC) for technical assistance with this course?

0 1-3 4-6 7 or more

Student support through the Digital Education Collaborative (DEC) for online learning is effective.

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

Please read each of the following questions carefully and indicate your level of agreement with each statement.

The instructor posted course materials in a timely manner.

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor and/or syllabus explained how to find and navigate course material and assignments.

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The class was useful in helping me learn course material

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor explained the material clearly

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor was available and responded in a timely manner that was consistent with response time policies listed in the syllabus.

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor encouraged questions and responded well to them

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor challenged me to think independently and critically

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor indicates relationship of course content to recent developments in the field of study.

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor demonstrates how to apply course concepts and methodologies in professional settings.

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The instructor covered the topics of the course as outlined in the syllabus

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

The exams and/or course assignments reflected material that was outlined in the syllabus

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Comments:

Assignments and exams were returned in a timely manner

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Comments:

The instructor followed the stated course grading policy

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Comments:

The assignments helped me learn the material

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Comments:

This course was more rigorous than undergraduate courses I have taken.

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Comments:

The instructor provided useful feedback about assignments and/or exams

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

Given my experience in this online class, I would be interested in taking future online courses.

Strongly agree Agree Neutral Disagree Strongly disagree

Comments:

Regardless of opinion of the topics in the course, my overall rating of the instructor is:

Poor Below average Average Above average Excellent

Comments:

What was the most useful material in this course?

Comment box

What was the least useful material in this course?

Comment box

Any additional comments:

Any additional comments: