

**FACULTY MEETING AGENDA**  
**APRIL 18, 2008**  
**HIERONYMUS LOUNGE**  
**3:30 P.M.**

- I. Call to Order
  
- II. Devotion
  
- III. Introduction of New Faculty Member
  
- IV. Business
  - A. Approval of minutes from March 28, 2008 (see attached)
  - B. Ballot: Election to Faculty Personnel
  - C. Ballot: Election to Standing Committees
  - D. Motions: Program Review Committee\*
  - E. Report from Academic Senate\*\*
  - F. Motion: Grade Definitions\*\*
  - G. Report from Academic Dean's Office\*\*\*
  - H. Granting Emeritus status
  - I. Presentation: Gayle Beebe, President
  
- V. Vice Chair's Perspective

\*Motions attached from Program Review Committee

\*\*Motion attached from Gen Ed Committee

\*\*\*Academic Dean –advising changes

**\*The following documents are from the Program Review Committee:**

**Current handbook wording**

**1.4.3.4.7 Program Review Committee**

a) Membership:

- 1) Provost and Associate Academic Dean for Curriculum
- 2) Associate Provost for Assessment, Planning and Research
- 3) Vice President for Student Life and Dean of Students (or representative)
- 4) Three faculty, one from each division, one elected annually to a three-year term
- 5) WASC Liaison Officer (*ex officio*)

b) Officers:

- 1) Co-Chairs: Faculty member in 3<sup>rd</sup> year on Committee and the Associate Provost
- 2) Secretary elected by committee.

c) Responsibilities:

- 1) To help departments in devising and implementing an ongoing process of program review that is appropriate for each department.
- 2) To provide resources and recommendations to departments pertaining to the means and methods of program review at appropriate intervals for the purpose of departmental and institutional development.
- 3) To encourage a campus conversation that establishes the value of a college-wide program review process for our own use.
- 4) To monitor concerns over the review process, and respond to expressed concerns as appropriate.
- 5) To work with and advise the Director of Institutional Research in establishing institutional goals and priorities for the collection and reporting of student data.
- 6) To make recommendations to the Academic Senate regarding the rationale and procedure for regular program review and to make recommendations regarding changes to program review standards.
- 7) To submit an annual report to the Provost's Office that summarizes program review activity of the prior year.

## **Proposed handbook wording**

### **1.4.3.4.7 Program Review Committee**

#### **a. Membership**

1. Provost
2. Associate Academic Dean for Curriculum (deleted “or”)
- 3. Director of Institutional Research**
- 4. Director of Assessment**
5. Vice President for Student Life (or representative)
6. Three faculty, one from each division, one elected annually to a three-year term
7. WASC Liaison Officer (ex officio)

#### **b. Officers**

1. Co-Chairs: Faculty member in 3rd year on Committee and Director of Assessment
2. Secretary selected by committee

#### **c. Responsibilities**

The Program Review Committee oversees program review in departments and programs, and develops an institutional plan for college-wide program review. It establishes policies and procedures regarding program review and assessment.

### **To meet this mission, the Program Review Committee will:**

#### **1. in collaboration with the Director of Assessment**

- a) work with departments as needed in the development of their plan for program review;**
- b) assist departments with the implementation of their plan to ensure timely progress toward its completion;**
- c) review the results of the program review and provides any necessary feedback for the department to consider before the department submits the final report to the Provost;**
- d) as needed, provide the department with comments or suggestions to assist them in their preparation for the next review cycle.**
- e) encourage a campus conversation that establishes the value of a college-wide program review and addresses concerns as appropriate**

**2. work with and advise the Director of Institutional Research in establishing goals, formats and priorities for the collection and reporting of institutional data.**

**3. advise and support the Director of Assessment in organizing the data, planning a schedule for Program Review and presenting the data to the campus communities and accrediting organizations.**

## Current Handbook Wording

### 1.3..2.2.1.1 Department Chair

#### Responsibilities and Duties:

- 1) Provide leadership and immediate oversight of the educational program of the department
- 2) Coordinate the administrative affairs of the department and serve as liaison to other departments of the College (e.g., working with the Registrar's Office and Director of Advising in the assignment of advisees, facilitating new student recruitment with the Admissions Office).
- 3) Prepare and supervise expenditures of the department budget.
- 4) Develop the departmental curriculum and teaching assignments including the recruitment and orientation of part-time faculty to support the curriculum.
- 5) Represent the department to the Provost or Associate Provost in financial matters, course offerings, teaching load, scheduling of courses, and catalog copy.
- 6) Conduct department business through regular meetings.
- 7) Work with the library staff in the ordering of books and other instructional materials.
- 8) Work with the Provost in the recruitment of full-time faculty members.
- 9) Oversee and implement probational faculty development procedures as outlined in the *Faculty Handbook* (**Error! Reference source not found.**2.2.1.4).
- 10) Be a vehicle of communication for departmental faculty concerning faculty rights and responsibilities.
- 11) Serve as a member of the Academic Senate.
- 12) Assist the Provost in the mentoring of new department chairs.
- 13) Recruit, orient, supervise and evaluate departmental secretaries and support staff.
  
- 14) keeps abreast of developments in field through professional meetings and literature, and incorporates them into teaching and scholarship
- 15) when appropriate, serves as a professional resource for the local community

## **Proposed Handbook Change**

### **1.3..2.2.1.1 Department Chair**

#### Responsibilities and Duties:

- 1) Provide leadership and immediate oversight of the educational program of the department
- 2) **Supervise and coordinate ongoing program review and assessment to ensure continued departmental health and progress.**
- 3) Coordinate the administrative affairs of the department and serve as liaison to other departments of the College (e.g., working with the Registrar's Office and Director of Advising in the assignment of advisees, facilitating new student recruitment with the Admissions Office).
- 4) Prepare and supervise expenditures of the department budget.
- 5) Develop the departmental curriculum and teaching assignments including the recruitment and orientation of part-time faculty to support the curriculum.
- 6) Represent the department to the Provost or Associate Provost in financial matters, course offerings, teaching load, scheduling of courses, and catalog copy.
- 7) Conduct department business through regular meetings.
- 8) Work with the library staff in the ordering of books and other instructional materials.
- 9) Work with the Provost in the recruitment of full-time faculty members.
- 10) Oversee and implement probational faculty development procedures as outlined in the *Faculty Handbook* (2.2.1.4).
- 11) Be a vehicle of communication for departmental faculty concerning faculty rights and responsibilities.
- 12) Serve as a member of the Academic Senate.
- 13) Assist the Provost in the mentoring of new department chairs.
- 14) Recruit, orient, supervise and evaluate departmental secretaries and support staff.
- 15) keeps abreast of developments in field through professional meetings and literature, and incorporates them into teaching and scholarship
- 16) when appropriate, serves as a professional resource for the local community

## **Current Handbook Wording**

### **2.2.1.2 Evaluation, Promotion and Tenure**

#### Institutional Service:

1. takes part in the spiritual life of the community, e.g. through individual mentoring, chapel participation, Bible Study, residence hall events, and/or other activities focused on prayer, communal worship, or spiritual development
2. attends and participates regularly in department, division, and faculty meetings, assuming appropriate leadership in such gatherings when requested
3. serves conscientiously on standing committees when appointed or elected, barring serious reasons for excuse
4. participates on occasion in task forces, search committees, program development and assessment teams, and other ad hoc working groups.
5. participates in the local community through church involvement, and as appropriate through civic organizations, public causes, lectures, etc.
6. participates on occasion in recruiting events and other public relations efforts of the college

## **Proposed Handbook change**

### **2.2.1.2 Evaluation, Promotion and Tenure**

#### Institutional Service:

- 1) takes part in the spiritual life of the community, e.g. through individual mentoring, chapel participation, Bible Study, residence hall events, and/or other activities focused on prayer, communal worship, or spiritual development
- 2) participates fully in the life and administration of the department including program review and assessment activities**
- 3) serves conscientiously on standing committees when appointed or elected, barring serious reasons for excuse
- 4) participates on occasion in task forces, search committees, program development and assessment teams, and other ad hoc working groups.
- 5) participates in the local community through church involvement, and as appropriate through civic organizations, public causes, lectures, etc.
- 6) participates on occasion in recruiting events and other public relations efforts of the college

## **\*\*Documents from Academic Senate**

### **Report on Change in Probation Policy**

#### **Previous Policy: (from Academic Policies and Procedures Handbook)**

#### **D. PROBATION LIMITATIONS**

Certain restrictions are placed upon students who are on academic probation.

1. Students on probation are not eligible to run for student body offices, hold appointed positions or serve as resident assistants.
2. Students on probation are not eligible to participate in public performances sponsored by the college, except when required by the student's major program.
3. "Public performance" (above) is defined as "time away from classroom off campus that may affect academic performance."
4. Students on probation may participate in:
  - a. Intramurals
  - b. Cheerleading (except off campus)
  - c. Choir (except off campus)
  - d. Drama (except off campus)
5. Students on academic probation are not eligible to participate in study abroad programs, the Urban Program, or consortium visitor programs.
6. To compete, athletes must have a 1.70 Cumulative GPA after their first semester in college. Thereafter, a minimum Cumulative GPA of 2.00 is required.

NOTE: Students who participate in intercollegiate athletics must not only meet Westmont eligibility standards but also GSAC and NAIA eligibility standards. See Athletic Director or Registrar for information.

#### **New Policy:**

#### **D. PROBATION POLICY**

Students on academic probation are expected to take steps to identify and address the issues which resulted in their academic probation. Failure to follow through will be considered in any future academic petition or appeal.

1. Any student who has been placed on academic probation must meet with the Director of Academic Advising within the first week of classes
  - a. to investigate why the student's previous efforts were unsuccessful,
  - b. to review the student's current selection of courses, work schedule, and other involvements,
  - c. to develop a plan for future academic success, and
  - d. to set up a schedule of accountability meetings throughout the semester.
2. Students on academic probation will automatically be enrolled in the Successful Scholars Seminar.

**E. ATHLETIC ELIGIBILITY**

To compete, intercollegiate athletes must have a 1.70 Cumulative GPA after their first semester in college. Thereafter, a minimum Cumulative GPA of 2.00 is required. In addition, athletics must meet GSAC and NAIA eligibility standards. See Athletic Director or Registrar for information.



# Motion to Change Definitions of Letter Grades

## **Current Policy (from Academic Policies and Procedures handbook)**

### **A. DEFINITION OF LETTER GRADES**

The following describes the level of performance for each letter grade designation. Grades may be modified by plus (+) or minus (-).

**A grade of A** indicates exceptional scholastic performance, as follows:

- A meeting of the stated requirements for the course in preparation, outside reading, and class participation.
- Distinctive understanding of course material by presenting evidence of ability to analyze critically and synthesize creatively.
- Sound techniques of scholarship in all projects.
- Creativity, imagination, sound judgment, and intellectual curiosity in relating the course material to other areas of intellectual investigation.

**A grade of B** indicates superior scholastic performance, as follows:

- A meeting of the stated requirements for the course in preparation, outside reading, and class participation.
- Better than average understanding of course material by presenting evidence of ability to produce significant generalizations and draw valid implications.
- Understanding of techniques of scholarship in all projects.
- Sustained interest and exhibition of the ability to communicate the ideas and concepts which are part of the subject matter of the course.

**A grade of C** indicates good scholastic performance, as follows:

- A meeting of the stated requirements for the course in preparation, outside reading, and class participation.
- Show satisfactory understanding of course material as shown in committing few errors in fact and judgment when discussing the material.
- Indication of some competence in the techniques of scholarship.
- Exhibition of interest in the subject matter, and of capacity in understanding the concepts and ideas which are part of the subject matter of the course.

**A grade of D** indicates poor scholastic performance, as follows:

- A meeting of the stated requirements for the course in preparation, outside reading, and class participation.
- Inferior understanding of course material as evidenced by inability to recapitulate facts or make sound judgments.
- Only occasional use of techniques of scholarship.
- Minimal interest in the subject matter, but knowledge of the essential concepts and ideas that are a part of the subject material of the course.

**A grade of F**, when assigned by the instructor, indicates unacceptable scholastic performance, as follows:

- Negligence of the standards and requirements of the course.
- Inadequate understanding of the course material as shown in an excessive number of errors in fact and judgment when discussing the material.
- Inability to use sound techniques of scholarship.
- Inability to comprehend the concepts and ideas which are part of the subject matter of the course.

Since these are general guidelines, the individual instructor should make an effort to define in the syllabus the standards as they apply to the course being conducted. It might be also stressed that many innovative techniques are available as alternatives to the most common method of evaluation (self-evaluation, class evaluation, project, etc.).

## **Proposed Revision**

### **A. DEFINITION OF LETTER GRADES**

The following describes the level of performance for each letter grade designation. Grades may be modified by plus (+) or minus (-).

Sound scholarship demands accuracy, clarity, precision, fairness in the use of sources, sensitivity to implications and competing points of view, an ability to distinguish the relevant from the irrelevant, and effectiveness in the use of language. An instructor may identify additional characteristics relevant to a particular discipline. The use of a rubric such as this is meant to produce greater consistency in grading across the curriculum.

**A grade of A** indicates *superior* scholastic performance. The student

- demonstrates distinctive understanding of course material by exhibiting the ability to analyze critically and synthesize creatively.
- applies sound techniques of scholarship in all projects.
- relates the course material to other areas of intellectual investigation in ways that show intellectual curiosity, imagination, and sound judgment.

**A grade of B** indicates *good* scholastic performance. The student

- exhibits broad understanding of course material by the ability to draw valid inferences and make sound generalizations.
- makes competent use of the techniques of sound scholarship.
- communicates ably and with sustained interest ideas and concepts which are part of the subject matter of the course.

**A grade of C** indicates *adequate* scholastic performance. The student

- shows marginally acceptable understanding of course material as shown in committing few errors in fact and judgment when discussing the material.
- indicates limited familiarity with the techniques of sound scholarship.
- exhibits interest in the subject matter and some understanding of the concepts and ideas which are part of the subject matter of the course.

**A grade of D** indicates *deficient* scholastic performance. The student

- displays insufficient understanding of course material and an inability to recapitulate facts or make sound judgments.
- makes minimal or unsound use of the techniques of scholarship.
- reveals lack of breadth in knowledge and minimal interest in the subject matter even when engaging essential concepts and ideas.

**A grade of F** indicates *unacceptable* scholastic performance. The student

- fails to meet the standards and requirements of the course in preparation, outside reading, and class participation.
- reveals inadequate understanding of the course material by an excessive number of errors in fact and judgment when discussing the material.
- fails to use techniques of sound scholarship.
- shows little or no comprehension of the concepts and ideas which are part of the subject matter of the course.

### **\*\*\*From the Academic Dean's Office**

#### Revisions to the Advisor Assignment Procedure

##### Context

Due to the discrepancies between the number of advisees across the departments, the suggestion is being made to revise the way that incoming advisees are assigned to advisors in the fall.

When looking at the distribution of advisees, it was noted that 42% of our faculty have less than 10 advisees, 33% have between 10 and 20 advisees, and 24% have between 21 and 51 advisees. When looking at the total number of current advisees (including this year's senior class), those advisors with more than 21 advisees are advising 51% of the total student body.

It is understood that there will be years where the faculty support in each department changes. Due to retirements, sabbaticals, faculty leading off campus programs or new faculty being added to the departments, we may see higher than normal advising numbers. But as we looked at those who have a higher number of advisees currently, we consistently see some of the same departments, and some of the same professors at the top of this list. Having a large number of advisees makes it difficult for those faculty to provide a high quality advising experience to their students. When 38 advisees need to meet with their advisor in a two week period to register for the upcoming semester, how can an advisor spend the needed time to give the best council while also trying to keep up with their other professional obligations?

The suggested changes below come after consultation and collaboration from Warren Rogers, Ray Rosentrater, Marianne Robins and Michelle Hardley.

##### Current Procedures

All incoming students indicate what major(s) they are interested in either on their application for admission or during the summer months of registration.

The number of current advisees for each professor is determined. This number is based on those advisees who are considered primary advisees, as these advisees require more time and attention to graduation requirements than secondary advisees or minor advisees.

Each department chair is contacted to determine how they want the incoming advisees assigned to faculty in their department (for example, to equal out the advising loads or to give an equal number of advisees to each advisor). The incoming advising assignments are done according to these preferences.

Departments may also request to have all incoming advisees temporarily assigned to one person in the department. After hosting a large group advising session during New Student Orientation, the individual advisor assignments will be made by the department members. The department is then

expected to update the Director of Academic Advising and Disability Services within the first few weeks of school as to the new advisor assignments.

### New Procedures

Distribution of advisees will be done given the following new parameters. Faculty will still have the option of holding individual meetings or one large departmental meeting with their new advisees on the Friday of New Student Orientation.

1. Each professor will now have at least 15 advisees in their advising load. The first students added to a professor's advising load will be those who have expressed an interest in their major. If necessary, additional undecided advisees added to bring the professor's advising load up to at least 15.
  - a. Faculty receiving these students will be expected to advise them in course selection using the GE as a guide to exploring potential majors.
  - b. Advisors who do not feel confident in their advising abilities with the above focus will be able to meet with the Director of Academic Advising for training and clarification.
2. Faculty who advise more than 30 students by the end of the academic year (graduating seniors will not be included) will preferably not be assigned any new incoming students.
  - a. If department members would like to increase the total number of advisees they have to be above 30, they may do so by contacting the Director of Academic Advising.
    - i. The Director reserves the right to limit or deny an increase dependant on the total number of advisees requested and/or the latest advisor evaluation reports for any given advisor.
  - b. Departments which traditionally have a larger incoming class of potential majors (Communication Studies, Economics and Business, Biology, and those pursuing Pre-Med studies) will have any excess students assigned to the Director of Academic Advising.
    - i. Once a major decision has been made, they will declare their major and transition to an advisor within their major department.
  - c. Department chairs are encouraged to refer students who change advisors mid year to the advisors with the lowest numbers in their department, thus allowing all department members the opportunity to receive first year students – with the following restriction:
    - i. Incoming faculty should not be advising students who have been at Westmont longer than they have and should not advise transfer students without careful consultation with the department chair.

**FACULTY MEETING MINUTES**  
**MARCH 28, 2008**  
**HIERONYMUS LOUNGE**  
**3:30 P.M.**

I. Call to Order

Warren Rogers called the meeting to order at 3:35

II. Devotion

John Sider shared a devotional with the faculty

III. Introduction of New Faculty Members

Xuefeng Zhang (Sociology) introduced himself as a tenure-track member of the faculty

IV. Business

Glenn Town led the business of the faculty

A. Approval of minutes from February 22, 2008

The minutes from 2-22-08 were approved

B. Ballot: Election to Faculty Personnel

Curt Whiteman moved to open discussion on suspending the faculty handbook in order to vote on the ballot in its entirety (to include the tenured associate and non tenured professor categories); Ray Rosentrater seconded. The motion was passed by unanimous voice vote.

Elected were: Russell Smelley (tenured full professor; Social Sciences – one year term), Mary Docter (tenured full professor; Humanities – two year term), Ken Kihlstrom (tenured full professor, Natural Sciences – two year term), David Vander Laan (tenured associate professor – two year term), and Charles Farhadian (non-tenured professor – one year term).

C. Ballot: Election to Faculty Vice Chair

Lisa De Boer was elected as Vice Chair of the Faculty (2010).

D. Motion: Membership to Professional Development Committee

Glenn opened discussion on the proposed change to the handbook to require that one member of the Professional Development Committee be a full professor. The motion passed by unanimous voice vote. The handbook (1.4.3.6.2) will now read as follows:

Membership: Three faculty members, one from each division, one elected annually to a three year term, at least one of whom must hold the rank of full professor.

E. Report: Ray Rosentrater, Associate Dean for Curriculum

Ray updated the faculty on two items. The first is a plan to adopt more stringent requirements for a student to participate in commencement without having completed all graduation requirements: under the new provision, students will need to petition to graduate deficient, include a written plan for how the deficiency will be remedied, with a maximum of 8 units to be completed and at most 4 units can be completed away from Westmont.

The second item was a motion from the Academic Senate to eliminate the dance track as part of the theatre arts major. Since the full faculty must vote on such a motion, Glenn opened for discussion. The motion passed by unanimous voice vote.

F. Presentation: Bob Kuntz, Registrar

Bob updated the faculty on a revised add/drop form – on the new form, the need for the advisor's signature to add/drop courses has been omitted; the instructor's signature can override a course prerequisite; and a new add/drop period is now in place – instructor's signature only required as of Sept 1 for fall semester courses; not required during Spring registration

Glenn called for a break at 4:23; the meeting reconvened at 4:30

G. Presentation: Michelle Hardley, Director of Student Advising and Disability Service

Michelle reported the results of a Fall semester focus group study on student satisfaction with advising; 50-75% of students fall into the group who report a favorable experience. Michelle also encouraged the faculty to have an awareness of off campus programs – when their advisees should go, and where to send them to get information (website, Off-Campus Programs Office).

G. Presentation: Doug Jones, VP Finance

Doug Jones introduced himself to the faculty and gave an update regarding the timeline of Phase I construction, and presented additional images of the new campus footprint

V. Academic Dean's Perspective

Warren highlighted recent accomplishments in faculty scholarship, and encouraged the faculty to peruse the new Provost web page.

VI. Adjournment

Warren adjourned the meeting at 5:35

Respectfully submitted by,  
Steve Julio