

Washburn University
Meeting of the Faculty Senate

October 13, 2008
3:30 PM Kansas Room, Memorial Union

- I. Call to Order
- II. Approval of Minutes of the Faculty Senate meeting of Sept. 8, 2008. (pp. 2-5)
- III. President's Opening Remarks.
- IV. Report from the Faculty Representatives to the Board of Regents.
- V. Faculty Senate Committee Reports.
 - A. Report from the Electoral Committee meeting of Sept. 22, 2008. (p. 6)
 - B. Minutes from the Faculty Affairs Committee meeting of Sept. 18, 2008. (p. 7)
 - C. Minutes from the Academic Affairs Committee meeting of Sept. 29, 2008. (pp. 8-13)
- VI. University Committee Minutes.
 - A. Minutes of the Assessment Committee meeting of Aug. 5, 2008. (pp. 14-15)
 - B. Minutes of the Library Committee meeting of Sept. 11, 2008. (pp. 16-17)
 - C. Minutes of the International Education/International WTE Committee meeting of Sept. 26, 2008. (p. 18)
- VII. Old Business.
 - A. Revision to the Composition of the Academic Affairs Committee (AAC) (#08-09) (p.19)
- VIII. New Business.
 - A. Joint Appointments (#08-07). (forthcoming)
 - B. Academic Affairs Committee proposal on criteria for upper-division general education (#08-10). (p. 20)
 - C. Academic Affairs Committee proposal on revised skill sets for general education (#08-11). (pp. 21-22).
- IX. Information Items.
 - A. WSGA Smoking Decision Proposal (p. 23)
- X. Discussion Items.
 - A. Faculty-Administrative salary increases
 - B. Summer 2-in-1 checks
 - C. Midterm grades for freshmen
- XI. Announcements.
- XII. Adjournment.

Faculty Senate
Washburn University

Minutes of Sept. 8, 2008 Meeting
Washburn B, Memorial Union

Present: Arterburn, Berry, Bowen (VPAA), Byrne, Camarda, Chorba, Concannon, Croucher, Ding, Ginzburg, Jackson, Jacobs, Kaufman, Kerchner, Lockwood, Lunte, McGuire, Melick, Naylor, Patzel, Porta, Pownell, Prasch (President) , Ray, Routsong, Russell, C. Schmidt, S. Schmidt, Sharafy, Shipley, Sullivan, Unruh, Walker, Wunder, Wynn

I. The meeting of the Faculty Senate was called to order at 3:34 PM.

II. The minutes of the May 12th, 2008 Faculty Senate meeting were approved, but amended with a note concerning the wording of action item#08-02 (VII. Old Business). On the General Faculty agenda, the item listed the review cycle for the Washburn Transformational Experience as every three years.

III. President's Opening Remarks.

- A. President Prasch welcomed the newly elected Faculty Senate members to the first meeting of the 2008-2009 academic year and invited Carol Vogel, Equal Opportunity Director, to speak to Senate members for 10 minutes about the changes to the university's grievance policy (please see summary under Information Items). Prasch delivered the report from the Faculty Representatives to the Board of Regents, and then continued with his opening remarks.
- B. President Prasch also summarized the issues the Senate officers discussed with Robin Bowen over the summer. At the suggestion of OASIS, Bowen has convened a special committee on General Education that will report directly to the Academic Affairs Committee, which in turn reports to the Senate. Prasch also mentioned that he is still working on the language of the joint appointments description that never made it into the handbook as approved by the faculty ten years ago. He will discuss the document with Lee Boyd and bring the issue before the Senate again in the near future.
- C. Citing the current mood of anxiety due to proposed budget cuts and unresolved issues concerning WTE compensation, Prasch decided to open up the floor to issues senators felt needed addressing this year. Senators cited sixteen concerns that are summarized briefly below:
 - 1) Faculty compensation in regard to WTE scholarly and creative works.
 - 2) Responsiveness of ISS and control issues.
 - 3) A growing disregard (not by students) of faculty on campus as illustrated by ISS (ie lack of administrative privileges by faculty members) and micro-managing by administrators of class sizes.
 - 4) ISS invents policies the faculty have never heard of before and implements them even though they negatively affect faculty research. A key example for disdain of faculty is the fact that although they won the HiPACE (High

Performance Academic Computing Environment) innovation grant, ISS took administrative control and this has seriously hampered faculty access to research materials. (Karen Camarda and Tom Prasch will soon be working up an action item on this issue).

5) Funding for the International WTE.

6) What is the strategic plan of ISS?

7) Questions (and frustration) about why Parking Lot J is no longer reserved for faculty.

8) Faculty and students alike are still unclear about the WTE requirements. The process and website need to be clarified so both students and faculty will understand their obligations.

9) Assessment.

10) Enrollment/ retention. The university paid experts a significant amount of money to evaluate enrollment issues at Washburn and the faculty would like a report on what exactly the experts recommended.

11) Is the WTE positive or not? What role, if any, does it have on decline in enrollment?

12) Enrollment is often difficult due to website difficulties.

13) We need to keep pushing the advancement of library facilities because it has been too low for entirely too long.

14) Reservations about the pre-employment disclosure release.

15) Faculty formerly had access to \$100,000 in funding for research projects, but the amount was cut to \$50,000. Though the Senate recommended the sum be moved back to \$100,000, the administration has yet to respond to the recommendation.

16) Faculty should have a voice in budget decisions at the Board of Regents level.

IV. Report from the Faculty Representatives to the Board of Regents.

A. Prasch reported that the Board of Regents met four times over the summer break, At the first meeting, the Board listened to a report on the overspending of \$500,000 in scholarships due to a programming glitch. The second meeting dealt with issues of absorption of KAW, which has taken massive amounts of administrative time. The Board of Regents also discussed the 2% budget cuts.

V. Faculty Senate Committee Reports.

A. Russ Jacobs, Chair of the Electoral Committee, reported that there was only one nominee on the ballot to replace the At-Large Senate position G. Crews left vacant. Jacobs reported that the ballot would be sent on Sept. 15. Michelle Shipley raised the question of whether all faculty members, on an annual contract though not on tenure track, were eligible to run for the position. After some discussion, it was decided that as long as a faculty member is on an annual contract, he or she may run for a Senate position.

B. Minutes of the Academic Affairs Committee meeting of April 7, 2008 were accepted.

C. Minutes of the Academic Affairs Committee meeting of April 21, 2008 were accepted.

VI. University Committee Minutes.

A. Minutes of the Library Committee meeting of May 5th, 2008 were accepted.

- B. Minutes of the Internal Education/International WTE Committee meeting of May 8th, 2008 were accepted.
- C. Minutes of the Research Grants Committee meeting of April 30th, 2008 were accepted.
- D. Minutes of the Curriculum Grants Committee meeting of April 29th, 2008 were accepted.
- E. Minutes of the Faculty Grants Committee meeting of April 29th, 2008 were accepted.
- F. WU Library Strategic Plan 2008 – 2010 was accepted.
- G. Minutes of the Assessment Committee meetings of October 26, 2007 and January 25, 2008 were accepted.
- H. Minutes of the LMS [Learning Management Systems] Subcommittee of August 27, 2008 were accepted.

VII. Old Business.

- A. A motion was made, and seconded, to approve action item #08-08 (“Procedure for the conduct of General Faculty meetings”). The item will go before the General Faculty and then on to the Board of Regents.

VIII. New Business.

- A. Discussion was given to action item #08-09, entitled “Revision to the Composition of the Academic Affairs Committee.” Mike Russell, concerned about issues in voting equity, proposed the action item. Prasch suggested the item was revisiting an old issue. Russ Jacobs defended the composition of the AAC, saying that the composition works as it is and that CAS has more votes because it has more than half of the university’s faculty members. Mark Kaufman argued two points: functionality and equity. He claimed that the more faculty members across the campus give their opinions, the more diversity involved in the working up stage of items, a fact that he believes strengthens the senate. He also argued that the majority of majors are not in the college and gave the rough analogy of the House of Representatives (based on proportions) vs. the Senate (not based on numbers). Prasch insisted that the Senate had already hashed this out before and put it before the faculty. Bowen mentioned that the deans and the VPAA were left out of the new description of the AAC composition, and Russell mentioned that this was intentional, the idea being that senators were wary of the deans’ presence at senate meetings. Shaun Schmidt mentioned that all meeting are open and that deans are free to attend meetings. Karen Ray agreed that the absence of deans from AAC membership was ideal, citing the dominating presence of administrators on the University Council in the past. She said that with the UFC, the issue of control by administrators was originally very important. A motion was made to close discussion, but James Concannon proposed a friendly amendment to the item, suggesting that “(CAS, SOB, SON, SAS)” be replaced with “other than the School of Law.” The amendment was accepted by Mike Russell and the motion to close the first reading was approved. The document now reads “The Academic Affairs Committee shall consist of two (2) Faculty Senate members from each Major Academic Unit other than the School of Law, and the Senate representative of Mabee Library/CRC. Each member will be elected to a one-year term by the Faculty Senate from its ranks.”
- B. Prasch handed out a paragraph on joint appointments that VPAA Bowen, Prasch, Sullivan, and Wunder worked on revising this past summer. He emphasized that

he handed out a provisional draft he intends to run by Lee Boyd. The draft, according to Prasch, will give senators a text to work with this next year. Tony Naylor, who worked on the document 10 years ago when it was first passed, wondered why the approved wording never made it correctly into the by-laws and handbook. Jacobs suggested that we need to make sure that items are carried through after they are passed in the senate and then properly changed.

IX. Information Items.

A. Carol Vogel said that the Department of Education's Office of Civil Rights reviewed Washburn's grievance procedures and recommended changes. She reported that the Office of Civil Rights did not believe the university had a narrow enough time frame for complaints and recommended a 10-day limit. Vogel said that the university did not feel this was appropriate because it may stifle complaints in individuals who might need more time to work up the courage to lodge a complaint. This is why the language now reads "10 days is normally appropriate." She also mentioned that the university does not permit retaliation against individuals and passed out two handouts on "Equal Educational and Employment Opportunity/Harassment—Complaints" grievance procedures and "Q and A's for the discrimination/Harassment Complaint Procedure."

B. Prasch asked the Senate committee members to break out in groups, elect chairs, and then give their names to Sullivan.

X. Discussion Items.

There were none.

XI. Announcements.

A. Russell, as a member of the benefits committee, learned at the last meeting that Mike Aiken recommended the university increase employee insurance premiums by 10 percent. Russell reported that although the type of claims remained largely the same this past year, the cost for roughly the same services increased by \$700,000.

XII. The meeting was adjourned at 4:41 PM.

Respectfully submitted by Courtney Sullivan, Secretary to the Faculty Senate

I. Electoral Committee Minutes

Greetings....

The At Large Faculty Senate balloting is now concluded. Mike Manske has been elected, and takes office immediately.

Congratulations, Mike!

Russ Jacobs
Chair, Faculty Senate Electoral Committee

I. SAS election news

From Willie Dunlap <willie.dunlap@washburn.edu>
Date Wed, 01 Oct 2008 09:03:17 -0500
To 'tom prasch' <tom.prasch@washburn.edu>
Cc Lori Khan <lori.khan@washburn.edu>
Subject SAS senate representative

The SAS faculty elected Lori Kahn to fill our vacant position on the senate.

**Washburn University
Faculty Affairs Committee**

Minutes of September 18, 2008 Meeting
Lincoln Room, Memorial Union

Present: Michael McGuire (Chair), Matt Arterburn, Linda Croucher, Barbara Ginzburg, Park Lockwood, Tony Naylor, Mary Ramirez, Tracy Routsong.

- I. The meeting was called to order.
- II. The topic of Insurance benefits for partners was discussed. A memorandum on Domestic Partner Benefits, which was dated October of 2003, was distributed to the committee and reviewed. Members of the committee will continue to individually review and share ideas regarding this memorandum. The FAC will continue with its discussion on this issue during the October meeting.
- III. The Intellectual Property policy was briefly discussed. The FAC will look into Washburn's definition of "intellectual property" and examine the current Intellectual Property policy. This policy will be presented at the next FAC meeting for further review and discussion.
- IV. The role of librarians at Washburn University. The FAC will continue to gather information from librarians regarding their suggested roles (staff or faculty) at Washburn University and interest in tenure track positions.
- V. The WTE and its impact on faculty were discussed. It was decided that the upcoming three-year review of the WTE will be beneficial in understanding its strengths, weaknesses, and overall impact on faculty. The FAC will continue discussing the WTE during the spring semester in order to assist with the WTE review committee formation and eventual review of the WTE.
- VI. Long-term care insurance and roll-over health savings plans. It was decided that these were important faculty issues. The FAC will discuss these issues with Deborah Moore (Human Resources) at the next meeting and then decide on the feasibility of these issues and how to proceed.
- VII. The following are 2008 / 09 goals for the Faculty Affairs Committee:
 - a. Continue to examine the feasibility of Insurance Benefits for Partners.
 - b. Discuss and potentially suggest revisions to the Intellectual Property policy.
 - c. Continue to gather information on the role of librarians at Washburn University.

Meeting was adjourned at 3:35pm.

Next meeting will be in the Lincoln room at 2:30pm on Thursday, October 16th.

Submitted by Park Lockwood, Secretary of the Faculty Affairs Committee

Academic Affairs Committee, 29 September 2008

In attendance: Frank Chorba (chair), Tom Prasch, Sue Unruh, Robert Kerchner, Karen Camarda, Cal Melick.

Tom Prasch was “elected” secretary of the committee.

The main business of the committee was final action on the two proposals for modifying aspects of general education, worked through over the past semester.

In the case of the criteria for upper-level general education, the committee, after some discussion, set the allowance for percentage of upper-level courses that might count toward general education at 20%, and then approved moving the proposal forward to the Faculty Senate. The final version is appended below.

In the case of a revised skill set for general education, the committee reworked wording at some points to make the language catalog-ready rather than programmatic; expanded “processing information” to incorporate “information literacy” and added language both to define that and to incorporate technology skills (as suggested in earlier comment phases) at that point; fiddled with verb choice in the mathematical/scientific skill definition; and clarified language relating to required skills for particular ranges of courses. The committee approved moving the amended proposal forward to the Faculty Senate. Both pre- and post-reworked versions of the proposal are appended.

Criteria for upper-level general education

Background: There is increasing pressure for upper-level general education for at least two reasons: first, in the realm of ideas about how best to pursue general education, that pressure comes from the notion that general education ought to be pursued throughout an undergraduate career, often culminating in some sort of capstone, rather than be concentrated in out-of-major coursework in the first years (and this idea is consistent, clearly, with the direction of the WTE here at Washburn); second, and more narrowly, at least according to Nancy Tate, the new requirement for upper-level credit (45 hours) has increased pressure for general-education upper-level credits, and, as presently constituted, the General Education Committee is looking with more favor on such proposals (of course, this is just what Nancy Tate said, and perhaps it needs verification). At present, general-education options at the 300 or 400 level are very limited: one English course, one Philosophy course, half a dozen Art courses (all art history), a couple Modern Languages, one theatre, and none in the natural or social sciences. The problem is how to designate upper-level general-education courses, without just saying that any course counts (which seems to me to abandon the idea of general education, as opposed to specific disciplinary education, entirely).

Proposal: To be accepted as a general-education course, an upper-level course must, in the view of the General Education Committee, fulfill at least one of the following requirements:

1. It must have a strong interdisciplinary component, bridging the methods and approaches of multiple disciplines.
2. It must have a broadly foundational content, covering material of wide interest in the liberal arts.

No more than 20% of the upper-level courses listed in the catalog for any one discipline may be considered as fulfilling general-education requirements.

Skill set before amendments:

Revised skill sets for general education

Background: Faculty surveys suggest significant dissatisfaction with the existing nine designated general-education skills, with particular discontent about the “listen sensitively” and “interpret and assess human values” skills. In addition, it has been suggested (but not empirically demonstrated) that students can complete general-education requirements without fulfilling all nine skills. And in addition, as the university moves toward more rigorous standards of assessment, that the existing nine skills lack any clear definitions has become problematic.

Proposal: In revising skills, the aim is to provide a simplified and clear system with measurable student-learning outcomes to facilitate assessment. The proposed alternative consists of five groups of skills; any general-education course should fulfill the requirements of at least two (although many will cover more); courses within selected divisions or departments, as noted below, necessarily must fulfill at least one of the listed skills to ensure comprehensive coverage of all for any student completing general-education requirements.

1) Processing information

Processing information entails understanding and demonstrating comprehension of written texts, oral communications, visual information, and/or mediated presentations (film, websites, etc.) that combine several of the above. When presented with such materials, the student must be able to demonstrate an understanding of the basic argument of the materials, their core content, their intended audience, and their evident biases or subjective perspectives (or, to put it more neutrally perhaps, students must be able to identify the point of view of the material).

It can safely be assumed that all general-education courses will fulfill this goal.

2) Communicative skills

Communicative skills involve the ability of the student to communicate clearly his or her ideas in written and/or oral form, and embrace as well the expression of creativity by students in the visual, written, or performing arts. In written and/or oral communication, students must demonstrate the ability to shape a central thesis, to organize an argument, to cite references properly, and to follow the rules of basic grammar and usage. In creative projects, students must be able to demonstrate the ways in which their creative work expresses ideas, an understanding of the form(s) employed, and an ability to employ the basic rules of their chosen expressive form(s).

Again, most or all general-education courses will likely fulfill this goal. It could be made a required element in any course approved for general education in the humanities and social sciences.

3) Mathematical and scientific reasoning

Students must be able to reason mathematically, and be able to interpret and analyze numerical data. Students must also understand the scientific method, and be able to distinguish between scientific and non-scientific theories. Within this framework, students should be able, employing the standard methods and procedures of the science being studied, to devise hypotheses, construct experiments to test these hypotheses, and interpret the results of experiments. Standardized testing can provide an assessment method for mathematical reasoning; performance on other written work can provide a mechanism for assessing a student's understanding of the scientific method and experimental design.

All general-education courses in the natural sciences and mathematics must fulfill the appropriate portion of this goal; that students must take courses in both mathematics and natural science to fulfill degree requirements ensures that the entirety of this goal will be comprehended in any student's progress toward a degree.

4) Critical, analytic, normative, and interpretive reasoning.

Students must demonstrate a variety of interconnected reasoning skills in the construction and critique of both factual and value judgments. They must know how to establish or corroborate factual claims and to analyze and assess the soundness of deductive arguments and the strength of inductive arguments built on those claims. They must know how to analyze and assess arguments establishing or using normative principles in ethics, aesthetics, jurisprudence, statesmanship, and other normative or value-laden human concerns. They must know how to assess the form, and interpret the content, of the creative expression of ideas in art, architecture, literature, music, and performing arts.

Reasoning in these terms can be assessed by evaluating how well students, in their written or oral presentations, assess the information presented to them or construct their own arguments, positions, or theses.

All general education courses in the humanities and social sciences should include this aim.

5) Global citizenship

Students should understand, in political, historical, economic, and cultural terms, the nature and structure of the United States; its place both within a global community of nations and in the context of a globalized economic, political, and cultural sphere; and their own role as citizens within this national and international framework.

Establishing global citizenship as a general-education skill recognizes the growing importance of both a citizenship component in general education and a sense of the need to train students to perform in a world increasingly shaped by processes of globalization. Courses in United States and world history, anthropology and sociology, political science, geography, and economics contribute components to this understanding of global citizenship, and can be required to address such components to be counted toward general education. Requiring students, either in general-education courses or in courses in their chosen major, to have courses in at least three of these fields should ensure relatively comprehensive understanding of this aim (and is not unlike the present requirement in the natural sciences that general education requires coursework in at least two disciplines).

Skill set as amended:

Revised skill sets for general education

Background: Faculty surveys suggest significant dissatisfaction with the existing nine designated general-education skills, with particular discontent about the “listen sensitively” and “interpret and assess human values” skills. In addition, it has been suggested (but not empirically demonstrated) that students can complete general-education requirements without fulfilling all nine skills. And in addition, as the university moves toward more rigorous standards of assessment, that the existing nine skills lack any clear definitions has become problematic.

Proposal: In revising skills, the aim is to provide a simplified and clear system with measurable student-learning outcomes to facilitate assessment. The proposed alternative consists of five groups of skills; any general-education course should fulfill the requirements of at least two (although many will cover more); courses within selected divisions or departments, as noted below, necessarily must fulfill at least one of the listed skills to ensure comprehensive coverage of all for any student completing general-education requirements. Establishing global citizenship as a general-education skill recognizes the growing importance of both a citizenship component in general education and a sense of the need to train students to perform in a world increasingly shaped by processes of globalization.

1) Processing information/Information literacy

Processing information/Information literacy entails understanding and demonstrating comprehension of written texts, oral communications, visual information, and/or mediated presentations (film, websites, etc.) that combine several of the above. When presented with

such materials, the student must be able to demonstrate an understanding of the basic argument of the materials, their core content, their intended audience, and their evident biases or subjective perspectives. Students should also be able to find such information, employing library resources, databases, and other search devices and technological tools.

All general-education courses will fulfill this skill.

2) Communicative skills

Communicative skills involve the ability of the student to communicate clearly his or her ideas in written and/or oral form, and they embrace as well the expression of creativity by students in the visual, written, or performing arts. In written and/or oral communication, students must demonstrate the ability to shape a central thesis, to organize an argument, to cite references properly, and to follow the rules of basic grammar and usage. In creative projects, students must be able to demonstrate the ways in which their creative work expresses ideas, an understanding of the form(s) employed, and an ability to employ the basic rules of their chosen expressive form(s).

Communicative skills is a required element in any course approved for general education in the humanities and social sciences.

3) Mathematical and scientific reasoning

Students must be able to reason mathematically, and be able to interpret and analyze numerical data. Students must also understand the scientific method, and be able to distinguish between scientific and non-scientific theories. Within this framework, students should be able, employing the standard methods and procedures of the science being studied, to propose hypotheses, design experiments to test these hypotheses, and interpret the results of experiments. Standardized testing can provide an assessment method for mathematical reasoning; performance on other written work can provide a mechanism for assessing a student's understanding of the scientific method and experimental design.

All general-education courses in the natural sciences and mathematics must fulfill the appropriate portion of this skill; that students must take courses in both mathematics and natural science to fulfill degree requirements ensures that the entirety of this skill will be comprehended in any student's progress toward a degree.

4) Critical, analytic, normative, and interpretive reasoning.

Students must demonstrate a variety of interconnected reasoning skills in the construction and critique of both factual and value judgments. They must know how to establish or corroborate factual claims and to analyze and assess the soundness of deductive arguments and the strength of inductive arguments built on those claims. They must know how to analyze and assess arguments establishing or using normative principles in ethics, aesthetics, jurisprudence, statesmanship, and other normative or value-laden human concerns. They must know how to

assess the form, and interpret the content, of the creative expression of ideas in art, architecture, literature, music, and performing arts. Reasoning in these terms can be assessed by evaluating how well students, in their written or oral presentations, assess the information presented to them or construct their own arguments, positions, or theses.

All general education courses in the humanities and social sciences will include this skill.

5) Global citizenship

Students should understand, in political, historical, economic, and cultural terms, the nature and structure of the United States; its place both within a global community of nations and in the context of a globalized economic, political, and cultural sphere; and their own role as citizens within this national and international framework.

Courses in United States and world history, anthropology and sociology, political science, geography, and economics contribute components to this understanding of global citizenship, and courses will be required to address such components to be counted as general education.

MINUTES
ASSESSMENT COMMITTEE

Tuesday, August 5, 2008

Thomas Room

11:30 a.m.

Present: Donna LaLonde (chair), Nancy Tate, Denise Ottinger, Melodie Christal, Joanne Altman, Cathy Hunt, Lori Khan, Jay Memmott, Whitney Philippi, Heather Collins, and CJ Crawford (administrative support). Absent: Jane Carpenter, Jim Hoogenakker, Kandy Ockree, Mary Shoop, and Don Vest.

Donna began the meeting reviewing the comments from the HLC site visit in May:

- Our participation in OASIS is a very good thing.
- Washburn should continue its efforts in establishing a uniform structure for Assessment reporting.
- Incorporating KATS assessment into Washburn's.

Workshops for 2008-2009:

How many a semester, what is the best meeting day/time, topic suggestions, and for whom?

One suggestion was to have a workshop on what to measure, how to measure, what counts/matters, and how to monitor (knowledge, values, and behavior).

Another suggestion was to talk about the types of assessment.

It was decided to have two workshops in the fall - one workshop for assessment liaisons and a second workshop/brunch on a Saturday morning that would be open to everyone (like the Rubrics & Rolls workshops). The same format would be used for spring workshops.

WORKSHOP 1 (Assessment Liaisons)

Friday, September 19 – 1:30 p.m. – 3:00 p.m.

The main topic will be Assessment tools, and time will be allowed for updates by the liaisons on the status of their department's assessment process.

Facilitators: Donna LaLonde, Jay Memmott, and Joanne Altman.

WORKSHOP 2 (Open Invitation)

Saturday, October 18 – 9:30 a.m. – 12:30 p.m.

Suggested title - Assessment Toolbox.

Facilitators: Donna LaLonde, Jay Memmott, Joanne Altman, and Cathy Hunt.

Tentative spring workshop dates are:

Friday, February 13 – 1:30 p.m. – 3:00 p.m. – Assessment Liaisons

Saturday, March 7 – 9:30 a.m. – 12:30 p.m. – Open Invitation

The fall schedule for committee meetings is:

Friday, September 12 – 1:30 p.m. – 2:30 p.m.

Friday, October 17 – 1:30 p.m. – 2:30 p.m.

Tuesday, December 9 – 3:30 p.m. – 5:00 p.m. (this will be the spring planning meeting and spring committee meeting dates will be set at this meeting)

MAPP vs. CLA

MAPP vs. CLA – both measure institutional effectiveness, but MAPP has the advantage of being a 40 minute test that can be given to students within a standard class time. Even though it's multiple choice, Washburn would be able to get a larger sampling than what was experienced with CLA, which has been very low. MAPP won't be assessing writing, but can be used for the other skills.

Writing Rubric

It is hoped that the writing rubric can and will develop into a university-wide tool for assessing writing. Donna will draft and email and send it to the committee members to review before sending it out to faculty. It was suggested that the rubric be sent to all faculty before the fall semester begins.

Donna briefly talked about the progress with OASIS.

The meeting adjourned.

*Library Committee Meeting
THURSDAY
September 11, 2008
3:30 p.m.
Room 105
Mabee Library*

TO:

*Dr. David Bainum
Dr. Karen Barron
Dr. Alan Bearman
Ms. Amy Billinger
Dr. Cheryl Childers
Ms. Heather Collins
Dr. Barry Crawford
Dr. Sophie Delahaye
Ms. Judy Druse
Dr. Yongtao Du
Dr. Liviu Florea
Dr. Ursula Jander
Dr. Reinhild Janzen
Mr. Terry Knowles
Dr. Sam Leung
Dr. Park Lockwood
Ms. Kelley McDonald
Dr. Michael McGuire
Mrs. Marilyn Masterson
Dr. Jay Memmott*

*Ms. Jenny Mills
Dr. Maria Raicheva-Stover
Dr. Michael Rettig
Dr. Leslie Reynard
Dr. Tom Schmiedeler
Dr. Douglass Smith
Dr. Ann Marie Snook
Dr. Sharon Sullivan
Dr. Brian Thomas
Dr. Jennifer Wagner
Dr. Iris Wilkinson*

The Library Committee was convened in the Mabee Library, Room 105 at 3:30 p.m. The following members were present: Dr. Barron; Dr. Bearman; Ms. Billinger; Dr. Delahaye; Ms. Druse; Dr. Du; Dr. Florea; Dr. Janzen; Dr. McGuire, Dr. Memmott; Ms. Mills; Dr. Rettig; Dr. Reynard; Dr. Schmiedeler; Dr. Sullivan; Dr. Thomas; Dr. Wagner; Dr. Wilkinson. Ms. Collins, Mr. Knowles, Dr. Leung, and Mrs. Masterson sent word they would be unable to attend. Guest: Farhan Makda, Digital Initiatives, Mabee Library.

Dr. Bearman and Farhan Makda demonstrated the new Mabee Library web site. Encore, the new interface to the catalog, will be up and running October 10, 2008. During the week of October 13th, the Library will offer training sessions for WU faculty/staff and students. More information will follow.

The libraries' HLC accreditation status report is due July 1, 2010.

Because of the University's financial situation library staff is being frugal about spending. The Materials and Periodical allocation formula is out of date and the management system is being updated. In a few days each library representative should receive an e-mail from their liaison showing how much has been allocated and how much has already been spent. If you don't receive anything in a few days, please contact Dr. Bearman (x1855).

Through the Electronic Resource Management System (ERM), the library can get actual database usage statistics. After statistics and data are collected, the liaisons will engage in ongoing conversations with library representatives to find the best way to make their budget allocation meet their needs.

An electronic material request form will be online soon. Please recycle the Blackwell order request cards. If you find materials online that you want to order, e-mail the page to your liaison.

Mabee Library, The Friends of Mabee Library, Student Friends of Mabee Library, KTWU, University Honor's Program, Department of History, and the Department of Mass Media are hosting in the library DebateWatches for the President and Vice Presidential Debates on the following dates: September 26, October 2nd, October 7th, October 9, and October 15th. More information will follow.

NEXT MEETING: Thursday, October 9th, 2008
 3:30 p.m., Room 105, Mabee Library

Meeting adjourned at 4:10 p.m.
Respectfully submitted
Ginger D. Webber, Administrative Secretary

**International Education /International WTE Committee
September 26, 2008, International House**

In attendance: Norma Juma, Brian Ogawa, Miguel Gonzalez-Abellas, Cecil Schmidt, Janice Dunwell, Ron Griffin, Rachel Goossen, Nancy Tate, Judy McConnell-Farmer, and Baili Zhang

1. Members introduced themselves.
2. Zhang made the following report: This fall 143 international students from 43 countries enrolled at WU with 33 from China. Nearly 200 students studied abroad last year, which was about 2/3 of total participants in all four WTE areas. On the faculty side, WU welcomed 6 new international faculty to campus. Around 30 faculty engaged in international travel for scholarly purposes. Law School's Alex Glashausser is visiting professor at Waseda University in Tokyo. IP's own Heidi Staerkel is about to travel to India on a recruiting fair. 4 new members were inducted into Phi Beta Delta, Honor Society for International Scholars. Two programs are under development with a recruiting agency in India involving the School of Nursing School of Business.
3. Schmidt related to the potential of the Indian market and shared that Northwest Missouri State's MIS program attracted a large number of Indian students. Griffin informed the committee of the big international conference the Law School sponsors November 13-14, "the Rule of Law and the Global War on Terrorism".
4. Brian Thomas' application for funding (\$1,100) was conditionally approved pending a detailed budget, itinerary, and further clarification of the project's impact on campus/classroom internationalization.
5. "The Sport Traditions and Cultural History of Europe" WTE program proposal was discussed. While the committee was very complementary of the project concept and its potential value, the common sentiment was that the academic rigor and requirement and the on-the-ground cultural interaction element needed to be fleshed out further. Committee decided to table the proposal for amendments.

Respectfully submitted, Baili Zhang

Faculty Senate Agenda Item

Number: 08-09

SUBJECT: Revision to the Composition of the Academic Affairs Committee (AAC)

DESCRIPTION: The Faculty Senate Constitution, as approved by the General Faculty and the Board of Regents (March 11-12, 2005), contained the following description of the Academic Affairs Committee (AAC):

“The Academic Affairs Committee shall be chaired by the Vice President of the Senate. Other members shall include one Senate member from each Major Academic Unit (CAS, SOB, SON, SAS), and the Senate representative of Mabee Library/CRC. The Deans from the Major Academic Units, or their designates, and the VPAA or his/her designate, will serve as ex officio, non-voting members.”

<http://www.washburn.edu/admin/bor/031105.FacSenConstitutionRevised.html>

For unknown reasons, the aforementioned description of the AAC composition was omitted from the working copy of the Faculty Senate Constitution. It was the decision of the Faculty Senate to compose the AAC in a manner identical to that of the Faculty Affairs Committee. During the 2007-2008 academic year, the General Faculty approved the composition of the AAC to be as follows:

“Membership of the Academic Affairs Committee consists of one Faculty Senate member from each Division within the College of Arts and Sciences, one from the School of Business, one from the School of Nursing, one from the School of Applied Studies, and one member from the University libraries, each elected for a one-year term by the Faculty Senate from its ranks. The committee selects its own chairperson. Decisions of the Academic Affairs Committee require the affirmative vote of six of the nine members; six members shall constitute a quorum to conduct business.”

RECOMMENDATION: One concern with the makeup of the AAC is that the voting power of the College of Arts and Science exceeds that of each of the remaining major academic unit and is greater than all of the other units combined. For these reasons, it is requested that the composition of the AAC to be as follows:

“The Academic Affairs Committee shall consist of two (2) Faculty Senate member from each Major Academic Unit (CAS, SOB, SON, SAS), and the Senate representative of Mabee Library/CRC. Each member will be elected to a one-year term by the Faculty Senate from its ranks. The committee selects its own chairperson. Decisions of the Academic Affairs Committee require the affirmative vote of six of the nine members; six members shall constitute a quorum to conduct business”

FINANCIAL IMPLICATIONS: NONE.

Date: August 15, 2008

Mike Russell (Electronic Signature)
FS member

Faculty Senate Agenda Item

Number: 08-10

SUBJECT: Criteria for upper-level general education

Background: There is increasing pressure for upper-level general education for at least two reasons: first, in the realm of ideas about how best to pursue general education, that pressure comes from the notion that general education ought to be pursued throughout an undergraduate career, often culminating in some sort of capstone, rather than be concentrated in out-of-major coursework in the first years (and this idea is consistent, clearly, with the direction of the WTE here at Washburn); second, and more narrowly, at least according to Nancy Tate, the new requirement for upper-level credit (45 hours) has increased pressure for general-education upper-level credits, and, as presently constituted, the General Education Committee is looking with more favor on such proposals (of course, this is just what Nancy Tate said, and perhaps it needs verification). At present, general-education options at the 300 or 400 level are very limited: one English course, one Philosophy course, half a dozen Art courses (all art history), a couple Modern Languages, one theatre, and none in the natural or social sciences. The problem is how to designate upper-level general-education courses, without just saying that any course counts (which seems to me to abandon the idea of general education, as opposed to specific disciplinary education, entirely).

Proposal: To be accepted as a general-education course, an upper-level course must, in the view of the General Education Committee, fulfill at least one of the following requirements:

3. It must have a strong interdisciplinary component, bridging the methods and approaches of multiple disciplines.
4. It must have a broadly foundational content, covering material of wide interest in the liberal arts.

No more than 20% of the upper-level courses listed in the catalog for any one discipline may be considered as fulfilling general-education requirements.

Faculty Senate Agenda Item

Number: 08-11

SUBJECT: Revised skill sets for general education

Background: Faculty surveys suggest significant dissatisfaction with the existing nine designated general-education skills, with particular discontent about the “listen sensitively” and “interpret and assess human values” skills. In addition, it has been suggested (but not empirically demonstrated) that students can complete general-education requirements without fulfilling all nine skills. And in addition, as the university moves toward more rigorous standards of assessment, that the existing nine skills lack any clear definitions has become problematic.

Proposal: In revising skills, the aim is to provide a simplified and clear system with measurable student-learning outcomes to facilitate assessment. The proposed alternative consists of five groups of skills; any general-education course should fulfill the requirements of at least two (although many will cover more); courses within selected divisions or departments, as noted below, necessarily must fulfill at least one of the listed skills to ensure comprehensive coverage of all for any student completing general-education requirements. Establishing global citizenship as a general-education skill recognizes the growing importance of both a citizenship component in general education and a sense of the need to train students to perform in a world increasingly shaped by processes of globalization.

3) Processing information/Information literacy

Processing information/Information literacy entails understanding and demonstrating comprehension of written texts, oral communications, visual information, and/or mediated presentations (film, websites, etc.) that combine several of the above. When presented with such materials, the student must be able to demonstrate an understanding of the basic argument of the materials, their core content, their intended audience, and their evident biases or subjective perspectives. Students should also be able to find such information, employing library resources, databases, and other search devices and technological tools.

All general-education courses will fulfill this skill.

4) Communicative skills

Communicative skills involve the ability of the student to communicate clearly his or her ideas in written and/or oral form, and they embrace as well the expression of creativity by students in the visual, written, or performing arts. In written and/or oral communication, students must demonstrate the ability to shape a central thesis, to organize an argument, to cite references properly, and to follow the rules of basic grammar and usage. In creative projects, students must be able to demonstrate the ways in which their creative work expresses ideas, an understanding of the form(s) employed, and an ability to employ the basic rules of their chosen expressive form(s).

Communicative skills is a required element in any course approved for general education in the humanities and social sciences.

6) Mathematical and scientific reasoning

Students must be able to reason mathematically, and be able to interpret and analyze numerical data. Students must also understand the scientific method, and be able to distinguish between scientific and non-scientific theories. Within this framework, students should be able, employing the standard methods and procedures of the science being studied, to propose hypotheses, design experiments to test these hypotheses, and interpret the results of experiments. Standardized testing can provide an assessment method for mathematical reasoning; performance on other written work can provide a mechanism for assessing a student's understanding of the scientific method and experimental design.

All general-education courses in the natural sciences and mathematics must fulfill the appropriate portion of this skill; that students must take courses in both mathematics and natural science to fulfill degree requirements ensures that the entirety of this skill will be comprehended in any student's progress toward a degree.

7) Critical, analytic, normative, and interpretive reasoning.

Students must demonstrate a variety of interconnected reasoning skills in the construction and critique of both factual and value judgments. They must know how to establish or corroborate factual claims and to analyze and assess the soundness of deductive arguments and the strength of inductive arguments built on those claims. They must know how to analyze and assess arguments establishing or using normative principles in ethics, aesthetics, jurisprudence, statesmanship, and other normative or value-laden human concerns. They must know how to assess the form, and interpret the content, of the creative expression of ideas in art, architecture, literature, music, and performing arts. Reasoning in these terms can be assessed by evaluating how well students, in their written or oral presentations, assess the information presented to them or construct their own arguments, positions, or theses.

All general education courses in the humanities and social sciences will include this skill.

8) Global citizenship

Students should understand, in political, historical, economic, and cultural terms, the nature and structure of the United States; its place both within a global community of nations and in the context of a globalized economic, political, and cultural sphere; and their own role as citizens within this national and international framework.

Courses in United States and world history, anthropology and sociology, political science, geography, and economics contribute components to this understanding of global citizenship, and courses will be required to address such components to be counted as general education.

Smoking Decision Proposal

- A. There shall be one designated smoking entrance for each building, which shall be voted on by faculty located in each building.
 - i. The designated smoking entrance of each building that is voted on by the faculty shall then be brought before the WSGA senate for approval.
 - ii. This designated smoking entrance shall provide adequate shelter for people who choose to smoke there.
- B. The Smoking Decision Committee recommends that the university move ashtrays away from the entrances to buildings, in order to avoid traffic in front of doorways.
- C. In order to keep people from smoking on sidewalks, the committee recommends action be taken to place signs on sidewalks that say "no smoking on walkways."
- D. The committee recommends that the university provides opportunities for smoking cessation classes and ensures the public is informed when the classes are available through advertising.