

Washburn University
Meeting of the Faculty Senate

March 9, 2009
3:30 PM Kansas Room, Memorial Union

- I. Call to Order
- II. Approval of Minutes of the Faculty Senate meeting of Jan. 26, 2009. (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. Minutes from the Faculty Affairs Committee meeting of Dec. 10, 2008. (pp. 5-6)
 - B. Minutes from the Faculty Affairs Committee meeting of Feb. 9, 2009. (pg. 7)
 - C. Minutes from the Academic Affairs Committee meeting of Feb. 9, 2009. (pp 8-9)
- VI. University Committee Minutes.
 - A. Minutes from the Library Committee meeting of Feb. 16, 2009. (pp. 10-11)
 - B. Minutes from the Faculty Development Committee meeting of Feb. 6, 2009. (pg. 12)
 - C. Minutes from the International Education Committee meeting of Feb. 5, 2009. (pg. 13)
 - D. Minutes from the Assessment Committee meeting of Dec. 9, 2008. (pg. 14)
 - E. Minutes from the Executive Committee of the University Graduate Council meeting of Jan. 7, 2009. (pp. 26-35).
- VII. Old Business.
 - A. Vote of no confidence in Mike Gunter as head of Information Systems and Services (ISS) (Action Item 09-01). (pp. 15)
 - B. Revision of the catalog language on repetition of courses (Action Item 09-02). (pg. 16)
- VIII. New Business.
 - A. College of Arts and Sciences Academic Affairs Committee proposal (Action Item 09-03). (pg. 17)
- IX. Information Items.
- X. Discussion Items.
 - A. Proposed Domestic Partner policy. (pp. 18-25)
- XI. Announcements.
- XII. Adjournment.

**Faculty Senate
Washburn University**

*Minutes of Jan. 26, 2009
Kansas Room, Memorial Union*

Present: Arterburn, Berry, Bowen (VPAA), Byrne, Camarda, Concannon, Croucher, Duncan, Ginzburg, Jackson, Jacobs, Kaufman, Kerchner, Lockwood, Manske, 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 Faculty Senate meeting of Dec. 8, 2008 were approved.
- III. President's Opening Remarks.
 - A. Prasch reported to the Senate that the proposed Regulations and Procedures for Electronic Information Security appeared to be "dead in the heart." He also mentioned that the proposal was discussed at a dean's meeting and that university administrators are aware of the faculty's complaints about the proposed document. Though it was too late to add the resolution that Prasch sent the president on behalf of the Senate to the Jan. 29th General Faculty meeting, it is possible that it will appear as a discussion item at the May meeting.
- IV. Report from the Faculty Representatives to the Board of Regents.
 - A. Prasch reported that the Board of Regents committed to a systematic strategic planning project at the December meeting.
 - B. At its January meeting, Prasch stated that the BOR adopted an early retirement policy in hopes of picking up some savings for the university. Speaking about the early retirement policy, Bowen reported that although a May 31st retirement would be effective, an individual could go ahead and teach summer school. She also stated that a TIAA-CREF contribution would be paid on the early retirement incentive amount and that the policy would need to generate a net savings of \$250,000 in the first year in order to be adopted.
- V. Faculty Senate Committee Reports. There were none.
- VI. University Committee Minutes.
 - A. The minutes from the International Education/ International WTE Committee meeting of Dec. 11, 2008 were accepted.
 - B. The minutes from the Assessment Committee meeting of Sept. 12, 2008 were accepted.
 - C. The minutes from the Research Grants Committee meeting of Nov. 4, 2008 were accepted.
- VII. Old Business (revisited).
 - A. Prasch reported that he had met with President Farley about Farley's objection to the changes to the faculty grievance policy that the Faculty Senate proposed in Action Item 08-05a ("Proposed changes to the currently existing Grievance Policy and Procedure")

which is Appendix IX of the Faculty Handbook). Prasch passed out a photocopy of Farley's letter outlining the president's "non-concurrence with the proposed policy."

- B. Please find immediately below a copy of Farley's letter that was distributed by Prasch to the Senate:

TO: Tom Prasch, President, Faculty Senate
Courtney Sullivan, Secretary, Faculty Senate

FROM: Jerry B. Farley, President

DATE: January 25, 2009

I have reviewed the proposed changes to the faculty grievance policy. Rather than addressing each amendment, there are overarching reasons that lead me to non-concurrence with the proposed policy.

The proposed language in Appendix IX E. adds "including conflict of interest..." It seems to me this is unclear and unnecessary. Since the conflict of interest policy is a "term and condition of a faculty member's employment", the existing grievance procedure already may be used to grieve "any complaint" arising from actions from application of the conflict of interest policy. Thus, the proposed added language is unnecessary.

Nor, can I concur with the deletion of E. (a) which recites that the grievance procedure is not applicable for complaint "concerning petitions for promotion, tenure, termination or non-reappointment..." I cannot see how deleting this language has anything to do with the conflict of interest policy and in my opinion is not in the university's best interest. Further, there is already a special appeals procedure for termination of faculty; By-laws of the Washburn Board of Regents Article V Sections 8 and 9.

Therefore, as provided by V.G of the Faculty Senate Constitution, I express non-concurrence with the changes to the existing Grievance Policy and Procedure. As prescribed by the Faculty Senate Constitution, if you wish, the Washburn Board of Regents shall be notified of the action of the Faculty Senate along with the non-concurrence of the President and stated reason for non-concurrence.

- C. Prasch stated that Farley's objection was two-fold: he finds the proposed addition "including conflict of interest..." unnecessary and he objects to the deletion of E (a) which states "the policy and procedure shall not extend to complaints concerning petitions for promotion, tenure, termination or non-reappointment..."
- D. Prasch suggested that if the Senate is serious about drafting a grievance policy for tenure, than such a policy should be addressed as a separate issue, one that would be initiated by the Faculty Affairs Committee.
- E. Prasch said that the Senate has essentially two options:
 - 1) The Senate could let the action item go to the BOR and the Regents would have to consider both the Senate's recommendation and Farley's objections before deciding the final outcome on the document. It is likely the BOR would side with Farley in this matter.
 - 2) The Senate could draft a separate document.
- F. Prasch stated that the Senate could stand with what it has or send it along to the BOR.
- G. A provisional vote to pass the document forward to the BOR was held and no one voted to pass it forward.

- H. A motion was then made that the Senate take no further action with respect to referring this particular item to the BOR. The motion was seconded and passed.
- I. Prasch also brought up the issue of whether the President's letter does all it needs to do in terms of grievance.
- J. Ray made a motion to remand the "conflict of interest policy" back to the FAC. The motion was seconded and passed.
- K. Ray moved to have the FAC add that the grievance policy should be extended to cover grieving tenure and promotion decisions. She suggested that the FAC look at other universities and investigate other policies to determine at what point a faculty member denied tenure should file for grievance. The motion was seconded and passed.

VIII. New Business.

- A. Prasch gave the background on the proposed "Revision of the catalog language on repetition of courses" (Action Item 09-02). In a word, a student who earned a C in a math class but who needs a B in the class has not been allowed to retake the course because he earned a C. The student asked the Senate to revise the catalogue language on repetition of courses so that he could retake the course in hopes of earning a B.
- B. Lively discussion on the pros and cons of allowing students to retake course several times ensued. A motion was made by Jacobs to amend the document by changing the language to "undergraduate courses may be repeated" and by deleting the underlined sentence.
- C. The Senate voted on the amendment. Eighteen senators voted in favor of it and 10 opposed it. The amendment passed and the action item closed on first reading.
- D. Prasch gave the background on "The vote of no confidence in Mike Gunter as head of Information Systems and Services" (Action Item 09-01). He emphasized the two issues at the heart of the action item, the first being the problem that academic computing does not report to an academic head and the second being the issue with Gunter's personal leadership.
- E. Some senators expressed concern over the consequences of the vote of no confidence and Prasch emphasized the fact that the senate is the voice of the faculty, which may or may not be heard. He said that the spirit of the faculty will be reported to the vice presidents and that it is possible that it could be ignored. He reminded the Senate that it does not have the power to fire Gunter.
- F. VPAA Bowen outlined the plans to hire consultants to draft the RFP and VP Hill stated that bringing in a consultant would be a good step. Bowen presented a typical timeline for the RFP, stating the length of time would be similar to a faculty search.
- G. Lockwood and McGuire stated that they wanted to hear from Gunter and Prasch announced that he would invite Gunter to the next FS meeting or at least give him a chance to respond in writing to the issues raised in the appendix. Camarda suggested that Prasch ask for a written statement and give Gunter a deadline for a response.
- H. A motion to close the action item on first reading was made and seconded.

IX. Announcements.

Prasch announced that the next Senate meeting would take place on March 9.

X. The meeting was adjourned at 4:58 P.M.

Respectfully submitted by Courtney Sullivan, Secretary to the Faculty Senate.

**Washburn University
Faculty Affairs Committee**

Minutes of December 10, 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 at 11:00am.
- II. At the last Faculty Senate meeting it was noted that Gary Schmidt was nominated to the Academic / Sweet Sabbatical committees as a member from the CAS – humanities division. Since Gary is not from this division, another member from CAS – humanities must be nominated in his place. The FAC is in the process of making this change immediately.
- III. Domestic Partnership Benefits were discussed. There is a domestic partnership document from 1998 and a memorandum sent to President Farley from the Benefits Committee in 2003 that were reviewed. The memorandum will be distributed to the Faculty Senate as an information item at the next FS meeting. This information will also be sent to Staff Council and the Benefits Committee. The purpose of this is to receive input from faculty and staff to determine interest and potentially put together a working Domestic Partner Benefits document.
- IV. Intellectual Property Policy. An Intellectual Property Policy has been proposed in the past, but has not been approved by Washburn University. A draft of this policy has been reviewed by the FAC. There is an Intellectual Property Committee being formed that is scheduled to meet on December 16th. This committee will be responsible for reviewing and potentially revising the Intellectual Property Policy. The FAC will communicate with this committee and continue to provide updates on its progress to the FS.
- V. Faculty – Administration income / raises. There was a document distributed to the FS by Mike Russell that provided information on Faculty – Administration salary increases. The FAC has since asked Institutional Research for an additional analysis of Faculty and Administration raises from the past four years. According to Melodie Christal, Director of Institutional Research, and the VPAA office, analysis of income increases associated with specific Administrative and Faculty positions cannot be

completed. It was recommended by the VPAA office that the analysis consist of comparisons between classified and unclassified employees. The FAC will communicate its findings to the FS and, if necessary, formulate an action item specifying raise recommendations.

Meeting was adjourned at 12:10pm.

Next meeting TBA

Submitted by Park Lockwood, Secretary of the Faculty Affairs Committee

Washburn University
Faculty Affairs Committee

Minutes of February 9, 2009 Meeting
Mosiman Room, Memorial Union

Present: Michael McGuire (Chair), Brenda Patzel (Co-Chair), Linda Croucher, Myrl Duncan, Barbara Ginzburg, Park Lockwood, Tracy Routsong, Gene Wunder.

- I. The meeting was called to order at 3:30pm.
- II. Domestic Partnership Benefits were discussed. There is a domestic partnership document from 1998 and a memorandum sent to President Farley from the Benefits Committee in 2003 that were reviewed. The memorandum was distributed to the Faculty Senate as an information item last FS meeting. The purpose of this is to receive input from faculty to determine interest and potentially put together a working Domestic Partner Benefits document.
- III. Conflict of Interest / Grievance policy. The FAC discussed the idea of having two separate documents: a Conflict of Interest policy and a Grievance policy. There was some confusion and questions regarding the reasons for separating these policies. It was unclear how the current by-laws provide a process for faculty to appeal a tenure and / or promotion issue. It was also unclear whether pursuing a Grievance policy that allowed for appeal of P & T issues was feasible.
- IV. Intellectual Property Policy. An Intellectual Property Policy has been proposed in the past, but has not been approved by Washburn University. A draft of this policy has been reviewed by the FAC. There is currently an Intellectual Property Committee that is reviewing this issue. The FAC will contact the chair of this committee and receive updates on this process. The FAC will continue to communicate with this committee and provide updates on its progress to the FS.
- V. Faculty – Administration income / raises. Based on reports provided by Institutional Research, there does not appear to be an inequity between faculty and unclassified employees in terms of average merit increases for the past three years. Additionally, Robin Bowen noted that all units receive the same merit increase. Therefore, the FAC is no longer pursuing this issue of ensuring that the average merit increase for faculty is the same as it is for administrators.

Meeting was adjourned at 4:40pm.

Next meeting will be Monday, 3/30, at 3:30pm in the Crane room.

Submitted by Park Lockwood, Secretary of the Faculty Affairs Committee

In attendance: Frank Chorba, Tom Prasch, Sue Unruh, Karen Camarda, Phyllis Berry, Cal Melick, Robert Kerchner, Robin Bowen

1) Transfer of International Baccalaureate Coursework

Discussion focused on the need to implement such a program to maintain competitiveness and the necessity to ensure that transfer credits were coordinated with individual departments. It was moved and passed unanimously that the committee approved of the transfer arrangement.

2) Course numbering system

Robin Bowen introduced for discussion the plans put forward by the Kansas Senior Student Officers for the implementation of something like the Oklahoma Common Course Numbering System. In discussion, the committee expressed the response that the proposal made general sense, and would help with transfer credit, but that the devil would be in the details: that difficulties would arise in individual department's abilities to develop uniformity.

The discussion then segued into the fate of the Course Numbering Proposal initiated by VPAA Bowen and passed by the AAC last spring. Frank Chorba informed the committee that the proposal had been forwarded to Bob Boncella for action by the Graduate Committee, but that Boncella, not having received specific directives about what to do with the proposal, had done nothing. It was suggested that Boncella be told to have his committee take action on the proposal.

3) Alteration in Degree Requirements for Bachelor of Arts in Music

Prasch reprised the explanations offered for the proposal at last week's CAS faculty meeting. The change was approved unanimously.

4) Optional Minor in Latin American, Caribbean, and Latino/a Studies

Prasch reprised the explanations offered for the proposal at last week's CAS faculty meeting. Bowen noted that her office was strongly supportive, since the program might provide a draw for a more diverse student population.

Some concern was raised about the language in the notes to the final page of the proposal (listing courses that had been taught in the field over the last several years), since that language might be taken as prescriptive rather than descriptive (e.g. "It will be offered regularly in the summer" might compel it to be taught every summer). It was moved and unanimously approved that the words "is anticipated that" be added between "It" and "will" in the description in the notes related to SP 307, SP 340 and 380, and SP 306 and 331.

With that alteration, the new minor was approved unanimously.

5) Changes in English Creative Writing Emphasis

Prasch summarized the arguments made for the change before the CAS faculty. Questions arose about whether it was intended to raise the total number of hours in the major, and if so by how much. It was agreed that queries would be made to English chair Howard Faulkner to clarify the proposal. Prasch volunteered to do the querying.

After discussions with Faulkner, which confirmed that 3 additional hours were required for the new proposal, the committee approved the change by email vote.

6) Chair and Faculty Evaluation Process

Frank Chorba raised the issue that faculty evaluations might be available to chairs before they do their own evaluations of faculty which, especially in small departments where real anonymity might not be ensured, could present problems. The committee agreed the issue was really one for the Faculty Affairs Committee.

7) Language of Student Medical Withdrawal Policy

Phyllis Berry raised the issue of the catalog language relating to student medical withdrawal—whether students could get an withdrawal without a grade and were eligible for refunds when medical conditions prevented their completion of a course--in light of their unit's experience with one case. The committee reviewed the existing catalog language. VPAA Bowen promised further investigation into the matter.

Library Committee Meeting
MONDAY
February 16, 2009
3:30 p.m.
Room 105
Mabee Library

TO:

Dr. David Bainum
Dr. Karen Barron
Dr. Alan Bearman
Ms. Amy Billinger

Dr. Cheryl Childers
Dr. Barry Crawford
Dr. Sophie Delahaye
Ms. Judy Druse
Dr. Yongtao Du
Dr. Liviu Florea

Ms. Kathy Hupp
Dr. Ursula Jander
Dr. Reinhild Janzen
Mr. Terry Knowles
Dr. Sam Leung
Dr. Park Lockwood
Dr. Michael McGuire
Mrs. Marilyn Masterson
Dr. Jay Memmott
Ms. Jenny Mills

Dr. Maria Raicheva-Stover
Dr. Michael Rettig
Dr. Leslie Reynard
Dr. Tom Schmiedele
Dr. Douglass Smith
Ms. Heather Smith-Collins
Dr. Ann Marie Snook
Dr. Sharon Sullivan
Dr. Brian Thomas
Dr. Jennifer Wagner
Dr. Iris Wilkinson

The Library Committee convened in the Mabee Library, Room 105 at 3:30 p.m. The following members were present: Dr. Bearman, Ms. Billinger, Dr. Barron, Dr. Delahaye, Ms. Druse, Dr. Du, Dr. Leung, Dr. Raicheva-Stover, Dr. Reynard, Ms. Smith-Collins, Dr. Sullivan, and Dr. Thomas. Dr. Childers sent word she would be unable to attend.

Dr. Bearman thanked WSGA for funding the purchase of two new laser printers for the Mabee Library, which will be used for free printing for students. Faculty can help the University Libraries be more “green” by accepting documents from students printed on both sides of the paper or printed on recycled paper.

Book requests are not being processed until the Libraries can get accurate figures on our expenses for electronic resources. If you urgently need a book, please contact your library liaison.

Please complete the journal survey distributed to your department by the library liaison. The library liaisons will be working with departmental faculty in the next several months to make decisions regarding new purchases, cancellations and the reallocation of resources. Please continue to share information with your library liaison about resources you need that you do not currently have.

The Libraries will begin external fund raising in the near future and want to partner with departments in this endeavor.

Dr. Bearman will distribute two articles to Library Committee members within the next few weeks: one about the libraries’ role in recruitment and retention of students; the other about the libraries’ return-on-investment.

NEXT MEETING:

**Monday, March 9, 2009
3:30 p.m., Room 105, Mabee Library**

**Meeting adjourned
Respectfully submitted
Judy Druse, Interim Assistant Dean of Libraries**

Faculty Development Committee Meeting
2.6.2009

Future Workshops:

- March 6 - Roy and Nancy will organize the "Retention" workshop.
 - lead off with some data on retention (WU vs. competitors)
 - some discussion of proven retention techniques (what can we do individually and as departments/units to help with retention)
 - portion on getting students into the library
 - something on academic advising
 - some focus on freshmen.
- April 3 - Norma and Kevin will work with Karen Ray and the Academic Integrity committee
 - have copies of a draft report on recommendations of committee to share with faculty
 - will see what format Karen and her committee want to use to conduct this workshop
- May 1 - "Relaxer" workshop or new Angel platform for online courses ("Touched by an Angel"??)
 - pending

- Sarah and Donna both indicated some desire to rotate off the Steering Committee after this spring, so we'll think about two replacements for them from the faculty. (To be discussed via our listserv.)

**International Education /International WTE Committee
Feb. 5, 2009, International House**

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

1. Minutes of Dec. 11, 2008 meetings were approved. Zhang reminded the committee that Routsong's WTE proposal "Intercultural Communication in China" and Perret's and Prece's "Art and Theatre in London" WTE proposal were approved through email voting.
2. Zhang reported that international student enrollment and intensive English enrollment were both stable and slightly up from the fall semester. Of the 140+ students enrolled, 33 are from China, 14 from Kenya, and 10 from Paraguay.

Members reported there were two international visiting faculty on campus, Bruce Carolan (Ireland) of Law School and Andrew Martin (Scotland) of the Business School.

3. Approving faculty travel requests:

Norman Gamboa: \$1,200, Romania

James Smith: \$1,200, Spain

Kim Morse: \$1,200, Venezuela (through email voting prior to the meeting)

Respectfully submitted,

Baili Zhang

MINUTES
ASSESSMENT COMMITTEE

Tuesday, December 9, 2008

Cottonwood Room

3:30 p.m.

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

The minutes from September 12, 2008 were approved by the committee as submitted.

Donna said she had received good feedback about the wiki.

Donna asked the committee if they felt it was time to ask their colleagues what they would like to see in terms of Assessment by using some sort of structured tool/survey. If so, should it start with just the liaisons, or go to all faculty? After discussion, it was recommended to have *The Washburn UnConference on Student Learning* as a luncheon on February 13 from 12:30 p.m. – 3:30 p.m. An invitation should be sent to all faculty and selected students. The Kansas Room has already been reserved for the day, but need to have the Lincoln Room also for student breakout session.

It was agreed to do a student survey to collect their questions and issues prior to February 13. Nancy Tate and Lori Khan agreed to develop suggested questions for the group discussions at the unconference.

It was mentioned that it would be nice to make some progress with a software tool to help people manage their assessment data.

The committee agreed that a luncheon with new faculty would be a good idea and is targeted for the end of March.

The committee agreed that it would be necessary to have another committee meeting as soon as possible after spring classes begin to discuss the unconference on February 13.

The meeting adjourned.

Faculty Senate Action Item

Date: 18 January 2009

Number: 09-01

Subject: Vote of no confidence in Mike Gunter as head of Information Systems and Services (ISS)

Description:

Because, as head of ISS, Mike Gunter has repeatedly initiated policies and procedures, as detailed in the appended document, that interfere with faculty research and scholarship, academic computing, classroom teaching, library access, faculty privacy, academic freedom, and faculty and student rights to intellectual property;

because the Faculty Senate, members of the faculty, and other constituted committees of the faculty have repeatedly sought redress and changes in his patterns of behavior and have repeatedly been met with stonewalling, dishonesty, and a failure to amend such behaviors and policies;

the Faculty Senate declares that it has no confidence in Mike Gunter as head of ISS.

REQUESTED ACTION: Faculty Senate approval and transmission to Vice President for Administration Wanda Hill, Vice President for Academic Affairs Robin Bowen, and President Jerry Farley.

Date: Jan. 18, 2009

Originated by: Thomas Prasch in fulfillment of requested action by the
FS President Faculty Senate.

Faculty Senate Action Item (Amended)

Date: 18 January 2009

Number: 09-02

Subject: Revision of the catalog language on repetition of courses

Description: The revision will allow the VPAA's office to grant permission to retake courses in which the grade received was a C when special circumstances exist to justify such action. The following revises the catalog language on repetition of courses (p. 59 of the current catalog) accordingly, with the proposed added language underlined.

REPETITION OF COURSES

Undergraduate courses may be repeated. The transcript will contain a complete record of all courses taken and grades earned. [etc.; no changes in the rest of the language is proposed.]

FINANCIAL IMPLICATIONS: NONE.

REQUESTED ACTION: Faculty Senate approval and recommendation to the General Faculty

Date: Jan. 18, 2009

Originated by: Thomas Prasch on behalf of student Will Ediger
FS President (see attached)

Faculty Senate Action Item

Date: 5 February 2009

Number: 09-03

Subject:

"The Academic Affairs Committee shall consist of two (2) Faculty Senate members from each of the School of Applied Studies, the School of Business, and the School of Nursing, and five (5) Faculty Senate members from the College of Arts and Sciences (1 per Division), 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 eight of the twelve members; eight members shall constitute a quorum to conduct business. The VPAA shall be a non-voting ex-officio member of the committee."

Approved by:

College of Arts and Sciences Faculty
February 5, 2009

MEMORANDUM

To: President Farley
From: Benefits Committee
Re: Domestic Partner Benefits
Date: October 22, 2003

Introduction: The question of whether to extend benefits (in particulate health insurance benefits) to the domestic partners of Washburn employees has been on the agenda of Benefits Committee since the committee's inception three-and-one half years ago. Over that entire period of time, in spite of numerous changes in the composition of the committee, the committee's overriding sense has been that the question should be answered in the affirmative. However, during those three-and-one-half years, numerous other issues, including such things as shared leave, changing from fully-insured to self-funded health insurance plan, and shifting from two tiers to four tiers in family coverage, have occupied the committee's immediate attention. Causing the issue of domestic partner benefits to be set aside for further consideration in the future. Last spring the committee considered the issue again and was of the unanimous view that it is time to make this change.

Numerous arguments have been made over the years against extending benefits to domestic partners of our employees. The primary concerns that have been expressed are two-fold: first, that such a decision would be politically controversial and unpopular in some circles and second, that it would have an unpredictable and potentially adverse impact on our health insurance utilization experience and the overall cost of health insurance in the University and its employees. These "risks" are accentuated by the fact that extending benefits to domestic partners moves us away from a clear distinction made by the law between marriage, which is formally recognized in the law, and other relationships, particularly same-gender relationships, which are not only not recognized but had been in some aspects criminalized.

However, in June 2003 the United States Supreme Court, in *Lawrence v. Texas*, struck down state laws that criminalize private sexual relations between consenting adults of the same gender. Spurred on by *Lawrence*, in July 2003 the Shawnee County Commission adopted a law prohibiting discrimination on the basis of sexual orientation in county employment. While neither of these events speaks directly to the question of domestic partner benefits, they speak volumes about changing attitudes towards gays and lesbians in the United States and in our community.

And they follow in the wake of other events that do speak more directly to the question of domestic partner benefits, such as decisions by the state of Vermont to give same-sex couples all the rights of marriage through the creation of civil unions, the decision by the province of Ontario to recognize same-sex marriages, and similar decisions by a growing number of European countries. Indeed, at least one member of the Washburn community is now a Vermont-recognized civil union. Interestingly, as a result of this civil union, this individual has

been able to obtain, in Topeka, Kansas, every benefit she has sought as a result of that union (including such things as recognition by local hospitals that she and her partner would have the rights of spouses in access to medical information, except that we will not offer benefits to her partner.

Ten years ago we would have been out on a limb with very few others to keep us company had we decided to offer domestic partner benefits. That is no longer true. There is a clear trend by employers towards extending benefits to domestic partners of employees. In 1990 no Fortune 500 companies offered domestic partner benefits. In 2000 there were 102 Fortune 500 companies offering domestic partner benefits. Now, three years later, that number has nearly doubled. Today 199 Fortune 500 companies (nearly 40%) offer domestic partner benefits.

Not surprisingly, even greater advances have been made at our most elite colleges and universities. At the end of 2002, 34 of the top 52 liberal arts colleges (65%) and 36 of the top 51 national universities (71%) provided domestic partner benefits. Today there are 189 colleges and universities that offer domestic partner benefits, up from 178 at the end of 2002 and 158 at the end of 2001. This is not simply an East and West Coast phenomenon. The list of colleges and universities that provide domestic partner benefits includes schools in Arkansas, Colorado, Illinois, Indiana, Iowa, Kentucky, Louisiana, Michigan, Minnesota, Missouri, Ohio, Texas, and Wisconsin, as well as the states on our two coasts that one would expect to be on the list (and some that one would not, e.g., North and South Carolina). Thirty five states in all are represented on this list plus the District of Columbia. Eight universities in the Big Ten conference offer domestic benefits. In the Big Twelve, Iowa State and Colorado both provided domestic partner benefits.

The list includes a wide range of institutions, not just the elite schools or national universities. Alleghany College in Meadville, PA. Beloit College in Beloit, WI. Central Michigan University in Mt. Pleasant, MI. Furman University in Greenville, SC. Hamline University in St. Paul, MN. Illinois Wesleyan University in Bloomington, IL. Salem College in Winston-Salem, NC. Webster University in St. Louis, MO. All of these schools and many others have added domestic partner benefits in the past few years. None of them are worse for the wear.

Of course, when one considers that there are thousands of colleges and universities, 189 institutions with domestic partner benefits many not seem like much, even if the percentages are much more impressive at the elite level. Another way of looking at this is through the more finite world of law schools. There are only 187 ABA approved law school in the United States. Of these, 53 of them are affiliated with a University that offers domestic partner benefits and two others are independent law schools that offer domestic partner benefits on their own.

Domestic Partner benefits is no just a passing phase, it is an idea whose time has come. The pace of change will not doubt accelerate further in the wake of *Lawrence*.

Financial Risk: The rapid growth in the number of employers who have extended

benefits to domestic partners would not have continued, in either the business world or higher education, had the early employers who took the big “risks” found that they were harmed by their efforts. In fact, the perceived financial “risks” have not come to fruition.

It is important to understand that there are two different kinds of financial risks that some fear will flow from offering domestic partners benefits. First, there is a fear that domestic partners brought into the plan will be less healthy and therefore more costly to insure, leading to a higher per capita utilization experience for the group and therefore higher premiums for everyone in the group. Second, for employers who pay all or a portion of family coverage, there is a fear that adding domestic partners to the group will increase the employer’s premium costs.

The first concern, higher per capita utilization, has proven to be wholly unfounded. The most telling evidence of this fact comes from the insurance industry itself. When Stanford University added domestic partner health insurance coverage in 1993 its carrier’s initial response was to propose a surcharge for this coverage based on the assumed added risk of covering domestic partners. The proposed surcharge was never implemented and standard insurance industry practice today is to charge the same rates for domestic partners as for “legal” spouses. Why? Because all the evidence shows that adding domestic partners insurance coverage does not increase per capita utilization and does not increase the risk level for the group. Just the opposite is true. The larger the group, the more stable and predictable its experience will be. And, as a report in September 1997 issue of *Risk Management* noted, many companies have found that covering a domestic partner is typically less expensive than covering a spouse.

As for the second fear, it is certainly true that when an employer adds more people to the group whose premiums the employer is obligated to pay, the employer’s premium costs will go up. The question is, how much, and what is the return benefit on the investment of resources? At Washburn the University currently pays, for each full-time employee, the health insurance premium charges for single coverage on the base plan. It also pays a portion of family coverage for employees electing family coverage, with the amount paid depending on the employee’s salary level and whether the added person is a “spouse” or child. So, the University will incur additional costs through the provision of domestic partner benefits. However there is strong evidence from a variety of different sources suggesting that this cost increase will be marginal. Several studies have shown that enrollment rates after adoption of domestic partner benefits tend to be in the 1 to 2 % range. A 1995 survey of employers by the International Society of Certified Employee Benefits Specialist found that 75% of employers offering domestic benefits reported an enrollment rate of 2% or less. When domestic partner benefits are offered to opposite-sex as well and same sex couples, studies show that enrollment rates tend to be closer to 2% than 1%, but still rarely exceed 2%.

Since Washburn pays only a portion of family coverage for its employees the actual cost increase of the University is likely to be even less than these figures suggest. If we assumed that as a result of offering domestic partner benefits 2% of employees currently on single coverage or employee and children coverage elect domestic partner coverage by adding a “spouse” and the added “spouses” are spread among the salary ranges in proportions to the way the whole

employee population is spread across the salary range, the cost increase to the University would be less than 0.7% of its current obligations.

Political Risks: Even though the financial risks of offering domestic partner benefits are minimal, some members of the Topeka and Washburn community will be upset about the “politics” of the proposed change. However, it is important to understand that inaction also has its risks. It is easy for those of us who are not gay or lesbian and neither need or desire domestic partner benefits to underestimate the impact that the absence of such benefits has on members of our community who are gay or lesbian, who whether they need or desire domestic partner benefits, need and desire our respect. It is difficult for those of us who are gay or lesbian to understand the power of the message that is sent to otherwise valued members of our community who happen to be gay or lesbian when we tell them that health insurance benefits that are available to the families of every other member of our community are not available to their families. Our nondiscrimination policy says that we do not discriminate against gay and lesbian members of our community. However, our benefits policies say that we do.

And there is a price that we pay for this discontinuity between our words and our deeds that is all too easy for many of us to ignore. It is an invisible price we pay in the unhappiness of employees who feel slighted by the fact that the question of providing domestic partner benefits was first raised at Washburn in 1977; yet six years later we still have not responded. It is an invisible price we pay in losing current or prospective employees who sometimes decide to go elsewhere, probably for many complex reasons, but perhaps in part because they see a University not yet ready to acknowledge the full value to our community of all its members.

As long as the question asked is whether there are risks in extending benefits to the domestic partners of our employees, there will be reasons to not act. But that question is too narrow. It ignores the cost of not acting. It ignores the benefits that flow from acting. A full cost-benefit analysis of the problem cannot be done without looking at all the costs and all the benefits. The Benefits Committee believes that when all the costs are analyzed with all the benefits, extending benefits to domestic partners is the right thing to do.

Definition of Domestic Partner: Once the decision is made to extend benefits to domestic partners, the question arises how we wish to define domestic partners. Employees ought not be able to add anyone they want to their health insurance coverage as domestic partners just because it seems like a nice thing to do. There are costs that will be incurred by the University through the provision of domestic partner benefits and those costs ought not be undertaken without good reason. The attached Affidavit for Enrollment of Domestic Partner Coverage, which the Benefits Committee recommends adopting, would permit two unmarried adults in an exclusive and economically interdependent relationship (evidenced by such things as joint mortgage or lease, will, life insurance or retirement plan designation, durable power of attorney, joint ownership of a motor vehicle, or joint checking or credit account) to qualify as domestic partners. They would either have to be same-sex partners, or if opposite-sex partners they would have to be legally able to marry each other. This affidavit is adapted from documents used by BCBS and several other colleges and universities and will narrow the pool of individuals who might seek to qualify

for domestic partner benefits to a group of individuals who are in an exclusive and long-term economically interdependent relationship.

The reason for not limiting domestic partner to same-sex partners is that it avoids the debate over whether it is discriminatory to extend domestic partner benefits only to same-sex couples. Of course same-sex domestic partners cannot currently marry in Kansas, while opposite-sex domestic partners can marry but choose not to. But for the marginal cost increase of including both, it is not worth trying to make the distinction.

The Benefits Committee does not, however, recommend extending domestic partner benefits to other sorts of economically interdependent relationships, such as employee-sibling or employee-parent or grandparent, though the committee considered such extensions. While it is certainly possible that an employee would wish to include a sibling, parent, grandparent or other relative as a domestic partner, there is no measurable real world experience that would help us to calculate the risk factors attendant to such broad definition of domestic partners. The many companies that have adopted domestic partner benefit programs have not expanded the definition of domestic partners beyond same-sex or opposite-sex couples in a “marriage-like” relationship. There is a strong likelihood that adding siblings, parents, grandparents or others would significantly increase risk factors for the group because the very circumstances that put those individuals in an economically interdependent relationship are likely to suggest a higher risk of serious health concerns.

Benefits that would flow to a Domestic Partner: The primary benefit we wish to make available to domestic partners is health insurance. However, once the definition of “family member” for purposes of health insurance is expanded to include a domestic partner, there are other secondary benefits that we believe should also be available to domestic partners. These would include sick leave, bereavement leave, and shared leave. Sick leave is no doubt already a de facto “benefit” for employees with domestic partners. The political risks of extending domestic partner benefits to these other areas are insubstantial once the more visible health insurance benefit is extended. The financial risks, which even for health insurance are minimal, are likewise for these other benefits.

Conclusion: Discrimination in employment on the basis of sexual orientation is prohibited by law in Lawrence, KS. It is prohibited by law in Shawnee County for county employees. The list of places where discrimination based on sexual orientation is prohibited by law will keep expanding. We could wait until the law reaches us, until the law tells us not only that we cannot discriminate on the basis of sexual orientation, but that we must provide domestic partner benefits to our employees. But we are not just another employer trying to figure out what the law requires of us. We are part of the academy of higher learning. We welcome diversity of ideas and people and we respect and value the differences that diversity brings us because we know it makes for a better educational environment for our students.

Our nondiscrimination policies have never been based on legal compulsion. They are based on our notion of what education means and requires. We decided to ban discrimination on the basis

of sexual orientation over a decade ago, though there was no legal compulsion to do so, because it is what institutions of higher education ought to do. And so we should offer the same benefits to our gay and lesbian employees that we offer as a matter of course to everyone else, not because we have to, not because the law compels it, but because our nondiscrimination policy is the example that we set for the future leaders we train. And if part of the example we set is a promise made that we have not kept, then we are not teaching our future leaders the right lesson.

AFFIDAVIT FOR ENROLLMENT OF DOMESTIC PARTNERSHIP COVERAGE
(Please Print)

I, _____, and my domestic partner, _____
(employee) (domestic partner)

state under oath that:

1. We have been in a domestic partner relationship since _____
(date)
2. Neither of us is legally married to anyone.
3. We are not related by blood to a degree of closeness that would prohibit legal marriage in the state in which we reside.
4. We are each other's sole domestic partner.
5. We live together in the same residence.
6. We are each at least the age of consent to marry in the state in which we reside.
7. We are jointly responsible for each other's common welfare and share financial obligations as demonstrated by at least three of the following (please check and attach copies of pertinent documents):
 - Joint mortgage or lease
 - Designation of Domestic Partner as primary beneficiary in either:
 - Will, or
 - Life insurance, or
 - Retirement plan
 - Durable property or health care power of attorney
 - Joint ownership of motor vehicle
 - Joint checking account or joint credit account

8. I agree to notify Washburn University within 30 days if any eligibility requirements listed above and certified in the Affidavit are not longer satisfied which would make my Domestic Partner no longer eligible for University sponsored benefits. I understand that, regardless of when the University is notified, my Domestic Partner will become ineligible for health insurance coverage at the end of the calendar month in which the eligibility requirements listed above are not longer met.

9. I understand that Washburn University is required by the Internal Revenue Service (IRS) to report as taxable income any premiums paid by the University related to covering my Domestic Partner under the University's health or dental plans.

I have read and understand this document and certify that the information contained in this document is accurate. I understand that knowingly and intentionally giving false, incomplete or misleading information to Washburn University on this affidavit may subject me to any remedies available under law.

_____/_____/_____
(name of employee) (signature of employee) (date)

I have read and understand this document and certify that the information contained in this document is accurate. I understand that knowingly and intentionally giving false, incomplete or misleading information to Washburn University on this affidavit may subject me to any remedies available under law.

_____/_____/_____
(name of domestic partner) (signature of domestic partner) (date)

Sworn to before me this _____ day of _____, _____

Notary Public My commission expires _____, _____



Memorandum

Date: January 7, 2009
To: Dr. Robert Boncella, Chair
Executive Committee, University Graduate Council
From: Dr. Cynthia Hornberger, Dean *CAW*
School of Nursing
Subject: Approval of the new MSN program track, **Clinical Nurse Leader**
CC: Dr. Bowen, Dr. Chorba, Dr. Prasch, Dean McQuere, Dean Sollars, Dean Dunlap,
Dean Romig

The School of Nursing (SON) has approved the creation of a new track within the Master of Science in Nursing (MSN) degree program, the Clinical Nurse Leader (CNL). The CNL is prepared through masters-level education as an advanced generalist practitioner (AACN, 2007). This new role was developed to address needs in healthcare for lateral integration of care at the bedside. Graduates of the CNL program will provide and manage care at the point of care to individuals, clinical populations, and communities. The CNL track is a modification of the existing Administrative Leadership (AL) track. Modifications include the following:

1. Replacement of the conventional NU 518 Advanced Nursing Research course focused on quantitative and qualitative research methods with a course emphasizing evidence-based research methodologies and practice.
2. Replacement of the leadership core elective with a required course, Clinical Care Management. This combined seminar and practicum course will emphasize microsystem quality and safety management (Nelson, Batalden, & Godfrey, 2007). The leadership core elective course was chosen from a set of pre-approved 900-level Master of Business Administration (MBA) courses, to include EC 925 Economic Environment.
3. The addition of a second clinical practicum course. Adding this course increases the credit hours of practicum courses from 3 to 7 credit hours. The focus of both practicum courses will change from executive-level administrative management to patient population care management. Total credit hours attributed to clinical practica is 9 credit hours (NU 6XX Care Continuity and Management [2 credits], NU 6XX Clinical Practicum I [3 credits], and NU 6XX Clinical Practicum II [4 credits]) for a total of 526 clinical and laboratory hours. This course addition allows the track to accrue the recommended nationally mandated practicum hours (500 hours).

4. Total credit hours are increased from 42 to 46 hours due to the addition of the second practicum course.

Rationale

The SON is accredited by the Commission on Collegiate Nursing Education (CCNE); an affiliate of the American Association of Colleges of Nursing (AACN). In 2003 AACN approved the first new role in nursing in 35 years, the Clinical Nurse Leader, partially in response to contemporary mandates for improved quality and safety (IOM, 2001). The CNL curriculum includes core courses in theory, research, ethics, integrative healing, informatics, professional role development, health policy, and organizational behavior. The CNL is prepared with advanced nursing skills in health assessment, pathophysiology, and pharmacology. CNL core courses include administrative leadership, financial management, and clinical care management theory and practice.

During the spring 2008 semester, the Dean convened a taskforce of nursing representatives from the three medical centers located in Topeka, Kansas including St. Francis Health Center, Stormont-Vail HealthCare, and the Colmery-O'Neil Veterans Administration Medical Center. Throughout 2008 this taskforce explored the viability of the CNL role in each of the three institutions. All three institutions have enthusiastically supported this new role and are identifying suitable candidates to participate in the first cohort. Their letters of support are attached. It is estimated that ten students will enroll in this track for the Fall 2009 semester, pending University approval. Ten students represent approximately 30% of the expected admission of 30 students to the MSN program for the Fall 2009 semester.

The CNL track curriculum was approved by the SON Graduate Education Committee on November 14, 2008, and subsequently approved by the SON Academic Policy Committee on December 5, 2008.

Implementation

Students interested in the CNL track will be admitted in the Fall 2009 semester. Current MSN students will be queried to see if any of them would be interested in switching tracks.

Costs

The addition of the new courses will be covered by existing faculty. The Dean will be returning to full-time teaching effective the Spring 2010 semester and she and another recently hired faculty member will share instructional responsibilities for the new courses, which will be taught for the first time in Fall 2010.

Other Considerations

Graduate education in nursing is in transition nationally. In 2007, the AACN issued a position statement identifying the Doctor of Nursing Practice (DNP) degree as the educational

requirement for advanced practice nursing, effective 2015. All graduate nursing programs are expected to transition their Master of Science in Nursing (MSN) degree programs that prepare nurses for advanced practice, either as a nurse practitioner, nurse anesthetist, clinical nurse specialist, or nurse midwife; or for executive administration by that date. The residual MSN degree will then be the new CNL. Creation of the CNL track is the first of two steps in the transition by the Washburn University School of Nursing. The SON is currently developing a proposal to upgrade our current administrative leadership and nurse practitioner tracks to the DNP. In the interim time period, the administrative track will continue to admit students with an anticipated migration to the DNP in 2010 or 2011, pending University review and approval.

There are currently two students in the Administrative Leadership track. One will complete her leadership coursework in Fall 2009 and the other student will be allowed to finish the existing AL track.

References

- American Association of Colleges of Nursing. (2007). *White paper on the education and role of Clinical Nurse Leader*. Washington, DC: Author.
- Institute of Medicine. (2001). *Crossing the quality chasm: A new health system for the 21st century*. Washington, DC: National Academy Press.
- Nelson, E.C., Batalden, P.B., & Godfrey, M.M. (2007). *Quality by design*. San Francisco: Jossey-Bass.

Washburn University
School of Nursing

Master of Science in Nursing
CLINICAL NURSE LEADER

Clinical Nurse Leaders (CNL) are prepared at the master's degree as a generalist. This exciting new role was developed to address needs in healthcare for lateral integration of care at the bedside. Graduates of the Clinical Nurse Leader program provide and manage care at the point of care to individuals, clinical populations and communities. Additional courses may be added to provide further specialization beyond the adult setting. The CNL program does not prepare the graduate for eligibility as an Advanced Registered Nurse Practitioner (ARNP) in Kansas.

The 46 credit hour curriculum is composed of seven core courses, three advanced practice core courses, five clinical leadership courses, and a Graduate Project. The curriculum adheres to guidelines provided by pertinent credentialing and regulating organizations while creating a flexible and contemporary graduate education. All graduates possess an advanced core of knowledge to manage complex systems.

Core Curriculum (18 credit hours)

NU 500 Theoretical Foundations for Advanced Nursing Practice	3 credit hours
NU 502 Advanced Nursing Practice Ethics	2 credit hours
NU 504 Integrative Healing Therapies	2 credit hours
NU 508 Healthcare Policy, Finance and Organization	4 credit hours
NU 510 Professional Role Development	2 credit hours
NU 516 Informatics in Healthcare Settings	2 credit hours
NU 6xx Clinical Scholarship EBP	3 credit hours

Advanced Practice Core (10 credit hours)

NU 514 Advanced Health Assessment, Promotion & Disease Prevention	4 credit hours
NU 506 Advanced Pathophysiology	3 credit hours
NU 512 Advanced Pharmacology	3 credit hours

Clinical Leadership (16 credit hours)

NU 610 Administrative Leadership	3 credit hours
NU 612 Financial Management of Health Care	3 credit hours
NU 6__ Care Continuity and Management (1 hr. clinical, 2 hrs. didactic)	3 credit hours
NU 6__ CNL Practicum I (at 4:1 ratio)	3 credit hours
NU 6__ CNL Practicum II (at 4:1 ratio)	4 credit hours

Graduate Project

2 credit hours

TOTAL

46 credit hours

Clinical Practicum Hours = 16 + 90 + 180 + 240 = 526 hours

Lab Hours = 104

**Washburn University School of Nursing
Master of Science in Nursing Degree
Clinical Nurse Leader**

*Course sequencing may change due to faculty availability and projected student enrollment
Some courses may be offered in summer session*

Full-time Sequence

Semester 1

NU 500 Theoretical Foundations	3
NU 502 Adv. Practice Ethics	2
NU 506 Adv. Pathophysiology +	3
NU 516 Informatics/Health Care +	<u>2</u>
	10

Summer I

NU 610 Administrative Leadership	3
NU 510 Professional Role +	<u>2</u>
	5

Semester 3

NU 6__ Care Continuity/Mgmt.	3
NU 6__ Clinical Scholarship EBP	3
NU 6__ CNL Practicum I	<u>3</u>
	9

Summer II or Semester 5

NU 670 Project Thesis	<u>2</u>
	2

+ Course offered online

Semester 2

NU 508 Healthcare Policy	4
NU 512 Adv. Pharmacology +	3
NU 514 Adv. Health Assessment	<u>4</u>
	11

Semester 4

NU 504 Integrative Healing +	2
NU 612 Financial Management	3
NU 6__ CNL Practicum II	<u>4</u>
	9

Part-time Sequence

Semester 1

NU 500 Theoretical Foundations	3
NU 516 Informatics/Health Care +	<u>2</u>
	5

Summer I

NU 510 Professional Role +	2
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Semester 3

NU 502 Adv. Practice Ethics	2
NU 506 Adv. Pathophysiology +	<u>3</u>
	5

Summer II

NU 610 Administrative Leadership	3
----------------------------------	---

Semester 5

NU 6__ Care Continuity/Mgmt.	3
NU 6__ Clinical Scholarship EBP	<u>3</u>
	6

Summer III or Semester 7

NU 6__ CNL Practicum II	4
NU 670 Project	<u>2</u>
	6

Semester 2

NU 508 Healthcare Policy	4
NU 504 Integrative Healing +	<u>2</u>
	6

Semester 4

NU 512 Adv. Pharmacology +	3
NU 514 Adv. Health Assessment	<u>4</u>
	7

Semester 6

NU 612 Financial Management of Health Care Services	3
NU 6__ CNL Practicum I	<u>3</u>
	6



Sisters of Charity of Leavenworth Health System

January 6, 2009

To Whom It May Concern:

I have been involved in the dialogue about the CNL role with Cindy Hornberger, Washburn faculty members and others in our community for the past several years. As a nursing executive observing the increased patient complexity of our patients, our nursing leadership here at St. Francis Health Center has made a concerted decision to assure that our nursing staff has the needed practice support which would come from the CNL role. We also strongly believe this role will benefit patient safety and our value of always achieving clinical excellence at the bedside. Therefore the nursing leaders at St. Francis strongly support the CNL curriculum development at Washburn School of Nursing.

Sincerely,

A handwritten signature in black ink that reads "Shirley Heintz". The signature is written in a cursive style.

Shirley Heintz, RN, MSA, CNAA
Vice President, Patient Care Services



**DEPARTMENT OF VETERANS AFFAIRS
VA EASTERN KANSAS HEALTH CARE SYSTEM**

**Colmery-O'Neil Medical Center
2200 Gage Boulevard
Topeka KS 66622-0001**

**Dwight D. Eisenhower VA Medical Center
4101 South 4th Street Trafficway
Leavenworth, KS 66048-5029**

January 6, 2009

Cynthia A. Hornberger, PhD, ARNP, MBA
Dean, School of Nursing
Washburn University
1700 SW College
Topeka, KS 66621

Dear Dr. Hornberger:

Key staff from the VA Eastern Kansas Health Care System in collaboration with affiliate hospitals and other healthcare partners has been given an excellent opportunity to assist with the planning and development of the Clinical Nurse Leader curriculum at Washburn University. The Master of Science in Nursing Degree for the Clinical Nurse Leader has come at a most opportune time to address a critical need for generalist at the point of care.

The VA Eastern Kansas Health Care System fully supports the Clinical Nurse Leader Program. To date, Eastern Kansas has two full time clinical nurse leaders on staff who have made a difference with patient satisfaction, staff satisfaction and outcomes of care. VA Eastern Kansas supports the need for clinical nurse leaders to manage and coordinate comprehensive client care in all patient care areas. The Clinical Nurse Leader Program at Washburn University will fulfill a tremendous need as we have already identified individuals to enroll in the program.

Sincerely,

A handwritten signature in cursive script, reading "Valerie A. Ramones", is located below the "Sincerely," text.

Valerie A. Ramones, Ph.D., RN
Associate Chief for Education/
Designated Learning Officer.

Stormont-Vail HealthCare

January 7, 2009

Cynthia A Hornberger, PhD, ARNP, MBA
Dean, School of Nursing
Washburn University
1700 SW College
Topeka, Kansas 66621

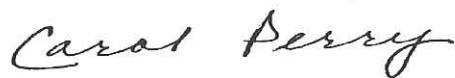
Dear Dr. Hornberger:

Key staff from Stormont-Vail HealthCare in collaboration with affiliate hospitals and other healthcare partners has been given an excellent opportunity to assist with the planning and development of the Clinical Nurse Leader curriculum at Washburn University. The Master of Science in Nursing Degree for the Clinical Nurse Leader has come at a most opportune time to address a critical need for generalist at the point of care.

With history of patient safety, preventable adverse events, nursing shortage and enrollment challenges we think this role becomes even more critical. The Clinical Nurse Leader role evaluates patient outcomes, asses cohort risk, and has the decision-making authority to change care plans when necessary. This is the time for an educational program that prepares the practitioner for this type of decision making, performance improvement, and promotion of evidence based practice.

Stormont-Vail HealthCare fully supports the Clinical Nurse Leader Program. The clinical nurse leaders will make a difference with patient satisfaction, staff satisfaction and outcomes of care. Stormont-Vail HealthCare supports the need for clinical nurse leaders to manage and coordinate comprehensive client care in patient care areas. The Clinical Nurse Leader Program at Washburn University will fulfill a tremendous need as we have individuals who are interested in this program.

Sincerely,



Carol S. Perry, RN, MSM
Vice President of Patient Care Services and
Chief Nursing Officer
Stormont-Vail HealthCare
1500 SW Tenth Avenue
Topeka, Kansas 66604

CP/sm

To Members of the Faculty Senate,

By a vote of 18 Approve, 0 Disapprove, and 3 No Vote, the Graduate Committee recommends the Faculty Senate approve the School of Nursing's proposal for the MSN Program Track: **Clinical Nurse Leader**.

Dr. Robert J. Boncella

Chairman Executive Committee of the Graduate Committee

Action Item 09-05a

**COLLEGE OF ARTS AND SCIENCES
PROGRAM CHANGES/DELETIONS**

	Signature	Recommendation	Review Date
Dept. Chair	<u>Howard Farnsworth</u>	<u>approve</u>	<u>5/12/09</u>
Division	<u>Harold J. Reed</u>	<u>APPROVE</u>	<u>9/8/08</u>
Dept. of Educ. (If course relates to teacher certification program.)	_____	_____	_____
Dean	<u>Borden McQuinn</u>	<u>Approve</u>	<u>9/17/08</u>
Curriculum Committee	<u>Ricky J. Barber</u>	<u>Approve</u>	<u>10/22/08</u>
Accepted By CFC	<u>P. Manning</u>	<u>approve</u>	<u>11/5/08</u>
CAS Faculty	<u>B. D. M. H.</u>	<u>APPROVE</u>	<u>2/5/09</u>
Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____

General Information: AAC Great Change Change X Deletion

1. Reason for this program change or deletion?

Approximately 50% of our majors choose the creative writing emphasis. In order to have a more comprehensive program, we have split the former EN205: Creative Writing, which was previously divided into two 7 1/2 week segments (one introducing poetry, one introducing fiction) into two introductory courses: EN 206: Introduction to Poetry Writing and EN 209: Introduction to Fiction Writing. We have added two new courses to our creative writing offerings: EN 307: Creative Non-Fiction Writing and EN 315: Reading as Writers; we have hired a new creative writing assistant professor whose specialty is non-fiction writing. We would like now to adjust the emphasis in creative writing to reflect the changes we have made **in the curriculum.**

2. Complete revised description (including program title, requirements, courses within program, credits, and prerequisites)

Proposed Requirements

- EN 301: Critical Reading and Writing
- EN 310: Modern English Grammar
- EN 315: Reading as Writers
- EN 384: Publishing Lab
- 4 of 6 survey courses, at least one from each area
 - EN 325: Introduction to English Lit. I
 - EN 326: Introduction to English Lit. II
 - EN 330: American Literature I
 - EN 331: American Literature II
 - EN 360: World Literature I
 - EN 361: World Literature II
- EN 206: Introduction to Poetry Writing

Old Requirements

- EN 301: Critical Reading and Writing
- EN 310: Modern English Grammar
- literature elective
- EN 384: Publishing Lab
- 4 of 6 survey courses
- EN 205: Creative Writing (deleted)

**COLLEGE OF ARTS AND SCIENCES
PROGRAM CHANGES/DELETIONS**

	<u>Recommendation</u>	<u>Review Date</u>			
Dept. Chair <u>Howard Faneuil</u>	<u>approve</u>	<u>5/12/09</u>			
Division <u>Harold J. Reed</u>	<u>APPROVE</u>	<u>9/8/08</u>			
Dept. of Educ. (If course relates to teacher certification program.)					
Dean <u>Gordon McQuinn</u>	<u>Approve</u>	<u>9/17/08</u>			
Curriculum Committee <u>Ricky J. Barber</u>	<u>Approve</u>	<u>10/22/08</u>			
Accepted By CFC <u>P. M. ...</u>	<u>approve</u>	<u>11/5/08</u>			
CAS Faculty <u>B. D. ...</u>	<u>APPROVE</u>	<u>2/5/09</u>			
Approved By:	<table border="0"> <tr> <td align="center">Faculty Senate</td> <td align="center">University Faculty</td> <td align="center">WU Board of Regents</td> </tr> </table>	Faculty Senate	University Faculty	WU Board of Regents	
Faculty Senate	University Faculty	WU Board of Regents			

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 - EN 360: World Literature I
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- EN 206: Introduction to Poetry Writing

Old Requirements

- EN 301: Critical Reading and Writing
- EN 310: Modern English Grammar
- literature elective
- EN 384: Publishing Lab
- 4 of 6 survey courses
- EN 205: Creative Writing (deleted)

EN 209: Introduction to Fiction Writing

Two of the following:

EN 305: **Advanced Fiction Writing**

EN 306: **Advanced Poetry Writing**

EN 307: **Creative Nonfiction Writing**

EN 305: **Advanced Fiction Writing**

EN 306: **Advanced Poetry Writing**

Deletions

3. Is the program being deleted from the catalog being replaced with another program? Yes No

If so, please explain.

We are simply making changes in the content of the existing program.

4. Is the content of this program being distributed to another program?

No

Changes

5. Describe the nature of the proposed change.

Dividing the introductory creative writing course into two courses, one in fiction, one in poetry. Adding the upper level courses in Creative Nonfiction Writing and Reading as Writers. The course deletion (EN 205) and new course creation are already in place. We are simply adjusting the program requirements to reflect these changes.

6. Do you currently have the equipment and facilities to teach the classes within the proposed change?

Yes

Action Item 09-05b

**COLLEGE OF ARTS AND SCIENCES
NEW PROGRAM REVIEW FORM**

	Chair's Signature	Recommendation	Review Date
Department	<u>[Signature]</u>	<u>Approved</u>	<u>17 July 08</u>
Division	<u>[Signature]</u>	<u>Approved</u>	<u>9/12/08</u>
Dept. of Educ. (If course relates to teacher certification program.)			
Dean	<u>[Signature]</u>	<u>Approved</u>	<u>9/17/08</u>
Curriculum Committee	<u>[Signature]</u>	<u>Approved</u>	<u>10/22/08</u>
Accepted By CFC	<u>[Signature]</u>	<u>Approved</u>	<u>11/5/08</u>
CAS Faculty	<u>[Signature]</u>	<u>Approved</u>	<u>2/5/09</u>
Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Resents _____

1. Title of program. AAC [Signature]

Optional Minor in Latin American, Caribbean, and Latino/a Studies

2. Rationale for offering this program.

The minor is constructed around the premise that broader understanding issues that face Latin America, the Caribbean, and Latino/a today is crucial in the global community. The minor is also constructed around the second premise that nations do not exist in isolation. Interaction and interdependence shaped nations in the western hemisphere in the past, do so in the present, and will continue to do so in the future.

The proposed minor that brings together existing courses in a coherent minor may provide other benefits to the university. The minor may allow the university to attract new, more diverse, student populations. The minor may also provide additional enrollment opportunities for existing students.

3. Exact proposed catalog description.

**Degree Offered: Latin American, Caribbean, and Latino/a Studies
Optional Minor**

**Dr. Kim Morse, Advisor
Henderson 311**

785-670-2059

Latin American, Caribbean, and Latino/a Studies is an interdisciplinary program of studies building on existing course offerings in a range of departments. The minor is constructed around the premise that broader understanding issues that face Latin America, the Caribbean, and Latino/as today is crucial in the global community. The minor is also constructed around the second premise that nations do not exist in isolation. Interaction and interdependence shaped nations in the western hemisphere in the past, do so in the present, and will continue to do so in the future.

Student Learning Outcomes:

Upon completion of the Latin America, Caribbean, and Latino/a Studies minor students will be able to:

- Obtain basic understanding of Spanish language
- Understand broad outline of Latin American history
- Assess fundamental events in Latin American/Caribbean and United States history
- Evaluate the role of race in Latin America, the Caribbean, and the United States
- Outline issues facing Latin America and Latino/as in the United States in the present
- Assess cultural production (art, literature, film, etc.) as part of cultural identity in Latin America, the Caribbean, and in the Latino/a community in the United States.

Requirements for the Minor

Students will complete at least 18 credit hours of coursework. In addition to six credit hours of required coursework, students must complete at least 12 credit hours of elective courses from at least two disciplines. A student will not be able to take more than six elective credits in a single discipline. Some courses require completion of prerequisites.

Required Courses:

SP201, 202 or above (3 credits)

One of the following (3 credits):

HI100, 101, 102

AN112

Elective Courses which may count towards the minor include, but are not limited to:

MU106/AN120 Introduction to World Music

H1360 Mexico

HI361 Colonial Latin America

H1362 Modern Latin America

HI363 Borderlands and Beyond

HI364 History and Literature of Latin America

H1300 Special Topics (as pertinent to the minor, with permission of minor advisor)

HI398 Directed Readings (as pertinent to the minor, with permission of minor advisor)

SP290 Study Abroad in Latin America

SP305 Civilization of Mexico

SP306 Civilization of Latin America

SP307 Contemporary Hispanic Culture

SP331 Introduction to Hispanic Literature

SP340 History and Literature of Latin America

SP370 Latin American Literature thru the 19th Century
SP372 20th Century Latin American Literature
SP380 Introduction to Hispanic Cinema
SP390 Study Abroad in Latin America
SP399 Special Topics (as pertinent to the minor, with permission of minor advisor)
P0362 Politics in Mexico and Latin America
P0386 Directed Readings (as pertinent to the minor, with permission of minor advisor)
AN114 Introduction to Archaeology
AN320 Maya and Aztec
AN325 Anthropology of the Caribbean
AN300 Special Topics (as pertinent to the minor, with permission of minor advisor)
IS400 Special Topics (as pertinent to the minor, with permission of minor advisor)

Attached is a chart that shows the frequency the above courses have been taught between academic year 2005-2006 and the present. Because of the frequency with which listed courses are taught, incorporating them into the minor will not place an extra burden on existing faculty.

4. List any financial implications.

There are no financial implications. The minor incorporates existing courses taught by current faculty in regular rotation.

2005-2006	2006-2007	2007-2008	2008-2009
HI100, 101, 102, SP201, 202, AN112 HI364/SP340, H1363, AN114, AN320, MU106/AN120, SP290, SP390	HI100, 101, 102, SP201, 202, AN112 H1361, P0362, AN114, MU106/AN120, SP306, SP372, SP331, SP290, SP390	HI100, 101, 102, SP201, 202, AN112 HI363, HI364/SP340, H1300 Independence and Revolutions in Latin America, AN114, AN320, AN325, AN300 Discover the Ancient Maya (study abroad), MU106/AN120, SP380	HI100, 101, 102, SP201, 202 , AN112 H1361, HI300/SP399 Latino Experience, P0362, AN114, AN320, AN325, MU106/AN120, SP331, SP370, SP290, SP390

*HI362 was offered twice between academic year 2003-2004 and academic year 2004-2005.

*SP307 is a new course and has not been offered yet. It will be offered regularly in the summer.

*SP340 and 380 will be taught every other year. SP306 and 331 will be taught more frequently.

Action Item 09-05c

COLLEGE OF ARTS AND SCIENCES
 Alteration in Degree Requirements
 for
 Bachelor of Arts in Music

REVIEW ROUTING:

Signature	Recommendation	Date
Department MUSIC <u><i>Ann Marie Brock</i></u>	<u>Accept</u>	<u>October 15, 2008</u>
Division <u><i>CPA Marguerite Pout</i></u>	<u>Accept</u>	<u>10-15-2008</u>
Dean CAS <u><i>Gordon D. Moore</i></u>	<u>Approved</u>	<u>10/20/08</u>

Dept of Educ
 (If course relates to teacher certification program.)

Curriculum Committee <u><i>Rick J. Barkun</i></u>	<u>Approved</u>	<u>10/22/08</u>
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Approved by College Faculty Council *[Signature]* Date 11/5/08

** New phrase is the amended language from CAS meeting 2/5/09*

Changes for the Bachelor of Arts in Music Degree

	Old Requirement	New Requirement	Rationale
Change	Music Lessons (8 hrs) Private lessons	Applied Lessons (8 hrs): a minimum of 1 cr. hr. each semester in concentration area	Students must continue private lessons throughout degree program

(until the 8 semester requirement is met.)

No new courses are required for the proposed changes in the Bachelor of Arts in Music.

CAS FACULTY *[Signature]* APPROVED February 5, 2009

FACULTY SENATE

UNIVERSITY FACULTY

WU BOARD OF REGENTS

AAC *[Signature]*