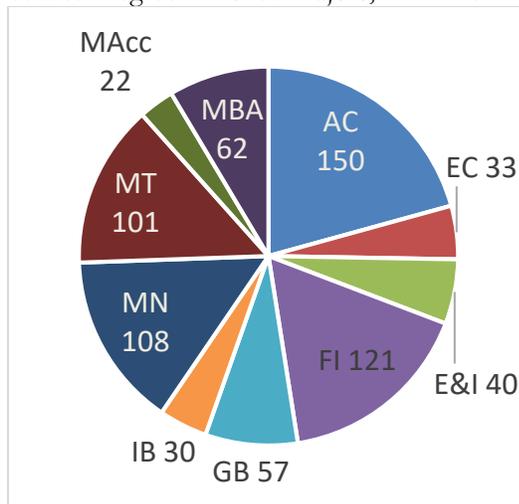


Washburn University
 School of Business General Faculty Meeting
 HC104, Friday, August 31, 2017

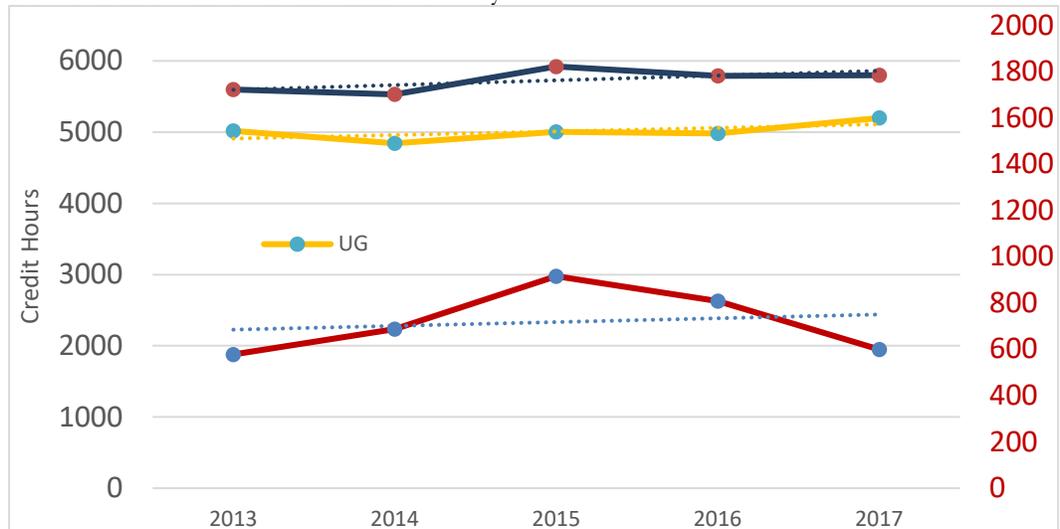
Present: Ball, Byrne, Espahbodi, Florea, Hickman, Harnowo, Hull, Juma, Kwak, Nizovtsev, Moore, Ockree, Price, Rao, Smith, Schmidt, Sollars, Stoica, Van Dalsem, Walker

Absent: Alleyne, Boncella, Martin, Scofield, Weigand

1. Meeting called to order. Minutes from 12/8/2016 (p.2) and 4/21/2017 were approved.
2. Dean's report
 - a. Introduced Hailey Handy, new Events/Communication Coordinator. Reconfigured HC114 staff. Ellen Hyatt was promoted to Administrative Specialist and we hired two student workers, Jen Bean and Jessie Williams. Congratulate Tom Hickman on promotion and tenured.
 - b. Enrollment – too early to tell. Freshman DFHS up, other categories down. SOBU – undergrad SCH slightly up. MBA SCH sharply down. Graduate down because of very large graduating class and smaller replacement class.
 - i. SOBU unduplicated headcount for fall 2017. BA (Econ) 5, Pre BBA 324, BBA 166, MAcc 22, MBA 61, Total 578.
 - ii. Declared Degree Enrolled Majors, N = 724



- iii. SOBU Credit Hours Fall Semester 20th Day



- iv. Fall 2017 WU101 Cohort (Freshman)

925 students

- 860 traditional students
- 38 adult learners
- 20 online only

Age: 19.3 years

ACT: 21.8

- 92 students didn't take the ACT
- Scores range from **7 to 34**

High School GPA: 3.35

- 59 students don't have HS GPAs
- GPAs range from **1.30 to 4.89**

36% have a "Topeka" home address

45% live on-campus

Fall Credits: 13.2 hours

- Previous Hours: **0 to 76**
- Average Previous: 17.3 credits
- No previous credits: 465

Major of Choice:

- Exploratory (429)
- Nursing (71)
- Business (65)
- Criminal Justice (62)
- Biology (45)
- Allied Health (37)

- c. Financial Picture – Washburn Budget was approved over the summer and contingent 1.5% salary program. Just don't know if that will go through. Probably know by October. No cuts, no increases, etc to Sobu budget. 3rd floor renovation, some tech was funded. Summer budget remain a possible target for scrutiny (hint: online seems popular).
- SOBU/Washburn Foundation Activities and Outcomes (FY17) –
\$370,000 contributions to *Endowed Operating Fund* Accounts
\$175,000 in contributions to *Current Gift Operating Fund* Accounts
June 30 **FMV** of *Endowed Operating Fund Accounts*: **\$7.3 million**
FY 2018 **Distribution** of *Endowed Operating Funds*: **\$302,000**
\$303,000 contributions to *Endowed Scholarship Fund* Accounts
\$36,000 contributions to *Current Gift Scholarships*
June 30 **FMV** of *Endowed Scholarship Funds*: **\$7.8 million**
FY 2018 **Distribution** of *Endowed Scholarship Funds*: **\$325,860**
 - Washburn Faculty/Staff Giving Campaign: SoBu – Total given \$16,566. Faculty Support \$1,102, Program support \$9,491 and Scholarships \$5,973.
 - Henderson Reno update – Fundraising process continues. Project: \$7-13 million depending on scope. Two major donor pitches seeking lead donor.
- d. Plans/Goals 2018 –
- Program Review and AACSB Renewal –
 - **Washburn Program Review**, February 2018. PRC to take lead, but all committees will contribute.
 - PRC will complete a draft of the SOBU Strategic Plan.
 - **AACSB CIR Application** due Summer 2018. All committees will contribute.
 - Fall 2018—Complete Standards Review
 - Fall 2019--Spring 2020—Write and complete CIR
 - Fall 2020—CIR Team Visit
 - SOBU Research Productivity
 - 20 new PRJA authorships added in CY 2016
 - Best Paper Awards

- KVB Research Seminar and Working Paper Series
 - Several new “cases” submitted, Practitioner journals, TK Magazine, etc.
 - A couple of book-length works in progress
 - All faculty were AACSB qualified during the past year
 - So, lots of great stuff happening...but some **concerns**.
- iii. SOBU Research Portfolio Snapshot
- Five-year window
 - Of the 54 unique Journal titles:
 - Only 41 were even on the SOBU Journal List (76%)
 - Only 38 were in Cabell's Whitelist (70%)
 - Only 34 were in the ABDC list (63%)
 - Only 27 were found on the SCImago quartile ranking site (50%)
 - For PRJs with both SOBU and ABDC lists, (n=33), 30.3 percent of those had a different rating (five higher, five lower).
 - What should we do?
- iv. SOBU Faculty Research Reward Fund
- Approval by VPAA and President given in June.
 - Fund to Reward Faculty Research as part of annual review process.
 - Allocated \$25,000 to reward Faculty Research, net \$23,000
 - Each point was worth \$767
 - 2/2 or 2/3 load faculty received combined total \$2,744 with an adjusted schedule, funds came from endowed accounts.
 - Plan is to continue for CY 2017 review, and then evaluate.
- v. Research Impact Measures
- No resolution last year. FPC will address this Fall.
 - What other places are doing
 1. Teaching Impact Statements—more detailed than what we did in 2013.
 2. Citation Counts are used to measure long-term impact of individual scholarly activity. e.g.,—Google Scholar (7 SOBU Faculty already have set up accounts).
- vi. Curriculum Committee
- This is the mid-cycle year.
 - Several questions raised. What did we learn?
 - Quantitative Core Courses?
 1. Common Requirements, and not?
 2. Data Analytics
 - What makes our Curriculum Distinctive?
 - New Majors/Certificates?
- e. Upcoming Events/Deadlines
- Wake-Up with Washburn September 28th John Skelton, BBA '83, CFO Innovative Livestock Services "Washburn, Accounting and ... Cattle"
 - Tenure and Promotion Materials Due October 6th, Organizational Faculty Meeting on October 12th
 - Alumni Fellow Luncheon November 10th. SOBU sponsored WU After-Hours November 10th
 - Night out with the Dean, Friday December 8th
 - Commencement, December 15—Be there!
 -
3. New Business – Frist reading. Reza introduced SoBu faculty handbook. Pp. 4-41. The SoBu faculty handbook as presented is an organization of the current policies of the SoBu as gleaned from previous minutes. There may be an incentive to look at and change some of the language to match what is currently done or to change the policies.
4. Stoica adjourned.

Submitted by

Jennifer Bixel, Administrative Secretary, School of Business

Rosemary Walker, Secretary, School of Business General Faculty

Washburn University
School of Business General Faculty Meeting
HC 104, Thursday, November 9, 2017

Attendance: Edmond Alleyne, Jennifer Ball, Bob Boncella, Paul Byrne, Liviu Florea, Dion Harnowo, Tom Hickman, Rob Hull, Sungkyu Kwak, Louella Moore, Dmitri Nizovtsev, Kandy Ockree, Pam Schmidt, Barbara Scofield, Russ Smith, David Sollars, Michael Stoica, Shane Van Dalsem, Rosemary Walker

Minutes of Friday, August 31, 2017 was approved

1. Dean's Report
 - a. Tomorrow is due date for tenure and promotion reports to be filed
 - b. Thanks to all who attended faculty strategic planning, breakfast with Dr. Farley, and Wake Up with Washburn
 - c. Tomorrow Alumni Fellows lunch
 - d. Go Topeka – Economic Outlook on Tuesday
 - e. FY19 budget is started being worked on
 - i. Capital Equipment and Technology
 - f. End of Semester Stuff
 - i. Commencement
 - ii. Don't give incomplete
2. MOTION to approve the faculty handbook compilation of current documents into a faculty handbook (Motion: Boncella, Second: Stoica)
 - a. Is this an employment agreement between faculty and university required to agree to be hired?
 - i. Take to Human Resources to see if they need to consider
 - b. Page 13 Paragraph 5
 - i. Faculty will have 2 days for scholarly activity
 - c. Amendment: To approve the compilation of existing school of business policies under the name School of Business Policy Manual. (Motion: Ball, approved by original movers, motion approved)
 - d. Page 35, Summer School Scheduling and Hiring Policy
 - i. Is it a policy or not?
 - ii. There is no paper trail. Not sure if it is a current policy.
3. SOBU Strategic Plan
 - a. This is the current strategic plan and would like faculty input on the strategic plan
 - b. Talk to Dmitri Nizovtsev or Bob Boncella
 - c. Working with making sure our strategic plan is congruent with the University Strategic Plan that is currently being worked on

Meeting Adjourned, Stoica

Submitted by

Jennifer Bixel, Administrative Secretary, School of Business

Rosemary Walker, Secretary, School of Business General Faculty

Washburn University
School of Business General Faculty Meeting
HC 104, Tuesday, February 13, 2018

Attendance: Edmond Alleyne, Jennifer Ball, Bob Boncella, Paul Byrne, Reza Espabodi, Liviu Florea, Dion Harnowo, Tom Hickman, Norma Juma, Sungkyu Kwak, Rick Lejuerne, Louella Moore, Dmitri Nizovtsev, Kandy Ockree, David Price, Pam Schmidt, Russ Smith, David Sollars, Michael Stoica, Shane Van Dalsem, Rosemary Walker

Minutes of November 9, 2017 was approved

1. Dean's Report

- a. Thanks for those who signed up for the Breakfast / Lunch for Wake Up
- b. Lecture series in Entrepreneurship and Free Enterprise will be here – March 15
- c. Awards / Scholarship Luncheon - April 9
- d. Mayo Schmidt and KTWU will broadcast business ethics presentation – April 9
- e. Commencement - May 12
- f. Enrollment up 5.5 – 6% in Spring
- g. Paul Byrne and Jennifer Ball – Washburn Economic Freedom and Freedom of Expression Taskforce
- h. Data Analytics standard for AACSB
- i. Measuring research impact – count citations and google scholar (will be asking you to set up an account if you haven't)
- j. 100 new calculators have been purchased
- k. 3rd floor is basically done
- l. Research insight, Capital IQ data funds, find sources when you can

2. New Business

- a. Change in Graduation Requirement (Motion to approve: Ball, Second: Stoica, back to committee)
 - i. University is requiring the SOBU to reduce hours needed for graduation to 120 from 124.
 - ii. More room now for 9-9-9
 - iii. Propose a 9-9-9 as a second amendment, not friendly
 - iv. Number in favor of 9-9-9: 13 and 12-12-12: 4
 - v. Motion to return to committee and look at alternatives (Dmitri, Reza, motion approved)
- b. Motion to eliminate all hours pre-requisites (Paul, Dmitri, motion passed)
 - i. Technology issue with banner will not allow 24 hours but just Sophomore Standing (30 hours)
 - ii. Raising to 30 hours is a bad idea
 - iii. Can add pre-requisite hours for specific courses later
 - iv. Motion to suspend the rules and make this a second reading (Dmitri, Bob, motion passed)
- c. Motion to approve the changes in the School of Business Policy Manual (Dmitri, Stoica, first reading)
 - i. Proposed changes are in track change except for minor grammar changes.
 - ii. There was rearranging of sections of the policy to other places within the document.
 - iii. Summer school teaching bullet point #2 was added (p.35), review this before next meeting (Comment would be to move it to #4a.)
 - iv. Motion: To move "Faculty achieving a higher level of research productivity as defined in Section II.A.1, will be given first preference in the assignment of summer

teaching.” p.35 #2 to #4a before the current 4a (Motion: Dmitri, Rosemary, friendly amendment, motion passed)

Meeting Adjourned, Paul

Submitted by

Jennifer Bixel, Administrative Secretary, School of Business

Rosemary Walker, Secretary, School of Business General Faculty

Curriculum Committee

General Request Submission Form

Note: NOT to be used for New Course proposals, which are made on a separate form designed for that specific purpose.

This form requires information to be provided in two sections: (A) Now, i.e., the current status of the situation, and (B) In The Future, i.e., the change requested and how it will improve the situation in the future.

Change request submitted by Tom Hickman- Curriculum Committee .

(A) **NOW:**

1. What is the Current Situation which needs to be addressed?

Currently the School of Business requires students to earn 124 credit hours in order to graduate. Washburn University is moving to a 120 hour graduation requirement and the SOBU must comply with this change.

2. How long has this situation existed in its current form?

The 124 hour degree program is a long standing requirement.

3. Why is it necessary that it be changed?

Washburn University is leading this change to remain competitive with other schools in Kansas that have either already made the change or will be making the change in the very near future.

(B) **IN THE FUTURE:**

1. Proposed change. (describe in sufficient detail)

The proposal is to reduce the number of general education requirements from 15 to 12 in both Humanities and Social Sciences. Washburn University only requires that the SOBU have 9 required hours in each of Humanities, Social Sciences, and Natural Sciences. This brings the SOBU to 12 required hours in each area.

Since that is a reduction of 6 credit hours ($124 - 6 = 118$ credit hours) two additional credit hours would be applied to free electives. This increases the free electives for students from 7 to 9 credit hours.

2. How does the proposed change solve the problem?

It brings the total number of credit hours to graduate down to 120

3. What new problem(s) might this proposed change create?

None

4. What objection(s) to the proposed change are likely to arise?

The Social Sciences and Humanities areas may provide some objection but as previously noted the 12 hours that the SOBU requires is still in excess of what Washburn University requires of the SOBU.

5. Are there any decision deadlines which the Committee needs to be aware of?

March 23 deadline to submit 120 hour proposal to Washburn University

Curriculum Committee

General Request Submission Form

Note: NOT to be used for New Course proposals, which are made on a separate form designed for that specific purpose.

This form requires information to be provided in two sections: (A) Now, i.e., the current status of the situation, and (B) In The Future, i.e., the change requested and how it will improve the situation in the future.

Change request submitted by Tom Hickman- Curriculum Committee .

(A) **NOW:**

1. What is the Current Situation which needs to be addressed?

Currently there are many courses offered in the School of Business that have prerequisites related to achieving either SO/JR/SR status which has been 24/54/88 hours.

Washburn University is changing SO/JR/SR status to 30/60/90. The SOBU can no longer keep the 24/54/88 hour prerequisite – it either has to be eliminated or changed to 30/60/90.

The committee proposes that the prerequisites that are tied to SO/JR/SR status be eliminated in all School of Business courses.

Further, the committee proposes that within the major SO/JR/SR status can be considered as part of a prerequisite for an individual course as long as it is not also part of the Lower or Upper Division Core.

2. How long has this situation existed in its current form?

The SO/JR/SR level prerequisites have been in place for many years at 24/54/88 hours.

3. Why is it necessary that it be changed?

The change to 30/60/90 is a pending change within the university that the School of Business must address in terms of how it handles prerequisites that are currently tied to the soon to be outdated 24/54/88 model.

(B) **IN THE FUTURE:**

1. Proposed change. (describe in sufficient detail)

As noted the proposal is to eliminate all SO/JR/SR prerequisites and keep the course-based prerequisites.

2. How does the proposed change solve the problem?

It is in compliance with what Washburn University is in the process of adopting.

A further problem this proposal addresses is that eliminating Junior status for the upper core allows students to begin taking classes in the major as Juniors. The current situation typically does not allow students to begin work in the major courses until they are Seniors because of the credit hour prerequisites associated with the Lower and Upper Core. This proposal would allow for students to begin work on their major courses as Juniors.

3. What new problem(s) might this proposed change create?

Freshman will be eligible to take lower division core courses provided they have the course related prerequisites such as MA116 College Algebra. Similarly, in many or most cases sophomores will be eligible to begin taking courses in the Upper Core.

In theory, students could take the capstone BU449 course as a junior.

4. What objection(s) to the proposed change are likely to arise?

The potential that less mature students would be taking classes in the School of Business than what currently is the case.

5. Are there any decision deadlines which the Committee needs to be aware of?

March 23 deadline to submit 120 hour proposal to Washburn University

Proposal to Change SOBU Journal List

In response to faculty's legitimate complaints about the fairness of the current list, and the Dean's concern that some faculty are publishing in journals outside the list and disregarding the faculty-approved procedures to request a change to the journal list, the FPC met a few times over the fall semester to discuss possible changes to the journal list. Four alternatives were considered, including one proposed by our marketing colleagues. After considerable discussion, the FPC is proposing that we:

1. switch to the most current ABDC list, including any interim updates,
2. grandfather in journals that are on the current SOBU list, but not on ABDC, with the ratings already approved (in the event a future ABDC list includes a grandfathered-in journal, the ABDC rating will prevail), and
3. keep the existing policy on changes to the journal list, i.e., to allow petitions to change the list and/or the associated ratings.

The main reasons for our decision are:

1. ABDC is an externally-validated list and is widely used.
2. ABDC list and ratings are updated periodically and in interim, and thus there is no need for us to review the ratings.

Curriculum Committee General Request Submission Form

This form requires information to be provided in two sections: (A) Now, i.e., the current status of the situation, and (B) In The Future, i.e., the change requested and how it will improve the situation in the future.

Change request submitted by Marketing Faculty, Drs Hickman, Price & Stoica

(A) **NOW:**

1. What is the Current Situation which needs to be addressed?

Currently the SOBU marketing concentration has three required courses plus one elective to fulfill requirements. Of particular interest to this proposal is that BU366 is not a required course but it is a skillset that is in high demand. As a result, a marketing major that does not include a required sales course is limiting the potential of our students.

Required courses:

BU362 Market Research (Hickman)

BU364 Consumer Behavior (Price)

BU471 Marketing Management (Stoica)

Students can then choose one elective from the following:

BU366 Sales (adjunct)

BU368 International Marketing (Stoica)

BU369 Entrepreneurial Marketing (adjunct)

BU371 Digital Marketing (Boncella)

The elective courses are not taught every semester, but rather once per year or when adjunct faculty are available.

Other marketing electives not currently offered:

BU361 Retailing – not currently offered

BU363 Promotions – not currently offered

BU473 Marketing Channels – not currently offered

2. How long has this situation existed in its current form?

The current offering has not changed for several years.

3. Why is it necessary that it be changed?

The employment landscape has placed new demands on the skillsets of marketing graduates and we see an increased need for sales skills and knowledge. Due to feedback from a number of sources such as faculty from universities, employers and alumni, we feel the change is a positive one for our graduates. We have received input from local firms/large employers that there is a skill gap in the sales discipline, and that our marketing students could benefit from such a course. Employers/practitioners are willing to be involved in the delivery of the course, which will add to the effectiveness and uniqueness of its appeal.

(B) IN THE FUTURE:

1. Proposed change.

BU366 Sales becomes a requirement for marketing graduates and BU364 Consumer Behavior becomes an elective.

2. How does the proposed change solve the problem?

It will increase the knowledge and skills in sales and sales management of every marketing graduate. We feel it will also provide stronger employment opportunities for graduates and make them much more marketable in a high demand career path.

3. What new problem(s) might this proposed change create?

By making consumer behavior an elective, there will be fewer students with the depth of knowledge in that area (although they can still potentially take the course as an elective). However, as stated previously, we feel a required sales course will be an advantage for them in the short and long term.

Faculty requirements are unchanged, Dr. Price will switch from teaching BU364 Consumer Behavior to teach the sales course. Depending on when the other marketing electives are offered, we will investigate whether consumer behavior needs to still be offered once per year (taught by adjunct faculty).

4. What objection(s) to the proposed change are likely to arise?

Consumer Behavior is a common course offering for most marketing degrees, as is sales. However, with only four classes for a concentration we have limited options, and after studying all scenarios BU364 Consumer Behavior is the course most suited to change.

A potential concern is that if we are unable to find an adjunct instructor for BU364 that students will have a more limited selection of elective courses to fulfill their marketing requirements since BU366 is currently a popular choice as an elective. The addition of BU371 Digital Marketing effectively eliminates this problem since this is a new course offering as of the 2016-2017 academic year. Therefore, even if BU364 was not offered in a given year the number of marketing electives offered would remain unchanged from the 2015-16 academic year.

5. Are there any decision deadlines which the Committee needs to be aware of?

We would like to make the decision ASAP, at the latest by early spring 2018 in order to finalize the catalog and begin offering the core required classes (that includes sales) in the fall of 2018

Curriculum Committee

General Request Submission Form

Note: NOT to be used for New Course proposals, which are made on a separate form designed for that specific purpose.

This form requires information to be provided in two sections: (A) Now, i.e., the current status of the situation, and (B) In The Future, i.e., the change requested and how it will improve the situation in the future.

Change request submitted by Curriculum Committee – Tom Hickman .

(A) **NOW:**

1. What is the Current Situation which needs to be addressed?

Written Communications is Student Learning Outcome 2b in the School of Business. As of 2014, the SOBU adopted a new rubric to assess the writing ability of BBA students. Students have shown a downward trend since the 2014 adoption across most of the six components of the rubric. Specifically, in 2016, at least 40% of BBA students failed to meet expectations in four of the components (Content & Development [60% showed proficiency], Organization [60%], Language Use [47%], and Mechanics & Conventions [47%]). This is similar to 2013 (prior to the adoption of the new rubric) where at least 31% of students failed to meet expectations in five rubric components (Focus & Meaning [69% showed proficiency], Content & Development [58%], Organization [63%], Language Use [66%], and Mechanics & Conventions [58%]).

Currently, students are required to take 15 General Education credits in Humanities. Washburn University requires students to take 3 credit hours from a General Education course from Art/Music/Theater. Additionally, the SOBU requires that students take CN150 Public Speaking as 3 of the required Humanities General Education credit hours. The present system allows for students to take the remaining 9 Humanities credit hours completely at their discretion.

2. How long has this situation existed in its current form?

The current situation has regarding Humanities General Education courses has been in place for a number of years.

3. Why is it necessary that it be changed?

The Curriculum Committee proposes that additional guidance in Humanities courses could elevate students' ability to write proficiently upon assessment of this skill in BU342 Organization & Management.

(B) IN THE FUTURE:

1. Proposed change. (describe in sufficient detail)

The Curriculum Committee proposes that BBA students will be required to pass a writing intensive course with the grade of C or higher as 3 of the 15 Humanities General Education credit hours required to earn a degree. The list of these six courses that are each designated as a Humanities General Education course with a focus on Communications is as follows:

EN103 Academic Reading and Research

EN131 Understanding Short Fiction

EN145 Shakespeare in Action

EN207 Beginning Nonfiction Writing

EN208 Business and Technical Writing

EN209 Beginning Fiction Writing

The 100 level courses have no prerequisites while the 200 level courses each have EN101 or EN102 listed as a prerequisite.

2. How does the proposed change solve the problem?

Since students will be required to take a writing intensive course it is believed that this will result in collectively enhancing students' written communications skills.

3. What new problem(s) might this proposed change create?

Students will not have as much flexibility in the Humanities courses they take but will still have 6 credit hours to take at their own discretion.

4. What objection(s) to the proposed change are likely to arise?

It is possible that someone could read this list of courses and believe that some courses are more writing intensive than other courses. The list was developed with the assistance of the English Department that advised that each of these courses was not only writing intensive at Washburn University but also that a course at another university with a similar course title would also be writing intensive at that university. Therefore, the proposed change addresses both consistency in writing demands and has also considered questions regarding transfers.

5. Are there any decision deadlines which the Committee needs to be aware of?

The change should be able to be brought to the faculty meeting in December 2017 if such a meeting takes place.

Washburn University
School of Business General Faculty Meeting
HC 104, Tuesday, March 6th, 2018

Attendance: Edmond Alleyne, Jennifer Ball, Bob Boncella, Reza Espahbodi, Paul Byrne, Liviu Florea, Akhadian Harnowo, Tom Hickman, Norma Juma, Sungkyu Kwak, Rick LeJuerrne, Louella Moore, Kandy Ockree, Dmitri Nizovtsev, David Price, Sunita Rao, Pam Schmidt, Barbara Scofield, Russ Smith, David Sollars, Shane Van Dalsem, Rosemary Walker

Minutes of February 13, 2018 was approved

1. Dean's Report
 - a. Economic Breakfast is next Week
 - b. April 9 – Scholarship and Awards Luncheon
 - c. April 9 – Business Ethics Symposium in the evening 5:30 p.m.
 - d. Spring enrollment up 5.6%, up about 2.7% for the year
 - e. TK Business is looking for an author
 - f. Kandy and Barbara are at large Senators and we are looking for some more; let Sungkyu know if interested
2. Old Business
 - a. Change in the School of Business Policy Manual
 - i. Motion to approve changes to the School of Business Policy Manual (Motion: Dmitri, Second: Jennifer, motion passed)
3. New Business
 - a. Change in the Graduation Requirement: 124 to 120 hours
 - i. Motion to adopt 9-9-9 general education distribution and 60 credits in the general education area (Motion: Jennifer, Second: Dmitri, motion passed)
 - ii. You can focus on an area in addition to your business degree
 - iii. Motion: To move the general education distribution to 51 hours from 60 credits. (Proposal: Dmitri, Second: Bob, motion passed)
 - iv. Motion: To suspend rules and make this a second reading (Dmitri, motion passed)
 - b. Proposal to change the SOBU Journal List
 - i. Motion to move to the current ABDC list and grandfather in journals in the current list (Motion: Bob, Second: Dmitri, first reading)
 - ii. What happens when journals are removed or put on the watch list? Rating at time of submission/acceptance would prevail.
 - iii. ABDC does not do case / regional journals well
 - iv. ABDC has external validity
 - c. Marketing major change
 - i. Proposing to add Sales as a required course and Consumer Behavior to an elective
 - ii. Motion (Motion: Jennifer, Second: Bob)
 - iii. Staffing question for the proposal
 - iv. Sales is easier to staff than Consumer Behavior

Meeting Adjourned, Dmitri

Submitted by
Jennifer Bixel, Administrative Secretary, School of Business
Rosemary Walker, Secretary, School of Business General Faculty

Curriculum Committee
General Request Submission Form

Note: NOT to be used for New Course proposals, which are made on a separate form designed for that specific purpose.

This form requires information to be provided in two sections: (A) Now, i.e., the current status of the situation, and (B) In The Future, i.e., the change requested and how it will improve the situation in the future.

Change request submitted by Tom Hickman- Curriculum Committee .

(A) NOW:

1. What is the Current Situation which needs to be addressed?

Currently the School of Business requires students to earn 124 credit hours in order to graduate. Washburn University is moving to a 120 hour graduation requirement and the SOBU must comply with this change.

2. How long has this situation existed in its current form?

The 124 hour degree program is a long standing requirement.

3. Why is it necessary that it be changed?

Washburn University is leading this change to remain competitive with other schools in Kansas that have either already made the change or will be making the change in the very near future.

(B) IN THE FUTURE:

1. Proposed change. (describe in sufficient detail)

The proposal is to reduce the number of general education requirements from 15 to 9 in both Humanities and Social Sciences and from 12 to 9 in Natural Sciences. Washburn University only requires that the SOBU have 9 required General Education hours in each of Humanities, Social Sciences, and Natural Sciences.

Additionally, the proposal requires a total of 60 hours to be taken in General Education areas – this is a reduction from the current 63 hours that students are required to take

(42 hours of Gen Ed, 12 hours of university requirements, and 9 hours of economics = 63 hours).

Since that is a reduction of just 3 credit hours, the remaining deduction comes in the general electives area. These general electives credits are reduced from 7 hours to 6 hours.

2. How does the proposed change solve the problem?

It brings the total number of credit hours to graduate down to 120

3. What new problem(s) might this proposed change create?

4. What objection(s) to the proposed change are likely to arise?

The proposal only has 6 hours of general electives. Therefore, future courses to be added to the School of Business curriculum such as the Data Analytics course will either need to further reduce these general electives or go back through the Washburn University approval system to reduce the number of hours students are required to take in the general education areas.

5. Are there any decision deadlines which the Committee needs to be aware of?

March 23 deadline to submit 120 hour proposal to Washburn University

Proposal to Change SOBU Journal List

In response to faculty's legitimate complaints about the fairness of the current list, and the Dean's concern that some faculty are publishing in journals outside the list and disregarding the faculty-approved procedures to request a change to the journal list, the FPC met a few times over the fall semester to discuss possible changes to the journal list. Four alternatives were considered, including one proposed by our marketing colleagues. After considerable discussion, the FPC is proposing that we:

1. switch to the most current ABDC list, including any interim updates,
2. grandfather in journals that are on the current SOBU list, but not on ABDC, with the ratings already approved (in the event a future ABDC list includes a grandfathered-in journal, the ABDC rating will prevail), and
3. keep the existing policy on changes to the journal list, i.e., to allow petitions to change the list and/or the associated ratings.

The main reasons for our decision are:

1. ABDC is an externally-validated list and is widely used.
2. ABDC list and ratings are updated periodically and in interim, and thus there is no need for us to review the ratings.

Curriculum Committee General Request Submission Form

This form requires information to be provided in two sections: (A) Now, i.e., the current status of the situation, and (B) In The Future, i.e., the change requested and how it will improve the situation in the future.

Change request submitted by Marketing Faculty, Drs Hickman, Price & Stoica

(A) NOW:

1. What is the Current Situation which needs to be addressed?

Currently the SOBU marketing concentration has three required courses plus one elective to fulfill requirements. Of particular interest to this proposal is that BU366 is not a required course but it is a skillset that is in high demand. As a result, a marketing major that does not include a required sales course is limiting the potential of our students.

Required courses:

BU362 Market Research (Hickman)
BU364 Consumer Behavior (Price)
BU471 Marketing Management (Stoica)

Students can then choose one elective from the following:

BU366 Sales (adjunct)
BU368 International Marketing (Stoica)
BU369 Entrepreneurial Marketing (adjunct)
BU371 Digital Marketing (Boncella)

The elective courses are not taught every semester, but rather once per year or when adjunct faculty are available.

Other marketing electives not currently offered:

BU361 Retailing – not currently offered
BU363 Promotions – not currently offered
BU473 Marketing Channels – not currently offered

2. How long has this situation existed in its current form?

The current offering has not changed for several years.

3. Why is it necessary that it be changed?

The employment landscape has placed new demands on the skillsets of marketing graduates and we see an increased need for sales skills and knowledge. Due to feedback from a number of sources such as faculty from universities, employers and alumni, we feel the change is a positive one for our graduates. We have received input from local firms/large employers that there is a skill gap in the sales discipline, and that our marketing students could benefit from such a course. Employers/practitioners are willing to be involved in the delivery of the course, which will add to the effectiveness and uniqueness of its appeal.

(B) IN THE FUTURE:

1. Proposed change.

BU366 Sales becomes a requirement for marketing graduates and BU364 Consumer Behavior becomes an elective.

2. How does the proposed change solve the problem?

It will increase the knowledge and skills in sales and sales management of every marketing graduate. We feel it will also provide stronger employment opportunities for graduates and make them much more marketable in a high demand career path.

3. What new problem(s) might this proposed change create?

By making consumer behavior an elective, there will be fewer students with the depth of knowledge in that area (although they can still potentially take the course as an elective). However, as stated previously, we feel a required sales course will be an advantage for them in the short and long term.

Faculty requirements are unchanged, Dr. Price will switch from teaching BU364 Consumer Behavior to teach the sales course. Depending on when the other marketing electives are offered, we will investigate whether consumer behavior needs to still be offered once per year (taught by adjunct faculty).

4. What objection(s) to the proposed change are likely to arise?

Consumer Behavior is a common course offering for most marketing degrees, as is sales. However, with only four classes for a concentration we have limited options, and after studying all scenarios BU364 Consumer Behavior is the course most suited to change.

A potential concern is that if we are unable to find an adjunct instructor for BU364 that students will have a more limited selection of elective courses to fulfill their marketing requirements since BU366 is currently a popular choice as an elective. The addition of BU371 Digital Marketing effectively eliminates this problem since this is a new course offering as of the 2016-2017 academic year. Therefore, even if BU364 was not offered in a given year the number of marketing electives offered would remain unchanged from the 2015-16 academic year.

5. Are there any decision deadlines which the Committee needs to be aware of?

We would like to make the decision ASAP, at the latest by early spring 2018 in order to finalize the catalog and begin offering the core required classes (that includes sales) in the fall of 2018

SOBU Faculty Handbook – Proposed

Table of Contents

- I. Introduction
 - A. Mission and Values
 - B. Organizational Structure and Responsibilities of Administrators
 - C. AACSB Faculty Classifications
- II. Policies related to tenure track and tenured faculty
 - A. General policies
 - B. Appointment
 - C. Annual Faculty Professional Development Process
 - D. Third-year review
 - E. Tenure and promotion
- III. Policies related to non-tenure track faculty (adjuncts and lecturers)
 - A. General policies
 - B. Appointment
 - C. Annual Faculty Professional Development Process
 - D. Reappointment
 - E. Promotion to senior lecturer
- IV. Other policies
 - A. Appointment, evaluation, and reappointment of endowed chairpersons
 - B. Assignment of office
 - C. Summer School Scheduling and Hiring Policy
 - D. Policy on Changes to the Journal List
- V. Appendices
 - A. Annual Faculty Performance Report and Plan Template

I. Introduction

This Faculty Handbook describes policies and procedures of the Washburn University School of Business. It was adopted on _____ as the successor document to separate policies and procedures individually approved and adopted by the School of Business faculty. The handbook supplements the Washburn University Policies, Regulations, and Procedures Manual available at <http://www.washburn.edu/faculty-staff/human-resources/wuprpm/index.html>; and Washburn University Faculty Handbook available at <http://www.washburn.edu/faculty-staff/faculty-resources/faculty-handbook/>; which take precedence over this handbook in the event of any contradiction.

The School of Business Faculty Handbook encompasses five parts. Part I provides information about the School of Business, and thus the context for the parts that follow. Parts II and III describe policies related to tenure-track and tenured faculty, and non-tenure-track faculty, respectively. Other School of Business policies are explained in part IV. Finally, part V includes relevant supporting material.

A. Mission and Values

1. Mission

The Washburn University School of Business provides high quality business education, supported by research and service activities, that enhances the economic vitality of the region.

The school:

- Offers current, student-centered degree programs at the undergraduate and graduate level for students drawn primarily from the Northeast Kansas region that will prepare them for career success and life-long learning;
- Creates and applies research that enhances our classroom teaching, assists practitioners, and advances knowledge in business disciplines;
- Fosters integrity, mutual respect, and ethical behavior as requisites to business practice;
- Prepares students to make decisions in an increasingly globalized economy;
- Serves as a catalyst for economic development of the region through our Small Business Development Center, the Washburn Entrepreneurship Program, and other collaborative partnerships; and
- Provides faculty, staff, and student service to professional and civic organizations.

2. Values

Washburn School of Business Values Statement

Stakeholders of the Washburn School of Business including, but not limited to, faculty, students and administrators, should expect their interactions with other stakeholders and stakeholder groups to be guided by principles, including but not limited to honesty, trust, fairness, respect, integrity, and responsibility.

Honesty - Honesty is the cornerstone for the other fundamental program values. There can be no trust, fairness, respect, integrity or responsibility without honesty. Honesty creates the possibility for quality teaching, learning, academic research and communication between individuals.

Trust - Trust results from a culture of honesty. Trust provides the foundation for an environment that nourishes creativity and risk-taking in teaching, learning and scholarship, and is essential to Washburn University's pursuit of quality human development and "learning for a lifetime".

Fairness - A sense of fairness emerges when standards, policies and procedures are equitable, clear, and in the best interest of all program stakeholders. Without fair processes, the learning environment cannot sustain trust and honesty. Fairness insures that all stakeholders have the opportunity to succeed, and provides a foundation for mutual respect among stakeholders.

Respect - A University environment focused on the creation and transmission of knowledge requires interaction and participation by all stakeholders. Quality interaction is facilitated when stakeholders display respect for one another. When stakeholders are treated fairly and honestly, they are better able to trust one another, which leads to a culture of mutual respect.

Integrity - Stakeholders of the Washburn School of Business conduct themselves with integrity when teaching, learning, research, communication and other interactions are conducted in accordance with the principles of honesty, trust, fairness and respect.

Faculty act responsibly when they:

- Maintain currency in their field
- Freely share their knowledge with students
- Develop coursework that is focused, relevant, coherent and adds value to students' career skills and ambitions
- Critically assess students' work in a constructive and rigorous manner
- Challenge students to grow intellectually and professionally
- Create an environment that is conducive to learning

- Assist students in understanding the requirements and expectations of their degree programs

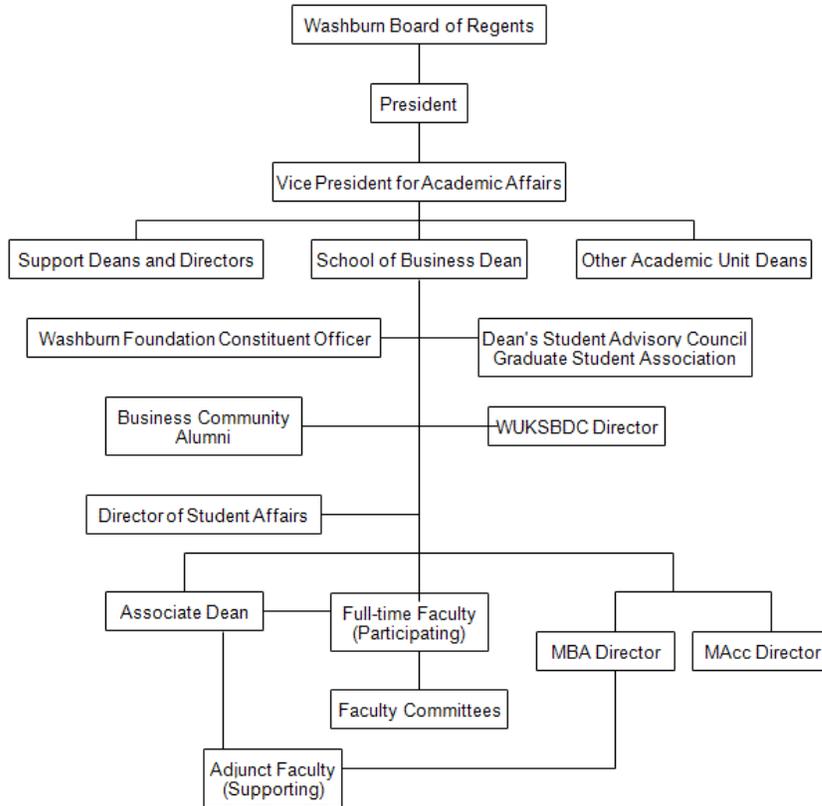
B. Organizational structure and Responsibilities of Administrators (from Continuous Improvement Review Report (CIR) for AACSB International July 28, 2015)

The School of Business is a part of its parent institution, Washburn University (See the organization chart below).

The Dean is the executive officer for the School of Business. Within the School, the faculty governance structure consists of an elected faculty chair, three standing committees (each with an elected chair), and periodic meetings of the School's general faculty (two to three times per semester). Both the MBA and MAcc programs have faculty directors, and faculty members teaching in those programs serve as program committee members. The Dean and Associate Dean work with the faculty committees and the faculty chair to accomplish the goals and objectives of the School. The Dean reports to the Vice-President for Academic Affairs, who in turn reports to the President.

The governance and control of Washburn University is vested in the Washburn University Board of Regents.¹ Regents serve four-year terms with appointments made by the governor, local government officials, and the Kansas Board of Regents. Alumni and development activities are coordinated with the Washburn Alumni Association and the Washburn University Foundation (WUF).

¹ As provided for in the State of Kansas Constitution, Washburn University is considered a "municipal university" (Article 13a) by the State of Kansas.



C. AACSB Faculty Classifications (from FSAP and Continuous Improvement Review Report for AACSB International July 28, 2015)

Consistent with the AACSB standards, the School of Business classifies its faculty by academic preparation, professional experience, and intellectual contributions, as well as by faculty engagement.

1. Classification by Academic Preparation, Professional Experience, and Intellectual Contributions

Initial academic preparation and professional experience		Sustained engagement activities	
		Academic (Research/Scholarly)	Applied /Practice
	Professional Experience, substantial in duration and level of responsibility	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
	Doctoral Degree ²	Scholarly Academics (SA)	Practice Academics (PA)

Scholarly academics (SA) are those faculty with terminal degrees who meet the intellectual contribution standards consistent with their teaching responsibilities. Practice academics (PA) are those faculty with terminal degrees who meet the standards for being professionally qualified because of their consulting, community service, or professional activity within the last five years. Scholarly practitioners (SP) are those faculty who are qualified by virtue of their professional experience but also meet the intellectual contribution standards for their teaching assignment. Instructional practitioners (IP) are faculty who meet the qualifications for their teaching assignment by virtue of their current professional activity. Adjunct faculty will normally comprise most of the IP faculty. Normally IP and SP faculty members also have master’s degrees in disciplines related to their fields of teaching.

At Washburn School of Business, faculty members can be contracted on a full-time, part-time, and adjunct basis. Almost all tenured/tenure-track faculty are full time (1.0 FTE). Non-tenure track faculty, generally lecturers, can be full-time or part-time. Adjunct faculty are paid a lump sum by section. While adjuncts are normally IP based on academic preparation (master’s degree) and professional experience, on occasion adjuncts can hold a terminal degree (Ph.D. or J. D.) and PA, or even SA, or the ABD and SA.

2. Classification by Faculty Engagement

At Washburn School of Business, faculty members are classified as either participating or supporting. A participating faculty member may be tenured, tenure-track, or non-tenure-track. He/she should be at least ½ time and serve on one of the school’s standing committees as well as a University committee. Tenure track faculty are not expected to lead School committees or serve on University committees. University committees

² The AACSB includes in this category the degree of JD for teaching within the disciplines of business law and tax, or a graduate degree in tax for teaching within the discipline of tax.

include those reporting to the President, the Vice President of Academic Affairs, and the Faculty Senate. The quality of the faculty member's participation should be assessed as part of the annual report and annual review cycle. It should be verifiable that he/she made a significant contribution as a result of his/her committee memberships. Faculty not demonstrating sufficient contributions may lose their participating status. Participating faculty are expected to be SA, PA, SP, or IP. Participating faculty members may vote in the School of Business general faculty.

A supporting faculty member may be full time or part time or an adjunct. His/her responsibilities are confined largely to teaching. He/she may participate in temporary committees (task forces) related to his/her teaching responsibilities. A supporting faculty member should normally be IP.

II. Policies related to tenure track and tenured faculty

A. General Policies (from FSAP and FPAP)

This section describes policies related to appointment, review, tenure and promotion for tenure track and tenured faculty, all of whom are expected to be participating faculty and either SA or PA qualified in Section I, i.e., engaged in research and scholarly activities. Appointment, review, tenure and promotion policies for the School of Business are consistent with those of Washburn University and reflect the criteria for accreditation by AACSB-International and the North Central Association.

Teaching, intellectual contributions, and effective service comprise the primary components of tenure and tenure track faculty endeavor. The first commitment of a faculty member should be to high standards of teaching effectiveness. However, research in all forms (pedagogical, practical, and scholarly) and service at all levels are important because they enhance teaching and learning, assist the institution and practitioners, and advance knowledge. Each faculty member is also expected to maintain a pattern of professional and intellectual development consistent with the mission of the School. Variations in talents, interests, and stage-of-development imply that different faculty – and the same faculty at different times – will demonstrate different levels and types of accomplishments within these performance components. Faculty rank and the unique missions of the School of Business and Washburn University are other determinants of diversity. Diversity in accomplishments among faculty is expected and encouraged.

Performance criteria for evaluating faculty for appointment, review, tenure and promotion will be applied to portfolios of teaching, research and service compiled by the individual faculty member. Faculty members are encouraged to continually evaluate themselves, utilizing the guidelines as development tools.

1. Intellectual Contribution Policy (from FSAP and FPAP)

Faculty research and scholarly activities can be published in various outlets, e.g., peer reviewed journals (PRJs), full-length books, book chapters, research monographs, and professional magazines and conference proceedings. Ideally, there should be a link between the content of the intellectual contribution and the teaching assignment of the faculty member. However, since students are not permitted a great deal of specialization in either the undergraduate or the graduate (MBA and MAcc) programs,

the faculty have correspondingly greater freedom to engage in cross-discipline research, but must be able to demonstrate currency in their primary teaching fields.

The School of Business maintains lists of journals for all areas in business in three ranks: Aspirational (A), Target (B), and Acceptable (C). A publication earns its author(s) 1.00 point for Acceptable rating, 1.75 for Target rating, and 2.50 for Aspirational rating. Each author earns full points regardless of the number of authors for a publication. If a journal ranking changes after submission, the higher of the two rankings shall take precedence.

Any full-time faculty member can request a change to the journal list at any time, whether it is to add, change the rating, or delete one or more journals through the Faculty and Personnel Committee. The request from the faculty member should provide a rationale for the change based the faculty approved policy (see Section IV.D). The Committee shall discuss the request in consultation with relevant faculty, time permitting, at its next scheduled meeting, and make a recommendation to the Dean.

The Dean shall notify the Committee of his or her decision and the rationale for it. The Committee shall maintain a record of changes to the journal list. Changes to the journal list shall be reported to the general faculty annually.

The current journal list and the last shall be maintained at a location readily accessible to the faculty (currently, \\wushare\sobu\faculty and personnel committee).

In order to attain and maintain SA (scholarly academics) status, a faculty member should meet the following requirements:

- Earn at least 2.00 publication points for refereed journal articles in their teaching field in a five-year review period (if a faculty member exceeds 3.50 publication points, then he/she is exempt from the requirements discussed in the next bullet);
- Perform an average of one activity per year in each five-year review period in any of the following areas: research monographs, books, book chapters, peer reviewed proceedings, peer reviewed paper presentations; or perform any significant activities in the areas of faculty workshops, non-peer reviewed journals and other types of intellectual contribution;
- Provide evidence of the faculty member's ongoing commitment to achieving the School's long-term research expectations;

- Demonstrate effective teaching and service as defined in Section II.A.2.

A faculty member with a terminal degree can acquire PA status rather than SA status as his/her career develops. The AACSB standards state:

Normally, faculty may undertake a variety of professional engagement activities to interact with business and management practice to support maintenance of PA status. A non-exhaustive list of professional engagement activities may include the following:

- Consulting activities that are material in terms of time and substance
- Faculty internships
- Development and presentation of executive education programs
- Sustained professional work supporting qualified status
- Significant participation in business professional associations
- Practice-oriented intellectual contributions detailed in Standard 2
- Relevant, active service on boards of directors
- Documented continuing professional education experiences
- Participation in professional events that focus on the practice of business, management, and related issues
- Participation in other activities that place faculty in direct contact with business or other organizational leaders

Given our mission and circumstances, it is highly unlikely that a Washburn School of Business faculty member will be considered for PA status. In the event that a faculty conducts a significant amount of professional engagement activities described above to the point of losing SA status, (s)he can earn PA status if those activities are substantial and can be verified objectively. The dean will make the decision based on evidence presented in the faculty member's annual reports.

To be eligible to teach in the upper-level MBA program and in the Master of Accountancy (MAcc) program, faculty members should be able to meet higher expectations in regard to intellectual contributions. Those expectations include earning at least 3 points for publication in Peer Reviewed Journals (PRJs) in their teaching field in a five-year review period. Naturally, some exceptions to that rule can be made to meet the needs of the School of Business.

It is the obligation of each faculty member to provide the associate dean, or another person designated by the dean, copies of his/her publications and supporting documentation including identifying bibliographic materials on a continuous basis as they become available.

Faculty are also expected to demonstrate the impact of their intellectual contributions, including for those intellectual contributions outside of the rolling five-year review period as well as those within it. Impacts include:

- Demonstration of the intellectual contribution to the academic literature in the faculty member's field, for example, through impact factor and citation index analysis;
- Examples of the intellectual contribution being used by practitioners in business fields, in approved consulting, and in executive education programs;
- Use of intellectual contributions in the faculty member's own teaching activities, those of other Washburn colleagues, and by faculty members at other institutions.

While faculty members are expected to maintain an appropriate portfolio in five-year rolling review period for SA and PA qualification purposes, it is understood that measures of impact may be over a larger period of time.

Submission of a plan of scholarship as part of the Annual Faculty Professional Development Process is a normal activity expected of all faculty members. Any faculty who doesn't meet the requirements above must participate in a formal performance improvement process according to the Annual Faculty Professional Development Process.

2. Teaching Contribution Policy (From FSAP)

Teaching is the primary focus for all faculty at Washburn University, is the principal mission of the School of Business, and is a defining parameter of the faculty intellectual contribution policy. The School of Business encourages teaching excellence through effective classroom performance and by demonstrable evidence of continued instructional development on the part of the faculty member. Consideration of teaching effectiveness may include:

- Establishing appropriate learning objectives, acquired skills and instructional outcomes;
- Development of innovative courses, teaching materials and instructional techniques;
- Maintaining currency of subject matter and the integration of the course content with the theory and practice of business;

- Fostering an effective learning environment for students in and out of the classroom;
- Using data and other types of feedback for improvement of teaching;
- Guiding students in academic work that supports classroom learning, such as independent study projects, research, internship experiences, field trips, WTE projects, and preparation of conference presentations; and
- Engaging in effective academic advising that supports student goals and interests.

The School of Business uses multiple measures of teaching effectiveness. Measures may include but are not limited to:

- Instructional materials supporting the quality, relevance, and delivery of subject matter;
- Participation in curriculum outcome assessment and program review;
- Student course evaluation results from standardized course evaluations submitted anonymously by students at the end of each course;
- Peer teaching observations;
- Dean and program director evaluations of teaching effectiveness and course/curriculum development;
- School and University teaching awards;
- External speaking engagements that speak to the candidate's reputation as an effective instructor;
- Peer review of syllabi; and
- Unsolicited letters that support teaching effectiveness/mentorship.

Excellence in teaching is invigorated by the teacher's competence as a scholar in the discipline. Disciplinary scholarship is an ongoing process requiring professional development, intellectual enhancement and interaction with the broader, discipline specific, academic and professional community. All aspects of a faculty member's responsibilities related to teaching and mentoring students are subject to review and comment by the Dean. Because of the unique nature of times and days of academic course offerings, faculty in the School of Business are expected to demonstrate flexibility in accepting teaching assignments and schedules. Faculty members may be scheduled to teach early mornings, evenings and/or weekends.

3. Faculty Workload Policy (From FSAP)

School of Business faculty who are not occupants of an endowed professorship will be assigned to a workload track identified by the expected number of sections taught per semester or year and over a two-year period.

Assignment to a workload track should reflect a long-term, well-articulated self-assessment by each faculty member in consultation with the dean or associate dean. Workload track assignments are reviewed annually based on annual plans and reports submitted by every member of the faculty. If the faculty member's performance is not consistent with the expectations of the track, reports can be requested each semester and teaching load can be reviewed and adjusted each semester.

Assignment to workload tracks is based on likely future performance. The record of past performance is the most significant component in forming the expectations in that regard. Variation in a track assignment may occur based on assigned administrative duties and service.

Six-section per year teaching load track: This track is viewed as the most consistent with the School of Business mission statement that calls for a balance of teaching, research, and service activities. The normal teaching expectation for this track is 12 (twelve) sections over the two-year period (equivalent to three sections per semester), along with a standard load of service. A faculty member meeting the requirements of the SA (Scholarly Academics), and in some cases, SP (Scholarly Practitioner) requirements and service expectations described below will be assigned this track.

Faculty members whose intellectual contribution records are not consistent with the requirements for the six-section track may be assigned to teach more sections, up to the total of four a semester (eight per year, or sixteen over a two-year period). They may be allowed to continue on the three-section-a-semester track if they are able to successfully demonstrate accelerated progress and renewed commitment toward meeting the School's minimum expectations for research.

Every faculty member holding the rank of Assistant Professor, Associate Professor, or Professor should aspire to meet the requirements for the six-section track. For this group, the eight-section track is largely an exception since it does not live up to the school's mission and objectives. Lecturers will normally be assigned the eight-section track.

The expectations of occupants of endowed chairs or named professorships will be stated in the terms of their appointments to those chairs. Unless other expectations are stated in the letter of appointment, occupants of named professorships or endowed chairs are expected to meet the same service, teaching, and intellectual contribution obligations as other faculty on the six-section track.

Faculty achieving a higher level of research productivity as defined in Section II.A.1, where possible, will receive greater flexibility in course scheduling, a higher-ranking claim on faculty development resources, and first preference in the assignment of summer teaching opportunities.

Regardless of the workload track, faculty will be assigned to classes so as to meet the needs of the students. Ideally, the teaching schedule will leave at least two whole days that can be allocated to scholarly activity. Preferential treatment with regard to the days of the week may be based on the faculty member's intellectual contribution or service contribution record.

4. Service Contribution Policy

Faculty should actively and effectively participate in the internal affairs and governance of the School of Business and Washburn University. Such activities include committee work, assigned administrative duties, student advising, and consultation with and assistance to School of Business-related units such as Washburn University Kansas SBDC, Career Services, and / or Academic Outreach.

Other professional service activities can be directed either to the academic community or the business audience. Academic service activities are designed to contribute to the growth of the faculty member or to the enhancement of a professional discipline. These activities can include serving as a reviewer, discussant, or a chair in national, regional, or local conferences, serving as a member of editorial review boards of journals, and editing conference proceedings. Holding key leadership roles in national, regional, or local organizations is also evidence of professional service activity. ~~Because there are so many professional associations, the organizations should be recognized by the dean as fitting for faculty in specific disciplines.~~

Faculty are also expected to engage with local and regional professional associations and business organizations related to their disciplines. Memberships, leadership

positions, and substantial participation in activities of these groups are valued forms of service and help the School to achieve its mission and goals.

Involvement in the business community encourages faculty to observe the practice of business and to forge a link between the business community and the Washburn University School of Business and to a lesser extent, may lead to monetary gain of the individual faculty member. Consulting reports and preparation of unpublished proprietary materials is treated differently from product that is peer reviewed, although they may confirm professional competence. Effective service, both internal and external, is an integral part of the mission of the School of Business. Diversity in the quality and quantity of service is recognized.

B. Appointment (From P&T document)

The policy for appointment of tenured and tenure track faculty is discussed in Section II.E.1.

C. Annual Faculty Professional Development Process (from AFPDP document)

The purpose of the annual professional development process is to promote the continuing development of faculty and to recognize the many different contributions of the School of Business faculty to the School's mission. This process and its various components are designed to induce meaningful communication between the faculty and the Administration in furtherance of the mission of the School of Business.

Although the Professional Development Process and its various components will be applied to all full-time faculty, neither the Process nor its components is intended to serve as a post-tenure review process. The purpose of this Process and its components is to establish a means by which the Administration can recognize all faculty as critical ingredients in maintaining and promoting the continuity of the School's mission and its institutional knowledge. In addition, the Process shall be consistently applied to all participating faculty with a focus on providing incentives and effective support for continued professional development.

The following outlines set forth the annual Professional Development Process. Specific forms and accompanying guidelines are presented in Appendices A and B (create the Appendices later).

1. Annual Plan

Each faculty member will submit an Annual Professional Development Plan to the Dean by January 31st each year, using the format set forth in Appendix A. The plan should also include intentions for the summer (Beatrice, Sweet Sabbatical, teaching, or other).

The Dean will review the Plan as necessary and may request a meeting with the faculty to revise it. The faculty member should expect to receive his/her reviewed Plan with comments by March 31st.

The Professional Development Plan represents a basic understanding between the faculty member and the Dean concerning expectations related to professional development activities. The faculty member shall use the Professional Development Plan to assist in preparing his/her annual report. Similarly, the Dean shall use the Professional Development Plan to assist in preparing the Dean's annual review. Faculty members have the option to revise the Professional Development Plan during the year and to submit such revision to the Dean for approval.

2. Annual Report

Each faculty member shall also submit an Annual Report to the Dean by January 31st using the format set forth in Appendix A. In the annual report the faculty member reports his/her activities in terms of teaching, research, and service during the preceding calendar year using the Professional Development Plan as a guide.

The annual report includes a "self-rating" component (a faculty member's own rating of his/her performance over the year) for each of the three areas of teaching, research, and service. Examples of the criteria that a faculty member may use during the self-rating process include, but are not necessarily limited to:

- Curriculum Development
- Course Development
- Outcomes Assessment
- Student Evaluation Results
- Peer Evaluation Results
- Improvement in Teaching Methods
- Contribution to Outcome Assessment Process
- Student Advising

- Number and Quality of Refereed Journal Articles (please see Intellectual Contribution Policy in FSAP)
- Number and Quality of Presentations/Proceedings
- Number of Papers in the School's Working Paper Series
- Student Organization Sponsorship and involvement
- Quality of Work on the School's and the University's Various Committees* and Other Types of Professional Service.
- Consulting (if approved as required by the University Handbook)
- Community Service if tied to School, University, or professional discipline

*When listing committees, the faculty member must list both the committee(s) and actual duties performed as a member of the committee.

3. Annual Review

The annual review process is an attempt to provide an open, fair, consistent, and comprehensive evaluation for each faculty member by the Dean. The review will be conducted by the Dean and is based on the faculty member's Annual Professional Development Plan and Annual Report. Evaluation results will be used for the Dean's recommendation for salary increases and for approval/disapproval of IC track choices. For all faculty, the annual review serves as a mechanism for formally recognizing the contributions of faculty and also as a means for continued professional development.

After reviewing each faculty member's annual plan and report, the Dean will assign a rating to each area in the annual review form, and provide justifications in a meeting with the faculty member. The review should be completed by March 31st.

4. Post-Action of Annual Review

The Dean will arrange a meeting with the faculty member to discuss the annual review. The results of this meeting will be reflected in an agreed upon development plan and in the next annual plan submitted by the faculty member. Annual review ratings are not intended to replace the existing discipline process that is already addressed through other University mechanisms.

D. Post-Third-Year Review (from Continuous Improvement Report to AACSB International 2015)

The third-year review supplements the annual plan/report process by adding the input of tenured faculty members. This review requires a tenure-track faculty member to prepare a detailed vitae and address his/her teaching, research, and service performance as if he/she was making an application for tenure. Two tenured faculty members provide detailed feedback on the candidate's progress and suggest remedial actions, if necessary. The process provides the opportunity for tenure-track faculty to gain a better understanding of the tenure process and have sufficient time to develop plans for improvement if necessary.

E. Tenure and Promotion (from P&T document)

1. Timing of Application (from P&T document)

Appointment

A doctoral or another terminal degree in the area within which the individual teaches is the normal prerequisite to appointment at the rank of (tenure-track) Assistant Professor and above. Individuals holding a graduate law degree who teach business law or legal environment of business, and individuals holding a graduate tax degree or a combination of a graduate degree in law and accounting who teach taxation, are considered to have terminal degrees. Candidates who have completed all of the work for the doctorate except the dissertation and have made substantial progress on the dissertation may be considered for an appointment that converts to Assistant Professor upon completion of the doctorate.

Tenure

To be considered for tenure, normally five years of full-time experience at the rank of Assistant Professor or higher, three of which will have been at Washburn, are required. Consideration of a petition for tenure will occur no later than in the sixth year of full-time service at Washburn University.

Promotion

Promotion and requirements for it, including the time in the rank, vary depending on the rank. These are discussed in the next two sections.

Commented [MOU1]: David, Sungkyu insisted that we move this paragraph from Section II.B to keep the material in the same order as the University Handbook for tenure and promotion. The FPC voted to move it. Personally, I don't think if appointment is related to tenure and promotion. It makes more sense to ask the University to change the order.

A faculty member may petition for early consideration for tenure and/or promotion. Deferral or denial of a petition at any time is not prejudicial toward consideration in subsequent years.

a. Promotion to Associate Professor

To be considered for promotion to the rank of Associate Professor, five years of full-time teaching experience, including three years of full-time service after the attainment of the appropriate doctoral (or equivalent) degree, are required.

b. Promotion to Full Professor

To be considered for promotion to the rank of Full Professor, ten years of service, including at least three years of service as an Associate Professor, are normally required.

2. Minimum Requirements for Tenure and Promotion (from P&T document)

Teaching

Individual members of the faculty are responsible for

- I. currency in their instructional field(s),
- II. delivery of effective instruction,
- III. accessibility to students consistent with the School's expectations.

Teaching includes academic program planning, curriculum and course-work development, classroom instruction, and student advisement.

Quality of instruction can be assessed by peer, student, and dean evaluations of classroom teaching and by dean and peer review of other activities relevant to teaching objectives.

Research and Scholarly Activity

All SA faculty are expected to engage in research and scholarly activities, resulting in published intellectual contributions in any of three major areas:

- I. Basic or discovery scholarship: adds to the theory or knowledge base of the faculty member's field.

Outputs from basic or discovery scholarship activities include, but are not limited to, publication in refereed academic journals, research monograph, scholarly books, chapters in scholarly books, proceedings from scholarly meetings, papers presented at academic meetings, publicly available research working papers, and papers presented at faculty research seminars.

- II. Applied or integration/application scholarship: influences professional practice in the faculty member's field.

Outputs from applied or integration/application scholarship activities include, but are not limited to, publication in refereed professional journals, professional presentations, public/trade journals, in-house journals, book reviews, publicly available research working papers, and papers presented at faculty workshops.

- III. Teaching and learning scholarship: influence the teaching-learning activities of the disciplines.

Outputs from teaching and learning scholarship activities include, but are not limited to, textbooks, publication in pedagogical journals, written cases with instructional material, instructional software, and publicly available material describing the design and implementation of new courses.

All three categories of scholarship are valued. The quality of research and scholarly outputs, not merely the quantity, is the primary determinant in measuring the level of intellectual contribution. Maintaining the SA (scholarly academic) status as outlined above is required, but not necessarily sufficient for granting tenure and/or promotion. As such, the production of a portfolio of high-quality articles in peer-reviewed journals in the teaching discipline of the faculty member is expected.

Service

Each faculty member is expected to provide service to the university, to the academic unit, to the profession and to the external communities served by the School. Examples of service include, but are not limited to: serving on school and university committees and task forces; active participation in university and school governance; providing

leadership in the development of special projects or grants; active participation in professional and business organizations; conducting research studies for business or government agencies; providing leadership for student organizations; serving on committees of professional associations and organizations; appointments to professional or civic boards; providing services to community groups; and teaching in non-degree, executive education programs.

Performance is gauged in terms of the quality of the service, not just the number of committees or organizations involved.

3. Performance Criteria for Tenure and Promotion (from P&T document)

Faculty performance in teaching, research, and service is assessed in terms of three ratings: “above the standards”, “at the standards,” and “below the standards.”

For tenure and/or promotion to Associate Professor, the rating of “at the standards” in teaching, research and service represents the minimal requirement.

For promotion to Full Professor, an “above the standards” rating in teaching and “at the standards” ratings in both research and service are normally required. The standards for promotion to full professor are higher than those for promotion to associate professor. Also, continued accomplishments and leadership since promotion to Associate Professor are required.

4. Procedures for Tenure (from P&T document)

- a. The Dean shall provide written notice to each faculty member to be evaluated prior to the beginning of the formal review process. Such notice shall contain an invitation for the faculty member to submit such materials as s/he chooses to be considered in the evaluation.
- b. The candidate’s tenure committee will consist of all tenured faculty members in the candidate’s discipline area. If the discipline area does not have five tenured members, the candidate will submit to the Dean a list of tenured members in cognate disciplines. The list shall include twice the number of names as the number lacking in the candidate's discipline. From the list, the Dean, together with the committee, will make the final selection. The committee will select a chairperson.

- c. The committee will evaluate the materials submitted by the petitioner and determine if the candidate has achieved the necessary level of performance to justify the granting of tenure. After careful and deliberate consideration, the committee will provide its recommendation to the Dean in the form of a written report from each individual committee member.
- d. All tenured school faculty members are encouraged to submit written recommendations on tenure to the discipline tenure committee. These recommendations become part of the candidate's file and will be submitted with the file to the Dean.
- e. Upon receipt of the committee recommendations, the Dean will submit to the Vice President for Academic Affairs his/her recommendations together with the recommendations of the discipline committee. In addition, these recommendations will be shared with the candidate in a way that retains the anonymity of the evaluators.
- f. All written correspondence from individual faculty members and from members of the committee will remain confidential.

5. Procedures for Promotion (from P&T document)

The procedure for promotion shall follow the procedure for tenure with the following exceptions:

- a. The candidate's promotion committee will consist of a minimum of three and no more than five faculty members in the candidate's discipline area holding a higher rank. If the discipline area does not have three members holding the higher rank, the candidate will submit to the Dean a list of higher-ranked faculty members in cognate disciplines. The list shall be at least twice that number lacking in the candidate's discipline. A petitioner may also request that an outside member be added to the committee. From the list, the Dean, together with the committee, will make the final selection.
- b. All school faculty members holding higher rank are encouraged to submit written recommendations on promotion to the discipline promotion committee. These recommendations become part of the candidate's file and are submitted with the file to the Dean.

III. Policies Related to Non-Tenure Track Faculty

A. General Policies (from FPAP, introduction added)

The Washburn University School of Business faculty consist of both tenured/tenure-track and non-tenure track faculty. This section describes the policies related to the

appointment and review for non-tenure track faculty, as well as promotion to senior lecturer. As stated in Section I, these faculty may be either IP or SP and may be either participating or supporting.

Classifying faculty as instructional practitioner (IP) has two components, the initial granting based on initial academic preparation and initial professional experience and the maintenance of a status based on sustained academic and professional engagement. The status of an individual with respect to both components will be determined by the dean at the time of hire and updated annually. The guiding factor in the initial granting of IP status is the development of the faculty member's intellectual capital – a combination of academic preparation and professional experience. An IP faculty member, whether supporting or participating as defined by AACSB, must have professional experience that is relevant to the faculty member's teaching assignment, significant in duration and level of responsibility, and current at the time of hiring. A faculty member can acquire the scholarly practitioner (SP) status when he or she satisfies the requirements of the intellectual contribution policy set forth for SA faculty (Section II).

A participating faculty member is most likely a full-time faculty member holding the rank of lecturer who joins the faculty after a career in business. As an integral member of the faculty, this individual will likely be expected to maintain intellectual capital through the creation of intellectual contributions and other professional activities.

B. Appointment

The Dean and the Associate Dean are responsible for recognizing any need for recruitment based on current and expected enrollments, the School's strategic plan, and any changes in the faculty composition. For adjunct positions, the hiring decision is made by the Dean and the Associate Dean. For permanent positions, such as positions with the rank of Lecturer, the hiring process proceeds according to the University's Faculty Handbook Section 2.V.

1. Granting of Instructional Practitioner (IP) Status (from FPAP)

Classifying faculty as IP has two components, the granting of IP status and the maintenance of IP status. This document addresses these components separately. This document also addresses the conversion of IP status to SP.

Normally, at the time that a school hires an IP (or SP) faculty member, that faculty member's professional experience is current, substantial in terms of duration and level of responsibility, and clearly linked to the field in which the person is expected to teach.

Normally, IP (and SP) faculty members also have master's degrees in disciplines related to their fields of teaching. In limited cases, IP or SP status may be appropriate for

individuals without master's degrees if the depth, duration, sophistication, and complexity of their professional experience at the time of hiring outweigh their lack of master's degree qualifications. In such cases, the burden of proof is on the school to make its case.

Accordingly, the overall guiding factor in the granting of IP status is a combination of academic preparation and professional experience.

Academic Preparation

In order to be granted IP status, a faculty member generally must possess a master's degree in the area of teaching. An MBA with a major or concentration in the area of teaching is sufficient to meet the academic preparation requirement. A general MBA is sufficient to meet the academic preparation requirement but creates a higher expectation for the level of professional experience required to grant IP status. A specialized master's degree (e.g., Master of Accounting) is sufficient to meet the academic preparation requirement for the area of specialization.

A master's degree in an area other than business may be sufficient to meet the academic preparation requirement if the area is closely related to the area of teaching. For example, a master's in organizational psychology may meet the requirement for a faculty member teaching in the Management area. A person with a master of arts in communication and advertising may meet the requirement for a faculty member teaching in Marketing. In this case, the evaluator needs to decide whether the academic preparation qualifies the faculty member to teach all courses in the area or only a subset of those courses.

A bachelor's degree is sufficient to meet the academic preparation requirement only if the faculty member has exceptional professional and/or relevant experience. For example, a partner at a CPA firm, a C-level executive of a large corporation, a person at the vice president level of a large organization, or someone with specific experience best suited to teaching a particular course, may be determined to be IP even if the highest degree is a bachelor's degree.

Professional Experience

In order to be granted IP status, a faculty member must have professional experience that is relevant to the faculty member's teaching assignment, significant in duration and level of responsibility, and current at the time of hiring. Teaching does not count as professional experience. The phrase *current at the time of hiring* is intended to convey that the value of experience diminishes with time and that experience that is too far in the past at the time of hiring may not be sufficient to grant IP status; it is not intended to preclude the possibility that a faculty member's professional experience reaches the point of granting IP status after the time of hiring.

Consistent with the AACSB Standards, a faculty member needs a minimum of 5 years of professional experience that is significant in level of responsibility to be granted IP status. The level of responsibility necessary to be significant should be considered in context of the course(s) the faculty member will teach. For example, a higher level of responsibility is required for teaching a concentration course than for teaching an upper division core course, and that level would be higher than is required for teaching a lower division core course. The qualifications for teaching MBA Foundation Level courses should be similar to the qualifications for teaching undergraduate, upper division core courses. A faculty member with a specialized master's degree in the area of teaching could be at the low end of that range, while a faculty member with a general MBA should be at the high end of that range. A faculty member with a master's degree outside of business may need more professional experience than the five years in order to develop the intellectual capital required to be granted IP status.

The standards and guidance stress the need for the professional experience to be current at the time of hiring. Consistent with other time frames for measuring currency, the professional experience should have ended no longer than five years before the time of hiring.

NOTE: Classification as IP or PA is not a default status for a participating faculty member who has lost SA status due to lack of intellectual contributions consistent with the expectations in Section II.

2. Maintaining Instructional Practitioner (IP) Status (from FPAP)

Given the fast pace of change in the world of business, the value of the academic and professional experiences that allowed for the granting of IP status diminishes over time. Accordingly, IP faculty members must engage in activities that allow them to maintain their intellectual capital. Given the nature of the IP faculty member's involvement with and responsibility to the Business program at Washburn University, a broader range of activities qualify for maintaining intellectual capital for an IP faculty member than for an SP faculty member; however, the need for quality in those activities is equal. Because the purpose of the maintenance activities is primarily to sustain the quality of teaching with regard to subject matter, college-level teaching itself does not qualify as a maintenance activity.

Participating faculty members who initially received IP status based on their substantial professional experiences are often unable to continue the ongoing duties associated with these experiences given that their primary duties have changed to those associated with an academic institution. As such, it is expected that maintaining IP status beyond the five-year window will require substantial efforts on the part of the faculty member to demonstrate continued development of their intellectual capital. The focus for these faculty members should be in the areas of intellectual contributions or continued

involvement in professional activities and will be determined according to the intellectual contribution policies detailed in this document.

Supporting faculty members who have a full-time job in addition to teaching for the School of Business will maintain IP status through their professional experiences from their day-to-day activities associated with their primary professional job as long as the professional experiences are relevant to the faculty member's teaching assignment, and significant in level of responsibility.

A supporting faculty member without related day-to-day professional experiences must complete at least three "activity units" in the following areas over the five-year period ending with the end of the review period to maintain IP status:

- Professional experience (ongoing qualified employment outside of the School is equivalent to one activity per year)
- Involvement in professional activities
- Academic intellectual contributions

Irrespective of the type of activity the faculty member engages in to maintain his/her intellectual capital and therefore his/her IP status, the evaluator needs to consider both the quality of the activity and the relevance of the activity to the field of teaching and the specific courses the IP faculty member will teach.

Professional experience

The professional experience necessary to maintain IP status for a supporting faculty member is similar to the professional experience for the granting of IP status in that it must be significant in level of responsibility.

Involvement in professional activities

IP faculty may maintain the currency of their intellectual capital through involvement in professional service activities and in professional societies. Professional service activities could include (but are not be limited to)

1. Creating and delivering professional education seminars that are well attended;
2. Maintaining an active, on-going consulting practice with evidence of multiple clients;
3. Serving as a member of a board of directors for a for-profit business or a significant non-profit organization;
4. Writing an invited article for a nationally known practitioner periodical;
5. Writing a popular press book that achieves national or international distribution;
6. Delivering speeches around the country to businesspeople;
7. Authoring reports (from sponsored research) that are widely disseminated;

8. Publishing (and sustaining the publication of) a newsletter or sequence of reports that attracts a significant subscription base;
9. Owning or operating a profitable business with substantial annual revenues (not a hobby activity);
10. Obtaining new (and appropriate) professional certification;
11. Maintaining specific professional certifications (CPA, CFA, bar membership); and
12. Participation in high-level conferences related to the teaching discipline of the faculty member.

Academic intellectual contributions

IP faculty may maintain the currency of their intellectual capital through intellectual contributions related to the field of teaching, similar to the maintenance requirement for faculty with a terminal degree. An IP faculty member earns two activity units for each article published in a peer-reviewed journal and one half of an activity unit for each paper accepted for presentation at a peer-reviewed conference or published in the proceedings of a peer-reviewed conference.

3. Granting of SP Status (from FPAP)

Scholarly practitioners (SP) are those faculty who are qualified by virtue of their professional experience but also meet the intellectual contribution standards for their teaching assignment. Normally, SP faculty members also have master's degrees in disciplines related to their fields of teaching.

In the School of Business, a faculty member earns the SP designation if he/she meets the intellectual contribution requirements put forth for SA faculty in Section II.A.1. The purpose of the intellectual contribution requirement is to assure that virtually all participating faculty are either SA, SP, or IP as defined by the AACSB standards.

C. Annual Faculty Professional Development Process

Only participating, non-tenure track faculty members will be evaluated annually. The evaluation for these faculty members follows the same guidelines and procedures as put forth in Section II.C for tenure track and tenured faculty.

D. Reappointment

The School of Business follows the policies set forth in the University Faculty Handbook in regards to the reappointment of non-tenure track positions:

“Faculty members on the non-tenure track are not eligible to petition for the award of tenure and may be non-reappointed at any time. Faculty members may be reappointed to successive one-year appointments up to a maximum period of time

specified in the initial appointment". (Washburn University Faculty Handbook Section 2.IV.5.D.2)

E. Promotion to Senior Lecturer (from faculty approved document on promotion to senior lecturer)

Promotion from Lecturer to Senior Lecturer requires active participation in the academic area of appointment, with responsibilities that include: a sustained record of "above standard" teaching, maintenance of AACSB qualification, and a record of excellence in school, university or professional service.

- 1. Eligibility.** A minimum of 5 years of full-time service at Washburn University at the rank of Lecturer is required.
- 2. Qualification.** To be promoted to Senior Lecturer, the petitioner must demonstrate past adherence to the School's Intellectual Contribution Policy regarding AACSB qualification and have accumulated a sufficient body of achievements that provide confidence that such qualification will be maintained into the future.
- 3. Teaching.** Appointment to Senior Lecturer requires a record of "above standard", demonstrated by the quality of a variety of practices detailed in Section II.A.2 for tenured and tenure-track faculty.

Methods of evaluating quality of teaching will also follow the policies detailed in Section II.A.2, and the Washburn University Faculty Handbook.

- 4. Service.** Appointment to Senior Lecturer requires a record of service engagement that is demonstrated by the quality of a variety of practices that include, but are not limited to:
 - Serving on committees at the area, school, university, community and/or professional level;
 - Assisting with lecturer searches and retention (e.g., mentoring, peer reviews)
 - Advising student groups;
 - Assisting with graduation ceremonies;
 - Participating in professional organizations;
 - Speaking to community groups; and
 - Serving as a member of community board of directors.

Methods of Evaluation of Service. Various methods of evaluation will be employed in congruence with policies and procedures in the SOBU policy documents and the University Faculty Handbook. Metrics may include but are not limited to:

- Written documentation of committee work (e.g., letters from committee chairs; official list of university committee assignments);
- Unsolicited letters of support/thanks for service;
- Conference programs showing service;
- Honors, awards, or special recognition for service activities;
- Published documents showing service (e.g., graduation programs, newspaper articles, newsletter articles).

5. Intellectual Contributions. Appointment to Senior Lecturer requires a record of intellectual contributions consistent with the AACSB guidelines and Intellectual Contribution requirements in section III.C. These guidelines and policies mandate different intellectual contribution activities for promotion to Senior Lecturer, depending on whether the petitioner is classified as SP (scholarly practitioner) or IP (instructional practitioner). The SP classification requires that the petitioner has accumulated at least 2.00 publication points and engaged in some other intellectual contribution activities (for detail, refer to Section III.C) during the preceding five years. The IP classification is normally obtained and retained through professional activities; intellectual contribution activities count, but are not required (for detail, refer to Section III.C).

Methods of Evaluation of Intellectual Activities. Various methods of evaluation will be employed in congruence with policies and procedures in the SOBU Faculty Handbook and the University Faculty Handbook.

Appointment to Senior Lecturer Process

The appointment to Senior Lecturer is a shared faculty and administrative responsibility involving a recommendation of a faculty review committee and SOBU Dean.

- a. Candidates eligible for consideration for appointment to Senior Lecturer shall be notified by the Dean that they are eligible to petition. This notification is provided upon initial eligibility only.
- b. Candidates shall submit a written petition and supporting documentation illustrating achievement of School criteria for appointment to Senior Lecturer. Documentation should be thorough and specifically relate to each criterion and be as current as possible.
- c. A committee of three faculty members from the petitioner's or a related discipline will be appointed by the Dean to conduct a review of the petition. After review, the committee shall communicate in writing a recommendation to the Dean of the School.

- d. The Dean shall submit the recommendation of the Committee, and the Dean's recommendation, together with the supporting documentation, to the Vice President for Academic Affairs.
- e. In cases where the petition for promotion to Senior Lecturer is unsuccessful, the petitioner in consultation with the Dean will work in a consensual process to help the petitioner reach the professional level where promotion to Senior Lecturer may be obtained. A negative review will not be forwarded to the Washburn University Board of Regents.

IV. Other Policies

A. Appointment, Evaluation, and Reappointment of Endowed Chairpersons (from faculty approved document)

The following gives general guidelines that apply to the appointment, evaluation, and reappointment of faculty to named or endowed positions. In cases where specific priorities and restrictions were established when the donor agreement was signed and the position was created, these priorities will be applied together with this policy. The memoranda of understanding creating endowed positions should be consistent with the School of Business' mission statement.

1. Criteria for Chair Holders

An endowed chair or professorship (herein we will use the phrase "chair" to describe both named professorships and chairs) is one of the highest academic honors that can be bestowed on a faculty member. Excellence is the overriding criterion for appointment of a chair holder, and it must be documented with accompanying strengths in all the professional performance dimensions of teaching, research, and service, in addition to any specific selection criteria associated with a particular endowed position. The appointment to an endowed chair may recognize the accomplishments of a current member of the faculty or it may be associated with recruitment of a new faculty member.

2. Selection and Initial Appointment

The selection process for chaired positions will be initiated by the Dean with the approval of the VPAA and the President. Depending on the needs of the School, the Dean will determine whether the search will be an outside or inside one. In some cases, the endowed professorships may be used as a faculty retention tool and may require an expedited process.

If the search process is to be an outside one, it will be conducted according to the usual faculty search process. The Dean will appoint a search committee that, whenever possible, includes at least one chaired professor from the school. If the appointment includes tenure, the awarding of tenure must be handled according to the appropriate university and school policies.

If the search is to be from inside, the Dean will appoint a review committee, and its composition will follow the same rules as an outside search.

Once a candidate has been identified, the search/review committee will make a recommendation to the Dean, and the Dean will initiate a request for appointment, which includes sufficient information and justification for review and evaluation. Normally, the initial term of appointment for all new endowed chair appointments will be from three to five years, depending on any particular specifications in the donor agreement.

3. Chair Holder Duties and Evaluation

As with all faculty members, chaired faculty will provide an annual plan and report on their academic activities according to the Annual Faculty Professional Development Process. The annual report of the chair holder should also summarize how the funds tied to the chaired position are spent. The annual report and plan will be evaluated by the Dean as a part of the normal faculty professional development process.

4. Reappointment of Chair Holders

The expectation at the time of the award of chaired professorship is that the level of productivity and the professional distinction of the chair holder will be maintained or enhanced during the term of the appointment, and reappointment of those senior chairs should reflect this expectation.

Normally, the reappointment process will follow the same timeline as the tenure process. In fall of the academic year when the original appointment is to expire, the Dean will appoint an evaluation committee. The guidelines for the committee membership are the same as those for the search committee. After reviewing the necessary materials, mainly the annual plans/reports for the duration of the current appointment and a plan of future activities related to chaired position, the committee will make a recommendation to the Dean, and the Dean will make his recommendation

to the VPAA. Should the VPAA concur, the recommendation should then go to the President and the Board of Regents through the normal process.

In the case where the chair holder's academic performance no longer meets the standards of a senior chair, the school should take corrective actions, possibly leading to termination of the chaired appointment.

The review process begins with Annual Faculty Professional Development Process. As part of the Annual Faculty Professional Development Process, the Dean will make an initial determination of the chair holder's performance in relation to the defined criteria of the chair. In the event that performance falls below the expected level, the Dean will request that the chair holder prepare a formal plan of action that identifies and defines specific corrective actions to be taken. After reviewing the plan, the Dean has the option of deciding that a different plan would best meet the needs of the school, will so inform the professorship chair holder, and initiate the process of filling the professorship chair with another faculty member.

B. Assignment of Offices (from faculty approved office assignment policy)

1. When an individual has been permanently assigned to a specific office, he/she may retain that office so long as he/she is a Washburn University School of Business faculty member. (Temporary assignments are discussed in 3 and 4 below.)
2. When an office is permanently vacated by a faculty member's resignation, retirement, or other departure, other faculty members will be offered that office in the following way:
 - a. Named professors will be given first preference, professors second preference, associate professors third preference, assistant professors fourth preference, and lecturers fifth preference, provided that:
 - b. When two or more individuals of the same rank request an identical office assignment, first preference will be given to the individual who has held that rank for the longest period of time at the Washburn University School of Business.
 - c. When two or more individuals of the same rank who have the same time in rank at Washburn University School of Business request an identical office assignment, first preference will be given to the individual with the longest continuous full-time service at Washburn University School of Business.
 - d. When two or more individual have equal status under criteria 2a through 2c, priority will be determined by an appropriate random process.
3. When an individual is granted a sabbatical leave, a leave of absence, or accepts a position, e.g., an administrative position, which requires that he/she temporarily vacate his/her office, that individual retains his/her permanent assignment to that office during the period of leave. That office may be temporarily assigned to another faculty member on the basis of the criteria in 2, but such temporary assignments must be vacated when the faculty member who is permanently assigned to that office returns. Should the permanently assigned faculty not return, the office in question will be reassigned according to the criteria in 1.
4. An individual who has exercised his/her right to a temporary assignment in another office retains the right to his/her permanently assigned office that was temporarily assigned.
5. Individuals who are on sabbatical leave, leave of absence, or temporary assignments away from their permanently assigned office shall retain full rights to bid for offices under the criteria in 2.

C. Summer School Scheduling and Hiring Policy (from faculty approved policy)

The School of Business summer school scheduling and hiring policies are:

1. First priority should be given to scheduling School of Business Core Courses.
2. Second preference for teaching a particular course should be given to full time tenure track and tenured faculty members with previous experience in teaching that course.
3. If two or more faculty members have the same priority for teaching a particular course based on criteria 2,
 - a. Faculty achieving a higher level of research productivity as defined in Section II.A.1, will be given ~~first~~ preference in the assignment of summer teaching.
 - b. The faculty member who has taught a course in a summer session most recently will be given a lower priority.
 - c. Faculty members who have not yet obtained a terminal degree in their area will be given the lowest priority
4. A faculty member will be allowed to teach a maximum of two (2) courses in an eight-week summer school session and only one (1) course in a five (5) week summer school session.

D. Policy on Changes to the Journal List (from faculty approved change policy)

Any full-time faculty member can request a change to the journal list at any time, whether it is to add, change the rating, or delete one or more journals, by submitting a written request to Faculty Personnel Committee. The Committee shall review the request at its next scheduled meeting, and make a recommendation to the Dean. In addition, the Committee shall share the basis for its recommendation with the requester.

The Dean shall notify the Committee of his or her decision and the rationale for it. The Committee shall maintain a record of changes to the journal list. Changes to the journal list shall be reported to the general faculty annually.

The current journal list and the last shall be maintained at a location readily accessible, currently, \\wushare\sobu\faculty and personnel committee.

The request from the faculty member shall provide a rationale for the requested change based on all of the following four criteria:

1. The organization supporting the publication, specifically affiliated professional association or publisher
2. The editorial board and authors, specifically affiliation and discipline prominence of editors and authors from the two most recent publications
3. Independent ranking(s), e.g., ABDC ranking, and
4. Impact factor (or similar statistic, e.g., journal h-index, if impact factor is unavailable) of the journal

The request may also include other information the faculty member finds relevant for her or his particular journal request, including but not limited to, readership composition and size, case adoption, SCImago Journal Rank (SJR), Journal Eigen Factor score, Impact Per Publication, Journal h-index, alignment with the School of Business Mission Statement, and letters from faculty colleagues expressing their recommendation(s)/views.

V. Appendices

Appendix A. Annual Faculty Performance Report and Plan Template

Review Calendar Year:	20x0
Name:	
Rank/Title:	
Years of Service at Washburn:	
Tenure Status? If untenured, year of required application:	

Washburn University has an excellent, well-qualified faculty. Both the institution and individual faculty members are committed to the continuing development of faculty as teachers and scholars, and this annual evaluation and plan is intended to assist in such development. When completed, this form will be filed in the department office and will be reviewed as appropriate during and at the end of the ensuing academic year.

Your annual report is your opportunity to highlight specific accomplishments and fulfillment of the annual plan you submitted at the beginning of the year. It is the primary supporting document used in the annual evaluation. Please reference your approved annual plan, and you should use the weights as included in the plan.

Deadline: Your annual report and plan is due to the Dean's Office no later than January 31, 20x0.

Faculty members are expected to provide self-ratings in each area and an overall rating and provide justification for each of the ratings.

5=Exceptional (Exceptional) 4=High (Above Expected) 3=Average (Expected) 2=Below Average (Below Expected) 1=Unacceptable (Weak)

TEACHING AND STUDENT DEVELOPMENT	Plan Weight %:		Self-Rating:	
List teaching assignments and number of students in each course (Sp, Su, F), including independent studies.				
Discuss your activities and accomplishments in the following areas:				
Effectiveness of Instruction and Delivery				
Student Development, Advising and Mentoring				
Curriculum Development, Course Development, Innovation and Delivery				
Outcomes Assessment—Indicate your contribution to the assessment process				
SIR II Results				
Other areas relevant to teaching				
Dean's Comments				
Dean's Rating				

RESEARCH	Plan Weight %:		Self-Rating:	
Teaching Workload Assignment (Assigned sections per academic year)				
List all intellectual contributions (since last annual report). (Indicate DB=discipline based, CP=contribution to practice, LP=learning and pedagogical.) Include coauthors, page numbers, dates, etc. if known. Copies of all listed ICs should be attached (if not already in AACSB file). Evaluate the quality of each <u>peer-reviewed journal publication</u> , and provide a brief justification for the evaluation (reference the internal SOBU Journal list, or other justification).	Intellectual Contribution (use complete citation form)			Points
Discuss progress towards meeting and maintaining the SA/SP/PA/IP expectations for AACSB and the FSAP.				
Discuss the impact that your intellectual contributions will have. If they impact your teaching activities provide specific examples.				
List grants, stipends, and travel funds received and how used to advance your research agenda or teaching effectiveness.				
Mention any student involvement and interaction in this area. (e.g., Apeiron, WTE, collaborative efforts)				
Dean's Comments				
Dean's rating. Not qualified and no progress = 1. Qualified, with no new PRJA submissions or activity = 2				

SERVICE	Plan Weight %:		Self-Rating:	
List your <u>specific accomplishments</u> (not just membership) and leadership responsibilities in all categories below:				
Participation in School-level activities including School Committees and Student Organization sponsorship				
Participation in University-level activities including University committees.				
Community and Professional Service (as it relates to your professional discipline, including consulting, if the consulting was approved).				
Provide specific examples of how your service engages or impacts school stakeholders.				
Dean's Comments				
Dean's rating				

Overall Required Response: How did your contribution at Washburn University over the last year result in IMPACT, ENGAGEMENT and INNOVATION? (Referencing the AACSB standards is helpful).	
Overall Performance Self - Evaluation of Faculty Member, weighted by time allocation from the annual plan.	
Dean's Overall Performance Evaluation of the Faculty member, weighted by the time allocation from the annual plan.	
In response to the personal evaluation of performance above or to the professional needs of the faculty member or the needs within the School of Business, the following goals are established for the next academic year (no specific required number). Goals may be in terms of scholarly research or creative activity, growth in knowledge or teaching techniques, in curriculum design or revision, or in any other part of a professor's responsibilities. Dean's Recommendations:	
Merit Raise Eligibility (If available)	
Review of School Code of Conduct Completed?	<input type="checkbox"/> Yes
Dean's Signature/Date	
Faculty Member's Signature/Date	

Note: Signatures signify that faculty member and dean have reviewed and discussed this evaluation and plan, but do not necessarily indicate agreement.

SOBU ANNUAL FACULTY PLAN

Plan for Calendar Year:	20x1
Name:	

TEACHING AND STUDENT DEVELOPMENT	Plan Weight %:	
List anticipated teaching load and courses for upcoming Spring, Summer and Fall Semesters		
Please note any planned activities in the following areas (see AACSB Standards for guidance.)		
Curriculum Development—what you will do that constitutes “development”?		
Course Development—new courses, substantial changes in existing courses?		
Innovation in Instructional Processes/Course Delivery		
External or Internal Engagement examples from teaching activities		
Outcomes Assessment/Assessment of Learning. What BBA subcommittee are you on? What will your contribution be? How will you contribute to MBA assessment?		
Dean’s Comments		

RESEARCH	Plan Weight %:	
What is your current <u>AACSB qualification status</u> as indicated by the <i>School Faculty and Scholarly Activity Policy</i> ? <u>What do you need to accomplish (and by when?) to maintain qualification?</u>		
Please note planned IC activity in the following areas (see <u>AACSB Standards 2, 15</u> for guidance): Teaching and Learning Research Applied or Integration/Application Scholarship Basic or Discovery Scholarship IC's need to be closely tied to <u>teaching fields</u> . Highlight planned submissions to <u>peer refereed journals</u> . Include expected <u>submission dates</u> . Please also note status of papers under review and those <u>in progress</u> .	Intellectual Contribution	Status/Dates
Discuss the impact that your intellectual contributions will have.		
Student involvement and interaction in Intellectual Contributions		
Estimated travel support funds requested for the year—provide expected budgets, and Expected grants and summer support requests for the year—WU grants, external grants, etc.		
Dean's Comments		

SERVICE	Plan Weight %:	
----------------	-------------------	--

Please note your expected contributions (not just memberships) in any of the following:

Student Organization sponsorship	
School Committee level	
University Committee level	
External Professional Academic (e.g., review and referee work, positions, track chairs, etc.)	
External Professional Practice (e.g., national, state and local organizations (e.g., IMA, SME, etc.)	
Consulting (approved)	
Community Service if tied to School, University or professional discipline	
Dean's Comments	

<p>Overall Required Response: How will your contribution at Washburn University over the next year result in IMPACT, ENGAGEMENT and INNOVATION? (Referencing the AACSB standards is helpful).</p>	
Dean's Approval /Date	

Washburn University
School of Business General Faculty Meeting
HC 104, Tuesday, April 26th, 2018

Attendance: Jennifer Ball, Paul Byrne, Reza Espahbodi, Liviu Florea, Akhadian Harnowo, Tom Hickman, Rob Hull, Norma Juma, Sungkyu Kwak, Rick LeJuerrne, Louella Moore, Jim Martin, Dmitri Nizovtsev, David Price, Sunita Rao, Pam Schmidt, Barbara Scofield, Michael Stoica, Shane Van Dalsem, Rosemary Walker

Minutes of March 6th, 2018 was approved

1. Dean's Report (none)
 - a. Economic Breakfast is next Week
 - b. April 9 – Scholarship and Awards Luncheon
 - c. April 9 – Business Ethics Symposium in the evening 5:30 p.m.
 - d. Spring enrollment up 5.6%, up about 2.7% for the year
 - e. TK Business is looking for an author
 - f. Kandy and Barbara are at large Senators and we are looking for som
2. Old Business
 - a. Change in the Journal List
 - i. Motion to approve the ABDC journal list and grandfather in journals from the current list (Motion: Bob, Second: Dmitri, motion passed)
 - ii. Add as #4: Faculty will receive the journal ranking score for an article at the higher of the value at the time of submission or the value at the time of annual review.
 - b. Marketing Major Change Motion (Motion: Jennifer, Second: Bob, motion motion passed)
 - i. Changing sales to an elective for marketing majors.
 - ii. Dean is favorable to the idea
3. New Business
 - a. Writing course requirement
 - i. Motion (Motion: Jennifer, Second: Paul)
 - ii. More written communication ability and 40% of student's didn't meet the standards.
 - iii. 6 courses with focus on writing, students can take any one of these to improve their writing skills
 - iv. Issue: CPA have 11 hours of communication skills (EN208 is on the list, but other are not); should we have a not to accounting majors for accounting advising sheet
 - v. Motion: Bypass the second reading (Motion: Pam, Second: Stoica, motion)
 - b. Elections
 - i. Faculty Chair – Sungkyu Kwak
 - ii. Faculty Senate – Paul Byrne
 - iii. University Committees
 1. Academic/Sweet Sabbatical – Paul Byrne
 2. Interdisciplinary Studies – Rosemary Walker
 3. General Education – Dmitri Nizovtsev
 4. Library – Rob Hull

Meeting Adjourned, Stoica

Submitted by
Jennifer Bixel, Administrative Secretary, School of Business
Rosemary Walker, Secretary, School of Business General Faculty

Proposal to Change SOBU Journal List

In response to faculty's legitimate complaints about the fairness of the current list, and the Dean's concern that some faculty are publishing in journals outside the list and disregarding the faculty-approved procedures to request a change to the journal list, the FPC met a few times over the fall semester to discuss possible changes to the journal list. Four alternatives were considered, including one proposed by our marketing colleagues. After considerable discussion, the FPC is proposing that we:

1. switch to the most current ABDC list, including any interim updates,
2. grandfather in journals that are on the current SOBU list, but not on ABDC, with the ratings already approved (in the event a future ABDC list includes a grandfathered-in journal, the ABDC rating will prevail),
3. keep the existing policy on changes to the journal list, i.e., to allow petitions to change the list and/or the associated ratings, and
4. Faculty will receive the journal ranking score for an article at the higher of the value at the time of submission or the value at the time of annual review.

The main reasons for our decision are:

1. ABDC is an externally-validated list and is widely used.
2. ABDC list and ratings are updated periodically and in interim, and thus there is no need for us to review the ratings.

Curriculum Committee General Request Submission Form

This form requires information to be provided in two sections: (A) Now, i.e., the current status of the situation, and (B) In The Future, i.e., the change requested and how it will improve the situation in the future.

Change request submitted by Marketing Faculty, Drs Hickman, Price & Stoica

(A) **NOW:**

1. What is the Current Situation which needs to be addressed?

Currently the SOBU marketing concentration has three required courses plus one elective to fulfill requirements. Of particular interest to this proposal is that BU366 is not a required course but it is a skillset that is in high demand. As a result, a marketing major that does not include a required sales course is limiting the potential of our students.

Required courses:

BU362 Market Research (Hickman)
BU364 Consumer Behavior (Price)
BU471 Marketing Management (Stoica)

Students can then choose one elective from the following:

BU366 Sales (adjunct)
BU368 International Marketing (Stoica)
BU369 Entrepreneurial Marketing (adjunct)
BU371 Digital Marketing (Boncella)

The elective courses are not taught every semester, but rather once per year or when adjunct faculty are available.

Other marketing electives not currently offered:

BU361 Retailing – not currently offered
BU363 Promotions – not currently offered
BU473 Marketing Channels – not currently offered

2. How long has this situation existed in its current form?

The current offering has not changed for several years.

3. Why is it necessary that it be changed?

The employment landscape has placed new demands on the skillsets of marketing graduates and we see an increased need for sales skills and knowledge. Due to feedback from a number of sources such as faculty from universities, employers and alumni, we feel the change is a positive one for our graduates. We have received input from local firms/large employers that there is a skill gap in the sales discipline, and that our marketing students could benefit from such a course. Employers/practitioners are willing to be involved in the delivery of the course, which will add to the effectiveness and uniqueness of its appeal.

(B) IN THE FUTURE:

1. Proposed change.

BU366 Sales becomes a requirement for marketing graduates and BU364 Consumer Behavior becomes an elective.

2. How does the proposed change solve the problem?

It will increase the knowledge and skills in sales and sales management of every marketing graduate. We feel it will also provide stronger employment opportunities for graduates and make them much more marketable in a high demand career path.

3. What new problem(s) might this proposed change create?

By making consumer behavior an elective, there will be fewer students with the depth of knowledge in that area (although they can still potentially take the course as an elective). However, as stated previously, we feel a required sales course will be an advantage for them in the short and long term.

Faculty requirements are unchanged, Dr. Price will switch from teaching BU364 Consumer Behavior to teach the sales course. Depending on when the other marketing electives are offered, we will investigate whether consumer behavior needs to still be offered once per year (taught by adjunct faculty).

4. What objection(s) to the proposed change are likely to arise?

Consumer Behavior is a common course offering for most marketing degrees, as is sales. However, with only four classes for a concentration we have limited options, and after studying all scenarios BU364 Consumer Behavior is the course most suited to change.

A potential concern is that if we are unable to find an adjunct instructor for BU364 that students will have a more limited selection of elective courses to fulfill their marketing requirements since BU366 is currently a popular choice as an elective. The addition of BU371 Digital Marketing effectively eliminates this problem since this is a new course offering as of the 2016-2017 academic year. Therefore, even if BU364 was not offered in a given year the number of marketing electives offered would remain unchanged from the 2015-16 academic year.

5. Are there any decision deadlines which the Committee needs to be aware of?

We would like to make the decision ASAP, at the latest by early spring 2018 in order to finalize the catalog and begin offering the core required classes (that includes sales) in the fall of 2018.

Curriculum Committee

General Request Submission Form

Note: NOT to be used for New Course proposals, which are made on a separate form designed for that specific purpose.

This form requires information to be provided in two sections: (A) Now, i.e., the current status of the situation, and (B) In The Future, i.e., the change requested and how it will improve the situation in the future.

Change request submitted by Curriculum Committee – Tom Hickman .

(A) NOW:

1. What is the Current Situation which needs to be addressed?

Written Communications is Student Learning Outcome 2b in the School of Business. As of 2014, the SOBU adopted a new rubric to assess the writing ability of BBA students. Students have shown a downward trend since the 2014 adoption across most of the six components of the rubric. Specifically, in 2016, at least 40% of BBA students failed to meet expectations in four of the components (Content & Development [60% showed proficiency], Organization [60%], Language Use [47%], and Mechanics & Conventions [47%]). This is similar to 2013 (prior to the adoption of the new rubric) where at least 31% of students failed to meet expectations in five rubric components (Focus & Meaning [69% showed proficiency], Content & Development [58%], Organization [63%], Language Use [66%], and Mechanics & Conventions [58%]).

Currently, students are required to take 15 General Education credits in Humanities. Washburn University requires students to take 3 credit hours from a General Education course from Art/Music/Theater. Additionally, the SOBU requires that students take CN150 Public Speaking as 3 of the required Humanities General Education credit hours. The present system allows for students to take the remaining 9 Humanities credit hours completely at their discretion.

2. How long has this situation existed in its current form?

The current situation has regarding Humanities General Education courses has been in place for a number of years.

3. Why is it necessary that it be changed?

The Curriculum Committee proposes that additional guidance in Humanities courses could elevate students' ability to write proficiently upon assessment of this skill in BU342 Organization & Management.

(B) IN THE FUTURE:

1. Proposed change. (describe in sufficient detail)

The Curriculum Committee proposes that BBA students will be required to pass a writing intensive course with the grade of C or higher as 3 of the 15 Humanities General Education credit hours required to earn a degree. The list of these six courses that are each designated as a Humanities General Education course with a focus on Communications is as follows:

EN103 Academic Reading and Research
EN131 Understanding Short Fiction
EN145 Shakespeare in Action
EN207 Beginning Nonfiction Writing
EN208 Business and Technical Writing
EN209 Beginning Fiction Writing

The 100 level courses have no prerequisites while the 200 level courses each have EN101 or EN102 listed as a prerequisite.

2. How does the proposed change solve the problem?

Since students will be required to take a writing intensive course it is believed that this will result in collectively enhancing students' written communications skills.

3. What new problem(s) might this proposed change create?

Students will not have as much flexibility in the Humanities courses they take but will still have 6 credit hours to take at their own discretion.

4. What objection(s) to the proposed change are likely to arise?

It is possible that someone could read this list of courses and believe that some courses are more writing intensive than other courses. The list was developed with the assistance of the English Department that advised that each of these courses was not

only writing intensive at Washburn University but also that a course at another university with a similar course title would also be writing intensive at that university. Therefore, the proposed change addresses both consistency in writing demands and has also considered questions regarding transfers.

5. Are there any decision deadlines which the Committee needs to be aware of?

The change should be able to be brought to the faculty meeting in December 2017 if such a meeting takes place.