

Washburn University

School of Business General Faculty Meeting

HC 104, Thursday, August 23, 2018

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

Minutes of April 28, 2018 was approved

1. Dean's Report
 - a. Successes
 - i. MFT scores 81st percentile
 - ii. MBA- MFT 97th percentile
 - iii. Pam Schmidt and Norma Juma were both promoted
 - iv. New website for Washburn is up
 - v. Insurance Certificate approved
 - b. Enrollment Report
 - i. As a whole it appears down in credit hours
 - ii. SOBU up 1% in credit hours
 - iii. Over last 6 years, have had a slight uptick in credit hours
 - iv. Total 550 students
 - v. Summer enrollment in online courses was strong
 - c. Finances
 - i. 1.5% salary pool contingent on enrollment
 - ii. Shortfall last year
 - iii. C-Tel grants, Grant application, ... find sources outside of campus
 - d. Tuition
 - i. Online courses has a surcharge and SOBU lower level courses had increased prices
 - ii. 2018-2019
 1. Lower division SOBU brought back down to WU rate
 2. Upper division SOBU classes price increased per credit hour
 - e. Goals/Plans
 - i. AACSB application sent in
 1. Fall 2018 – self evaluation
 2. Spring/Fall 2019 – write the document
 - ii. MA114 – is a new college requirement and MA116 – we require
 1. Investigate changes in curriculum by math department
 2. Their impact on our majors
 - iii. Demonstrate data analytics is taught in the class
 - iv. Student affairs committee needs to be active in the school
 1. Enrollment data is necessary for change
 - f. Upcoming Events
 - i. Wake-Up with Washburn, Sept. 20
 - ii. Meet the Firm's Night, Sept. 21
 - iii. Economic Breakfast, Oct. 18

- iv. Alumni Fellow Luncheon, Nov. 10
 - v. WU After Hours, Nov. 10
 - vi. Night out with the Dean, Dec. 7
2. Grand Marshal in Fall commencement, Dmitri

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, Thursday, January 24, 2019

Attendance: Jennifer Ball, Paul Byrne, Reza Espahbodi, Tom Hickman, Gale Hoover-King, Rob Hull, Sungkyu Kwak, Rick LeJuerne, Louella Moore, Dmitri Nizovtsev, Kandy Ockree, Pam Schmidt, Barbara Scofield, Russ Smith, Michael Stoica, Shane Van Dalsem, Rosemary Walker, David Sollars

Absent: David Price, Sunita Rao, Liviu Florea, Akhadian Harnowo, Norma Juma, Jim Martin, Rob Weigand, Carl Klien (SBDC),

1. Approval of the minutes of the previous meeting on 08/23/2018 (pp. 2-3)
2. Dean's Report
 - a. University enrollment is down about 3,000 credit hours. SOBU is up 2.5-3% spring to spring.
 - b. Next Thursday night is the donor Basket Ball game. Please RSVP asap.
 - c. Wake – Up with Washburn on Feb. 7 with a speaker from Federal Home Loan Bank.
 - d. March 5 - Alumni Fellows will Greg Brenneman in room 100 at 9:30 a.m. Schedule for the day coming up later. 1984 Graduate in accounting.
 - e. AACSB timeline – Year of record Spring 2000. Data goes back 5 years or just year of record Fall 2019 – Spring 2000. February we will nominate our team members. Writing report next fall and finish it in June 2020.
 - f. SIR II – We started Spring 2003 and this semester is the last one ever. We can keep doing it ourselves or look at other vendors. Don't know when results are coming.
3. New Business
 - a. SOBU online course policy. Each unit was asked to develop their own online course policy. Motion: to approve Dmitri, Second: Stoica, first reading)
 - i. Is there a policy of the ownership of the intellectual content of the course? None exists at WU. The general consensus is that the materials belong to the University. Can you transport it someone else? We believe yes. Question about publication of case studies using course content.
 - ii. Part 1, #8-9. Do we need to provide this? Lockdown browser (webcam)... Reliable internet access..
 - iii. When does an evolving course get included into the course schedule?

- iv. What does it mean that the online course is benchmarked to the online course? Same syllabus objectives? Adding core courses, that the course outcomes look like the other sections.
 - b. SOBU P&T policy didn't make it to the official university faculty handbook. (See: pp. 7-11). The policy was sent, but never got where it had to go.. It will go to the faculty handbook committee. Move to re-approve. Motion: Dmitri, Second: Reza, motion approved.
 - c. SOBU faculty governance document is not ready yet.
 - 4. Update on the SOBU strategic plan.
 - a. Made some changes to the strategic plan.
 - b. Look at the items on the strategic plan and see if any items need to be changed.
 - c. Mission statement was discussed. Should we eliminate "drawn primarily form the Northeast Kansas region".
 - i. Proposal to add as an agenda item: To remove "drawn primarily form the Northeast Kansas region" from the first bullet point of the mission statement. Motion: Dmitri, Second: Michael, motion passed, first reading.
 - ii. Motion Suspend second reading. Motion: Dmitri, Second: Michael, motion passed.
 - iii. Motion to remove "drawn primarily form the Northeast Kansas region" from the first bullet point of the mission statement. Motion: Dmitri, Second: Michael, motion passed.
 - 5. Meeting adjourned by Michael Stoica at 3:27 p.m.

Submitted by:

School of Business Online Course Policy

This policy describes the requirements for online teaching at the School of Business. As the demand for online courses increases, the school expects to offer more online courses. Given the unique characteristics of online teaching, the school needs to ensure that all online courses provide successful student learning.

Qualifications for Online Teaching

1. Qualification: The faculty should have qualifications as specified by the School of Business Faculty Handbook
2. Training: If the faculty member has previously taught an online course and has met the standards set by the curriculum committee for that course, then no further training is required. Otherwise, the faculty should obtain appropriate training.

Course Approval/Review

Online courses being taught for the first time during or after Fall 2019 must go through the following review process.

A. Before Course is Created

If the new online course is also a new course in the School of Business, the following procedure shall take place:

1. Completion of the SOBU New Course Approval Routing Form.
2. Faculty complete an online course design self-review. Course design must be assessed by the SOBU on-line course approval form. Faculty member must indicate their intended compliance with all mandatory components of the form. Form is submitted to the Curriculum Committee.
3. The SOBU online course approval form must be reviewed and approved by the SOBU Curriculum Committee.

If the new online course represents a section of a currently offered on-ground course, the following procedure shall take place:

1. Online courses must be benchmarked against appropriate equivalency measures. Specifically, the online section(s) must:
 - a) Include the same course objectives as the on-ground course.
 - b) Include the same student learning outcomes as the on-ground course.
 - c) Meet all other SOBU requirements as they pertain to courses with multiple sections.
2. Faculty complete an online course design self-review. Course design must be assessed by the SOBU on-line course approval form. Faculty member must indicate their intended compliance with all mandatory components of the form. Form is submitted to the Curriculum Committee.
3. The SOBU online course approval form must be reviewed and approved by the SOBU Curriculum Committee.

B. Course Review Process

Within one semester after the first offering of the online course:

- For existing courses, faculty ensure curricula is benchmarked against on-ground sections of the same course.
- For new courses, faculty ensure that the course is meeting course objectives.

For all online courses:

1. Faculty ensure that the applicable student learning outcomes can be assessed.
2. Faculty complete a course design self-review using the SOBU on-line course approval form and submits form to the Curriculum Committee.
3. Curriculum Committee reviews form to determine compliance with SOBU on-line course approval form.
 - a) The Curriculum Committee provides the relevant feedback to the faculty member.
4. If the course does not pass review, the faculty member will make the appropriate adjustments and resubmit until the course complies with the SOBU online course approval form.

SOBU Online Course Approval Form

Course Name and Number:			
Instructor:			
Semester:			

I. Instructional Design -- All Online Courses Must Include All 11 Components			
Component	Description	Circle Yes or No	
1 Course Outcomes	Course outcomes are measurable and explicitly stated to the learner.	<i>Yes</i>	<i>No</i>
2 Description	A course description is provided.	<i>Yes</i>	<i>No</i>
3 Instructor Information	Instructor information is available to student with contact, and availability information.	<i>Yes</i>	<i>No</i>
4 Instructional Materials	Students are provided with a list of supplies such as textbooks and other required material.	<i>Yes</i>	<i>No</i>
5 Content	A concise list of modules and activities that will be completed is provided.	<i>Yes</i>	<i>No</i>
6 Grading Policy	Grading policy is provided including grading scale and weights.	<i>Yes</i>	<i>No</i>
7 Calendar	Calendar of due dates and other events is provided.	<i>Yes</i>	<i>No</i>
8 Tech Competencies	A list of technical competencies necessary for course completion is provided.	<i>Yes</i>	<i>No</i>
9 Tech Requirements	A list of technical requirements such as connection speed, hardware/software is provided.	<i>Yes</i>	<i>No</i>
10 Copyright	Instructor certifies the course abides by copyright and fair use laws to the best of their knowledge.	<i>Yes</i>	<i>No</i>
11 Code of Conduct	A Code of Conduct including netiquette standards and academic integrity expectations is provided.	<i>Yes</i>	<i>No</i>
II. Student Evaluation and Assessment - All Online Courses Must Include All 6 Components			
Component	Description	Circle Yes or No	
1 Aligned	Assessment and evaluation are aligned with learning objectives.	<i>Yes</i>	<i>No</i>
2 Communicated	Assessment and evaluation goals are clearly communicated.	<i>Yes</i>	<i>No</i>
3 Grading Scale	A grading scale that defines letter grades and/or weights, if applicable, is provided.	<i>Yes</i>	<i>No</i>
4 Gradebook	A gradebook is available for checking progress.	<i>Yes</i>	<i>No</i>
5 Time	A statement of the time allocated or deadline for each assessment is provided.	<i>Yes</i>	<i>No</i>
6 Availability	A date/time when the assessment will be available is provided.	<i>Yes</i>	<i>No</i>
III. Learner Support & Resources - All Online Courses Must Include Both Components			
Component	Description	Circle Yes or No	
1 Policies	Links to institutional/program information and/or policies and procedures are provided.	<i>Yes</i>	<i>No</i>
2 Technical Support	Links, e-mail addresses, and/or phone numbers to technical support are provided.	<i>Yes</i>	<i>No</i>
IV. Best Practices - These Components Are Not Required			
Component	Description	Circle Yes or No	
1 Student-Student	Learning activities are developed to foster Student-Student communication and/or collaboration.	<i>Yes</i>	<i>No</i>
2 Student-Instructor	Learning activities are developed to foster Student-Instructor communication and/or collaboration.	<i>Yes</i>	<i>No</i>
3 Sequence	Content is sequenced and structured in a manner that enables learners to achieve the stated goals	<i>Yes</i>	<i>No</i>
4 Chunking	Information is "chunked" or grouped to help students learn the content	<i>Yes</i>	<i>No</i>

School of Business Promotion and Tenure Policy

1. General Policy

The guidelines for appointment, tenure and promotion for the School of Business are consistent with the appointment, tenure and promotion policies of Washburn University and reflect the criteria for accreditation by AACSB-International and the North Central Association. Performance review criteria for evaluating faculty for appointment, tenure and promotion will be applied to portfolios of teaching, research and service compiled by the individual faculty member.

The first commitment of a faculty member should be to high standards of teaching effectiveness. Each faculty member is also expected to maintain a pattern of professional and intellectual development consistent with the mission of the School.

Faculty members are encouraged to continually evaluate themselves, utilizing the guidelines as development tools.

2. Minimum requirements for appointment, tenure and promotion

a. Education

The doctoral 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. This qualification includes individuals holding the JD degree who teach business law or legal environment of business and individuals who teach taxation holding (1) LLM (in Taxation) / CPA, or (2) JD with an accounting master's degree. 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 appointment as Assistant Professors.

b. Experience

i. 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.

ii. 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.

iii. 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.

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.

c. 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 is assessed by peer, student and dean evaluations of classroom teaching and by dean and peer review of other activities relevant to teaching objectives.

d. Research and Scholarly Activity

All faculty are expected to engage in research and scholarly activity, 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.

Deleted: Discipline-based scholarship (often referred to as basic research)

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.

Deleted: discipline-based

ii. **Applied or integration/application scholarship**; influence professional practice in the faculty member's field.

Deleted: Contributions to practice (often referred to as applied research)

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.

Deleted: contributions to practice

iii. **Teaching and learning scholarship**; influence the teaching-learning activities of the disciplines.

Deleted: Learning and pedagogical research contributions

Outputs from **teaching and learning scholarship** activities include, but are not limited to, textbooks, publication in pedagogical journals, written cases with instructional material,

Deleted: Learning and pedagogical research

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 by the school's FSAP (Faculty Scholarly Activity Policy) is required, but not necessarily sufficient for granting tenure and/or promotion. As such, the production of a portfolio high-quality articles in peer-reviewed journals in the teaching discipline of the faculty member is expected.

- Deleted:** Equal value is given to discipline-based scholarship, contributions to practice, and learning and pedagogical research
- Deleted:** intellectual
- Deleted:** number of publications
- Deleted:**
- Deleted:** AQ (academically qualified)

e. 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

Faculty performance in teaching, research, and service is assessed in terms of three ratings: "above the standards", "at the standards," and "below the standards." The standards are specified in this document and other school policies, most importantly the FSAP.

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

- 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

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 candidates 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.

