

Washburn University  
Meeting of the Faculty Senate

April 26, 2010  
3:30 pm Kansas Room, Memorial Union

- I. Call to Order
- II. Approval of Minutes of the Faculty Senate Meeting of April 12, 2010 (pp. 2-3)
- III. President's Opening Remarks
- IV. Report from the Faculty Representatives to the Board of Regents
- V. Faculty Senate Committee Reports
- VI. University Committee Reports
  - A. Library Committee Minutes of April 1, 2010 (pg. 4)
  - B. Honors Committee Minutes of March 8, 2010 (pp. 5-6)
  - C. Assessment Committee Minutes of February 10, 2010 (pp. 7-8)
  - D. International Committee Minutes of April 15, 2010 ( pg. 9)
- VII. Old Business
- VIII. New Business
  - A. 10-16 General Education Phase I (pp. 10-12)
- IX. Information Items
- X. Discussion Items
- XI. Announcements
- XII. Adjournment

**Faculty Senate  
Washburn University**

*Minutes of April 12, 2010  
Kansas Room, Memorial Union*

Present: Arteburn, Averett, Barker, Berry, Byrne, Catanzaro, Childers, Croucher, Faulkner, Isaacson, Jackson, Kaufman, Kelly, Khan, Lunte, Manske, Mazachek, McBeth, Melick, Menzie, Ockree, Porta, Prasch, Rich, Roach, Routsong, Sharafy, Shaver, Sullivan, Unruh, Walker, Wohl, Wynn, Love (SGA), Onek (SGA)

- A. The meeting of the Faculty Senate was called to order at 3:32 PM. Tom Prasch presiding.
- B. The minutes of the Faculty Senate meeting of March 8, 2010 were approved.
- C. President's Opening Remarks.  
Prasch commented briefly on circumstances at the university that led to the resignation of two Vice-Presidents last week and had little information. Interim replacements have been named for both positions. Prasch assured the senators that remarks by the President indicated there was no impropriety or malfeasance that led to the resignations. Any further details concerning the resignations were not and will not be provided, however, because it is a "personnel issue."
- The President's budget committee met, but until the state budget is set, there is no final word. He indicated the university will see approximately \$250,000 savings from the early retirement program. The likelihood of furloughs is small, unless something drastic occurs. However, there may be a minimal tuition increase. Any enrollment increases will help. However, Prasch commented that chances of faculty and staff receiving any increases is zero/
- D. Report from the Faculty Representatives to the Board of Regents.  
Prasch reported that the Board of Regents met and the interim vice-presidents were introduced. The consent agenda was passed and all promotions, tenure and emeritus requests were passed. The strategic plan was accepted without changes. Prasch also commented that contrary to the story in the Capital-Journal, the executive session was planned in advance to perform the annual review of President Farley, and that Farley was in attendance for at least a portion of it.
- E. Faculty Senate Committee Reports.
- A. Minutes from the Electoral Committee meeting of March 23, 2010 were approved with correction.
- B. Minutes from the Academic Affairs meeting of March 5 2010 were approved.
- C. Minutes from the Faculty Affairs meeting of March 1, 2010 were approved .

- F. University Committee Minutes.
  - A. Minutes from the International Committee Meeting of February 10, 2010 were accepted.
  - B. Minutes from International Committee Meeting of March 11, 2010 were accepted.
  - C. Minutes from the Library Committee meeting of February 26, 2010 were accepted.
  - D. Minutes from the Honors Committee meeting of February 17, 2010 were accepted.
  - E. Minutes from the Faculty Development Grant Committee meeting of February 16, 2010 were accepted.
  - F. Minutes from the Faculty Development Committee meeting of March 5, 2010 were accepted.
  
- G. Old Business.
  - A. 09-27 Success Week Proposal Revisions. The item was approved.
  
- H. New Business.
  - A. 10-12– Voting Status of Full-Time Lecturers: the motion was passed with amendments.
  - B. 10-13 Leadership Minor Proposal – the motion was passed.
  - C. 10-14 Appeal to Grade Appeal Committee– the motion was passed with amendments.
  - D. 10-15 Reorganization of the Academic/Sweet Sabbatical Committee– the motion was passed.
  
- I. Information Items. Garrett Love thanked the Senate for their work during his tenure as WSGA President. He also informed the senators that legislation is going through WSGA to formalize the process of naming a WSGA representative to the faculty senate.
  
- J. Discussion Items. There were no discussion items.
  
- K. Announcements. There were no announcements
  
- L. Adjournment. The meeting was adjourned at 4:47 PM.

The next meeting will be **April 26, 2010 at 3:30 pm** in the Kansas Room, Memorial Union

## *Library Faculty Committee Meeting*

*April 1, 2010*

*3:30 p.m.*

*Room 105, Mabee Library*

<i>TO : Dr. David Bainum</i>	<i>Dr. Andrew Herbig</i>	<i>Mrs. Marilyn Masterson</i>	<i>Dr. Tom Schmiedeler</i>
<i>Dr. Alan Bearman</i>	<i>Dr. Rob Hull</i>	<i>Dr. Jay Memmott</i>	<i>Mrs. Heather Smith-Collins</i>
<i>Dr. Cheryl Childers</i>	<i>Dr. Reinhild Janzen</i>	<i>Ms. Caley Onek</i>	<i>Dr. Lee Snook</i>
<i>Dr. Frank Chorba</i>	<i>Mr. Terry Knowles</i>	<i>Dr. Karen Ray</i>	<i>Dr. Sharon Sullivan</i>
<i>Dr. Barry Crawford</i>	<i>Dr. Sam Leung</i>	<i>Dr. Karen Diaz Reategui</i>	<i>Dr. Brian Thomas</i>
<i>Ms. Linda Croucher</i>	<i>Dr. Park Lockwood</i>	<i>Dr. Michael Rettig</i>	<i>Dr. Jennifer Wagner</i>
<i>Ms. Judy Druse</i>	<i>Dr. Meredith McKee</i>		

The Library Committee convened in Mabee Library, Room 105 at 3:30 p.m. The following members were present: Dr. Bearman, Ms. Croucher, Ms. Druse, Dr. Leung, Ms. Onek, Dr. Ray, Dr. Diaz-Reategui, Dr. Reynard, Dr. Schmiedeler, Dr. Thomas, Dr. Wagner, and Ms. Weber.

Dr. Leslie Reynard was elected as the new chairperson of the committee.

Dr. Alan Bearman explained the latest changes to the statewide library consortium proposal. The proposal delineates three levels of database packages: the base package selected by the State Library of Kansas, to which all libraries will have access; the core undergraduate package; and specialized packages, such as engineering, health, and career exploration. Library liaisons will be collaborating with departmental representatives to create a core list of databases for Washburn. Once the final proposal is written, the Committee will be asked to endorse it and forward it to the Faculty Senate.

The statewide Microforms Committee is meeting to decide which institution(s) will hold the archival copy of microform collections, such as ERIC. Users who need something on microfiche/microfilm will be able to request it through interlibrary loan from the holding institution. As the microfiche/microfilm is withdrawn, what can be recycled is. The University Libraries and the Art Department will co-sponsor an art contest in the Fall using the non-recyclables.

Jo Budler, the new Kansas State Librarian, visited Mabee on March 31 for a tour of the facility and to visit with the library staff regarding cooperative projects.

Physical changes to Mabee Library continue. The west wall on the first floor is painted with dry erase paint, which students are able to write upon. Whiteboard dividers on rollers are on order which students may use to create their own group study spaces. The whiteboard table located on the main floor of the library is a big hit with students.

The English Writing Lab will relocate to Mabee this summer. A computer lab in the School of Applied Studies will relocate to the library this summer also. CUSP tutoring relocated to the library this semester and is well used by students.

**MINUTES**  
**HONORS ADVISORY BOARD**

Monday, March 8, 2010

Crane Room – 9:30 a.m.

**Present:** Michael McGuire (Chair), Rachel Goossen, Reinhild Janzen, Vickie Kelly, Keenan Hogan, Carol Prim, and CJ Crawford (Administrative support)

The committee minutes from February 17, 2010 were approved with one change – add Vickie Kelly to those present at the meeting.

**HONORS STUDENT COUNCIL REPORT**

Michael said the Honors Student Council now exists and will offer students more of a voice in the Honors program. The officers are:

President – Keenan Hogan

Vice President – Erica Koepsel

Secretary – Kelli Coldiron

Treasurer – Katelin Harrell

**OLD BUSINESS**

**Spring Banquet**

Invitations will be sent out this week. It was recommended to have the graduating seniors say a few words. Michael will talk with the two seniors and will also develop a program for the evening.

**Honor Stoles**

Michael would like to hand out the stoles to the graduating seniors at the banquet. A sample is being prepared and the stoles should be ready in time.

**Spring Commencement Reception**

Since there are only two seniors graduating in May, it was decided to cancel the commencement reception and to honor them at the banquet.

**Sub-Committee Reports**

**Communication**

**Honors Contracts** – this is a contract where the professor and student work out an agreement and the Honors dean signs off on it. Michael's goal is to send out a draft of a template for future contracts by March 11 for feedback from the Advisory Board members.

**Updated Wiki pages** – Michael plans to get information about the wiki out this week. People will need to request access.

**Updated Web pages** – need to add students and information about the students to the web page.

**Curriculum** – No update.

**NEW BUSINESS**

**Regularly Scheduled Meetings**

After discussion, it was agreed to try scheduling regular committee meetings once a month on a Wednesday from 12:00 noon to 12:50 p.m. – everyone could bring a brown bag lunch. The exception would be in December and May – meetings would be scheduled for the Wednesday during finals week from 11:30 a.m. – 1:00 p.m. to allow the board to finish up old business and plan for the next semester. Attendance at the meetings was much larger in the fall semester when the meetings began at 12:00 p.m. Rachel recommended that we check with International Programs about the schedule for their brown bag lunches so there wouldn't be a conflict. CJ will work on this and get a meeting schedule set up and notify everyone via email.

### **Protocol for Review of Scholarship Applications**

The scholarship subcommittee is Michael, Vickie, Angel and Carol. It was recommended to send PDF files of the applications to all board members who can help to look at them and rank them. The balance in the two scholarship accounts is \$3,164.

### **Review of Membership Applications**

Michael passed out applications and said he would like to have each app reviewed by 3 people. Two of the students have 95+ hours. Vickie made a comment about the special needs of gifted and talented students, especially when they are entering college very young. They may need a mentor assigned to them. All feedback from board members on the applications is due to Michael no later than Wednesday, March 10.

### **Update on Benefits for Honors Students**

The card reader for HC101 has been installed. Michael would like to see HC101 used as a student study center/lounge.

### **Honors on Diploma**

Right now, Michael has been told that if it is done for Honors students, it will open the door for other programs to ask for information to be placed on the diploma. Michael is checking with other University Honors programs to see if and how it is done.

The meeting adjourned at 10:30 a.m.

**MINUTES**  
**ASSESSMENT COMMITTEE**  
Wednesday, February 10, 2010  
Lincoln Room – 3:30 p.m.

Present: Donna LaLonde (chair), Nancy Tate, Denise Ottinger, Melodie Christal, Gillian Gabelmann, Joanne Altman, Cathy Hunt, Lori Khan, Jay Memmott, Kandy Ockree, Mary Shoop, Danny Wade, Heather Collins, and CJ Crawford (administrative support). Absent: Jane Carpenter, Don Vest, and Lucas Mullin.

The minutes from the January 13 meeting were approved with a correction to the date.

Everyone introduced themselves to Gillian Gabelmann, Associate Dean of Instruction at Washburn Institute of Technology, who is joining the committee as WIT's representative.

There are two follow-up items from the HLC visit in 2008. The first is a progress report on the state of the libraries, which is due in June. The second is a progress report to follow up on the merger of Washburn University and WIT, which is due next year.

The Assessment Committee's focus for the fall semester was on program Student Learning Outcomes where outcomes are addressed in courses (Matrix 1). Each committee member took on the role of mentor, working with different department liaisons. It was also agreed that SLOs should be based on majors within the program, which would result in more than one SLO matrix. The committee felt it would be best to minimize the number of liaison workshops (face-to-face time with the full committee) and encourage small group interaction with other liaisons in their assigned groups.

For spring, it was decided at the January meeting that the committee would focus on helping departments learn to manage data. Donna said that we are not going to invest in proprietary software and have developed Matrix 2. She would like to have selected departments who have completed Matrix 1 asked if they will agree to pilot Matrix 2 and have it ready to present at the April workshop. The suggested departments were Math, Social Work, and Nursing. Later in the meeting, Lori Khan volunteered to complete a Matrix 2 for one of Allied Health's Associate programs. The committee reviewed Matrix 2 and suggested a few additions before sending it to the departments. There are still some departments that have not posted Matrix 1 on the wiki. Donna asked the committee members to stay in contact with their departments and reaffirm their willingness to help move their assessment process forward.

The organizational team for the April workshop will be Donna, Cathy, Jay and CJ. The spring liaison workshop is scheduled for Friday, April 16 from 2:00P-3:30P in Morgan 270.

Donna said that she and Heather are developing a Lib Guide for Assessment.

Melodie gave a status report on the ETS Proficiency Profile testing (formerly known as MAPP) – we have almost completed the freshman. We have seniors lined up from SAS, SoBu and SON. Education has agreed to participate, but wants a proctored test. We still need more seniors from CAS.

Nancy Tate asked questions about possible assistance the committee members could provide for the new general education process. Would committee members be willing to help departments develop the assessment plan for a course's general education student learning outcome? Who should assess the general education courses – this committee? Lori suggested that a couple of committee members meeting with the Faculty Senate Academic Affairs Committee to talk about the assessment of general education courses. She will check with Kathy Menzie to see if something can be set up for February 19. The committee agreed to work with the Gen Ed ad hoc committee to develop a plan for assessment.

The meeting adjourned.

**FUTURE SPRING MEETINGS (all in the Lincoln Room from 3:30P-4:30P)**

Wednesday, March 10

Wednesday, April 14

Wednesday, April 28 (wrap up meeting to review assessment progress for the academic year and deadlines/responsibilities for the Summer relating to Assessment Progress Reports)



## **International Education /International WTE Committee**

**April 15, 2010, International House**

Present: Norma Juma, Matt Arterburn, Rachel Goossen, Judy McConnell-Farmer, Alex Glashausser, Caley Onek, Baili Zhang, and Karen Diaz Reategui (guest)

Several members who were unable to attend commented and voted by email on agenda items distributed prior to the meeting.

The following actions were taken:

1. Zhang reported the awarding of nearly \$90,000 in scholarships to participants in summer and fall study abroad programs. Oneck reported conversation between the WSGA and IP leaderships about working together to raise awareness of international students' unique needs. McConnell-Farmer reported progress in developing a study abroad program in Belize.
2. Minutes of March 11 were approved
3. The following travel requests were recommended:

Bob Beatty: \$1,200 to lecture in China (redirection of funds previously awarded for a similar project in Japan, which did not work out)

Kim Morse: \$600 to chair a panel and present in Toronto, Canada

Iris Wilkinson: \$454 to present in Toronto, Canada

4. The committee discussed the possibility of a resolution to make the Sweet Sabbatical recipients more accountable by encouraging them to share their activities with the campus, upon their return, through public forums such as giving a Brown Bag talk and some kind of joint-class lecture. Because of the unique Sweet guidelines and other issues, no action was taken. Arterburn and Zhang will work together to explore the issue through other avenues.

Respectfully submitted,

Baili Zhang

## Faculty Senate Action Item

No: 10-16

### General Education Proposal

We propose the approval of Phase I items as listed below with implementation to be delayed. These items will be implemented when Phase II items have been acted on.

The items in this phase received the most scrutiny by faculty who participated in surveys, workshops, forums, committees, and wiki discussions. As such the members of the Academic Affairs committee are presenting these five items for your approval.

Phase II items will address additional elements of the proposal from the General Education Committee. Phase II items are listed in the “questions still to be answered” document (to be presented at the Faculty Senate meeting.) Approving Phase I now will allow us to progress toward presenting additional proposal items arising from comprehensive General Education reform.

### Phase I

#### ITEM 1: General Education Statement

It is recommended that the current General Education Statement from the 2009-2010 University Catalog (p. 70, shown below):

The primary function of a liberal education is to teach those students who have the capacity and the desire to learn how to learn. Washburn University believes that a good education is the shared responsibility of the primary and secondary schools and the university. The foundation for a liberal education must be developed in the pre-college years. The university must strengthen and build on this foundation. The goals of a liberal education can be divided into two areas — intellectual skills and areas of knowledge.

be replaced with the following:

The General Education component of higher education specifically focuses on introducing students to ways of knowing, integrative knowledge, appreciation of historical context, common themes of human experience, social responsibility, analytical reasoning, civic engagement, and the development of practical skills and reflective habits of mind. The General Education requirements at Washburn University are designed with the intent of providing students with a grounding in liberal arts and sciences and shaping an informed, capable citizenry through a broad education in a range of disciplines. These courses ensure that students are equipped with the knowledge and skills necessary to engage with our rapidly-changing world over their lifetimes.

#### ITEM 2: General Education Learning Outcomes

It is recommended that the 9 General Education skills in Washburn University’s General Education program be replaced with the following 5 Learning Outcomes:

1. Communication (COM)
2. Quantitative and Scientific Reasoning and Literacy (QSRL)
3. Information Literacy and Technology (ILT)
4. Critical and Creative Thinking (CCT)
5. Global Citizenship, Ethics and Diversity (GCED)

### **ITEM 3: Learning Outcome Descriptions**

It is recommended that the following 5 new Learning Outcome descriptions be adopted.

#### **Communication**

Communications skills involve the ability to clearly express and understand ideas in written, oral and non-verbal forms. Communication includes the practical exchange of information, which can include the ability to listen, comprehend and respond to others, as well as the creative expression of ideas in the visual, written and performing arts. In oral and written communication, students will demonstrate the ability to shape a central thesis, organize an argument, and formally support that argument. Students will be able to understand and interpret creative expression based on knowledge of the forms and principles of various expressive media.

#### **Quantitative and Scientific Reasoning and Literacy**

Quantitative reasoning involves the ability to work with numerical data and the higher-order thinking skills required to make and understand mathematical arguments. Scientific literacy involves the acquisition and application of skills and knowledge necessary to understand the nature and content of science, and to evaluate scientific arguments using evidence-based reasoning. Students will be able to understand and develop arguments supported by quantitative evidence, clearly communicate those arguments in a variety of formats (using words, tables, graphs, statistical inference, mathematical equations and functions, etc., as appropriate), and apply mathematical and scientific methods to solve problems from a wide array of contexts and everyday situations.

#### **Information Literacy and Technology**

Information Literacy and Technology involves the ability to locate, select, use and evaluate information obtained from appropriate electronic and/or printed resources, including a critical analysis of the information and the credibility of the sources of information. It also involves the ability to use technology to research, organize, present and/or communicate information in meaningful ways. Additionally, Information Literacy and Technology includes skills such as the ability to understand the development of technology and its impact on society, the ability to understand and use existing technologies and information to address real-world issues, and the ability to recognize emerging technological trends and their possible impact on the future.

#### **Critical and Creative Thinking**

Critical Thinking is the intellectually disciplined process of assessing and evaluating ideas and forms. It involves clarifying questions, reflecting upon meaning, comparing multiple viewpoints, and evaluating evidence to make an informed judgment. Creative Thinking involves the production of original ideas, forms or works by making connections, generating alternatives, and elaborating or exploring new applications of accepted practices through innovation and/or invention. Critical and creative thinkers gather information from experience, observation, reasoning, reflection and communication. They explore and synthesize related ideas, connect them to prior knowledge, and apply them to new contexts.

### **Global Citizenship, Ethics and Diversity**

Global Citizenship refers to the broad understanding of peoples and cultures in the United States and around the world, and to humankind's place and effects in the world. Global Citizenship includes a respect for the commonalities and differences in peoples, including an understanding of values, beliefs and customs. It places an emphasis on the economic, religious, political, geographic, linguistic, historic, environmental and social aspects that define cultures. It places an emphasis on ethics, equality and human rights, an appreciation for diversity, the interconnectedness of societies and cultures, and a commitment to finding solutions to problems that can affect the world.

### **ITEM 4: General Education Distribution Requirements [Breadth of Knowledge]**

Washburn's General Education program is designed to provide all students with a breadth of knowledge in the traditional areas of 1.) Arts and Humanities; 2.) Natural Sciences, Mathematics and Statistics; and 3.) Social Sciences. It is recommended that the total number of credit hours students are required to complete in each Liberal Studies category be determined by the individual student's specific degree programs (BA, BS, BFA, etc.). The minimum number of Liberal Studies courses in a degree remains unchanged.

### **ITEM 7: University Requirements**

It is recommended that Washburn University eliminate the term "University Requirements" and substitute the term "Core Courses" instead. This term is 1.) broader in scope, 2.) used in a similar manner at many other universities, and 3.) allows for greater flexibility in the Washburn curriculum. The definition of a Core Course — a course taken by all, or virtually all students that emphasizes a set of skills that exemplify a set of basic University values.

Date: April 26, 2010

Proposed by: Academic Affairs

