

Washburn University
Meeting of the Faculty Senate
March 12, 2012

3:30 pm Kansas Room, Memorial Union

- I. Call to Order
- II. Approval of Minutes of the Faculty Senate Meeting of February 13, 2012 (pp. 2-3)
- III. President's Opening Remarks
- IV. Report from the Faculty Representatives to the Board of Regents
- V. Report from the Units –
- VI. Report from the VPAA
- VII. Faculty Senate Committee Reports
 - A. Minutes from the Academic Affairs Committee meeting of January 23, 2012 (pp.4-6)
- VIII. University Committee Reports
 - A. Graduate Committee Minutes of January 26, 2012 (pp. 7-8)
 - B. Interdisciplinary Committee Minutes of November 15, 2011 (pg. 9)
 - E. Assessment Committee Minutes of January 27, 2012 (pg. 10)
 - F. Faculty Library Committee Minutes of February 15, 2012 (pp. 11-12)
 - G. Assessment Committee Minutes of February 17, 2012 (pg. 13)
- IX. Old Business
 - A. 12-01 International Education Course Credit Proposal (pp. 14-16)
 - B. 12-02 Civic Engagement-Poverty Studies Minor Proposal (pp. 17-18)
- X. New Business
- XI. Information Items
- XII. Discussion Items
- XIII. Announcements

**Faculty Senate
Washburn University**

*Minutes of February 12, 2012
Kansas Room*

Present: Angel, Arterburn, Averill, Barker, Blank, Dodge, Edwards, Fry, Gabelmann, Gonzalez-Abellas, Isaacson, Kaufman, Kelly, Mazachek, Melick, Menzie, Miller, Morse, Ockree, Pembroke (VPAA), Perret, Pilgram, Roach, Routsong, Sanchez, Schmidt, Sheldon, Wagner, Wohl

- I. The meeting of the Faculty Senate was called to order at 3:32 PM. Steve Angel presiding.
- II. The minutes of the Faculty Senate meeting of November 28, 2011 were approved.
- III. President's Opening Remarks.
President Angel welcomed members to the first meeting of the spring semester. Angel asked for senators to provide thoughtful discussion on items that would be discussed later in the meeting.
- IV. Report from the Faculty Representatives to the Board of Regents
Vice President Roach reported on the January meeting of the Washburn BoR. Regents discussed faculty raises and the sentiment was strong, but a couple of regents preferred to wait until budget issues had been settled. All other Regent's institution had received raises, but with the City of Topeka and state workers not receiving raises, they felt that they needed to proceed with caution.
President Steve Angel reported on the February meeting at which Dr. Mazachek reported that the WU Endowment had increased by 22%, raising it to 35th in the nation for endowment per FTE student..
The regents approved the Doctorate of Nursing Practice as well as the Master's proposals and all other programs that had been approved by FS and the General Faculty. The regents also discussed social media and the sexual harassment policy: the later was sent back to committee.
- V. Report from the Units – Report from the Units – Dr. Gillian Gabelmann reported on activities occurring at Washburn Institute of Technology. Dr. Gabelmann told the senators that Wash Tech is very tied to the community with 24 programs that have advisory board members from 140 companies. There are 75 staff members at Wash Tech in 5 divisions: construction, human services, health care, technical and transportation. The student population is approximately 73% Caucasian and represents not only NE Kansas, but also serves students from across the nation, including Georgia and Wyoming. Washburn Tech serves high school students on campus in both ½ day and full-day courses, as well as adult students. Current figures show that 88% of graduates are employed after graduation or go on to further education. Some of their activities include recycled rides, allowing students to work on cars, both mechanically and body work, and presenting them to deserving families. Students are also actively involved with SkillsUSA, and have been having dinners and car detailing opportunities to raise funds for students to attend the state and national conferences and competitions. Washburn Tech has been actively involved with gaining grants, including a workforce solutions grant and their newest grant, the TRAC-7. This 19.6 million dollar grant, in conjunction with Cloud County CC, Dodge City CC, Flint Hills Technical College, Salina Technical College, Garden City CC, and Highland CC will provide stackable credentials for dislocated workers to help them to gain employment in high demand occupations.
- VI. Report from the VPAA – Dr. Pembroke reminded Senators that the last General Faculty meeting was recorded and the audio was available on the VPAA website. He also wanted to provide two clarifications: first, the faculty handbook is being visited. Some areas are difficult to interpret with different policies in different places, etc. There are also different definitions within the handbook of instructor, lecturer, probationary period for promotion and tenure, and the definition of faculty is unclear. The committee is trying to identify areas of highest concern, and the committee was formed with Steve Angel representing the faculty senate, as well as other members of faculty and the deans. The second area of clarification had

to do with a reference to the Office of Graduate Programs, which is currently listed, but not in existence. Currently, the graduate committee has grown to approximately 25 members with each graduate program represented. There is a reference in the handbook that the office would coordinate the programs. Pembroke asked senators if it would make sense to have a group that would coordinate marketing, admissions, common forms, who decides on admission, who informs students, possibility of scholarships, common course numbering, etc.

Dr. Pembroke also reminded senators, that the Academic Affairs committee, at the end of 2010-11 supported an Ad Hoc group to do further work on the Gen Ed proposal over the summer. That group has continued to meet and has identified four area of work: SLO's, assessment, core and general distribution. They have tried to work through all the areas, but have met complications due to the wording that Phase II cannot be implemented without the full implementation plan in place. The ad hoc committee, in part thanks to Steve's work, has asked to get formal approval of the SLO's and the assessment process. Pembroke reminded the senators that even if we don't pass the full implementation plan, we still have to report to HLC on assessment. They would like to go forward to collect data to determine if we are still where we want to be in relation to the SLO's. The senators discussion included who was on the committee, and how the Kansas Board of Regents work would affect the process.

- VII. Faculty Senate Committee Reports –
 - A. Minutes from the Academic Affairs Committee of November 7, 2011 were accepted.
 - B. Minutes from the Faculty Affairs Committee of October 17, 2011 were accepted.
 - C. Minutes from the Faculty Affairs Committee of November 21, 2011 were accepted.
- VIII. University Committee Minutes
 - A. Faculty Library Committee Minutes of December 1, 2011 were accepted.
 - B. Research Grant Committee Minutes of October 25, 2011 were accepted
 - C. Faculty Development Grant Committee Minutes of October 25, 2011 were accepted
 - D. Curriculum Development Grant Committee Minutes of October 25, 2011 were accepted
 - E. Assessment Committee Minutes of October 14, 2011 were accepted
 - F. Honors Meeting Minutes of December 14, 2011 were accepted
- IX. Old Business. – none
- X. New Business – none
- XI. Information: Shaun Schmidt reminded senators that Apeiron registration opens this week and continues until March 15. Apeiron will be held on April 20.
- XII. Discussion: Matt Arterburn presented three issues that FAC currently has under advisement. The first is social media policy. This is being set up to establish guidelines for university sanctioned website. There may be one policy for student organizations and one for faculty/departmental websites. The policy will primarily be to respond to complaints and establish a set of systems to follow. There were several questions from senators which were referred back to Lisa Jones. The second issue concerns teaching outside the university. The proposal is to address what is acceptable. Currently, outside teaching must be approved by the VPAA according to the conflict of interest policy. There was a question why some faculty members must sign the conflict policy yearly and others don't. They are looking at clarifying the criteria. There were concerns expressed whether the conflict of interest policy was ever reviewed by Faculty Senate prior to implementation. The last issue is voting by proxy. There has been discussion over possible methods and how to continue continuity in committee discussion. FAC was asked to bring a resolution to Senate for discussion.
- XIII. Adjournment – the meeting was adjourned at 4:54 pm

**Academic Affairs Committee Meeting
January 23, 2012
Meeting Notes**

Committee members in attendance

Becky Dodge
Cal Melick
Kanalís Ockree
Randy Pembroke (ex officio)
Mary Sheldon
Vickie Kelly
Paul Byrne
Shaun Schmidt

Guests

Kelly McClendon, International Programs
Rick Ellis, Community Service/LinC
Kristine Hart, Community Service/LinC

The meeting was called to order by the Chair, Kandy Ockree.

I. Minutes for November 7, 2011

The minutes were sent to the committee prior to the meeting for review. The minutes were approved as written and will be forwarded to Faculty Senate.

II. Regular time set for committee meetings

After discussion, the committee agreed to meet the second Monday of each month from 1- 2 pm. These meetings will be scheduled as soon as possible and the information will be sent out to the committee members.

III. Civic Engagement Course Proposals

Civic Engagement submitted three proposals for review and approval. Rick Ellis and Kristine Hart were in attendance to answer questions about the proposals.

A. Minor for Civic Engagement – Poverty Studies

Rick Ellis explained the proposed minor includes academic and experiential components and is targeted toward students in the Americorp/Bonner project. However, it will not be limited to these students. Additional courses for this minor would come from courses already in place and would be taken from a list of courses provided, which was incomplete at the time of this meeting.

Dr. Ellis said he thought the minor could attract new students because Washburn would be the only school in the state providing academic course work related to

poverty. However, he had no specific plan to promote this program outside the University at this time.

B. IS200 Civic Engagement Poverty Studies (Introduction to Civic Engagement

The committee asked if the proposed courses repeated anything already taught on campus, specifically in the areas of sociology, social work, etc. Dr. Ellis said he had discussed this program at length with these and other departments and concluded that the courses did not repeat what he was proposing for IS200 and IS401.

C. IS401 Civic Engagement poverty Studies-Capstone

When asked how capstone project would be created, Rick Ellis explained that it could be done in a group or individual basis. Students would work with organizations to compile information, research solutions, become advocates, assist with proposals, etc. Dr. Ellis also provided some examples of previous student projects.

The committee asked about how grades were given. After discussion, the committee recommended clarifying the statement about how final grades are assigned.

Committee Action:

To avoid any confusion, the committee voted to table their decision on all three items until the following information has been provided:

- Return with amended changes to elective course list.
- Complete the form for Faculty Senate, which Vickie Kelly will send this form to Rick Ellis
- Clarify grading criteria and assignment.
- Rational for offering IS200/252.

IV. IE200- Intensive English Course Credit Proposal

Kelly McClendon was present at the meeting to answer questions. She explained to the committee the need to provide general elective credit for the Intensive English course. She compared it to the upper division modern language courses and said it was important to recognize the work it required. Other universities are providing credit for this course (e.g., KU and KState). She said she felt it was important to offer credit to retain students at Washburn (i.e., if students can't get credit here they will go somewhere else for the same class).

All International students are required to take this course if they don't meet certain proficiency levels for language. A 2.0 grade is required and language proficiency guidelines for advance courses are followed for these classes.

There was some question as to how to restrict students from taking this course as an “easy A.” After some discussion, the committee recommended adding to the course description “prerequisite IE100 or instructor permission.”

The committee also recommended Kelly research how other universities are handling this for students who want to take the course but are not international exchange students. Dr. Pembroke also recommended Kelly discuss this issue with Carol Vogel.

Committee Action:

The committee voted to table their decision on this proposal until the following information has been provided:

- Provide a course syllabus
- Vickie Kelly will send Kelly the Faculty Senate form to be completed.
- The committee recommended that letters of support from Modern Languages and English be available or that the chairs from these departments are asked to be present at the Faculty Senate meeting when this proposal is presented.

The meeting was adjourned.

Meeting Schedule:

Monday, February 13, 2012. 1- 2 pm, Baker Room

Monday, March 12, 2012, 1-2 pm, Baker Room

Monday, April 9, 2012, 1- 2 pm, Baker Room

Monday, May 14, 2012, 1-2 pm, Baker Room

Graduate Committee Meeting

January 26, 2012

Meeting Notes

The meeting was called to order at 1:00 p.m. by Dr. Randy Pembroke who asked everyone to introduce themselves.

Those present included:

Randy Pembroke, Nancy Tate, Monica Scheibmeir, Taylor McGown, Bob Boncella, Gordon McQuere, Catherine Hunt, Willie Dunlap, Kayla Waters, Kimberly Harrison, Steve Spyres, Shirley Dinkel, Dave Provorse, Susie Pryor, Tim Peterson*, Richard Liedtke*

*Designates Presenter/guests

Dr. Pembroke introduced Richard Liedtke, Executive Director of Enrollment Management who provided information on recruitment efforts for the graduate programs. Mr. Liedtke discussed:

- There is a growing need for collaboration between recruiters and the graduate programs.
 - The need to understand how to recruit for graduate students is imperative as well as knowing the goals for the various programs.

Mr. Liedtke indicated there is a need to improve the application process as it is cumbersome and confusing, as well as look at the possibility of a graduate/international recruiter.

Dr. Tim Peterson indicated he has been working on the graduate application process and provided a handout titled "Graduate Program Promotional Plan".

- There are efforts to improve the online graduate admission application form with a final draft in March 2012. Currently, the student must apply to the University and then apply to the graduate school. There must be an acceptance in both admission processes.
- In the new process, the hope is to have the "common" denominators in the first process with the specific graduate questions in the second.
- This did allow for quality discussion as to who should have the final approval for admission.
 - Mr. Liedtke felt the graduate school would be the appropriate avenue.
- Final discussion involved all graduate programs must agree on a "floor" admission criteria if this plan was to move forward.

Dr. Pembroke provided a handout regarding the idea of an Office of Graduate Studies. The discussion involved if an Office of Grad Studies were to be developed, what elements would that Office help determine and/or coordinate. The discussion involved:

- Market for all grad programs
- Provide consistency for students
- Develop a tracking system of those who apply and come to school and those who apply but don't continue in their studies

- Offer public relations for the University and the students

Dr. Pembroke asked for strategies on assuring other faculty the Office of Graduate Studies was necessary. In brainstorming, the following suggestions were made:

- Graduate programs are a great way of recruiting strong faculty members
- Provide fulfillment to the mission for both undergraduate and graduate students
- Defining graduate faculty will be necessary
- The workforce needs to have more graduate programs
- Graduate programs are a marketing tool through the offering of continued education to practitioners. Offered courses also allows students to make decisions on which track they wish to proceed in (SON)
- Assurance to others the Graduate programs won't change the undergraduate mission and that GTA's will not be taking over undergraduate classes
- We need to make sure those programs/departments that don't offer graduate programs do not feel inferior
- The approach of marketing this to the University needs to be targeted, transparent and thoughtful.

After this discussion, it was suggested that Mr. Liedtke work with each of the graduate programs to determine the common functions between the programs so recruitment efforts could be focused on a general Graduate message. As well, this information will be useful if further development was made toward an office of grad studies.

After much discussion (and excitement), Dr. Pembroke asked the committee for their thoughts on future steps. Suggestions included:

- Organizing a subcommittee to formulate some of the basic steps toward an Office of Graduate Studies. Membership includes:
 - Susie Pryor
 - One faculty member from each school/program
 - Tim Peterson
- There is a need to include the registrar's office and financial aid office into the discussion.

Dr. Pembroke thanked everyone for their participation and indicated he would offer the next steps

INTERDISCIPLINARY STUDIES COMMITTEE MEETING

November 15, 2011

4:00 P.M. –Baker Room

Memorial Union

Present: Nancy Tate, Chair; Hwa Chi Liang, Bill Mach, Mary Sundal, Corey Zwikstra, Rosemary Walker, Jae Yoon Park,

Not Attending: Park Lockwood, Mark Kaufmann, Royce Kitts, Michael Kitowski, Shelbie Konke

Presenters: Kelly McClendon and Rick Ellis

The meeting was called to order at 4:00 p.m. by Nancy Tate. After introductions were completed, Nancy asked Kelly to present her proposals to the committee.

1. In front of the committee today were two classes proposed by International Programs. Kelly explained that IE 091 and 092 classes are non-credit bearing courses that give international students unique opportunities to experience language in local cultural contexts and provide opportunities to enhance their application of English.

No discussion was held and the committee approved and passed these courses.

2. Kelly then discussed IE's second proposal which would provide credit to 200-level Intensive English courses. The rationale of this is to again provide international students the opportunity to gain elective credits for 200 level courses offered. Kelly indicated a meeting with an "advisory council" involving the departments of English, School of Nursing and Modern Languages was held and all present indicated their approval of the proposal.

After discussion, a vote was taken and all members present voted unanimously to recommend this change to Academic Affairs.

3. Rick Ellis provided an explanation of his proposal. In this explanation, he indicated the IS Minor in Poverty Studies will afford students the opportunity to now gain credit for service work they are currently doing in Americorp and other programs across campus whereas in years past no credit was afforded. He also mentioned Bonner Leader students will be required to complete this minor.

In the proposal, there is one new course, Introduction to Poverty, 3 hour credit which will be a mandatory course taken in order to complete the minor. Other hours can be achieved through various manners established across campus (WTE courses, electives from current courses offered). Rick indicated a capstone project could be completed through seminar, directed/independent study or other work through department requirements.

After discussion, the committee requested a syllabus be submitted through the VPAA office for the Intro to Poverty course, and a request that at least 1 course from the elective list needs to be taken in addition to the capstone in order for the 6 upper division credit hours be added to the proposal.

Once the additional information is received, it will be electronically submitted to the committee members for a final vote on the course and minor.

The meeting was adjourned at 5.00 p.m.

**MINUTES
ASSESSMENT COMMITTEE**

Friday, January 27, 2012 – Martin Board Room – 2:30 p.m.

Present: Donna LaLonde (chair), Nancy Tate, Melodie Christel, John Dahlstrand, Vickie Kelly, Jim Smith, Danny Wade, Kelley Weber, Margaret Wood, and CJ Crawford (administrative support). Absent: Denise Ottinger, Jane Carpenter, Gillian Gabelman, Yvette Jenkins, Kathy Menzie, Susie Pryor, and Eric Benedict. The minutes of the October 14, 2011 committee meeting were approved.

APPROVAL OF COMMITTEE MINUTES

CJ asked if the committee had an objection to changing how the minutes are approved. Rather than wait until the next committee meeting, CJ will send the minutes out shortly after the meeting and then members will have a week to reply with changes. If someone has changes, they should reply all so everyone can see them. A member only needs to reply if there are changes; no reply means approval. After a week, the minutes will be considered approved as submitted (or changed) and a copy will be sent to the General Faculty secretary. The members who were present agreed with this process.

ASSESSMENT DATA REPORTING

Washburn has purchased the ARGOS reporting tool which will provide people better access to data. Data sets will be developed and reports can be written from the data sets. It also allows the ability to report against external data sources. A group of people across campus will be trained to write reports. We have pilots underway for assessment data reporting. We would like to put everything in Banner that can be put in like MFAT scores, practicum sites, etc. Donna would like the committee members to eventually meet with their liaisons to find out what data they are gathering that can be loaded into Banner.

MEETING WITH UNIVERSITY REGISTRAR AND STUDENT SERVICES

In late November some members of the committee met with the University Registrar and Student Services to see what assistance the committee could provide. One area might be to help Student Services do some focus groups. The meeting went well.

Academic Success is going to a conference in February for NACADA which is geared towards assessment and student learning outcomes.

STUDENT LEARNING OUTCOMES AND ASSESSMENT FOR ANTHROPOLOGY

Margaret Wood talked about the process that Anthropology went through in the fall to develop student learning outcomes and common test questions for AN112 assessment. They are part of the pilot for using the new General Education Student Learning Outcomes and have made great progress and worked together to develop the imbedded test questions.

MARCH WORKSHOP

Ideas for the workshop were discussed. It was agreed that it should be a hands-on workshop. It was decided that it would be open to all faculty and they would need to bring a syllabus with course outcomes and examples of how they are assessed. Faculty will need to RSVP and submit their information prior to the workshop. It was decided to develop an Assessment Grant and the details will be provided in the near future. One requirement for eligibility would be attending the workshop.

The March 9 date is a conflict for the English Department and the rescheduling of Sherman Alexie from last fall. CJ will look at optional dates/locations and let the committee know about the new date.

OTHER

The next Assessment Committee meeting is scheduled for Friday, February 17 at 2:30 p.m. in the Baker Room in the Bradbury Thompson Center.

The meeting adjourned.

***Faculty Library Committee Meeting
February 15, 2012
2:30 p.m.
Room 105, Mabee Library***

TO:

Dr. David Bainum
Dr. Alan Bearman
Dr. Phyllis Berry
Dr. Cheryl Childers
Dr. Erin Chamberlain
Dr. Barry Crawford
Dr. Karen Diaz Anchante
Ms. Annelise Doty

Ms. Judy Druse
Dr. Andrew Herbig
Dr. Rob Hull
Dr. Catherine Hunt
Mr. Michael Kitowski
Ms. Shelbie Konkel
Dr. Donna LaLonde
Dr. Sam Leung

Dr. Park Lockwood
Dr. Mary Menninger-
Corder
Dr. Jae Yoon Park
Dr. Gaspar Porta
Dr. Michael Rettig
Dr. Leslie Reynard
Dr. Michael Russell
Dr. Bassima Schbley

Dr. Tom Schmiedeler
Dr. Sharon Sullivan
Dr. Brian Thomas
Mr. Evan Thomas
Dr. Ye Wang
Ms. Kelley Weber
Ms. Penelope Weiner
Dr. Iris Wilkinson

The Faculty Library Committee convened in Mabee Library, Room 105 at 2:30 p.m. The following members were present: Dr. Bearman, Ms. Druse, Dr. Diaz Anchante, Dr. Herbig, Dr. Hunt, Mr. Kitowski, Dr. Porta, Dr. Leung, Dr. Park, Dr. Reynard, Dr. Schbley, Ms. Weiner, Dr. Thomas, and Ms. Weber. Dr. Chamberlain, Dr. Menninger-Corder, and Dr. Wilkinson sent word they would be unable to attend.

Dr. Bearman distributed three handouts; 2012 Electronic Resources Wish List; Library Usage Chart; and the Executive Summary for Program Review.

The one-time purchase Wish List totals \$101,200 and the list is not prioritized. If any department has a one-time purchase that is not listed, contact your library liaison. Decisions on what to purchase are based upon such factors as faculty requests, usage statistics and departments highlighted in the University strategic plan. Dr. Bearman reported that no new money was allocated for new purchases this year but funding to maintain the current collections has been approved.

The library gate count continues to be staggering. Due to student demand and collaboration efforts with WSGA, Campus Police, and Facilities, the library began its extended hours on Sunday, November 13th, 2011. Please make sure to tell your students that the library will be open until 2:00 a.m., Sunday-Thursday. There will be no Librarian on duty during the hours of 11:00 p.m. - 2:00 a.m. Two student workers will work the front desk along with one Security Guard who will monitor the library. A Card Lock Access System was installed on the library door. After 11:00 p.m. staff, students, and faculty may use this system to enter the library. In order to be granted access you must use your WU ID to swipe the lock on the handicap door and enter the last 4 digits of your social security number. More publicity will follow.

The Program Review document shows that within the constraints of a difficult budget environment, the Libraries have accomplished and surpassed the operational goals and objectives of the 1996 Program Review document. The whole document is available to view in the Secretary's Office and in Archives.

Dr. Bearman reports that Morgan Hall renovations potentially will have a big impact on the library and student services. Plans are being put into place to remove 18,000 journals from Morgan storage. Dr. Bearman again stressed the importance of the need for a capital project for the renovation and expansion of the library.

Through the generosity of the Friends of Mabee Library, a new Satellite Dish will be installed on top of Mabee Library and four new TVs have been installed to access various international news channels.

Mobile printing is now available at Mabee Library. Over the next 30-days, Farhan Makda, Digital Initiatives, is asking students, faculty, and staff to help test the unit and provide feedback. If you're interested and ready to get started, contact him at (x1480).

Several vendors recently have approached faculty directly to try to sell products. Dr. Bearman reminded everyone that there are often more expenses involved, such as start-up costs, yearly

maintenance fees, and inflationary costs. In addition, vendors often neglect to mention that particular products can only be purchased as part of larger packages. The library now has an Institutional Subscription for The Chronicle, Wall Street Journal, and the NY Times which can be accessed free of charge either on or off campus.

Meeting adjourned at 3:13 p.m.
Respectfully submitted
Ginger D. Webber, Administrative Secretary

NEXT MEETING

WEDNESDAY

March 7th, 2012

MINUTES

ASSESSMENT COMMITTEE

Friday, February 17, 2012 – Baker Room – 2:30 p.m.

Present: Donna LaLonde (chair), Melodie Christel, Diane Hinrichs, Sue Jarchow, Vickie Kelly, Danny Wade, Kelley Weber, Margaret Wood, and CJ Crawford (administrative support). Absent: Nancy Tate, Denise Ottinger, Jane Carpenter, John Dahlstrand, Gillian Gabelman, Yvette Jenkins, Kathy Menzie, Susie Pryor, Jim Smith, and Eric Benedict.

Donna introduced Sue Jarchow and Diane Hinrichs as new committee members from ISS.

SPRING ASSESSMENT WORKSHOP

The spring workshop has been postponed until Friday, April 13 at 2:00 p.m. in Petro 220.

Donna suggested this be a nuts and bolts workshop as there still appears to be confusion about what we should be doing and could be doing. What are ways we can build a knowledge base of assessment on campus? The workshop will be open to everyone, including co-curricular units. Faculty will be asked to identify a course and bring course objectives and their best measure for an objective.

Donna distributed a suggested document “WU Assessment at a Glance” describing Assessment terminology and the process. One recommendation was to do an FAQ and put the information in the form of questions. Donna asked the committee to provide terms that absolutely need to be defined and suggestions for a format and give her recommendations by March 1.

ASSESSMENT GRANT

Donna passed out a draft of the Assessment grant document. Donna would like to raise the limit from \$2000 to \$3000. The grant could be for an individual, program, release time, and possible conferences as long as attendance resulted in an improvement to the area’s assessment. For departments where release time will not work, it could be used for supplemental pay. It is recommended that three awards be presented the first time.

Donna will put a copy of the draft in the Assessment Committee folder located in the shared Assessment folder and is asking for feedback by March 1. Committee members making suggested changes should save the document with their initials.

STUDENT LEARNING OUTCOMES ASSESSMENTS DOCUMENT (Matrix 2)

This document still needs to be refined/updated so that it serves as more of a calendar. Donna asked for recommendations by March 15.

OTHER

The Assessment Workshop is scheduled for Friday, April 13 from 2:00 p.m. – 3:30 p.m. in Petro 220.

The meeting adjourned.

Date: February 13, 2012

Submitted by: *Kelly McClendon x2688*

SUBJECT: *Proposal for undergraduate general elective credit for IE201, IE202, IE203 and IE204*

Description: Give 200-level Intensive English (IE) course for nonnative English speakers undergraduate credit to satisfy general electives (and count toward total hours to complete a degree) per departmental discretion. Maximum number of credit hours involved is 12.

IE201 Grammar and Structures II (3hrs) Nonnative English students will study all verb tenses, voice, and complex grammar structures that are common in academic English in order to improve their personal, academic and professional communication in American English. Prerequisites: C or better in Grammar and Structures I or appropriate TOEFL score.

IE202 Reading Comprehension II (3hrs) By reading books, articles and sample academic texts, nonnative English speakers in this course study and practice effective reading and investigating strategies to discover the ways ideas are expressed and put into writing. Besides building academic vocabulary, the goals are increased reading fluency, speed and understanding. Prerequisites: C or better in Reading and Comprehension I or appropriate TOEFL score.

IE203 Speaking and Understanding II (3hrs) This course focuses specifically on the skills needed for presentations, the basic organization of American communication, and idiomatic expressions that prepare the student for the American academic and professional environment. Prerequisites: C or better in Speaking and Understanding I or appropriate TOEFL score.

IE204 Academic Writing II (3hrs) Expressing ideas in writing for the American academic and business reader is the goal in these courses for nonnative English speakers. Students will learn the conventions of expository paragraphs, essays and investigative reports. Summary, analysis, citation and research skill practice are included. Prerequisites: C or better in Academic Writing I or appropriate TOEFL score.

Rationale:

First, by offering credit, recruiting and retaining more new students from foreign countries will be facilitated. It is more attractive to enroll and continue in the IEP at WU if credit is offered. These students can then begin their degrees at WU after completing the IEP and have a few credits behind them.

This proposal for giving credit for Intensive English courses is not something new. There are several examples of this at universities in Kansas, such as University of Kansas and Kansas State University. Awarding elective credit for these courses would affirm the academic rigor that already exists in these

courses. Students are already doing demanding work in each course in a language foreign to them. These courses can be viewed as advanced modern language courses taken abroad, for that is what these international students are doing. It will boost morale in the courses with students knowing that they are held accountable for their course work. In the recent past, students themselves have repeatedly requested credit for their IE course hours.

Currently, all IE courses are counted toward each student's cumulative GPA. TOEFL test scores are used to place students in the correct number and level of classes in the Intensive English Program. Following this, the instructors of each course give a diagnostic during the first two class periods. In this way we ensure that each student is placed correctly in each language skill area.

Detailed Support for Rationale:

1. Other universities have instituted credit for English as a Second Language coursework at the university level.
 - a. KU has been offering credit for exit-level ESL courses with grades of A, B, or C for 13 years. Departments decide how many hours of credit to accept.
 - b. KSU has given departments the discretion to give degree-granting credit to a maximum of 15 hours for designated ESL courses.
 - c. Park University in Parkville, MO offers credit to all levels of English as an International Language courses. Union College in Lincoln, Nebraska offers up to 13 credits for advanced level Intensive English courses. These are just a few examples.
 - d. TESOL (Teachers of English to Speakers of Other Languages) has issued a position statement advocating that degree-granting credit be issued for ESL coursework in universities. (See Appendix)
2. The courses in Washburn's Intensive English Program are academic in nature. Students in IE 200-level classes are between high intermediate and advanced levels of English proficiency (See syllabi). These courses are content-based and are comparable to other language courses in Modern Languages (See Appendix).
 - a. IE Grammar 201 students comprehensively study the structure of English and must apply their knowledge to writing and find errors in their writing. This is comparable to grammar course in a foreign language.
 - b. IE202 Reading students read authentic academic texts and learn hundreds of academic vocabulary words on the Academic Word List (AWL) compiled by Averil Coxhead. This would be similar to a foreign language reading course but with more of a focus on academic texts and discourse than literature.
 - c. IE204 Writing students write essays and research reports and learn proper citation and referencing. Students also learn skills in essay test taking and other areas to give them linguistic skills to apply to all areas of their subsequent degree coursework. This is comparable to a foreign language composition course.
 - d. IE203 Speaking students must present university level speeches and some go on to win Speak-Off contests. This is equivalent to a higher level modern language conversation class with training in speech delivery.
3. Washburn University has already given degree-granting credit for Study Abroad programs. Students who study abroad have similar experiences to those of our students in Intensive English. (See Appendix.)
4. Any department with students on F-1 visas could benefit from this small change in credit issued. Additionally, because students would be getting credit, their attitude toward the classes would be changed.

5. The grade distribution of the IE 200-level courses over the past 2 years shows that these courses are definitely academic in nature and students must apply much effort for a grade of excellent. (See Appendix.)
6. The qualification of each instructor of these courses has a Master's degree. This matches adjunct qualifications in other departments.
7. There will be an advisory group formed to monitor the success of this change in credit with an annual evaluation. This group will consist of someone from the English department, Modern Languages, VPAA, and other departments with heavy international enrollment such as the School of Nursing.

Summary of Rationale and Benefits:

1. Offering degree credit for IE200-level courses would be a selling point for Washburn University during recruitment and retention of international students and would bring more prestige to the Intensive English Program.
2. KU and KSU and other universities have already been offering credit for IE courses.
3. The content of the courses are currently academically rigorous and comparable to 200-level courses in Modern Languages.
4. Study Abroad students have already transferred credits to WU from similar classes in an intensive language program at a foreign university.
5. Only non-native English speakers will be impacted by this change.
6. Final decisions on the number of hours for which to give credit could be at the discretion of each department.

Financial Implications: *NO costs involved, but revenue expected. Issuing credit toward graduation for these courses will actually attract international students that still need to work on their language skills. It would attract new students and aid in retention of current students.*

Proposed Effective Date: *Fall 2012*

Request for Action: *Approval by AAC/.FAC/FS/ Gen Fac, etc*

Approved by: *AAC on date 2/14/12*

Faculty Senate on date

Attachments Yes ☒ No ☐

Date: January 31, 2012

Submitted by: Richard B. Ellis Director LinC

SUBJECT: Civic Engagement-Poverty Studies Minor

Description: Students who choose to complete the Civic Engagement - Poverty Studies Minor will have the opportunity to combine their passion, curiosity, knowledge, and skills to understand and be a part of the world as civically engaged citizens who are aware of and can ethically and humanely address the complexities that emerge in their field as a result of poverty and inequality. The minor will consist of 18 credit hours. Nine credit hours will be new courses and nine will be chosen from a list of existing course from departments across campus

Rationale: Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction. We develop and engage in relationships to enhance educational experiences and our community.

Consistent with the mission of the university LinC promotes an opportunity for Washburn students, faculty, and staff to engage in meaningful service experiences that enhance the educational experience while improving the community. Through ongoing interaction with students LinC provides opportunities for leadership and engagement that result in the development of productive and responsible citizens. The proposed Minor in Civic Engagement - Poverty Studies is designed to provide students with the theoretical and experiential background to effectively work toward the goal of eliminating poverty. The coursework proposed parallels the existing service experiences of the students.

The Civic Engagement - Poverty Studies Minor will be open to any student at Washburn who wishes to enroll. Students who choose to complete the Civic Engagement - Poverty Studies Minor will have the opportunity to combine their passion, curiosity, knowledge, and skills to understand and be a part of the world as civically engaged citizens who are aware of and can ethically and humanely address the complexities that emerge in their field as a result of poverty and inequality. Poverty is complex and as such, no single academic discipline can provide a holistic examination of the issue or solution for addressing the poverty that exists. It takes people from different backgrounds, with differing academic preparation, working together to bring a collaborative understanding of the issue and to make a real difference in the world in which they live. Therefore, the minor, by the nature of its focus, is interdisciplinary. This means that each student can have the experience of collaborating with peers who hold different pieces of the puzzle of how to effectively address poverty.

Learning in the Community (LinC): The Center for Community Service and Civic Engagement has been providing an AmeriCorps Education Award program to students for the past ten years. Through the Literacy Education Action

Project or the LinC Scholar/Bonner Leader Program the Center has engaged Washburn students in meaningful service outside the classroom. Currently the Center has over 100 students providing service to organizations that address issues related to the elimination of poverty. In October 2010 the U.S. Congress passed the Edward M. Kennedy Serve America Act. This new legislation made changes to the rules for AmeriCorps. In the past student AmeriCorps members were prohibited from receiving college credit for the service they were providing as part of their AmeriCorps responsibilities. The new legislation now allows AmeriCorps members to be enrolled in an academic program and receive academic credit for their service. This new ruling offers the Center the opportunity to provide credit programming for those students in our AmeriCorps projects. For the past ten years those students participating in any of the Center's AmeriCorps programs have been required to attend reflection meetings to explore the implications and issues related to their service experiences for no credit. The implementation of the proposed minor will provide the academic framework for the AmeriCorps students while offering them both academic credit and the opportunity to complete a minor that reflects the focus and ambitiousness of their work in the community.

The Civic Engagement – Poverty Studies Minor is not meant to be a stand-alone academic experience, but rather to supplement each student's major area of study, for example, a biology major seeking to become a doctor in underserved areas or with underserved populations; a business major wanting to specialize in sustainability for nonprofits or microfinance; an English major eager to use stories to support the voices of people who are poor; an education major who wants to be a public school teacher and wants to gain a deeper understanding of the connection between poverty and learning, etc. Given the nature of this minor, therefore, students are encouraged to and supported in designing their own emphasis from a diverse list of offerings available from various academic units across campus.

The addition of the Civic Engagement – Poverty Studies Minor will place Washburn University in a unique position within the state. Although most of the universities in Kansas have community service programs, other than those who use service learning as a component of a variety of courses, none has a full academic curriculum to parallel the service experiences like the one in this proposal.

Financial Implications: None

Proposed Effective Date: Fall 2012

Request for Action: Approval by AAC/.FAC/FS/ Gen Fac, etc

Approved by: AAC on date 2-14-1 Faculty Senate on date

Attachments - Y