

**Washburn University  
Meeting of the Faculty Senate  
March 21, 2016  
3:00 PM – Kansas Room, Memorial Union**

- I. Call to Order**
- II. Approval of Minutes of the Faculty Senate Meeting of March 7, 2016 (p. 2-4)**
- III. President’s Opening Remarks**
- IV. Report from the Faculty Representative to the Board of Regents**
- V. VPAA Update—Dr. Randy Pembrook**
- VI. Faculty Senate Committee Reports: NONE**
- VII. University Committee Reports:**
  - **Receipt of Honors Advisory Board minutes from February 3, 2016 (p. 5-7).**
  - **Receipt of Graduate Council minutes from January 25, 2016 (p. 8-10).**
- VIII. Old Business:**
  - **16-7 Academic Residency Requirement (11-12).**
- IX. New Business:**
- X. Information Items:**
- XI. Discussion Items:**
- XII. Announcements**
- XIII. Adjournment**

**Washburn University  
Meeting of the Faculty Senate  
March 7, 2016  
3:00 PM – Kansas Room, Memorial Union**

**PRESENT:**

**Alexander (Rebecca), Ball, Francis, Kwak, Mansfield, Memmer, Modellmog, Palbicke, Pembroke, Petersen, Porta, Routsong, Russell, Sadikot, Sanchez, Schnoebelen, Smith, Sourgens, Steinroetter, Stevenson, Tutwiler, Wohl, Worsely, Zwikstra**

**ABSENT:**

**Alexander (Ryan), Childers, Farwell, Garritano, Jackson, Mapp, Mastrosimone, McHenry, Mechtly, Schmidt, Scofield, Stacey, Stevens, Treinen, Weiner**

**GUEST:**

**Kelly Erby**

- I. **President Ball called the meeting to order at 3:03pm.**
- II. **The Minutes of the Faculty Senate Meeting of February 1, 2016 were approved.**
- III. **President's Opening Remarks:**
  - **Next month the Senate will need to begin thinking about elections for executive council and the broader senate seats. Ball will not be running for re-election so the Senate will need a new president. Note that the position comes with one-quarter release time, so if anyone is interested, they should check with their unit or department head. Ball said she would also be happy to answer questions about the position.**
- IV. **Report from the Faculty Representative to the Board of Regents:**
  - **Ball attended the February 18<sup>th</sup> meeting; of particular relevance for faculty:**
    - **The following individuals were approved for Eminentes Universitatis status: Vicki Baer, Cheryl J (CJ) Crawford, Janet Homan, Donna Lacey, Bonnie Paine, Gail Palmer, Nancy Platte, and Dona Walker.**
    - **Mrs. Lynette Petty was designated an Associate Professor Emeritus.**
    - **The following faculty members were awarded Academic Sabbaticals during the 2016-2017 academic year: Deborah Altus, Sharla Blank, Susan Bjerke, Eric McHenry, Dmitri Nizovtsev, Mary Pilgram, Myrl Duncan, and Amy Westbrook.**
    - **The following faculty members were awarded tenure: Janet Sharp, David Price, Andrew Boyack, Craig Martin.**
    - **The following faculty members were awarded promotion: Andrew Herbig, Leslie Reynard, Tracy Routsong, Janet Sharp, Brian Thomas, Sungkyu Kwak, Dmitri Nizovtsev, David Price, Andrea Boyack, and Craig Martin.**
- V. **VPAA Update—Dr. Randy Pembroke:**
  - **Voluntary Retirement Incentive Program: 110 employees are eligible for this program, and there has been a positive response from those employees so far. From now until mid-April, we will be seeking official “yes” responses from those eligible employees.**

- The Ad Hoc Faculty Handbook Committee has been working on revisions for almost 4 years. The Faculty Affairs Committee should be receiving a number of these revision items in the next couple of meetings.

**VI. Faculty Senate Committee Reports: NONE**

**VII. University Committee Reports:**

- The Graduate Council minutes from November 23, 2015 were received.
- The Honors Advisory Board minutes from November 4, 2015 were received.
- The International Education minutes from January 21, 2016 were received.
- The Assessment Committee minutes from February 11, 2016 were received.
- The Graduate Council minutes from January 25, 2016 were received.

**VIII. Old Business:**

- 16-6 Victim Advocate Proposal (2<sup>nd</sup> reading) (presented by Kelly Erby): Wohl asked about whether KU and KSU have seen generated revenue from their advocate programs. Erby responded that they don't know since their advocates only started this year, though the advocates on these campuses believe that students have been retained (the literature also supports this, as well). Petersen noted that a 2014 study indicated that advocacy could also help with student grade performance (thus making it more likely they will continue in their studies). He also noted that the problem with studies now is that no one has looked at the number of students who have dropped out based on sexual assault, so the evidence remains somewhat anecdotal. Moddelmog said she was in favor of this proposal but wondered if there was a way to combine some positions currently on campus. Erby noted that there is too much overlap and the focus is different than, say, Shelly Bearman's new position (Sexual Assault Education and Prevention Coordinator). Worsely clarified: so this Victim Advocate would have a unique purpose and training? Erby agreed and added that it would work best for these two individuals to work together. Ball spoke on behalf of the position, and said we should support it regardless of whether or not funding can be found. She noted that she would feel much better taking students to an advocate who will advocate solely on their behalf. Steinroetter agreed and also spoke on behalf of the proposal, asserting that such a person could also work on behalf of faculty and staff. Sourgens was also in support and noted that we could gather the data ourselves regarding whether the position is budget-neutral, -positive, or not. Sadikot noted that 2 other faculty members in her area supported this action item and asked about the autonomy of this position. Erby noted that logistical details, but that any risk shouldn't diminish adding support to the creation of such a position. Mansfield wondered if KU and KSU used a ratio for determining how many advocates they hire; Erby said she would ask. Petersen noted that Creighton has 2-3 advocates. He also noted that the chancellor of the California system has mandated these individuals be provided for students (which, combined with the local schools going in this direction, shows a trend that we may want to be proactive about. Pembroke asked Erby: who are the allies on campus in administrative and related positions? Erby said they have been working to establish a list. Pembroke also asked about what this position could report? Erby said that retention numbers and how many have been helped by the person were appropriate for public sharing. Petersen noted that University Counsel's office was in favor of this proposal. Erby noted that WSGA will vote this week to support or not and Staff Council will vote tomorrow. The proposal was approved.

**IX. New Business: NONE**

**X. Information Items: NONE**

**XI. Discussion Items: NONE**

**XII. Announcements: NONE**

**XIII. President Ball adjourned the meeting at 3:31pm.**

## Honors Advisory Board Meeting Minutes

Wednesday, February 3, 2016

Crane Room ~ 12:00 – 12:50 p.m.

**Members Present:** Andrew Herbig, Dmitri Nizovtsev, Emily Engler, Jean Sanchez, Jennifer Ball, Jennifer Jenkins, Kelly Erby, Zach Johnson (replacing Malcolm Mikkelsen as WSGA rep.), Martha Imperato, Meghan Salsbury, Michael Gleason, Michael McGuire – Chair, and Vanessa Steinroetter

### Call to Order

- I. Minutes from November 4, 2015: Approved
- II. Welcome and Introduction of Dmitri Nizovtsev and his role as Gen Ed Committee Rep
- III. Unfinished Business
  - A. Revised qualifications for being admitted into Honors (will Table for April's meeting)
  - B. Appeals Policy (will Table for April's meeting)
- IV. New Business
  - A. Creating process to comply with gen ed
    1. Provide an honors addendum with SLOs and rubrics to instructors teaching honors courses. Michael McGuire will create, distribute to members of the curriculum subcommittee including Dmitri to review, and, once approved for distribution, will distribute to faculty teaching honors courses.
    2. In the addendum, three SLOs will be listed instead of two. Furthermore, the three must constitute 30% of a grade for a given course.
    3. Here are the three SLOs and associated assessment tools (specific assignments are left to the instructor but must be specified prior to accepting submitted courses as honors):
      - a. Select, analyze, interpret, and evaluate a range of source materials for assigned project(s). Assessed using the Holistic Critical Thinking Scoring Rubric.
      - b. Evaluate available written and/or visual information, evidence, and argument for reliability and authority/usefulness (e.g.; observation, testimony, measurement, experiment). Assessed using the Critical Thinking VALUE Rubric - Evidence Criterion. The Critical Thinking VALUE Rubric was created by the AAC&U.
      - c. Construct a well-supported, clearly articulated argument to support a stance and use it to justify one or more conclusions. Assessed using the

Critical Thinking VALUE Rubric - Conclusions and related outcomes (implications and consequences) Criterion.

B. Creating rubrics for admission application and scholarship application.

1. The scholarship and admissions subcommittee created a weighted system to determine admission into honors as follows:

HS GPA = 20%, ACT = 15%, Resume = 35%, and Essay = 30%

- a. HS GPA Values and associated weights are as follows after reviewing the academic scholarship grid:

GPA Range	Points
3.0 – 3.20	4
3.21 – 3.40	8
3.41 – 3.60	12
3.61 – 3.80	16
3.81 – 4.0	20

It should be noted that currently policy allows students to be admitted in they only meet one of the following two criteria: HS GPA of 3.5+ or ACT of 28+, which is why the GPA Range has such a low anchor.

- b. ACT Values and associated weights are as follows:

ACT Range	Points
21 – 22	1
23 – 24	3
25 – 26	5
27 – 28	7
29 – 30	9
31 – 33	12
34 – 36	15

- c. Ideas for assessing Resume

- 1) Weight service separately
- 2) Take into account distinction between service and participation or participation versus leadership
- 3) Is resume work versus school? Be sure to request a specific type of resume for future applications.

- d. Ideas for assessing Essay

- 1) Look for citations
- 2) Note two similarities between applicant and honorable figure
- 3) Evaluate strength of argument(s)

e. As noted above, there's still work to be done but we do have a 100 points scale.

2. Michael M. tasked the subcommittee to come up with 100-point system for scholarship applications as well.

#### VII. Announcements

- A. Spring Banquet: Tuesday, March 29, 6:00 (BTC)
- B. Next Meeting: Wednesday, March 2, 12:00 – 12:50 (Crane)

## Graduate Council Minutes

January 25, 2016

12:00 – 1:00 p.m.

Lincoln room/Union

Graduate Committee members Present: Bob Boncella (MBA), Julie Boydston (PY), Patricia Dahl (CJ), Shirley Dinkel (DNP), Vickie Kelly (MHS), Bruce Mactavish (MLS), Brenda Patzel, (SON), Tim Peterson (ex-officio), Randy Pembrook (ex-officio), Blake Porter (WSGA), Michael Rettig (ED), Bassima Schbley (MSW), Jim Schnoebelen (FS), Kayla Waters (HS), Kelley Weber (Mabee)

Guests Present: Michael Gleason, Cindy Hornberger, Tom Underwood, Kathy Menzie

### 1. Approval of Meeting Minutes from November 23, 2015

The November 23, 2015 minutes were submitted to the committee previously with a request committee members review these prior to the meeting. A motion and second to approve the minutes were made. All approved said minutes.

### 2. Action Item:

#### a. Leadership Courses

Dr. Gleason provided an overview of the proposed courses. These six courses are proposed through the Interdisciplinary Studies committee and will be available to many graduate students (e.g., MBA, MLS, DNP, CNL, MCJ and CEP). The hope is these courses will be part of a Master degree proposal that will come through the Communication department (30 hours).

The council members discussed the courses, and asked several questions. A request was made of the presenters to consider “consent of instructor” as a prerequisite.

Discussion occurred regarding the governance path for these courses. Dr. Pembrook asked the committee to remember the charge was to review these courses only, and that a Master degree should come through the College governance process and then to the Graduate Council for a full review. Discussions regarding the degree pro forma, a curriculum map for assessment, and other concerns about the degree can be discussed when reviewed, hopefully in March 2016.

A motion was made to approve all six courses, and seconded. The vote was unanimous.

### 3. Update from Continuous Enrollment subcommittee

Vickie Kelly provided an overview of the subcommittee’s work. This work was documented through the handout submitted to council prior to meeting. Vickie

indicated their recommendation was students enrolled in graduate programs who have completed all degree requirements except for capstone/practicum/thesis will be required to maintain continuous enrollment at Washburn University. Vickie noted there were a few details that needed to be worked through (i.e. with the registrar, do departments or the University indicate how long a student can be continuously enrolled, the reapplication process)

Discussion regarding the timeline for program completion ended with the council members agreeing the following statement could be catalog language:

*Each program will designate a timeline for completion of degree. Students must complete their graduate degree within the timeline designated by the program.*

Each graduate degree program will be able to answer within the next two months the following questions:

What will the timeline for completion be per program?

How long can a student be continuously enrolled? The program will need to indicate a) students will not continuously enroll, b) a semester/a year, or c) the student can enroll for a maximum of \_\_\_\_\_ semesters/years.

Further discussion involved the continuous enrollment recommendation. Council members discussed changing the proposed recommendation to afford departments the opportunity to have (or not have) continuous enrollment. The recommendation would read, *“Effective Fall 2016, students enrolled in graduate programs who have completed all degree requirements except for capstone/practicum/thesis **may** (instead of **will**) be required to maintain continuous enrollment at Washburn University”.*

After lengthy discussions, it was determined more philosophical discussions were needed.

#### 4. Update on Incompletes—

Issuing incompletes and the timeline an incomplete stays on the student record was discussed. This item, and continuous enrollment are closely tied. Michael Rettig, Shirley Dinkel and Bob Boncella indicated their graduate students have one year from the end of the semester to complete. Most council members agreed and no one opposed to having this as a timeline for incompletes.

A policy proposal will be presented to the council members indicating incompletes would be one year in length with a grade being issued on the final product. The proposal will also provide a list of possible exceptions to the one year timeline.

Chair Rettig indicated we had many other items that needed discussing and council members were asked if they would agree to have additional meetings throughout the semester. The decision was made to have other meetings set on Mondays.

The meeting was adjourned at 1:00 p.m. January 25, 2016.

## FACULTY AGENDA ITEM NO 16-7

Date: 24 November 2015

Submitted by: Dr. Nancy Tate, ext. 2546

SUBJECT: *Modification – Academic Residency Requirement*

Description: *Modify the academic residency requirement for the baccalaureate and associate degrees to provide more flexibility for students who attend multiple institutions of higher education.*

Rationale: The current residency requirement is confusing and does not adequately deal with today's students who transfer in and out of multiple institutions before completing sufficient coursework to attain their degree. This policy change attempts to: 1) provide two options for the establishment of curricular residency for the baccalaureate degree, 2) more closely match the Higher Learning Commission's definition of residency, 3) eliminate the illogical requirement that only an exact number of hours can be transferred back for a Washburn degree to be awarded, and 4) provide less rigidity for the awarding of associate or baccalaureate degrees to students who leave Washburn late in their college career and wish to transfer coursework back to complete a degree.

This final reason is especially important for the associate degree residency requirement given the state-wide implementation of the KBOR reverse transfer policy which mandates the accepting of transfer credit after a student has begun attending another institution. Under this state-wide Reverse Transfer Agreement the 4-year regents' institutions and Washburn University will notify transfer students after they have completed at least 15 hours at their institution of their potential eligibility to earn an associate degree from the community college/Washburn from which they transferred if they choose to participate. The 15-hour designation was determined by KBOR based on the fact that 14 of the 19 community colleges have a 15-hour residency requirement. Washburn's current policy requiring the completion of at least 12 of the last 24 hours might significantly reduce the number of eligible reverse transfers awarded by Washburn. Given the increasing emphasis on degree completion, it is to Washburn's advantage to be able to claim more students attaining a credential by means of the reverse transfer initiative.

### **Current Residency Requirement – Baccalaureate Degree (2015-2016 University Catalog, pg.80):**

9. For the bachelor degrees, at least 30 hours must be earned in residence at Washburn, including 20 of the last 30 or 40 of the last 60 presented for the degree. At least 25 percent of the credit hours required for the major must be taken at Washburn.

### **Proposed Baccalaureate – Required Institutional Credits:**

9. **Of the last 45 hours required to complete the bachelor degree, at least 30 must be earned from Washburn University OR at least 90 of the total overall hours required to complete the degree must be earned from Washburn University.** In both cases, at least 25% of the credit hours required to fulfill the major **(and at least 12 hours of the upper division credits in the major)** must be earned from Washburn University. **Programs with professional accreditation standards may have more stringent requirements. The academic residency requirement will be waived in the case of formal articulation agreements.**

**Current Residency Requirement – Associate Degree (2015-2016 University Catalog, pg, 81)**

8. Twenty-four credit hours must be completed at Washburn University; of these, 12 of the last 24 must be Washburn University credits.

**Proposed Associate – Required Institutional Credits:**

8. **At least 15 of the last 30 hours required to complete the degree must be earned from Washburn University. Programs with professional accreditation standards may have more stringent requirements. The academic residency requirement will be waived in the case of formal articulation agreements.**

Financial Implications: *None*

Proposed Effective Date: *Immediately*

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

Approved by: *AAC on 4/4/2016*

*FAC on date*

*Faculty Senate on date*

Attachments Yes  No