

Washburn University
Meeting of the Faculty Senate
November 28, 2022 at 3pm
Meeting in Forum Room Hosted by FS Executive Committee

- I. Call to Order
- II. Approve minutes-
 - October 24, 2022 (pages 2-6)
 - Addendum to Minutes – EM Presentation (pages 7-8)
- III. President’s Opening Remarks
- IV. WUBOR/KBOR Update- Shaun Schmidt/Erin Grant
 - KBOR
 - WUBOR
- V. VPAA Update - Dr. Laura Stephenson
- VI. Consent Agenda –
 - Faculty Senate Committee Reports- none
 - University Committee Reports-
 - Assessment Committee Minutes 20221019 (pages 9-11)
 - ADIC Minutes 20220913 (pages 12-13)
- VII. Old Business-
 - 23-1 Deletion of BA in MM Creative Advertising (pages 14-17)
 - 23-2 Faculty Handbook Changes (18-21)
- VIII. New Business- None
- IX. Information Items-
- X. Discussion Items-
 - WSGA Presentation – Shayden Hanes and Quinn Leffingwell (pages 22-24 + link https://www.canva.com/design/DAFSJHU00I/I-IMcVyYtNwdtwaXfeapPA/edit?utm_content=DAFSJHU00I&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)
 - Statement of Support for WSGA Initiatives – L Modellmog
 - Concern about responses to controversial events – Michael McGuire
- XI. Announcements
 -
- XII. Adjournment

Washburn University
Meeting of the Faculty Senate
October 24, 2022 at 3pm
Meeting in Forum Room Hosted by FS Executive Committee

Present: Barraclough, Cook-Cunningham, Dahl, Ewert, Florea, Friesen, Ginzburg, Grant, Holt, Huff, Juma, Kay, Kendall-Morwick, Kimberly, Lolley, McGuire, Moddelmog, Porta, Rivera, Rossi, Sainato, Schmidt, Scofield, Smith, Sourgens, Toerber-Clark, Wagner, Wasserstein, Zwikstra

Absent: Cassell, DeSota, Noonan,

Guests: Holthaus C, Stephenson L, Leffingwell Q, Hanes S, Broxterman H, Luoma S, Ball J, Erby K, Smith C, Bearman A, Lanning S, Wiard J

- I. Call to Order at 3:02
- II. Approve minutes- Moved by McGuire and seconded by Kay passed
 - October 10, 2022 (pages 2-6)
- III. President's Opening Remarks
 - Introductions of new people who have not been to Faculty Senate before
 - We have work to do on Constitution, Standing Rules, etc with the Executive Committee.
 - Both FAC and AAC will be meeting this coming week
 - CAS P&T standards: These will go straight into the handbook. Thank you to Laura Stephenson and Kelly Erby and others who worked so hard on this.
 - Congrats to Alan Bearman on new position
- IV. WUBOR/KBOR Update- Shaun Schmidt/Erin Grant
 - KBOR - none
 - WUBOR – Update on presidential hiring process. Good applicants coming in, but more should arrive before the deadline.
 - Patrick Early retirement; Lori Hutchinson is the interim
 - Tilford Conference was very successful, good student involvement, also had Junior and Senior Day and Women In Science
 - Dr. Bearman had a presentation on Enrollment Statistics
 - Audits were approved with no red flags
 - Degree changes for WUTECH
 - Play Posit and EAB were funded for coming year

- Changes in Mulvane for RFPs
 - Gropitch had WSGA President and Vice President give a presentation about their plans for campus, removing the pink tax on campus and trying to connect student groups.
- V. VPAA Update - Dr. Laura Stephenson
- Continuing to make good progress on Strategic Bridge plan. Deans met and put the information already gathered together (Student Success, Community, Faculty and Staff, modernizing current structure) Got good feedback from students. Will have another chance for input after Academic Deans refine this.
 - Couple of shout outs: 235 middle school girls on campus for Women In Science getting lab experiences from faculty (and others); Very successful iREAD lecture with interesting dialogue between Alan Bearman and speaker.
 - Riley Siebold is gone, sent out new structure in VPAA's office so you will know who to contact (or call 1648).
 - WSGA President and Vice President came to see me about Success Week. There were concerns about this not being followed. Sent out a reminder about this since the master syllabus just has a link to it. It seems like faculty are trying to be accommodating to students, but this makes the situation worse (ie giving extensions to students backs the work up for them).
 - Welcoming new director of Enrollment Management (Alan Bearman).
- VI. Consent Agenda – Moved by McGuire, seconded by Kendall Morwick. Motion passes
- Faculty Senate Committee Reports- none
 - University Committee Reports-
 - Minutes of Graduate Council (page 7)
 - ADIC Meeting Minutes (pages 8-9)
- VII. Old Business- None
- VIII. New Business- None
- IX. Information Items-
- CAS Revision of P&T Guidelines (pages 10-15)
- X. Discussion Items-
- Enrollment Update – Alan Bearman and Christa Smith
 - Originally planned on being here October 10th, but there have been changes since then. (Slightly different slide show)
 - C Smith – This is a ten-year picture, started at 7,000 students and we are now down to 5,400. (This includes all WU students, but 4,600 is number who are not High School students.) Undergraduate numbers also have decreased dramatically while Law and Graduate programs are remaining more stable (still slight decreases).
 - Full Time Equivalent – very marked decline over past 10 years. (Moddelmog – Do you ever look at it over 20 years, just to see if we were lower before the start of this? This time frame would cover Dr. Farley's tenure.)

- A Bearman was going to talk about college readiness and interventions. Want to get away from “my students are getting worse’ conversation.
- Now we are going to focus on Enrollment Management and Center for Student Success and Retention to create a systematic holistic student life cycle focusing on equitable outcomes. (This will run from first contact to on-time graduation.) This is a big lift, but we are well positioned. Schmidt - What do you mean by equitable outcomes? Bearman - Graduation rates by gender/racial/other groups. Porta -I think you can give a better answer than that. What are the groups you are looking at? Bearman - Students on/off campus, students from certain zip codes, etc have different graduation rates. How do we close that gap?
- Grant – For equitable outcomes, “on time” bothers me because everyone won’t be able to take 15 hours per semester. How do we make it equitable for those needing to work. Bearman – “On time” is 6 years, not 4 (based on federal timelines). Some high school students have enough CEPs to graduate in in less than four years. Grant – Do students know this? I think they are worried about getting done in four years. Bearman – It gets harder after four years, so we want them to focus on this. Sourgens – Do you think COVID will make these issues worse until high school education gets back to normal. Barraclough – YES we have I-Read implemented pieces to help students get back to success
- Scofield – Do you get any yield from Concurrent Enrollment? (Bearman – 40%) School of Business is not seeing good results. Bearman this is mostly at Washburn Rural that have the Business classes and we have only 14% yield from this school Scofield – We have been talking about moving to Open Educational Resources (OER). Is this an issue for the high school students? Bearman -I think that depends on the school, but any move to OER is a good move.
- Moddelmog- In 2018 Students studying abroad didn’t “accept” their scholarships and therefore lost them. Bearman – this is no longer the case. (Wagner – This changed during COVID years.)
- Porta – Trying to schedule visits to local high schools with professors to invite students to exciting sounding classes. Bearman – I will continue to attend Dean’s meetings so that Enrollment Management and Faculty are in continual conversation. We don’t know exactly what will happen, but want to put the faculty in positions where they will shine. Find best ways to utilize faculty involvement
- Kendall Morwick – I feel like there are all these ways that faculty want to contribute. Are you thinking about how to do this without increasing faculty burnout? Bearman – Whatever we do, we have to be sensitive to the Faculty workload. Needs of students are increased, so we can’t ask too much extra of Faculty. Must make sure they want to do something and that it’s a good time to do something. Need to be thoughtful about this. Kendall Morwick – Are there plans to increase other student services that are spilling over into Faculty workloads?

- Lolley – Counseling services is an area that needs extra help. (Bearman – this is not in my arena, but we find students maybe aren't taking advantage of remote options.) Lolley – This fits into your holistic plan.
- Wasserstein – Focus on equitable outcomes seems great, but what pre-planning is going on for what the actions of Supreme court may have on us. Bearman – Don't think that will be as likely to affect us since we are open access/not selective. We need to talk about shaping classes, but not something for Supreme Court to adjust. (*Note added by secretary for context: At this time the Supreme Court was hearing cases about race-conscious admissions at selective universities.*)
- McGuire – to Barraclough: Strategies from Learning Scientists are great, but how many use them after freshman year? Barraclough - No actual studies yet, but we hope to. Wagner – I refer to them with my students all the time. We need to educate faculty. Kendall-Morwick – We at CTEL are willing to work this in. McGuire – Related question, sounds like the “equitable” is falling on faculty. How much falls on Faculty? Bearman – ask Dr. Erby, but I would say a lot. McGuire – 501 (*school district for Topeka Public Schools*) seems to have done quite a bit. Bearman and SH have attended quite a few of those meetings, some of the strategies will transfer. McGuire - Students living on campus – have we looked at offering scholarships to kids from 501 to get them to live on campus? Bearman – Yes, this year those who took CEP were given \$1,000 to try to get them to live on campus. We are looking at adjusting our scholarship grid and other adjustments, but it will be very different than it is now, with ability to reach out to students and let them know what they can get.
- Toerber-Clark – Do we keep statistics on transfer students? How many transferees do we get? (Bearman – it went down this year. Smith we have recorded that it went down from 486 to 418, over 500 in previous years) Toerber-Clark – Is there any motivation to recruit more transfer students? Bearman – Yes. S Lanning worked really hard on it over the past year. Gives students a sense of how they can transfer in. High hopes that as we use that more, we will get more students.
- Rossi- We will need to work on marketing/individual departments to grow students and target the recruitment. Bearman – Yes, I'm over marketing, but PR is Lori Hutchinson. We have to prioritize since we don't have unlimited funds. School districts in Shawnee Co are crying out for more teachers, local businesses need accountants. We have to find students who are interested in these paths to bring them in and train them. I want to come to unit and division meetings so that we can talk and strike a bit of balance. Rossi – Is there some type of cycle you can do so that we know which departments will be highlighted? Bearman - Can't make that decision now.
- Juma – At one time we had 4% of the population as international students, and there was effort to increase that. There was a drop-off in 2019, so are we working on bringing them back in? Bearman – I'm not responsible for this, but Farley has that as part of his retirement and we are going to try to


build better bridges between programs. Stephenson – We have improved. Some of the issues were getting visas, but that is out of our control.

- Moddelmog -Application process at WU is very difficult compared to other schools. Bearman – Watched my son apply to ten schools and I don't think we are that much different than other schools. Moddelmog - If a student is already in our system for CEP, why do we make them reapply again. Scofield – If a student is off one semester, they have to reapply. Why? Bearman – Graduate enrollment is a big conversation. Clearly not quite working. This week we are working on scholarships, but this is on the list.
- Scofield – Spent the day at KU for an event recruiting students. Is that something I need to talk to you about? Bearman – we had 235 middle school girls on campus, but not sure we have their names/contacts. We have to set up systems to capture names/standard way of connection with students who visit for History Day/Math day, etc.
- Schmidt – What has been your biggest surprise in last week? Bearman - I didn't realize how close we were to Financial Aid optimization. Lots of credit going to Dr. Stephenson and LEAD for that. There are lots of staff who want to be better partners within enrollment management. They never missed a beat this past week. They are ready to try and do good things to help the university. There will be no magical turn-around in numbers, but we have hard-working, dedicated, people so I'm very optimistic.
- Bearman - One more thing that I've had questions about – Committees/oversight/etc. There was talk of an admissions/faculty committee. There are structures in the Faculty Handbook that need to be redone. Expect me to come on a more regular basis about how to get the right structures that will help us move forward. Want to have a transparent operation. We will move pretty quickly once we have these set up. If you want to talk to me, my extension at 1855 will not change. I will come talk to whomever you want me to talk to. Won't have all the answers, but want to partner.
- Schmidt – Thank you. Christa, can you send us the presentation for the minutes? Looking forward to hopefully having a chance to contribute to enrollment.

XI. Announcements


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Adjournment – Moved at 3:59 by McGuire and seconded by Lolley. Motion passed.



Washburn University Enrollment:
Understanding Student Readiness Using
Multiple Measures

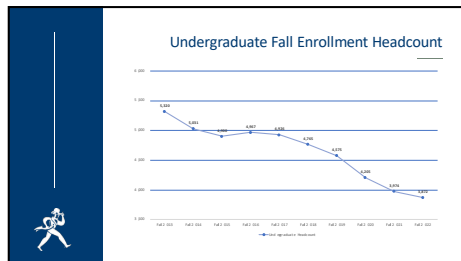
Dr. Alan Bearman
Christa Smith
October 24, 2022



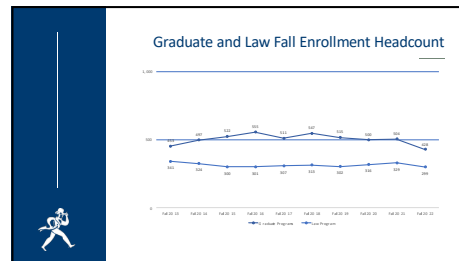
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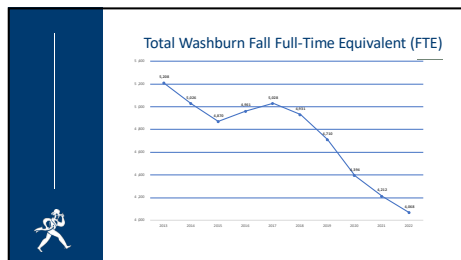
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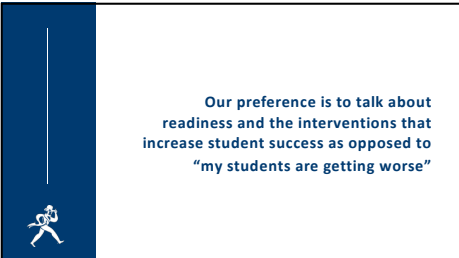


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Understanding Undergraduate Student
Readiness Using Multiple Measures

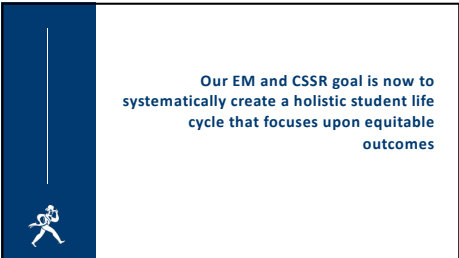


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Slide 7 features a dark blue vertical bar on the left side containing a white silhouette of a person running. A thin white vertical line extends from the top of this bar into the main white content area. The text is centered in the white area.

Our preference is to talk about readiness and the interventions that increase student success as opposed to “my students are getting worse”

7

Slide 8 features a dark blue vertical bar on the left side containing a white silhouette of a person running. A thin white vertical line extends from the top of this bar into the main white content area. The text is centered in the white area.

Our EM and CSSR goal is now to systematically create a holistic student life cycle that focuses upon equitable outcomes

8

Assessment Committee Meeting Minutes

October 19, 2022

Present: Beth O'Neill (Chair), Jennifer Ball, Gloria Dye, Debbie Isaacson, Bobby Tso, Kara Kendall-Morwick, Rhonda Boeckman, Christa Smith, Tara Lindahl, George Burdick (WSGA Rep), Emily Grant, Teresa Clouch, Haley Glover, Josh Huston

I. Update on Program Assessment Reviews

- a. O'Neill thanked committee members for their hard work reviewing program assessment materials. The number of programs that submitted materials this year increased from last year. Assessment plans: 2021=49 programs; 2022=66 programs. So far, the committee as a whole has reviewed 116 different items, and there are still some additional items to be reviewed. O'Neill will be reconciling all of the ratings and then the ratings will be released to programs.
- b. Isaacson discussed that one program she reviewed had some context missing from the assessment plan, so they were rated lower, but then that context was contained in the assessment findings report. O'Neill discussed that through the reconciliation process, the feedback will also be reconciled to ensure that it is most-helpful to the program.
- c. O'Neill shared that there will be an additional committee member from the new KN/MM division in CAS, and this will help to even out the number of reviews each committee member has to complete.

II. Update on Fall 2022 Assessment Grant Submissions/Process

- a. O'Neill thanked Bobby Tso, Tom Hickman, Steve Hageman, and Rhonda Boeckman for their subcommittee work to review and provide feedback and recommendations on the grant submissions.
- b. There were five assessment grant submissions and three proposals were funded: Muffy Walter, Joseph Kendall-Morwick, and Dixie Copeland. They were not able to be funded at 100%, but close to it, and the funding provided will still enable the individuals/programs to complete their desired activities.
- c. The next grant due date will be in April, and it will be for the fiscal year starting 7/1/2023.

III. Update on HERI Faculty Survey

- a. O'Neill provided an update on the HERI working group, which also includes Schbley and Isaacson from this committee. The survey is done every three years and will go out in Spring. The working group has been finalizing the institutional supplemental questions, and the final unresolved portion is the qualitative question to ask. Previous question: Please list up to three issues or actions you think Washburn should prioritize in the next five years.
- b. The committee discussed the qualitative question:
 - i. Clouch- Did we utilize the data from three years ago? Jennifer Ball reported that the question was asked to help identify a potential quality initiative for HLC, and the data was used for that purpose. We don't have to determine a quality initiative again right now.

- ii. Grant- Shared concerns about a really big open-ended question, considering survey fatigue.
 - iii. Dye- What do we know about the result? Is there something that we have learned from the question? What were the top three issues? Are these issues still an issue? How have they been prioritized? Christa Smith shared the top priorities had to do with faculty support and DEI. O'Neill shared that one possible use of the question could be to check on faculty perspectives on one particular theme identified, if it was thought that would be helpful. O'Neill also shared that WU will be doing another climate survey focused on DEI soon.
 - iv. O'Neill asked committee members to email her about potential open-ended questions, if any ideas arise. O'Neill will share them with the working group at their final meeting.
- IV. Update on SAILS (Information Literacy and Technology) Assessment
 - a. Will be administered to 300 randomly selected seniors, and each will be provided a \$10 incentive to Walmart at the time of survey completion request. Hope to sent out survey emails by the end of the week, or early next week, and will aim to close the survey window before Thanksgiving break.
 - b. The committee discussed ideas for how to promote student completion, especially given that it is only targeted towards a random sample of seniors. Comment was specifically sought from George Burdick: 1) Reminders by faculty towards their senior-centric courses will be helpful, and students are most-likely to read an email sent from their instructor; 2) If a student doesn't respond to the survey after three emails, they aren't going to do it no matter how many times you email them; 3) Recommend sending the second email approximately five days after the initial request.
 - c. Smith mentioned that it is possible to identify the faculty who have the randomly selected students in their courses, so we could ask those specific faculty to send a general (non-identifying) reminder/encouragement to their courses.
- V. Discussion of potential Global Citizenship, Ethics, and Diversity Measure for Spring 2023-Global Perspective Inventory (GPI)
 - a. Previously added seven custom questions to Multi-Institutional Study of Leadership that address this USLO. Leadership studies is not doing the MSL again this year (expensive), so this is not an assessment option.
 - b. GPI includes eight demographic questions (age, gender, race, international student status, academic standing, major field of study, parents' education, transfer student status), seven questions related to college experience, and 35 core questions that measure three dimensions (Cognitive, Intrapersonal, and Interpersonal) that assess: 1) Recognizing the importance of cultural context in judging what is important to know and value, 2) Understanding and being aware of various cultures and their impact on society, 3) Being aware of and accepting one's identity and sense of purpose, 4) Respecting and accepting cultural differences and being emotional aware, 5) Being interdependent and having social

concern for others, and 6) Engaging with others who are different and being culturally sensitive. <https://www.gpi.hs.iastate.edu/>
https://www.gpi.hs.iastate.edu/documents/GPI_Survey_2018.pdf

- c. GPI would cost \$700 for up to 500 respondents; \$1,000 for 501-1,000 respondents (more options too). Includes survey administration, data preparation, and reporting with national norms.
 - d. Other option: Use AAC&U rubric to evaluate student artifacts. Would need to identify what artifact(s) to use and recruit facilitator/organizer and raters. Stipends and food typically cost \$3,000+
 - e. Committee discussion ensued:
 - i. Grant- Shared that she recently heard people talking very positively about this measure at a conference. She likes the survey option from a cost perspective, but understands the limits of self-report data. She would like to find a way to include law students if we choose to use this survey, and that is her preference.
 - ii. Burdick- Single surveys are easy, but three in a week are annoying. Be aware of whether any other surveys will be released around the same time.
 - iii. Dye- GPI survey has the ability to see across schools, departments, and units to get insights and reflections. Her preference is the GPI.
 - iv. Isaacson- GPI seems broad enough to ask interesting questions, and that is her preference.
 - v. Boeckman- Is this a one-shot deal? Hypothetically, if we don't get enough information then what are our options? O'Neill shared that we will prompt students multiple times, and base our recruitment and messaging decisions on prior experiences (e.g., how does the random sample and incentive work for SAILS). If using the GPI proves to be an unsuccessful, then in three years we can do something different.
 - f. A formal vote was not taken, as the purpose of this discussion is to aid the assessment team in making a recommendation to the VPAA. The consensus of the committee was to move forward with using the GPI in Spring 2023.
- VI. O'Neill asked for member preferences regarding using D2L or SharePoint to manage committee information and communication. The majority preferred D2L. O'Neill will ensure that all committee members have access to D2L site.
- VII. Next Meeting is November 17, 2022 at 10:30 AM

Academic Diversity & Inclusion Committee Meeting Minutes
September 13, 2022, 1:00 PM in Vogel Room

Present: Kelly Erby, Beth O'Neill, Danielle Dempsey-Swopes, Jason Miller, Jim Smith, Mary Sundal, Melanie Burdick, Isaiah Collier, Dennis Etzel, Barbara Scofield, Joey DeSota, Kelly McClendon, Erin Grant, Valerie Mendoza, Erin Grant, Muffy Walter, Leah Brown, Matthew Nyquist, Kara Kendall-Morwick, Sara Step, Chaz Havens, Izzy Wasserstein, Tina Williams, Kristine Hart

- I. A motion to approve the minutes from the May 10, 2022 committee meeting was made and seconded, and the minutes were approved.
- II. Old Business
 - a. Review of ADIC Discussion Guidelines, adopted 4/13/21. Erby asked committee members to review the guidelines as a reminder for our work this year. Members are asking to bring any conversation regarding proposed changes to the next meeting.
 - b. Tilford Conference 2022
 - i. Dempsey-Swopes provided an update on the Tilford Conference, including the opening and keynote speakers, and the lunch panel. WU is hosting in both 2022 and 2023. There will be 40 different offerings at the 2022 conference. Volunteers are needed for 10/6 to assist for two hours between 12PM-8PM. As of this morning, there are 178 registrants. Hoping to double that by the time the conference begins.
- III. New Business
 - a. 2022-2023 ADIC Goals. Erby provided an overview of the 2022-2023 goals that were drafted following conversation with committee members and the interim-VPAA. Erby invited discussion about the goals and possible. Erby asked people to email regarding any further questions/ideas, and passed around a sheet to sign up for subcommittees. The following revisions were discussed during the meeting:
 - i. Discussed revising the goal regarding climate survey to also include dissemination of results from 2020 climate survey.
 - ii. Held discussion to get more information regarding goal #6 (to clarify the subcommittee's function and refine language for goal).
 - b. Juneteenth as University Holiday. A member has recommended that this committee draft a resolution asking that the university adopt Juneteenth as a University Holiday. Discussion was held regarding whether the surrounding community recognizes it (Shawnee County does), the implications of it on other recognized holidays (e.g., would we lose a different holiday?), and whether the university would be closed vs. no classes. Etzel and other interested committee members will further discuss and present more information at next the meeting.
- IV. Concerns, Questions from Committee Members
 - a. Miller discussed increased usage of campus food pantry program (Bods Feeding Bods), and that they have been struggling to keep stock for students to use. They

are currently in need of all types of food products. It seems that food insecurity and basic needs issues for our students is a real concern, and LINC is working on amplifying efforts to address this dire need. For example, a workshop to help students learn how to apply for SNAP will take place, and conversations with national initiatives about how WU can be involved. Members were also informed that students can go to iCard office and say that Bods Feeding Bods recommended them and they can get five free “swipes” for Chartwells, but Chartwells does have a cap on the number of swipes they will donate per semester. Faculty can also donate to Bods Feeding Bods through the WU Foundation, and they are often able to purchase food items for cheaper than we can buy at the grocery store to then donate.

- b. Sundal reported that the African American and African Diaspora minor currently has no students. Sundal would appreciate assistance with getting the word out to students. Brief discussion was had on potential marketing ideas. Sundal will email a flyer out to committee members.

V. Announcements

- a. WUmester 2023
- b. Chris Singleton
- c. Kansas Speaks Out: Poems in the Age of Me, Too
- d. Jacobs Lecture
- e. Additional announcements

VI. Meeting was adjourned at 2:01 PM.

23-1 FACULTY AGENDA ITEM

Date: Academic Affairs Mtg. 10/31

Submitted by: Kelly Erby x 2018

SUBJECT: Deletion of BA in Mass Media with concentration in Creative Advertising

Description:

This proposal is to delete the BA in Mass Media with concentration in Creative Advertising

Rationale: As part of recent curriculum revisions in Mass Media, the department combined the Advertising and Public Relations concentrations. The change is a reflection of student interest as well as the latest trends in the mass media field where there is a broad range of public and private sector positions requiring the skills of integrated brand promotion (i.e. combined PR and Ad).

Financial Implications: None

Proposed Effective Date: Fall 2023

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

Approved by: AAC on date 10/31/22

FAC on date

Faculty Senate on date

Attachments Yes xx b

Select Request Type

- New Program
- Program Change
- Program Deletion

Program Deletion Form

Please provide the requested program change information in the areas below

What is the program title?

Creative Advertising

Reason for this program deletion:

As part of our curriculum revision, we combined the Advertising and Public Relations concentrations. The change is a reflection of student interest as well as the latest trends in the mass media field where we see a broad range of public and private sector positions requiring the skills of integrated brand promotion (i.e. combined PR and Ad).

Complete description:

In the creative advertising concentration, students explore the structure of the advertising industry and learn the strategies and tactics used in successfully advertising products and services on behalf of organizations and businesses. This includes strategically determining and understanding your target audience's needs and desires, establishing the purpose of your brand's advertising, and creating successful advertising campaigns and other marketing activities to fit within a business's or organization's goals.

Is the program being deleted from the catalog being replaced with another program? Yes

If yes, explain:

The Creative Advertising concentration is being replaced by the new Advertising and Public Relations Concentration.

Is the content of this program being distributed to another program? Yes

If yes, explain:

The new Advertising and Public Relations concentration covers the same fundamental skills.

Does this deletion affect any other departments? No

Initiator First Name

Maria

Initiator Last Name

Stover

Initiator Email

maria.stover@washburn.edu

...3633303039

Maria Stover

Initiator Signature

01/23/2022

Date

To be completed by the library:

Email address of librarian completing evaluation: alan.bearman@washburn.edu

Are current library holdings adequate? Yes

...3733303238

Alan Bearman

Library Signature

01/24/2022

Date

To be completed by Chair of the Department of Education:

Will addition of/changes to this course in any way alter the program leading to a teacher certification? No

...3239373430

Cherry Steffen
Dept of Education Signature

01/24/2022
Date

Route to Division Chair Route to Affected Dept/School Route to Dean Route to CFCCC
Route to CFC Route to CAS General Faculty

Division Chair Approver First Name: *Kristen
Division Chair Approver Last Name: *Grimmer
Division Chair Approver Email: *kristen.grimmer@washburn.edu

Dean Approver First Name: *Laura
Dean Approver Last Name: *Stephenson
Dean Approver Email: *laura.stephenson@washburn.edu

CFCCC Approver First Name: *Bruce
CFCCC Approver Last Name: *Mactavish
CFCCC Approver Email: *bruce.mactavish@washburn.edu

CAS Comments (optional)

Division Chair Approval
Division Chair Comments (optional)

Signature _____ Date _____

Dean Approval
Dean Comments (optional)

Signature _____ Date _____

CFCCC Approval
CFCCC Comments (optional)

Signature _____ Date _____

CFC Approval
CFC Comments (optional)

Signature _____ Date _____

CAS General Faculty Approval
CAS General Faculty Comments (optional)

Signature

Date

CAS Signature

Electronically signed by Kelly Erby on 01/24/2022 9:28:10 PM

23-2 FACULTY SENATE AGENDA ITEM

Date: *November 14, 2022*

Submitted by: *Vince Rossi, ext. 2143*

SUBJECT: *REVISION TO THE FACULTY HANDBOOK, SECTION I PART VII.B. FACULTY SENATE COMMITTEES*

Description: *The Faculty Senate is presently making changes to the Faculty Senate Constitution involving Faculty Senate Committees. If approved, those changes would need to be reflected in the Faculty Handbook. Further, in order to remove redundancies, the section of the Faculty Handbook covering Faculty Senate Committees should refer to the Faculty Senate Constitution for those committees and descriptions. If approved, any references to the existing numbering and sections within SECTION I PART VII.B of the Faculty Handbook would need to be removed.*

Rationale: *Any changes made to Faculty Committees and their designations must be reflected in the Faculty Handbook. Approval of this recommendation would streamline the Faculty Handbook and remove redundancies by referring to specific sections of the Faculty Senate Constitution.*

Financial Implications: *None*

Proposed Effective Date: *Upon appropriate approvals.*

Request for Action: *Approval by FS/Gen Fac*

Approved by: *FAC 11-14-22*

Attachments Yes No

FACULTY SENATE COMMITTEES VERBAGE IN THE FACULTY HANDBOOK

CURRENT DESCRIPTION:

VII. COMMITTEES

B. Faculty Senate Committees

Committees established by the Faculty Senate from its own membership. Each Committee selects its own chairperson.

----1. Electoral Committee

The Committee will oversee elections of the Faculty Senate. The Electoral Committee will oversee elections of at-large members to the Faculty Senate and will maintain oversight of the electoral units' mechanisms of voting for the Faculty Senate. In addition, the Committee will be responsible for any necessary modifications of designated voting units to reflect changing faculty numbers. Faculty representatives on this Committee must be members of the Faculty Senate.

----2. Academic Affairs Committee

The Academic Affairs Committee is charged with evaluating carefully and making recommendations to the Faculty Senate regarding: (1) all new undergraduate programs (majors, degrees, certificates and emphasis/concentration areas) or major revisions (those that fall into categories 3-5 below) proposed by any Major Academic unit of the University; (2) new undergraduate academic programs or major revisions (those that fall into categories 3-4 below) to such programs that originate from units other than Major Academic Units (e.g., Interdisciplinary, Leadership, Honors program, etc.); (3) policies that redefine standing university criteria (e.g., minimum number of hours to graduate 119 vs. 120 hour degree, 6 hour vs. 12 hour minor, General Education criteria); and (4) academic or programmatic changes to undergraduate programs requiring financial investments beyond the unit (i.e., new university funding). (5) Changes that directly affect other units (e.g., deleting/adding correlated courses) at the undergraduate level will be reviewed by the Academic Affairs Committee as action or informational items. The primary concern of the committee shall be consistency of the proposed program with applicable University-wide guidelines and regulations, potential impact of the program on other established programs in the University, and financial implications of such new or revised programs. The Executive Committee may also delegate other matters to this committee. Faculty representatives on this Committee must be members of the Faculty Senate.

The following items should be channeled through the ACADEMIC UNIT's faculty governance process and would not come through the General Faculty Governance process (i.e., Academic Affairs, Senate, General Faculty and the Washburn Board of Regents) unless at least one of the five criteria is also present:

A. Changes to the minor

B. New courses, course modifications, changing of course descriptions, credit hours or course numbers

- C. Deleting unused course numbers
- D. Changes to certificates
- E. Changing prerequisites
- F. Number of credits in the major (within the University established minimum/maximum levels)
- G. Changing the advising process
- H. List of potential electives within the unit for a major

The Academic Affairs Committee shall consist of two (2) Faculty Senate members from each Major Academic Unit other than the School of Law, and a Senate representative of Mabee Library/Carnegie Education Library. Each member will be elected to a one-year term by the Faculty Senate from its ranks. The committee selects its own chairperson. Decisions of the Academic Affairs Committee require the affirmative vote of six of the nine members; six members shall constitute a quorum to conduct business. The VPAA or his/her designee will serve as an ex-officio, non-voting member. If possible, all faculty members of the Academic Affairs Committee should be senators. However, if a Major Academic Unit has three or fewer senators, or Mabee Library/Carnegie Education Library has only one senator, the Faculty Senate President may ask the relevant unit(s) to elect a non-senator to the Academic Affairs Committee to ensure adequate representation from this (these) unit(s). If appointments of non-senators must be made, the minimum proportion of the faculty members of the Academic Affairs Committee that will be senators is 2/3.

-----3. Faculty Affairs Committee

The Faculty Affairs Committee is charged with promoting the general welfare of faculty members. While the scope of the committee is general in nature, the more prominent interests are:

- a. Teaching loads and extracurricular duties
- b. Retirement, tenure, and sabbatical leaves
- c. Faculty grievances
- d. Dismissal criteria
- e. Salary and faculty benefits
- f. The academic sabbatical program

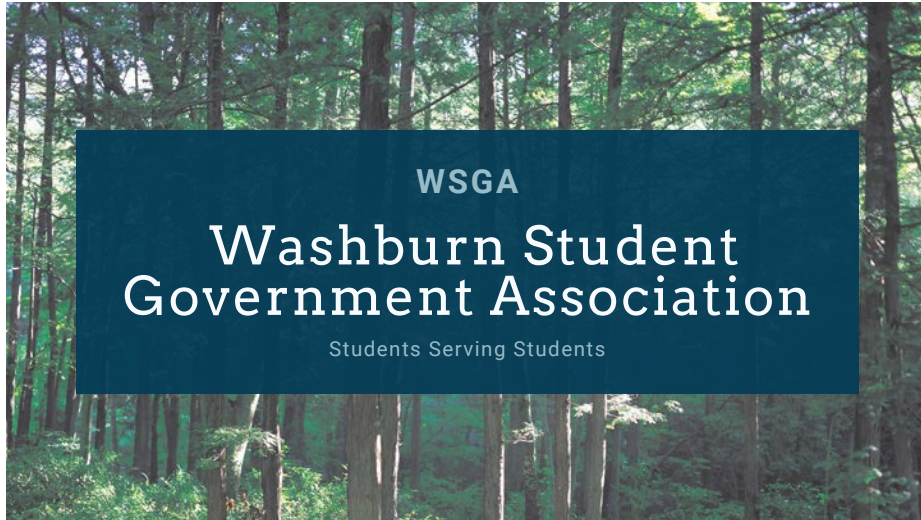
Membership of the committee consists of one Faculty Senate member from each Division within the College of Arts and Sciences, one from the School of Business, one from the School of Law, one from the School of Nursing, one from the School of Applied Studies, and one member from the University libraries, each elected for a one-year term by the Faculty Senate from its ranks. The committee selects its own chairperson. If possible, all faculty members of the Faculty Affairs Committee should be senators. However, if a Major Academic Unit has three or fewer senators, or Mabee Library/Carnegie Education Library has only one senator, the Faculty Senate President may request the relevant unit(s) elect a non-senator to the Faculty Affairs Committee to ensure adequate representation from this (these) unit(s). If appointments of non-senators must be made, the minimum proportion of the faculty members of the Faculty Affairs Committee that will be senators is 2/3.

RECOMMENDED DESCRIPTION:

VII. COMMITTEES

B. Faculty Senate Committees

Membership, description, and responsibilities of each of the committees falling under the Faculty Senate can be found in the Faculty Senate Constitution under Section VII. Committees.



Our Platform:
 Come Grow
 With Us

Hanes & Leffingwell
 FOR STUDENT BODY PRESIDENT AND VICE PRESIDENT

Come Grow With Us!

Reimagining the Petals
 - Increase student involvement/engagement
 - Streamline the budget process
 - Increase Washburn's sustainability

Strengthening the Stem
 - Help provide students with free necessities
 - Advocate for accessibility
 - Increase networking opportunities

Starting With the Roots
 - Strengthen relationships with student orgs
 - Support student orgs' wants and needs

Students Serving Students



**STARTING AT THE
 ROOTS**

- First internally, **empower and encourage every individual member**
 - Cabinet members will have meetings w/ three senators every month
 - Office Environment
 - Plants, WSGA logo, visible goals

- **Strengthen relationships with student organizations**
- **Support student orgs' wants and needs**
 - Presidents Roundtable Initiative
 - Pairing senators with organizations
 - Feedback Link



Strengthening the Stem

- **Help provide students with free necessities**
 - Free period products, pregnancy tests, STD testing, etc.
- **Advocate for accessibility**
 - Carnegie Hall, invite director of accommodations to speak on changes that need to be made
- **Increase counseling opportunities**
 - Conducting research to truly begin to understand the problem, before making recommendations on how to solve it
 - Understand student attitudes toward mental health care



Students Serving Students

Reimagining the Petals

- **Work to increase student minimum wage**
 - Luther Lee (VP Admin & Treasurer)
 - Educating about tier system
- **Increase Washburn's sustainability**
 - Products: Menstrual cups, reusable pads
 - Change that will leave a long lasting legacy
 - Challenging status quo (FS, WUBOR)
- **Simplify the budget process**
 - Grants & Campus Action Projects



Students Serving Students

Funding & Grants

- **Each registered student organization is allocated \$3,000 annually. The money allocated does not roll over to the next year.**
- **Any student may request funding for Research Development and Campus Project Grants**
 - A Research Development Grant is a grant that allocates money to students for Events not hosted by a Student Organization on campus, to go out into the community and present information based on their studies, or to partake in an academic development event/conference.
 - A Campus Project Grant is a grant that allocates money to a community event or project on campus, with the goal of making the Washburn University campus a better place.
 -

Students Serving Students



Hanes & Leffingwell

Fall Progress Report



Starting with the Roots:

- Held two successful President's Roundtable events, bringing together many student organizations
- To increase communication between student organizations and WSGA, we have begun assigning senators to be a liaison to organizations
- President Hanes has been busy working on the Presidential search committee

Reimagining the Petals:

- Working to make menstrual cups available to students
- We have been polling students regarding campus jobs and minimum wage issues and will be meeting with the Vice President of Treasury
- Working with the Vice President of Academic Affairs to truly enforce the success week academic policy

Strengthening the Stem:

- We invited the Assistant Director of Accommodations, Heather Center, to speak about accessibility issues on campus. We hope to use the knowledge gained to help make campus and classrooms more accessible and inclusive learning environment for students, faculty, and staff of all abilities.
- Vice President Leffingwell has been gathering data on attitudes toward mental health care, specifically toward different modalities

