

WASHBURN
UNIVERSITY
COLLEGE OF ARTS AND SCIENCES

Fall 2022 CAS General Faculty Meeting
September 12, 2023 3:30 PM (socializing begins at 2 PM)
Convocation Hall, Bradbury Thompson Alumni Center

- I. Call to Order
- II. Welcome & Dean’s Remarks—see p. 11 for introductions of new faculty
- III. Approval of Minutes from March 8, 2023 CAS General Faculty Meeting—see p. 2
- IV. Elections
 - a. CAS General Secretary
 - b. Ratification of College Faculty Council (CFC) Subcommittees—see p. 4
- V. Old Business—None
- VI. New Business—see pp. 5–10
 - a. Discussion of adding WU 101 as CAS degree requirement
 - b. Discussion of adding an upper-division writing course (such as EN 300) as CAS degree requirement
- VII. Additional discussion/questions from CAS Faculty
- VIII. Announcements
- IX.
 - a. [Dr. Bryan Dewsbury](#) CTEL Visit Sept. 28 and 29, 2023.
 - b. Save the Date for CAS Social Oct. 2 from 11am-2pm in Morgan 209. Bring a dish to share or just come and join the fun—see invitation p. 13
 - c. [Register now](#) to attend the Tilford Conference on Diversity and Multiculturalism Oct. 5-6, 2023 at Washburn. Registration is free for Washburn faculty, staff, and students.
 - d. [There’s a Woman in Every Color Exhibition at Mulvane Art Gallery](#)
 - e. Russell Jacobs Lecture in Philosophy, Oct. 19, 2023 at 7:30 PM in Washburn B. Speaker [Dr. Clare Palmer](#) is a British philosopher, theologian, and scholar of environmental and religious studies, who is currently a professor in the Department of Philosophy at Texas A&M University.
 - f. WUmester 2024: Community & Belonging
 - g. [Call for CAS Scholarly and Professional Development Travel Funding \(priority deadline Sept. 29\)](#)
 - h. Call for Fall 2023 Faculty Success Groups (sign-up by Sept. 15)—see p. 14
 - i. Call for Facilitator for Spring CAS Faculty Colloquium (due October 6) – see p. 15

CAS General Faculty Meeting
March 8, 2023 3:30 PM
Bradbury Thompson Alumni Center, Convocation Hall

- I. Call to Order at 3:36PM.
- II. Welcome & Dean's Remarks. Interim Dean Matt Arterburn began by welcoming everyone and thanking them for their attendance during this busy time. He acknowledged that a lot of good things had happened this year but that it had also been a challenging year in several respects. These challenges included re-engaging students and meeting students where they are in terms of academic preparedness coming out of COVID. He let faculty know that CAS Student Advisory Board members recently shared how much they appreciate the efforts of their faculty. Arterburn invited Professor Bob Beatty, chair of Political Science Department, to introduce new faculty member Bill Fiander. Arterburn then continued his opening remarks by offering several updates, including:
 - a. There have been recent inquiries by the state legislature into expenditures related to diversity, equity, and inclusion and how the arts and sciences fit into workforce development in the state. Arterburn shared that CAS, in collaboration with Academic Affairs, had drafted appropriate and effective responses to these inquiries.
 - b. Washburn continues to review and consider the proposed KBOR general education framework. It seems likely that WU will adopt this framework, though this is still under careful consideration by the Academic Affairs Committee of Faculty Senate and will soon move on to Senate. Arterburn thanked CAS faculty members for their strong attendance at open forums held by Academic Affairs to discuss the proposed changes to general education. At these meetings, CAS faculty showed support for institutional credit hours being used to support areas that will benefit students, including scientific literacy” and “diversity and inclusion.” He encouraged CAS faculty to continue to show up at meetings where the general education plan will be considered and to vote when the time comes. There was discussion about whether proposal will come to General faculty for consideration. Senate President Shaun Schmidt (BI) clarified that he was quite certain Senate would decide to send it to the General faculty for a vote because it affects the entire university. Arterburn clarified questions about why WU 101 is not being proposed as part of the institutional credit hours, and explained that it will be more effective for students to have it as program requirement. This will make it more likely that students will have to take WU 101 who might otherwise complete general education requirements under the proposed new plan in high school. A question was asked about reducing WU 101 from 3 credit hours to 1 credit hour. Other faculty expressed hesitancy to reduce credit hours in this course given its proven effectiveness and concerns about the faculty workload involved in teaching the course. Arterburn also clarified how institutional credits would transfer for students who had completed all the general education package and for those who had only completed some of it.
 - c. Decision was made to continue updates after conducting business to maintain quorum for business items.
- III. The minutes from the November 1, 2022 CAS General Faculty meeting were approved.
- IV. The minutes from the November 8, 2022 CAS General Faculty Meeting were approved.
- V. New Business
 - a. New Program

- i. The BEd in Chemistry Secondary Education was approved.
 - b. Program Changes
 - i. The change to the BA in Mathematics was approved.
 - ii. The change to the BS in Mathematics was approved.
 - iii. The change to the BA in Political Science was approved.
 - iv. The change to the minor in Public Administration was approved.
 - c. Program Deletions
 - i. The deletion of BA in Chemistry Secondary Education was approved.
 - ii. The deletion of the BS in Chemistry Secondary Education was approved.
 - d. CAS Degree Changes
 - i. The proposal to reduce the CAS credit hour requirement for CAS Bachelor of Education degrees to 72 hours was approved
 - ii. The proposal to restore the 99–credit hour rule for CAS degrees (excepting BEds) was approved. Faculty recommended creating catalog language alerting students and advisors that students can apply to the College of Arts and Sciences for exceptions and include common reasons for exceptions.
 - VI. Discussion/Questions from CAS Faculty
 - a. Arterburn continued with updates, including:
 - i. Changes in Enrollment Management, such as more specific and targeted efforts to promote CAS programs and academic excellence in efforts to recruit students. Enrollment Management has also revamped the scholarship grid and better utilizing scholarship dollars. This includes creating more scholarships for transfer students. Enrollment Management has also hired someone to help students understand financial aid and a videographer to help with marketing.
 - ii. New President Dr. Juli Mazachek is updating budgeting methods. Changes will very likely include a salary program.
 - iii. Facility changes continue to be discussed within the higher administration. There will be major improvements that will include renovations. Some units will need to move from their current spaces, but—at least at this time—this does not include any CAS departments. A major renovation to Henderson is forthcoming, with architectural plans to be developed in collaboration with Henderson department heads.
 - VII. Meeting adjourned 4:48 PM

Respectfully submitted,
Kelly Erby

College Faculty Council Subcommittee Assignments 2023-2024

Curriculum	Professional Development	Resources
Chair: Bruce Mactavish (to be confirmed by election)	Chair: Lindsey Ibañez (to be confirmed by election)	Chair: Tucker Jones (to be confirmed by election)
Adebanke Adebayo (HUMDIV)	Jason Emry (NSD)	Sam Finch (MMKN)
Bill Fiander (SOCSCI)	Karen Garrison (MMKN)	Tucker Jones (SOCSCI)
John Burns (MMKN)	Lindsey Ibañez (SOCSCI)	Joseph Kendall-Morwick (NSD)
Andrew Herbig (NSD)	Wonjae Lee (CPA)	Louise Krug (HUMDIV)
Gary Hu (NSD)	Lucy Tan (CPA)	Alex Meyers (SOCSCI)
Bruce Mactavish (SOCSCI)	Michael O'Brien (HUMDIV)	Hoang Nguyen (NSD)
New division chair (CPA)		Ian Smith (HUMDIV)
		Brian Thomas (NSD)
		Karen Camarda (NSD)

Welcome to CFC:

John Burns (div. chair)
 Bill Fiander
 Sam Finch
 Guannan (Gary) Hu
 Andrew Herbig (div. chair)
 Hoang Nguyen
 Karen Garrison (MMKN)

BF: Has served on subcommittee previously

Thank you for your service:

Seid Adem (div. chair)
 Allan Ayella
 Karen Camarda
 Amber Dickenson
 Kristen Grimmer (div. chair)
 Justin Moss
 Matthew Nyquist
 Janet Sharp

**All subcommittee members and chairs will be ratified by the CAS faculty at the first CAS faculty meeting in the fall.*

The College of Arts and Sciences (CAS) Deans Office is asking departments to consider whether they want to add WU 101 and/or EN 300 as degree requirements for CAS degrees. If the feedback from departments is mostly positive, CAS will move forward with formal proposals for degree changes that it will take to each division to consider and vote.

Previously, before the adoption of the new KBOR general education plan, WU 101 and EN 300 were **university core requirements**, required for every WU student.

These classes are **not** part of the new KBOR general education requirements. And Washburn **cannot** mandate **university requirements** beyond what is now required for general education. However, Washburn **can** adopt **program- and degree-specific requirements**.

Last spring, CAS chairs and several CAS divisions expressed general interest in continuing to require WU 101 and EN 300 by adding them as degree requirements, necessary for all degrees awarded by the College of Arts and Sciences. (The 99-credit hour rule is an example of a CAS degree requirement; another is the varying number of hours required outside the major—e.g., 80 for BA degrees and 72 for BS degrees). The CAS Deans Office is now asking departments to further discuss the options to add WU 101 and/or EN 300 and provide feedback on whether this is something they want to pursue.

It is the position of the CAS Deans office that every CAS degree should require WU 101 and should give serious consideration to adding EN300 or another 300-level writing class.

The CAS Deans Office asks that departments consider these options for possible degree requirements carefully and that department chairs provide feedback by September 5 to Interim Dean Kelly Erby (kelly.erby@washburn.edu; x2018).

FAQ

1. **Why would CAS want to consider adding these classes as degree requirements and not program requirements?** Adding them as degree requirements as opposed to program requirements would simplify the faculty governance procedures required to change them from university core requirements (no longer allowed) while maintaining them as required classes for CAS majors. Regarding WU 101, it would help to ensure that CAS students have a similar and equitable first-year experience. Arguably, every student has a need to take WU 101. If programs differ in requiring WU101, students could initially declare one major in order to avoid WU 101, and then switch later.

2. **Must every degree offered by the College adopt both classes as requirements?** No. It is up to College faculty whether to adopt/not adopt these classes. Again, it is the position of the CAS Deans Office that there is a distinct advantage for programs and students to having every CAS degree adopt WU 101 and EN 300 or another upper-level writing course.
3. **Why is WU 101 so important to adopt as a degree requirement?** WU 101 has been part of a sea change at Washburn in improving student success and retention. Since the inception of WU 101 over ten years ago, student retention has increased from 50% to over 70% and the on-time graduation rate has improved to 54%. Other factors, including new math and English success pathways; the creation of CTCL; more active and inclusive approaches to teaching and learning; and changes in advising have no doubt also contributed. But WU 101, which employs proven high-impact practices in student success, has been unquestionably critical in improving student success, retention, and persistence to graduation. Student perception and graduation survey responses consistently indicate the positive impact of WU 101 on student social and academic success during students' first semester at WU and beyond.¹
4. **Why can't my major just design its own version of WU 101?** The university is open to discipline-specific versions of WU 101, and some have already been implemented. But the general version of WU 101 will still be prominent, since students frequently change their majors throughout their college career and benefit from meeting and learning from students pursuing a variety of programs. WU101 sections are taught by a team of student success professionals who have been trained to deliver this particular content (see example syllabus [here](#)) just as faculty in your discipline have been trained to teach content in your specific discipline.
5. **What about the other schools at Washburn? Are they going to require WU 101 as a degree requirement?** Yes. As of this writing, it seems like every school (e.g. School of Applied Studies, School of Nursing, and School of Business) will adopt WU 101 as a degree requirement. Furthermore, approximately 90% of colleges and universities nationwide offer some kind of first-year seminar course because of the proven positive impact of these courses on student success and retention.
6. **Why should we consider adopting EN300 or another upper-level writing class?** The new GenEd system will have two required composition classes (EN 101 and EN 200). These courses will not include the practice of advanced research writing. In addition, it is likely that many students will increasingly complete these 100- and 200-level requirements as

¹ For example, the data below is excerpted from student perception surveys administered at the end of the fall 2022 semester in all WU101 sections. Each statement is based on a 5-point scale with 5 being the highest rating. The mean response across WU101 sections is listed for each statement: 1) I am now confident finding information for academic research in databases and online (4.23); 2) I understand how to determine credible sources (4.34); 3) I know what resources are available to build a correct citation (4.33); 4) My WU 101 peer educator helped me make a successful transition to Washburn (4.15); 5) This course encouraged me to participate in learning experiences outside the classroom (3.96); 6) I would contact a WU 101 team member in the future when I encounter challenges (4.03).

part of their high school curriculum. This means that, without EN 300 or another 300-level writing course, students may not be required to take any composition course while they are in college. For these reasons, the English Department recommends that departments consider adding EN300 or another upper-division writing course, such as EN 308: Technical Writing or EN 312: Theories of Persuasive Writing to their degree programs.

7. **Our major already requires a lot of writing. Why isn't that sufficient?** Assigning writing in our specific disciplines differs from teaching the processes, habits of mind, and techniques of writing. EN 300 teaches students to write successful analyses and arguments in a diversity of genres, including those appropriate to many different careers. It also prepares students for advanced research writing, such as the kind of writing required by undergraduate capstone projects and graduate study. EN 300 supports faculty in all disciplines who would rather focus on more discipline-specific content as opposed to writing methods and mechanics.
8. **Will other schools require an upper-division writing course as a degree requirement?** SON is still discussing it. It looks like SOBU and SAS will for their 4-year degrees.
9. **What is the timeline for considering these new degree requirements?** Department chairs should provide feedback to Kelly Erby by September 5. If preliminary feedback from departments is positive, CAS will invite Dr. Melanie Burdick, chair of the Department of English, and representatives from the First-Year Experience Program, including Dr. Alan Bearman and James Barraclough, to visit the September 12 CAS faculty meeting to further discuss consideration of these potential degree changes. Formal proposals for divisions to consider would then follow. Divisions would need to meet to discuss and vote on these proposals in advance of the Oct. 18 CAS faculty meeting.

Overview of New Required Composition Courses

EN 101 Introductory College Writing

Overview:

The new EN 101 will provide students with practice in personal writing (e.g., narrative, descriptive, reflective) as well as initial practice in analytical writing, and beginning argumentation. Students will write papers approximately 2-6 pages in length. They will not be required to locate and synthesize sources, but they will learn to integrate instructor-provided sources into their writing.

NEW COURSE DESCRIPTION:

Introduction to writing at the college level with a focus on developing flexibility and skill as a writer. Analysis of texts and arguments in preparation for creating a variety of essays that include personal, analytical, and argumentative writing. Special attention given to the processes of drafting, revision, and reflection. Instruction in and practice of writing conventions such as grammar, mechanics, and citations.

EN 200 Intermediate College Writing

Overview:

EN 200 will provide students initial practice in argumentation, analysis, and synthesis of sources. Students will write papers approximately 2-10 pages in length. They will learn how to find appropriate and credible source material (not necessarily scholarly journal or research sources).

COURSE DESCRIPTION:

This class builds on writing process skills developed in EN 101, including drafting, revising, and reflecting with additional emphasis on developing and supporting an academic argument, analyzing and synthesizing sources, and making choices appropriate for a variety of rhetorical situations encountered in college-level writing.

English Course Curriculum Comparison EN 208, 300, 308, 312

Course Number/Title	EN 208 Professional Writing	EN 300 Advanced College Writing	EN 308 Scientific and Technical Writing	EN 312 Theories of Persuasive Writing
Course Description	A review of the basic essentials of business/technical usage and style, with emphasis on organizing ideas and managing basic business and technical writing forms. Prerequisite: EN 101.	Intensive writing and revision practice designed to help students develop skills needed to write successful analyses and arguments in their academic disciplines and their careers. Focus on critical thinking about how writing works in various appropriate contexts and on advanced research writing. Prerequisite: EN 101.	This Writing Course provides students with intensive writing practice organizing, developing, writing, and revising various scientific and technical documents (e.g., technical reports, proposals, process analyses, procedure/instruction manuals, etc.) Emphasizes strategies for analyzing and adapting content to various audiences and purposes. Includes individual and collaborative writing practice. Prerequisite: EN 101.	Study of theories about how people use language/writing persuasively to shape knowledge and opinion. The course focuses on selected theoretical readings from the history of mainstream and marginalized rhetorics. The course will build students' understanding of rhetorical theory and their skill in using it to analyze persuasive writing in their areas of interest.
Student Learning Outcomes	<ul style="list-style-type: none"> • Use business writing formats (i.e. letter, memo, email) that meet professional standards. • Demonstrate audience awareness (e.g. through demonstrated use of “you” attitude) that meets professional standards. • Demonstrate an ability to organize professional documents in a logical way, especially through the use of business writing structures (e.g. subject lines, lists, headings) that aid in reader comprehension • Develop professional business writing documents with compelling and substantive supporting details. • Use appropriate and varied sentence structures that reflect a professional style. • Use exact, positive, and inclusive language that conveys meaning at a professional level. • Submit edited documents that are virtually error free. 	<ul style="list-style-type: none"> • Perform complex and sustained analysis of texts. • Support and sustain logical and ethical argumentation. • Conduct sophisticated research. • Engage with and synthesize sources. • Demonstrate sustained reasoning and critical thinking. • Show an understanding of how form and language can be applied within a discipline. • Use academic writing conventions appropriate for upper division work. • Appropriately adapt language for rhetorical situation. • Reflect upon and revise one’s own writing. 	<ul style="list-style-type: none"> • Demonstrate effective strategies for idea formation, organization, drafting, revision, and editing technical documents. • Portray technical information in a text that is clear, succinct, focused, ethical, and error free. • Integrate effective use of visuals (e.g.: charts, graphs, figures) and formatting elements into a text. • Integrate outside research into one’s own writing correctly and economically. • Write technical documents of varying lengths and genres appropriate for expert and lay audiences. • Collaboratively create at least one multi-authored technical text that is focused, organized, and unified in voice. 	<ul style="list-style-type: none"> • Understand theoretical terms and concepts important to the course’s thematic focus and their application to rhetorical texts and/or situations. • Analyze rhetorical texts/situations, using theoretical terminology and concepts to explain potential audience responses to these texts/situations. • Persuasively support claims about rhetorical texts/situations, synthesizing and correctly documenting references to theoretical texts (secondary research) to analyze the chosen rhetorical text/speech (primary research).
Course Number/Title	EN 208 Professional Writing	EN 300 Advanced College Writing	EN 308 Scientific and Technical Writing	EN 312 Theories of Persuasive Writing

Example Assignments	<ul style="list-style-type: none"> • Professional emails • Application materials • Memos <p>Additional for health and helping sections:</p> <ul style="list-style-type: none"> • Case notes • Intake summaries • Referrals 	<ul style="list-style-type: none"> • Rhetorical analysis • Annotated bibliography • Disciplinary research • Argumentative research • Process reflection 	<ul style="list-style-type: none"> • Definition and/or Description • Proposal • Journal article • Conference poster presentation • Report • White paper • Instructions • Process analysis 	<ul style="list-style-type: none"> • Quizzes and tests over rhetorical theories • Short essays practicing varied forms of rhetorical theories (e.g.: Aristotelian, Rogerian, Toulmin). • Analysis paper of rhetorical strategies and fallacies. • Argumentative research
Discipline Specific Sections?	<p>“Health and Helping” appropriate for students majoring in healthcare, social work, family and human services.</p>	<ul style="list-style-type: none"> • Nursing-focused • Education-focused 		

Welcome, New CAS Faculty!



Rachel Linnea Brown is an English lecturer who specializes in creative literary practice and community-engaged writing and research. She has been honored to partner with the Miami Nation of Indiana on curriculum revisions and NEH grant applications in the past, and she looks forward to supporting new friendships and learning opportunities in Kansas. Her research especially highlights ways Native and non-Native Midwestern authors have complicated settler-colonial narratives. When she isn't teaching, collaborating with others or beavering away in archives, Rachel loves adventuring with her husband and two chocolate Labradors, knitting, antiquing, writing, baking, playing the piano and singing. She earned her MFA in poetry from Colorado State University (2014) and her PhD in American literature from the University of Kansas (2019).



Raffaele Cipriano is an esteemed Italian conductor, opera coach and composer. Trained at the prestigious Conservatories of Padua and Venice, he excels in orchestral conducting, collaborative piano, opera repertoire and composition. In 2015 he pursued a doctorate in orchestral conducting at KU, mentored by Maestro David Neely, graduating with honors in 2018. Cipriano has garnered acclaim through collaborations with esteemed organizations like Lawrence Arts Center, Lawrence Opera Theater and Landlocked Opera. He served as assistant/cover conductor at Sarasota Opera and currently holds the position of assistant conductor for the Topeka Symphony Orchestra. Notable achievements include music direction for Romeo and Juliet, Cinderella, and Carmen for Lawrence Opera Theater, conducting A Chorus Line in Topeka and guest conducting the Springfield Symphony. Based in Kansas City, Cipriano is the music director and conductor of the Overland Park Orchestra and serves as music director at Good Shepherd Church in Shawnee.



Joab Esamwata is a U.S. Fulbright scholar working on his PhD in sociology at Kansas State University. Joab has 15 years of university teaching experience with master's degrees in sociology and development administration. At K-State, Joab previously worked as the program coordinator for the "Call Me MISTER (Mentors Instructing Students Toward Effective Role Models) Project" that aimed to increase the pool of male elementary teacher from diverse backgrounds.



Bill Fiander is a lecturer in the Political Science Department leading the Public Administration program and is a member of the American Institute of Certified Planners. Prior to earning his Master of Urban and Regional Planning from George Washington University, he graduated from Stanford University as a scholarship athlete. Bill spent 32 years working in local government as an urban planner, including the last 10 years as Topeka's head planner focused on neighborhood revitalization. This summer he led a contingent of political science and public administration students to Cuba on a study abroad trip; however, due to outdated U.S. foreign policies, Bill cannot share any Cuban cigars or rum with you.



Anna Gonzales graduated from the University of Kansas with a master of fine arts in English in creative writing with an emphasis in fiction. She has 16 years of teaching experience at various higher education institutions in Kansas and is a lecturer in the English Department. When not teaching, Anna enjoys spending time with her family, playing tennis and traveling.



Joan Klages is a professor of biology specializing in the field of forensic biology. She earned her BS in biology from Austin Peay State University and her PhD in microbiology from the University of Kansas. Her most recent research during her graduate studies focused on the transcriptional regulation of sugar metabolism in *E. coli*. Additionally, she has published a curriculum on the integration of inquiry-based experimental design in a laboratory-based course. Outside of work, she spends her time baking, crafting and spending as much time as possible with her two cats.



Anya Pogorelova is a versatile pianist, percussionist and conductor originally from Saratov, Russia. As a passionate advocate for access to music education for all, Anya has led and developed instrumental music programs in rural Saskatchewan and low-income school districts in Atlanta and Kansas City. She is the founder of the UMKC Campus Band, an inclusive and nonauditioned ensemble open to all students regardless of experience, and she is fortunate to work with musicians from all walks of life as the assistant director of the Roeland Park New Horizons (55+) Band. In her new role as the director of bands at Washburn University, Anya will teach courses in music education and direct the Wind Ensemble, University Band, Marching Band and Pep Band. Anya is a proud alumna of the UMKC Conservatory (DMA - Wind Conducting, MM - Musicology), Georgia State University (MM - Wind Conducting) and the University of Saskatchewan (BM, BEd).



Pedro Zeijlmans van Emmichoven is a lecturer in the Department of Physics & Astronomy. He received both his master's and PhD at Utrecht University in the Netherlands. For many years he was actively involved in research in different areas of physics -- from atomic, molecular and surface physics to nanoscience and plasma-wall interactions. Besides research, he has always enjoyed teaching physics to bachelor's and master's students. Nine years ago he decided to fully focus on teaching physics. In his free time, he likes to hike and watch movies with his family, play the chromatic harmonica and ride his regular and mountain bikes.



COLLEGE OF ARTS AND SCIENCES

Save
the
Date!

CAS Fall Social

Monday, October 2
Morgan 209
11:00 - 2:00

Come enjoy a tropical break with the College!

Bring your favorite dish
to share, or just come
join the fun!



Faculty Success Groups, CAS, Fall 2023

Faculty Success Groups are small groups of faculty members (typically from the same department) who meet together three times over the course of the semester for approximately 60–90 minutes per session to address topics or problems in a program in which they are all active. One person per group will be the designated facilitator. The facilitator will help organize meeting times and submit a final project.

Faculty members who submit a brief summary of their sessions and findings (one summary per group) and participate in all three sessions will receive a \$200 stipend. Strategies and findings will be posted online.

Past Course Success Group participants have reported positive and valuable experiences. The reports from previous groups are available at:

<http://www.washburn.edu/academics/college-schools/arts-sciences/faculty-staff/index.html>

To register, the facilitator of each group should email Dana King at dana.king@washburn.edu. Please include your name, home department, and fellow group members' names. If you are not yet part of a group but would like to be, the CAS office will help you find a group.

Deadline for Fall 2023 registration is September 15, 2023.

Deadline for submission of final project is December 15, 2023.

This semester, changes to general education are on the mind of every faculty member. **We will utilize faculty success groups to discuss any needed curricular changes to CAS programs in light of changes to general education and make resulting revisions to our major maps and 4-year sample schedules.**

Session ONE: Review & Discuss

If you haven't already, work with your department members and department chair to discuss any needed curricular changes to your program(s). Your department chair should submit these through Course Leaf.

Session TWO: Develop a Plan

Review your department's major maps and 4-year degree plans and discuss what revisions will be needed to reflect changes in general education, degree requirements, and your specific program(s).

Session THREE: Finalize Project

Finalize your documents and submit to Dana King (dana.king@washburn.edu).



Call for College of Arts and Sciences Spring 2024 Colloquium Facilitator

The annual CAS Faculty Colloquium is an opportunity for colleagues from across the College to discuss a common, interdisciplinary topic and develop their own scholarly or creative work related to the topic. Participants receive a small stipend and are expected to 1) discuss a common book or selection of short readings; 2) present a draft research paper or creative project to other colloquium participants in an informal setting; 3) read and discuss other participants' papers/projects; and 4) present their projects in a public format open to the entire Washburn community as part of WUmester.

This spring the CAS Faculty Colloquium will follow the 2024 WUmester topic "Community and Belonging." The selection of this topic commemorates the 70th anniversary of the landmark 1954 United States Supreme Court decision *Brown v. Board of Education of Topeka* and is intended to help the campus explore how community and belonging contribute to our safety, wellbeing, and, ultimately, happiness and empowerment.

CAS seeks a faculty facilitator for the 2024 colloquium. The facilitator will select and coordinate meeting arrangements (day and time TBD by facilitator), identify common reading(s), lead discussions, as well as present their own work. The selected faculty member will receive a course release for Spring 2024 in addition to the participant stipend.

Full-time faculty from all departments are eligible to apply. Priority will be given to those from departments and/or divisions who have not previously led a colloquium. Priority will also be given to those who have previously participated in a colloquium.

To be considered, please complete the following questions and submit to Maria Stover (maria.stover@washburn.edu) in the CAS deans office. Applications are due October 6, 2023 by 5 PM.

Name:

Position/Rank:

Department:

Have you previously participated in a CAS Faculty Colloquium? If so, when?

Have you previously led a CAS Faculty Colloquium? If so, when?

Briefly describe (300 words or fewer) your interest in facilitating the colloquium and the academic or creative expertise you would bring to facilitating.

Please attach a statement from your department chairperson indicating their support of your application and approval of a 1-course reduction in your teaching load for Spring 2024, should you be selected.