CFC Meeting Agenda
Monday, September 12, 2022, 4 p.m.
Vogel Room

Seid Adem
Adebanke Adebayo
Allan Ayella
Karen Camarda
Amber Dickinson
Jason Emry
Kristen Grimmer
Karen Garrison

Lindsey Ibanez
Tucker Jones
Louise Krug
Wonjae Lee
Bruce Mactavish
Justin Moss
Alex Myers

Matthew Nyquist
Cecil Schmidt
Janet Sharp
Ted Shonka
Ian Smith
Lucy Tan
Georgina Tenny

I.   Call to Order

II. Election of new CFC secretary

III. *Approval of CFC Minutes, Monday, April 25, 2022

IV. *Accept Division Reports
    A. HUMDIV – March 28-April 4, 2022 online; April 19-26, 2022 online
    B. Social Science Division – April 29, 2022

V.   Old Business
    A. *Review subcommittee assignments

VI. New Business
    A. *Division Changes
    B. Fall 2022 Commencement Grand Marshal

VII. Discussion
    A. Meeting format for 2022-2023: in person, hybrid, virtual
     1. Note: two requests for virtual meeting were received by folks who could not attend today
    B. Online fee students pay for online courses

VIII. *Information Items
    A. CAS Summer Professional Development Grant (Applications due Sept. 16)
    B. Faculty Success Groups (Sign up by Sept. 16)
    C. WUmester 2023: Health & Healing

IX. Concerns

X.   Announcements

XI. Adjourn

CFC Meeting Minutes-4/25/22 (Virtual via Zoom)

Present: Adem, Ayella, Camarda, Carlson, Douglass, Garrison, Grimmer, Jones, Krug, Lee, Mactavish, Maxwell, McGuire, Meador, Moss, Nyquist, O'Brien, Rossi, Schmidt, Sharp, Shonka, Siebert, Smith, Steffen, Sullivan, Sun, Tan, Tenny, Xu

I.   Call to Order-4:00pm
II.   Approval of CFC Minutes, Monday, April 11th, 2022—Approved
III.   Approval of CFC Subcommittees – Approved (need to be ratified by CAS Faculty in the fall)
IV.   Division Reports – None received
V.   Committee Reports – None received
VI.   Election of New CFC Secretary—Kai Xu was nominated and his election as new CFC Secretary was approved
VII.   New Program in Humanities

The TETS (Transformation Experiential Team-Taught Studies) program will be piloted over the next few years.

A goal is to enhance the study of humanities for those outside the discipline

Kelly Erby is chairing the committee.

Classes will be from both humanities and social sciences.

There is funding for three years and the program needs to be approved by CAS faculty.

A question was brought up regarding whether there was an interdisciplinary committee that would be created for programs outside CAS. It is unclear at this time if this would occur.

VIII.   Announcements

A thank you was extended to those who have served on CFC the past three years and those returning next year. Tenure/Promotion guidelines were a challenge this year. Hopefully Coursely will be ready next year.

It was mentioned that this was Dean Stephenson's last CFC meeting. A thank you was extended for Dean Stephenson's service.

IX.   Adjournment- 4:18pm (individuals assign to various breakout rooms based on sub-committees)

Humanities Division of Washburn University
College of the Arts and Sciences Minutes
April 19, 2022 through April 26, 2022 (online)

Michael O'Brien, Chair of the Division, conducted a meeting via e-mail beginning April 19th, 2022.

New business included approving the following agenda items.

1. Approval of Minutes from the March 28-April 4 online meeting
2. Humanities Division Elections

Members were instructed to vote on the agenda items by reply to Michael O'Brien's e-mail no later than 5:00 p.m. on April 26, 2022.

On April 26, 2022, Michael O'Brien announced via e-mail that all items on the agenda were approved with a quorum and provided the results of the election he would forward to the Dean's office.

- Ian Smith (Philosophy and Religion) was elected to serve as the Humanities Division Chair.
- Carson Kay (Communication Studies) was elected to serve as the Humanities Division Secretary.
- Vanessa Steinroetter (English) was elected to serve on the CAS Promotion and Tenure, CCPT Committee.
- Louise Krug (English) was elected to serve on Honors Advisory Board.
- Kara Kendall-Morwick (English) was elected to serve on the Faculty Senate.
- Chris Jones (Philosophy and Religion) was elected to serve on the University Assessment Committee.

The meeting concluded on April 26, 2022.

Respectfully Submitted,
Dr. Danny Wade
Department of English
Secretary to the Humanities Division

Humanities Division of Washburn University
College of the Arts and Sciences Minutes
March 28, 2022 through April 4, 2022 (online)

Michael O'Brien, Chair of the Division, conducted a meeting via e-mail beginning March 28, 2022.

New business included approving the following agenda items.

1. Approval of Minutes from February 22-March 3, 2022 (Online/E-mail)
2. Discussion Item: Final Review of the revised CAS Tenure and Promotion Document

Members were instructed to vote on the agenda items and provide feedback about the CAS Tenure and Promotion Document by reply to Michael O'Brien's e-mail no later than 5:00 p.m. on April 4th.

On April 4th, 2022, Michael O'Brien announced via e-mail that the minutes from the last meeting were approved with a quorum and that he would share the final comments and concerns about the revised CAS Tenure and Promotion Document at the next CFC meeting.

The meeting concluded on April 4th, 2022.

Respectfully Submitted,
Dr. Danny Wade
Department of English
Secretary to the Humanities Division

Meeting Minutes—Social Science Division
4.29.22

In attendance: Lindsey Ibañez, Mary Sundal, Tom Prasch, Bob Beatty, Alex Myers, Kim Morse, Rachel Goossen, Laura Murphy, Linsey Moddelmog, Michael McGuire, Kelly Erby, Sangyoub Park, Kerry Wynn, Linzi Gibson, Jericho Hockett

Welcome and statement of items of business

Bob Beatty described minor course name change—"independent study" should be more all encompassing
- passed

Discussion of TEXT minor program proposal
- Kelly Erby explained that this is just the proposal and is up for discussion and feedback is both necessary and helpful at this stage
  - donor approached CAS to fund more humanities coursework
  - money will be made available for both student scholarships and faculty stipends relating to developing the courses
- Kerry Wynn explained that in the courses students would be required to intensively read texts and there would also be an experiential component which would serve to engage students in more humanities courses
- Tom Prasch asked how this would be implemented
  - Kelly responded that there would be an advisory board that would approve the courses
- Mary Sundal asked how decisions were made about numbering and titling the courses, whether/how disciplines were consulted, how this might impact student credit hours in departments, whether adding another minor is overkill, and how team teaching figures into the requirements
  - Kim Morse and Tom described how the college has been resistant to team teaching
  - Kelly said that the credit hours would go to the home department in terms of faculty load and (probably) student credit hours
  - Kerry described how titles of the courses were selected—needed something simultaneously broad enough and focused enough to encompass different faculty interests while also having a throughline; the hope is that a program like this will expose students to different disciplines and generate interest in the humanities
- Kim pointed out that the KBOR model for student education is that most students will get gen ed credits in high school
- Mary asked why the funds are not going to be put into existing interdisciplinary programs instead of being used to create new minors
  - Rachel Goossen added that there has been a trend toward creating new minors but that programs were not requiring students to declare minors, and thus creating a new minor could lead to further dilution of enrollment in these courses
  - Kerry stated that the program was at least in part envisioned as a base of student interest in humanities that can be used to build on later
  - Laura Murphy echoed Mary's concerns and said that it's been a struggle getting Kansas Studies courses on the books and getting students to enroll and doesn't want to create more competition for minors

Meeting Minutes—Social Science Division
4.29.22

- o Tom said that a new 5-course minor that doesn't draw on existing courses seems a heavy lift
- o Kim pointed out that there was a donor-funded course through the business school that "raised questions" about the independence and viability of this model
- Sangyoub Park stated that he thinks students want something more concrete that they can put on their resume
- Lindsey asked if these will all be cross-listed existing courses or brand-new courses and how students will be recruited
  - o Kelly says that they would be new courses and conceded that it might be difficult to recruit students
- Kelly observed that the donor has relinquished control over the project and said that they do not seem to be very demanding or seeking strict control
- Mary reiterated her point that there needs to be better funding and support for existing minors
- Michael asked whether funding existing minors may be interesting to the donor instead of creating a new minor, many agreed with this

Moving to election of Faculty Senate reps
- Michael McGuire and Linsey Moddelmog elected Faculty Senate reps

Kim observed that the next year will be interesting in terms of searching for new people to fill the newly vacant administrative positions and asked that members attend the Faculty Senate and WUBOR meetings to demonstrate commitment and interest in the direction the university will take
- Lindsey asked how interested WUBOR is in faculty input
  - o Kim responded that it's the dawning of a new era and she is cautiously optimistic that faculty can use this opportunity to forge a more direct relationship with WUBOR going forward

Lindsey concluded by thanking Rachel Goossen for her years of service to the division and the university; all in attendance joined her in thanking Rachel

Meeting adjourned

DRAFT College Faculty Council Subcommittee Assignments 2022-2023		
Curriculum	Professional Development	Resources
Chair: Bruce Mactavish	Chair: Allan Ayella	Chair: Tucker Jones
Lucy Tan (CPA)	**Wonjae Lee** (CPA)	*Kristen Grimmer (CPA chair)*
Lisa Douglass (EDKN)	Karen Garrison (KN)	Matthew Nyquist (CPA)
Justin Moss (HUMDIV)	**Louise Krug** (HUMDIV)	Ted Shonka (CPA)
Adebanke Adebayo (HUMDIV)	**Georgina Tenny** (HUMDIV)	**Tucker Jones** (SOCSCI)
Janet Sharp (NSD)	Allan Ayella (NSD)	*Ian Smith* **(HUMDIV chair)**
Karen Camarda (NSD)	**Jason Emry** (NSD)	*Seid Adem (NSD chair)*
Amber Dickinson (SOCSCI)	*Lindsey Ibanez* (SOCSCI chair)	**Cecil Schmidt (NSD)**
Bruce Mactavish (SOCSCI)	**Alex Myers**	

Thank you for your service:	Welcome to CFC:	Adopted 4/25/22
Azyz Sharafy	Wonjae Lee	
Josh Smith	Jason Emry	
Nan Sun	Cecil Schmidt	
Cherry Steffen	Lisa Douglass	
Bradley Siebert	Louise Krug	
Courtney Sullivan	Georgina Tenny	
Rebecca Meador	Lucy Tan	
Vince Rossi	Karen Camarda	
Michael McGuire	Tucker Jones	
Ashley Maxwell	Alex Myers	
Michael O'Brien	Ian Smith	
Kai Xu	*Adebanke Adebayo (HUMDIV) (8/22/22)*	

CPA Division Change Proposal

The Kinesiology and Mass Media Departments are proposing to join together to form a new MM/KN Division. This would reduce the size of the Creative/Performing Arts Division (by 6 faculty members), while the newly formed division would be similarly sized (one fewer person) to the former ED/KN Division. This would maintain the current five-division structure of CAS. Altering Division structure requires a change to the Faculty Handbook, and according to that document is "the responsibility of the College Faculty" and so any change will need to be approved by Divisions, CFC and the entire CAS faculty.

The Mass Media and Kinesiology departments took the time to discuss this proposal. Faculty in both departments are in favor of the change. The proposed division change is going through all the levels of approval: CPA Division, CFC and CAS faculty. The proposed change will take effect only after it has passed all levels of approval.

College of Arts and Sciences
Summer Professional Development Fellowship

Washburn College of Arts and Sciences (CAS) faculty are eligible to apply for a summer professional development fellowship in the amount of $4,000. These funds are awarded on a competitive basis to faculty employed on annual contracts who are returning in the following academic year. Funds will provide a faculty stipend to support research projects in all stages of development, extramural grant writing, projects related to pedagogy and curriculum development, service projects significantly beyond typical faculty commitments, and creative endeavors.

Eligibility

Faculty are expected to have adequate time to dedicate to the proposed project.

Faculty teaching in that summer are ineligible.

Faculty on 12-month administrative contracts are ineligible.

Faculty may apply for both a Summer Professional Development Fellowship and a Sweet Sabbatical at the same time; however, a faculty member may not accept both awards in the same summer.

Faculty who have received other faculty internal grants (including small and large research grants, teaching/learning grants, and academic sabbaticals) for their proposed project are eligible for a Summer Professional Development Fellowship so long as the other internal funding awarded does not include a stipend for the faculty member in the same summer as the fellowship period.

Faculty members collaborating on a single project should apply for funding separately but note their collaborators in each Summer Professional Development Fellowship proposal submitted.

Top priority will be given to faculty who have not received a CAS Summer Professional Development Fellowship in the previous year. Consideration will also be given to equitable awards across departments.

Award Criteria

Proposals should clearly state the project's objective(s) and identify the measurable outcomes that will be completed during the grant period. Proposals should demonstrate the project's potential to have a positive impact on the faculty member's scholarly, pedagogical, curricular, service, and/or creative development. Proposed projects will also be evaluated based on their significance to the faculty member's department, the College, and/or the University. The complete rubric used to evaluate proposals is [below](#).

Method of Review

Applications will be reviewed by the professional development subcommittee of the College Faculty Council and CAS assistant/associate deans on the basis of the significance and quality of the proposed project according to the criteria above. Each submitted application will receive a priority score and these scores will be used to make a recommendation to the Dean. The Dean will then determine awards based on the amount of funds available.

Payment & Final Report

Fellowship awards will be disbursed in the June and July pay periods. A project summary of approximately 1000 words must also be submitted to the CAS deans office no later than August 15. Summaries should thoughtfully articulate the activities and outcomes of the project. Recipients must adhere to fellowship requirements. Failure to do so will disqualify applicants from future opportunities from this fund.

Application & Deadline

The application is available through Dynamic Forms [here](#).
The link is also on the CAS website
[CAS frequently used forms page](#)
or
https://www.washburn.edu/academics/college-schools/arts-sciences/faculty-staff/forms.html

Applications must be received by September 16.

CAS Faculty Summer Professional Development Fellowship Application Evaluation Rubric					
	3	**2**	**1**	**0**	
Project Objective & Signifance (60%)					**Weight**
Project Objective	The stated objective is clear.	The stated objective is somewhat clear.	The stated objective is unclear.	There is no stated objective.	10%
Significance to Faculty Member's Professional Development	Significance to the faculty member's professional development in terms of teaching, research, or service is clearly demonstrated.	Significance to the faculty member's professional development in terms of teaching, research, or service is somewhat demonstrated.	Significance to the faculty member's professional development in terms of teaching, research, or service is unclear.	Significance to faculty member's professional development is not demonstrated.	20%
Significance to Department, College, University	Significance of project to department, College, or University is clearly demonstrated to be of great value.	Significance of project to department or College, or University is clearly demonstrated to be of value.	Significance of project to department, College, or University is uncertain and/or value is unclear.	Significance of project to department College, or University is questionable or not demonstrated.	20%
Planning, Timing, & Outcomes (30%)					
Project Plan	Proposed activities clearly relate to project objective.	Proposed activities somewhat relate to the project objective.	Relevance of proposed activities to project objective is unclear.	Project plan is not demonstrated or proposed activities do not seem appropriate for a summer fellowship.	15%
Timeline	The proposed timeline is reasonable to meet project objective(s).	The proposed timeline is somewhat reasonable to meet project objective(s) (e.g., there may be some questions as to whether there is enough work and/or enough time.)	The proposed timeline is questionable to meet project objective(s) (e.g., there may be significant questions as to whether there is enough work and/or enough time.)	There is no timeline included.	10%
Project Outcomes	There are measurable outcomes that will indicate the success of the project.	There are stated outcomes to indicate the success of the project.	The outcomes to indicate the success of the project are unclear.	Project outcomes are missing or outcomes suggest project is unlikely to be successful.	15%
Previous Funding (10%)					
Previous funding for project or related project	The applicant has not received previous funding from the university for this project or a related project.	The applicant has received previous funding for this project or a related project and has explained how the funds were put to good use; OR grant cycle for previously awarded funds is not yet complete.	The applicant has received previous funding for this project or a related project and explanation of how funds were used is unclear, incomplete, or questionable.	The applicant has received previous funding from the university but has not explained how funds were used; OR the project was not completed.	10%

Faculty Success Groups, CAS, Fall 2022

Faculty Success Groups are small groups of faculty members (often from the same department) who meet 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 participate in all three sessions and submit a brief summary of their work and findings (one summary per group) will receive a $200 stipend. Summaries will be shared online so that other faculty may benefit from the conclusions and strategies proposed by the group.

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

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

To register, the facilitator of each group should email Holly O'Neill at holly.oneill@washburn.edu. Please include the names and home departments of all group members. If you are not yet part of a group, the CAS office will help you find a group.

Deadline for Fall 2022 registration is September 16, 2022.
Deadline for submission of final project is December 20, 2022.

Groups may choose one of the following options:

1) Beginning this semester, the line schedule for courses include an icon marking courses that require Zero Textbook Cost (ZTC). Attend a training session with Amanda Luke, Washburn's open access librarian, to learn more about the ZTC course marking initiative. Make a plan to incorporate more affordable course materials into the courses your department offers.

2) Faculty who completed the faculty service inventories as part of a previous faculty success group generally called for greater clarity and transparency about their department service requirements. With your group, clarify how faculty service is evaluated within your department and set clear expectations for faculty commitment to service as well as benchmarks for performance. Review department's tenure and promotion criteria and merit documents related to service.

3) The Academic Planning tool in Navigate has been significantly updated this fall. All incoming students are required to utilize this tool as part of WU 101 and will also be encouraged to register through Academic Planning. **Attend a training session to make sure your knowledge of Academic Planning is up to date and discuss your department's best practices for incorporating Navigate into advising practices.**

Option One:

Attend a training session with Amanda Luke, Washburn's open access librarian, to learn more about the ZTC course marking initiative. Make a plan to incorporate more affordable course materials into the courses your department offers.

Session ONE: Attend training on October 5 at 2 PM (https://www.washburn.edu/faculty-staff/ctel/event-schedule.html)
Amanda is also willing to schedule trainings with individuals, departments, or faculty success groups. Email her at amanda.luke@washburn.edu.

Session TWO: Develop a plan
Review and discuss the resources Amanda will share at the training, including the Fair Use Worksheet, OER Libguide, and ZTC webpage. Develop a plan to lower the cost of course materials in your teaching, even if these materials still require some cost.

Session THREE: Finalize project
Finalize plan and be ready to adopt course materials as needed with the Ichabod shop (course material adoptions are due April 1 for the fall semester). If you decide to designate a course as ZTC, here are instructions about how to do it with the Ichabod shop.

Option Two:

Clarify how faculty service is evaluated within your department and set clear expectations for faculty commitment to service as well as benchmarks for performance. Review department's tenure and promotion criteria and merit documents related to service.

Session ONE: Complete Committee Service Matrix (see accompanying Excel spreadsheet) to assign each service commitment in your department an intensity category (low, medium, or high). This categorization should be based on the amount of effort associated with the service commitment, as determined by members of the department. These categorizations may vary by department.

Session TWO: Develop a rubric for evaluating faculty service in your department that identifies effort in service considered below, meeting, and above department expectations (see example). Discuss how the rubric will be utilized within the department. Suggestions include using the rubric to 1) mentor and onboard new faculty members; 2) guide the chair's annual evaluation of faculty performance in terms of service; 3) evaluate tenure and promotion petitions in the area of service; 4) factor into determining merit awards. Finally, establish clear expectations for faculty service loads and benchmarks for performance relevant to faculty in different ranks and appointment types (see example).

Session THREE: Review your department's tenure and promotion criteria and merit documents and revise to clarify definitions and expectations of service as needed and considering the matrix,

rubric, expectations, and benchmarks developed in sessions one and two. Confirm that your department's definitions of service align with the College's revised criteria (these revised criteria should be available after the general CAS faculty meeting on March 2).

Please note that the final report you submit to CAS office may include the matrix, rubric, expectations and benchmarks, and a short narrative identifying any changes made to tenure and promotion criteria and/or merit documents.

Examples
The following examples are adapted from the Equity-Minded Faculty Workloads Worksheet Booklet published as part of the 2021 report of the Faculty Workload and Rewards Project (FWRP) from the American Council on Education (ACE). They are intended as examples only and are not intended as specific recommendations on what expectations of faculty should be.

Example : Rubric for clarifying and evaluating faculty service commitments

Assistant Professor

Below Expectations	Meets Expectations	Above Expectations
• Serve on 0 # of department/college/university/other committees • Advise X # of students • Participate in 0 # of community service roles utilizing professional expertise	• Serve on X # of high-intensity department/college/university/other committees • Serve on X # of low/medium-intensity department/college/university/other committees • Advise X # of students • Participate in X # of community service roles utilizing professional expertise	• Serve on X # high-intensity department/college/university/other committees • Serve on X # of low/medium-intensity department/college/university/other committees • Advise X # of students • Participate in X # of discipline and/or community service roles utilizing professional expertise

Option Three:

Attend a training session to make sure your knowledge of Academic Planning is up to date and discuss your department's best practices for incorporating Navigate into advising practices.

Session ONE: Attend an "Academic Planning" Training Session
Consult the Fall 2022 Navigate training schedule (see end of this document) and attend one of the "Academic Planning" sessions. Please note, you will need to RSVP to Christina Foreman,

preferably for a training session before registration for the next semester starts. At the training, you will learn the basics of advising utilizing Navigate's academic planning tool. Please note that Christina Foreman from the Center for Student Success and Retention is also willing to schedule training appointments with individuals, departments, or faculty success groups.

Session TWO: Develop a Plan
Develop a plan for how you will approve a student's academic plan and incorporate academic plans into your future advising. In doing so, discuss the following with your Faculty Success Group:

1) What do you think are some of the benefits Navigate's academic planning, both for students and for your department? Do you have any concerns, or what would you like to know more about? Is there something you would like for Navigate to do that doesn't currently seem possible?

2) Review the sample 4-year degree plan posted on your department's webpage. Is it accurate? If it isn't, what changes are needed to make it accurate and useful to your students? (Remember, students will use your posted sample degree plans in building their own academic plans.) Department chairs may send updated degree plans to Michaela Saunders at michaela.saunders@washburn.edu and request that they be posted on departmental webpages.

3) What are the steps you will take in approving a student's academic plan? For example, you will need to consult their degree audit to confirm what they have already taken. You will also want to compare the student's academic plan to your department's sample degree plan. Has the student planned to take courses in the proper sequence? Have they planned to take balanced combinations of courses in each semester? Are students taking math and English courses appropriate to their ACT or Pearson MyMathLab scores? Create a checklist of best practices in approving a student's academic plan. Remember, too, that students' academic plans can always be revised.

4) Once a good academic plan is in place for a student, time during advising sessions that was once utilized in creating a course schedule should be freed up for other discussions. What other topics should faculty advisors address with students during academic advising (e.g. holds on their accounts, the value of general education, career plans, graduate school, internships, extra-curricular opportunities, referrals to campus resources, etc.) Are you utilizing and updating your department's "major map"?

Session THREE: Finalize Project
Create an advising checklist and/or best practices for approving a student's academic plan and providing advising in your discipline that incorporates these new tools and strategies. Share this plan with everyone in your department. (Please note that you will only need to turn in this finalized project to receive compensation from CAS.)

Navigate Training Schedule

September

6th	Alerts & Case Management	3:00-4:00pm | Mabee 206B
8th	Alerts & Case Management	3:00-4:00pm | Mabee 206B
13th	Appointments & Campaigns	3:00-4:00pm | Mabee 206B
15th	Appointments & Campaigns	3:00-4:00pm | Mabee 206B
20th	Academic Planning	3:00-4:00pm | Mabee 206B
22nd	Academic Planning	3:00-4:00pm | Mabee 206B
27th	Academic Planning	3:00-4:00pm | Mabee 206B
29th	Academic Planning	3:00-4:00pm | Mabee 206B

October

4th	Academic Planning	3:00-4:00pm | Mabee 206B
5th	Appointments & Campaigns	3:00-4:00pm | Mabee 206B
6th	Academic Planning	3:00-4:00pm | Mabee 206B
11th	Academic Planning	3:00-4:00pm | Mabee 206B
12th	Alerts & Case Management	3:00-4:00pm | Mabee 206B
13th	Academic Planning	3:00-4:00pm | Mabee 206B
18th	Academic Planning	3:00-4:00pm | Mabee 206B
19th	Appointments & Campaigns	3:00-4:00pm | Mabee 206B
20th	Academic Planning	3:00-4:00pm | Mabee 206B
25th	Academic Planning	3:00-4:00pm | Mabee 206B
26th	Alerts & Case Management	3:00-4:00pm | Mabee 206B
27th	Academic Planning	3:00-4:00pm | Mabee 206B

November

1st	Academic Planning	3:00-4:00pm | Mabee 206B
3rd	Academic Planning	3:00-4:00pm | Mabee 206B

Committee Service Matrix

Assign each service commitment an intensity category (low, medium, or high) based on the amount of effort your department members associate with the service commitment. Your group is welcome to add or omit service commitments from the list below.

Type of Committee	Committee Name	Expected Time Commitment (high, medium, low)
University	Small Research Grants	
	Major Research Grants	
	BIS Committee	
	Board of Student Publications	
	Faculty Development Grants	
	Faculty Handbook Committee	
	Graduate Council	
	Honorary Degree	
	Institutional Review Board	
	International Education	
	IT Advisory Committee	
	Promotion and Tenure Standards	
	Sibberson Award	
	University Facilities Planning	
	Academic/Sweet Sabbatical Committee	
	Assessment Committee	
	Faculty Instructional Technology Advisory Committee	
	Faculty Senate	
	Executive Committee (subcommittee of Faculty Senate)	
	Electoral Committee (subcommittee of Faculty Senate)	
	Faculty Affairs Committee (subcommittee of Faculty Senate)	
	Academic Affairs Committee (subcommittee of Faculty Senate)	
	Honors Advisory Board	
	General Education	
	Interdisciplinary Studies	
	Undergraduate Probation and Reinstatement	
	University Program Review Committee	
	Library Committee	
	Academic Diversity and Inclusion Committee	

	Subcommittee of Academic Diversity and Inclusion Committee	
	Learning Environment Committee	
	Academic/Sweet Sabbatical Committee	
College	CAS Promotion and Tenure (CCPT)	
	College Faculty Council (CFC)	
	Professional Development Committee (subcommittee of CFC)	
	Curriculum Committee (subcommittee of CFC)	
	Resources Committee (subcommittee of CFC)	
Department	Division Meetings	
	Assessment	
	Accreditation	
	Hiring Search Committee	
	Faculty Member's Committee for Tenure and Promotion	
	Newsletter	
	Social media	
	Events	
	Student Organization	
	Advising (undergrad)	
	Advising (grad)	
Discipline	Professional Organization 1	
	Professional Organization 2	
	Member of editorial board	
	Reviewer of scholarly manuscruipts, grant applications, conference proposals, etc.	
Community	Local Board Member	
	Speaker	

Spring 2023: Health & Healing

The words "health" and "healing" are both derived from the same Old English word "hale," meaning "wholeness, being whole, sound, or well." But while health is a state or goal, healing is a process; healing invites us to take action. And although healing is often associated with "cure," a restoration of health, it is actually considerably broader than this. Healing can be an intensely private, subjective experience that varies by culture, time, place, and person. Healing may occur when a chronically ill person dies at home surrounded by family and friends, or when two people talk out their differences. Commemorating a historic injustice can help heal, as can naming a once-mysterious medical condition. Devouring junk food and laughing on the couch with your best friend may not be healthy, but it sure can be healing.

WUmester 2023 will examine health and healing from the perspectives of academic disciplines across campus and through a variety of co-curricular programming. It will help us explore key contemporary problems and debates, from physical health and healing as we navigate an endemic state of COVID-19 to the health of our democracy and healing of our national discourse, from financial health and healing amidst an epidemic of student loan debt to environmental health and the healing of our planet.

Possible subtopics include:
- social construction & cultural definitions of health & healing
- mental health
- socioeconomic contributors to health & healing
- disability & ableism
- fatphobia
- histories of medicine
- bioethics
- reconciliation
- liberation from historic oppression
- healing from war & other large-scale trauma
- LGBTQ healthcare
- spirituality
- resilience
- self-care and self-love
- the "healthy aging" movement
- discrimination in healthcare & medical research
- public health
- the healthcare system & access to healthcare
- health of the economy
- financial health
- healing justice
- holistic interventions into generational trauma
- environmental health
- reproductive healthcare
- paid & unpaid caregiving