Fall 2021 Faculty Success Group Results

Submitted by the following workgroups:

- Biology group 1
- Biology group 2
- Chemistry
- Computer Information Sciences
- Communication Studies
- Education
- English
- History
- Kinesiology
- Mass Media
- Mathematics and Statistics
- Psychology
- Sociology and Anthropology

Faculty Success Groups, CAS, Fall 2021

Faculty Success Groups are small groups of faculty members (often 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 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, one member of each group should email Michaela Saunders at michaela.saunders@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 2021 registration is September 13.
Deadline for submission of final project is December 21, but please note that option 2 also has a preliminary deadline of October 25.

Groups may choose one of the following options:

1) All CAS Departments have recently partnered with the Center for Student Success (CSSR) to identify "student success markers" in Navigate. Attend a training on Success Markers offered by CSSR and review the success markers for your department's programs. As a group, **identify ways your department can help students (through teaching and advising) meet success markers, as well as intervention strategies that may assist students who have missed one or more success markers graduate.**
2) Conduct a Faculty Service Inventory with members of your department to determine the distribution of faculty service in your unit. Use the form provided below. As a group, discuss the results of your inventory. Participating departments will also receive a completed inventory from another department in order to provide a comparison to inform their discussions. Who is doing what types of service in the department? Is service equitably and effectively distributed in your department? Is service adequately recognized in the annual evaluation processes within your department and in tenure and promotion guidelines? **Make a plan for any changes that may be warranted**.

Additional details for each option are included below.

<div align="center">**Option One:**</div>

Identify ways your department can help students (through teaching and advising) meet success markers, as well as intervention strategies that may help students who have missed one or more success markers graduate.

Session ONE: Attend Training on Success Markers offered by CSSR
Attend a Success Marker training. Trainings are currently scheduled for September 7 from 2–3 PM & Sept. 10 from 10–11 AM. Christina Foreman (christina.foreman@washburn.edu) is also willing to schedule trainings with individuals, departments, or faculty success groups.

Session TWO: Develop a Plan
Review the success markers that have been identified for each program offered by your department. Develop a plan to help students in these programs meet success markers. This plan should include both teaching and advising strategies. It should also include intervention tactics to help students who may have missed success markers get back on track toward graduation.

Session THREE: Finalize Project
Finalize departmental plan and intervention strategies and share with all faculty in your department.

<div align="center">**Option Two:**</div>

Conduct a Service Inventory with the faculty members in your department and make a plan to adjust the distribution of service assignments as necessary.

Session ONE: Conduct Service Inventory
Ask each faculty member in your department to complete the attached faculty member service inventory form. This inventory should be completed and sent to Michaela Saunders (michaela.saunders@washburn.edu) by October 25 so that it can be shared with another participating department as described below.

Session TWO: Review & Discuss
Review the results of your department's service inventory. Discuss any patterns you may see. Is the level of service equitably and effectively distributed in your department? Are faculty members' levels of service appropriate to their respective ranks? To what extent do faculty find their service commitments professionally satisfying or contributing to their professional goals? You will also receive an inventory completed by another department. Compare these results to your department's and discuss. Consider how your department and other CAS departments recognize service in their tenure and promotion guidelines. Are changes needed in your department, either to the distribution of service commitments among faculty members or to evaluation processes, including tenure and promotion criteria?

Session THREE: Finalize Project
Report on adjustments (if any) to service commitments and evaluation processes as appropriate to your department.

Service Inventory Form
(Add rows to this form as necessary.)

Faculty Member Name:						
Service commitment	Position held	Type of service (university/ college, department/ discipline/c ommunity, etc)	Level of involvement: significant (e.g. chairing a committee or work group, taking on a leadership role), moderate (consistent participation without leadership responsibility), or occasional	Level of time commitment (in hours/semester)	Duratio n of service (in years)	Level of professional satisfaction derived from service commitment (1= very little satisfaction and 5 = great satisfaction)
How many students do you currently advise? Approximately how much time in a typical semester do you spend advising students?						

Faculty Success Group Report Fall 2021

FGS Topic: Identify ways your department can help students (through teaching and advising) meet success markers, as well as intervention strategies that may help students who have missed one or more success markers graduate.

Participants: Dr. Rodrigo Mercader, Dr. John Mullican, Dr. Benjamin Reed, and Dr. Takrima Sadikot (Leader of this group)

Session ONE: Attend Training on Success Markers offered by CSSR
The faculty participating in this success group met with Christina Foreman and Jennifer Wiard on October 6th for the first session and training to review the current success markers for all the Biology degree programs. During this training we discussed how to access this information through Navigate, review this information before academic advising meetings and start conversations with students regarding their academic progress.

Session TWO: Develop a Plan
The second meeting for this Faculty Success Group was held on October 20th. During this meeting we discussed the course and the associated grades that would be used as success markers in Biology.
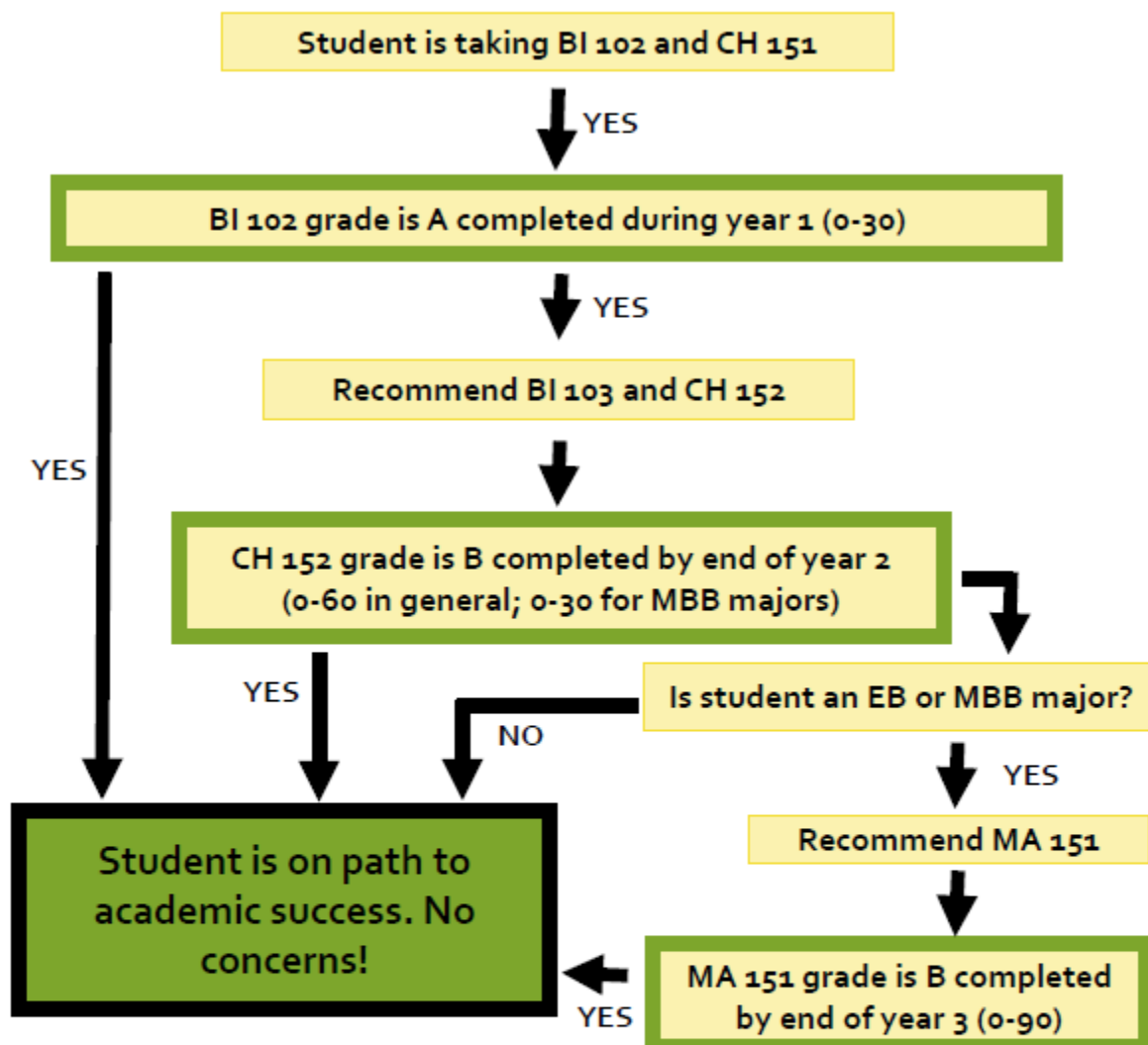
There are several different degree tracks offered by the Department of Biology at Washburn University, which include programs in Biology, Environmental Biology (EB), Molecular Biology and Biotechnology (MBB), Secondary Education, and Forensic Biology. General Cellular Biology (BI 102) is a pre-requisite for many upper-division biology courses and is one of the first courses among the Biology core classes. Thus, for each of the degree programs completion of this course during the first year (0-30) of the program with an "A" was deemed an important success marker. For a student pursuing a biology degree a strong foundation in chemistry is essential. Therefore, completion of Fundamentals of Chemistry II (CH 152) with at least a B within the first two years (0-60 credits) of the program was identified as the second success marker for most of the programs in Biology, except the MBB program. Because the MBB program has a heavy research and lab component completion of CH 152 during the first year (0-30 credits) was considered to be an important checkpoint for this track. Lastly, students pursuing a Bachelor of Science in EB or MBB are required to take Calculus (MA 151). Hence, completion of this course with a B or better by the end of the junior year (0-90 credits) was identified as a third success marker for only these degree tracks.

It was determined that during meetings with students, academic advisors would review a student's performance in these courses before making recommendations about future courses and course loads. Students who are not meeting these defined success markers within the appropriate time-frames will be advised to reduce course load. Students will be given suggestions to improve study strategies, practice test taking, timing themselves during review sessions and during exams, seeking tutoring etc. In order to provide a quick overview and a handy advising tool for advisors, a flowchart detailing this information was created for faculty in our department. The flowchart is provided below for reference.

Session THREE: Finalize Project

On November 19th, during our third and last meeting, we re-reviewed the criteria for the selected success markers and also reviewed the advising flowchart. Minor modifications to the flowchart were suggested and were subsequently incorporated in the final draft. The flowchart was made available to the other faculty in the Department of Biology on December 3rd during the departmental meeting. Faculty members within the Department expressed some concerns regarding the use of these success markers, especially as it pertains to advising. Biology Department faculty are recognized as excellent advisors to over 150 students each semester and take advising very seriously. We are already doing what we have proposed in our flowchart (and more) to advise our students. It was suggested to us in our initial meeting that we should not share these success markers with our advisees, so we are still not certain of the point of these markers and how these markers will be used by the University. If students are not meeting these success markers, will the administration scrutinize our programs and courses and intervene? Needless-to-say, there were many unanswered questions that arose during the faculty conversation.

This plan is most suitable for a student who is a Direct from high-school student and is not transferring in course work from another institution.

Student is taking BI 102 and CH 151

↓ YES

BI 102 grade is A completed during year 1 (0-30)

↓ YES

Recommend BI 103 and CH 152

↓

CH 152 grade is B completed by end of year 2 (0-60 in general; 0-30 for MBB majors)

YES (left side) → Student is on path to academic success. No concerns!

YES (down) → Student is on path to academic success. No concerns!

NO → Is student an EB or MBB major?

↓ YES

Recommend MA 151

↓

MA 151 grade is B completed by end of year 3 (0-90)

YES → Student is on path to academic success. No concerns!

RECOMMENDATIONS TO IMPROVE ACADEMIC PERFORMANCE
(IF SUCCESS MARKERS ARE NOT MET)

1. Refer student to tutoring services at the library or within the department
2. Encourage regular attendance and participation in the course
3. Encourage student to meet with course instructor to discuss study strategies
4. Recommend that the student change study habits – write notes during class time, record lectures, rewrite notes in a clear and organized manner, practice test taking, time themselves when answering questions.
5. If dropping a course or repeating a course becomes necessary, take a smaller load during the subsequent semester and focus on becoming successful in the earlier course.
6. Reflect on overall career goals
7. Consider an alternative path, if necessary.

Biology Department's Service Inventory Analysis

The Biology Department met three different times to discuss service in our department and compare our service with that of the Mathematics' Department. After our meetings within the Biology Faculty Success Group and discussions between the two representatives of Mathematics and Biology, we have reached some conclusions which are presented below:

Biology's Summary of our service inventory:
1. Most tenure-track faculty have one big long-term service commitment. These may be year-long tasks (CFC, Faculty Senate, Advising Student Groups), or those that require year-long planning but are executed over a short period of time (Women in Science, or other annual events.)
2. Most lecturers participate in some sort of service (although it is not required in the department.) The total amount is typically less than a tenure-track faculty member. (ie Lecturers do not typically chair search committees, meet with perspective students, serve on Faculty Senate or CFC. However, two of them have been or are currently advisors for student groups. Additionally, one of our lecturers is the current CEP coordinator for BI 100 and 101.)
3. There is a broad range of service that occurs in the department, much of which is not often noted since it might not be something that is considered "official." (In the instructions we asked people to list everything they did that might be considered service even if it might not normally be mentioned on their annual reviews.) These tasks allow the department to continue to serve our students and the university, but could easily be "forgotten." (caring for the gardens outside Stoffer, maintaining equipment that is used by multiple individuals in the department (or sometimes even other departments), presentations made to outside groups, etc.)
4. Some service commitments combine with teaching or research/scholarly activity, and thus become difficult to isolate (how much is teaching or research vs service. For example, setting up and taking down labs plus all of the lab prep that is typically done for labs that have 4 or fewer sections. This is teaching, but because labs count as less credit (in terms of teaching load), this is also a way of serving the department, especially if one person does it for all the labs, regardless of who teaches the labs. If one is reviewing articles for a journal, that is service to the discipline, but might also be seen as scholarly activity.)
5. We are aware of some service activities that are being done by multiple individuals, but might have only been reported by some.

Joint Comments from Biology and Mathematics:

Joint Summary from Biology & Math/Stat Departments We make these comments jointly, in order to: 1) provide anonymity for individuals who will petition for tenure or promotion 2) call attention to some similar issues	
Definition	There needs to be a clear definition of service, perhaps identifying what is essential vs voluntary, making it possible to analyze service for inequities
Protection against changes	Individuals should be protected against changes made during the period prior to petitioning, which could make it more difficult for them to be tenured/promoted. (You can't show a sustained record of anything if the requirements keep changing.)
Make it possible to rotate tasks	Because lecturers are paid less than tenure-track/tenured faculty, it seems unethical to ask them to perform as much service as tenure-track/tenured individuals. We would like to see Washburn University refill some of the positions with tenure track lines so that service can be distributed away from the lecturers without overwhelming the rest of the faculty who are tenured/tenure track.
Teaching service courses is university service	Both departments have a very high number of service courses, which other units rely on. Regardless of the number of majors in a department, this should not mean fewer tenure-track lines are needed. We believe teaching service courses is just as important as teaching major courses and should be shared fairly equally between Tenure-Track faculty and lecturers. 1. By limiting the number of tenure-track lines, a large amount of university service (e.g., committees, governance, etc...) has been shifted to lecturers. 2. By limiting the number of tenure track lines, teaching of service courses has also shifted largely to lecturers. 3. Having enough faculty to allow for a diverse teaching load can strengthen the individual teacher, but also provides the department with flexibility in scheduling.

Responses to the Mathematics Department Analysis:

1. With the format of the document, we could not tell which member of their department completed which service. Our understanding is that one piece of this process is to identify inequities among faculty regarding the amount of or extent of services provided. **Without individual accounting, we could not comment on this aspect of their service.**
   a. *We agree that we did not isolate out individuals, partially because of the way we combined the document. We should have at least identified which service belonged to an individual rather than just a sequential listing.*
2. With the range of units (e.g. 8 hours/month or 30 hours/year) we struggled to know how to compare service. For example, is 8 hours/month the same as 72 hours/year? Or is it 96 hours/year? (9 month or 12 month)

Without uniform units, it was difficult to provide feedback about equity of service in their department.
   a. *This was a point of struggle for us as well. We have a number of individuals respond, some of whom divided up annual tasks to hours/month units but this is not really accurate as well. We believe it might be better to have tasks that are listed in monthly/semester/annual type divisions that would allow for better comparison (ie total hours per year could be added up, but this division would let someone see if the service was constant or sporadic.)*

3. **Are there any course coordinators?**
   a. We only have one official course coordinator for BI101. All other courses are largely worked out between individuals who teach multiple section courses. This is highly variable, where some individuals work closely together to make the content as similar as possible and others just agree to do their own thing. SLO's were worked on by a committee several years ago (and similar type discussions occur for some classes like seminar, where multiple individuals teach it over a series of years.)

4. Although we were unable to unanimously define service ourselves, we do agree that some items listed by Biology don't seem to be service to us (e.g., Faculty colloquium presentations, Faculty Success group participation, Tail-gating, etc.) **How did you define service?**
   a. *The service inventory was sent without pre-defining service for our colleagues (ie we wanted to see what they would put down.) We did raise questions like, is it service if you get paid for it – Faculty Success groups – or if it's something you enjoy (tail-gating). We don't have a clear definition of service, but do agree that there is some service that is necessary (like search committees, university governance/communication, P&T committees) and other service which can still be beneficial but isn't quite as clear cut. (How much is teaching vs service or research vs service.)*

5. Our department spent a tremendous amount of time discussing what constituted service (without any resolution). We struggled to tease apart the service components of hybrid activities from the corresponding research components. We noticed that many of Biology's services are a hybrid of research/service or teaching/service. It is hard to know how much of what is provided was "service" and how much was "research".
   Where does Biology draw the line between the parallel tracks of service/research in a singular activity/task? Did they discuss this? How do you know how much is service and how much is research?
   a. *We have not clearly defined this, and agree that much of this depends on the argument the individual makes when he/she puts it in documents like P&T petitions, Annual Reports, etc.*

6. **Why does Biology provide duplication of services like Campus Tours, or Mock Interviews? (Is it visits)**
   Can those tasks be sourced to existing university units?
   a. *We believe there has been a bit of miscommunication here. We don't typically give "Campus tours" but we do visit with perspective students when they come to campus. We believe this is an important part of the recruiting process and that it would be difficult for existing university units to convey information about the Biology Department in the same way that we are. The Mock Interviews are specialized for students who are applying to Medical School or other professional programs (rather than just applying for jobs), so this is something that we would*

prefer to continue doing since we go to conferences designed to help pre-med/pre-dent/etc advisors learn how to best guide and prepare their students.

7. **The Biology Department seems to enjoy their service tasks far more than the faculty of the Math/Stat Department.**
   a. *We believe that some of this is due to the fact that we are a larger department and can spread out tasks a little better (ie more to an individual's strengths or switching up particularly time consuming tasks so that hopefully individuals do not burn out.)*

<u>Summary of our Meetings</u>:
1. During our initial meeting we discussed what might count as service and what types of instructions we should give to individuals when sending out the service inventory form that was provided. At this meeting, it was discussed that no one on the committee had a clear "definition" of service so we decided to keep it fairly broad. Instructions were sent out asking faculty to fill out the forms thinking about their "average" service activities over the past 4-5 years (since COVID has dramatically modified the way things are done over the past several semesters.)
2. At the second meeting we looked over the results of our surveys (from the Biology Dept) and came to the conclusions listed in our summary section above.
3. After reviewing what the Mathematics Department sent to us and conversations between the two representatives for the Biology and Mathematics' Departments, we developed our Joint Summary Comments (listed above). We also came up with a couple suggestions (to look for in the future, but not necessarily something that is currently an issue.)
   a. When assigning/rotating service assignments, care should be taken to make sure "annual" event service tasks don't occur at the same time so that an individual is less likely to be overwhelmed.
   b. Some individuals may be more willing/excited to do service than others, so we should look for ways to allow individuals to serve in their areas of strength while making sure they don't get overwhelmed.

Faculty Success Group Option 1: Fall 2021
Identify ways your department can help students (through teaching and advising) meet success markers, as well as intervention strategies that may help students who have missed one or more success markers graduate.

Active Participants: Drs. Allan Ayella, Seid Adem, and Hoang Nguyen
Other participants: Drs. Sam Leung, Shaun Schmidt, Prof. Holly O'Neil, and Ms. Amy Zook

Session ONE: *Attend Training on Success Markers offered by CSSR*
Active participants together with Drs. Sam Leung and Shaun Schmidt attended a Success Markers Training hosted by Christina Foreman from the Center for Student Success on 10/01/2021 3:00 PM. We learned about how these markers were determined from the previous data on students' successful completion of the program.

Session TWO: *Develop a Plan*
Active participants met on 11/12/2021 3:00 PM to discuss the previously decided success markers, proposed changes to the current success markers for three programs: Chemistry, Biochemistry, and Forensic Chemistry.

Active participants reviewed the success markers and discussed the followings:
- The data is only looking at graduated students (already successful) to determine how likely students to be successful or dropping out (unsuccessful) of the program:
    - It does not reflect the real completion rate of students in the program and is therefore not really appropriate to be used for determining the success markers.
    - We think faculty's experience, observations, and judgment will be a better measure on students' readiness for program completion.
- Regarding CH151 and CH152:
    - If students got a C in CH151, they are likely to struggle in CH152, but B students should be able to go well.
    - Students with a C in CH152 will likely struggle in Analytical Chem but can do well when they work hard enough, some may fail.
    - Getting a C and just moving on to the next class will result in struggling.
    - For Analytical Chemistry, students are recommended to take Analytical right after CH152 (possibly at the same time as Organic Chemistry).
    - *We think a B grade is more an appropriate marker for CH151 and CH152.*
- Regarding CH340 and CH342:
    - We discuss the success of students in classes that require knowledge for these courses, only CH350 and CH351 (Biochemistry I lecture and lab).
    - A student with a C in Organic Chemistry will struggle in Biochemistry.
    - Other than Biochemistry (and related classes, eg. Spectroscopy and Medicinal Chemistry), Organic Chemistry grade do not seem to affect the performance of students in other foundation chemistry classes (Physical, Analytical, and Inorganic).
    - *A grade B or above in Organic Chemistry is a more appropriate success marker.*
- No changes were discussed or suggested for the Forensic Chemistry Program.

Proposed changes to Chemistry and Biochemistry Success Markers:
- The grade **B** (previously A) for CH151, CH152, CH340, and CH342.

Suggested Plans to Help Students Meet the Success Markers:
- Reaching out as advisors:
    o When students fail to meet a success marker, we plan to reach out to students and ask if there is anything we can do to help.
    o We will direct them to reach out for help either from professors or friends.
    o We encourage students to form a student-run study group to help each other (though, it would be more beneficial if the instructor helps organize these groups).
    o We advise students to take advantage of instructors' office hours and study sessions and probably help from tutors (might not be applicable for upper-level classes).
- Reaching out as instructors:
    o When students are struggling in class, we will reach out to students and ask if there is anything we can do to help.
    o We plan to invite students to our office hours for conversations on the students' progress, needs, and appropriate accommodations available.
    o We encourage and help students form a student-run study group to help each other.
    o Before enrolling in a class, instructors should reach out to students who did not meet the success markers to discuss their readiness for the class, help students understand the credit hour equivalence in terms of out-of-class work, formulate a plan to assist them getting prepared.
- Classes recommendations:
    o We suggest students enroll in more math classes before continuing to higher level classes if they get a C or below in CH151 and CH152 (fail to meet the success marker).
    o We suggest students to enroll CH100 to prepare for CH151 and CH152, especially when CH100 is taught by the same professors as those of CH151 and CH152.
    o If students fail CH151, students will be recommended to take CH100 (or equivalent) before or at the same time as retaking CH151.
    o Possibly implement a "life-boat" course for CH151 to allow students struggling in CH151 to slide down to a lighter-load course, such as CH100, to prepare for CH151 in the future semester.
- Diagnostic test recommendations:
    o We may implement and recommend a diagnostic exam for students planning to take CH151: if student does not meet a certain level, they are recommended to take more math classes or CH100 before or at the same time as CH151.
    o For students coming with CH151 and wanting to take CH152, we should recommend students taking the ACS half-year exam or an equivalent diagnostic exam to check their levels of readiness. If students are not ready for CH152, we will suggest student retake CH151 before or at the same time as taking CH152.

The above discussion and proposed changes to Chemistry Success Markers as well as the Suggested Plans to Help Students Meet the Success Markers are distributed to the other faculty members of the Chemistry Departments for review and suggestions.

<u>Session THREE</u>: *Finalize Project*
Active participants together with Drs. Sam Leung and Shaun Schmidt, Professor Holly O'Neil, and Ms. Amy Zook met on 12/10/2021 2:00 PM to discuss the proposed changes to the current Success Markers for three programs: Chemistry and Biochemistry.

The faculty members voted and agreed unanimously to the proposed change to the success markers of Chemistry and Biochemistry programs. These changes will be forwarded to Christina Foreman to be officially updated.

Dr. Schmidt raised a concern that we may miss some potentially struggling students if we lower the markers. Professor O'Neil suggested that we should still have a conversation with students regardless of whether they are missing these markers. Other faculty members agreed that these markers only serve as a guideline to help us be aware of students getting off track of their programs. We recommended advisors to have a conversation with students regardless of their position relative to the success markers to identify potential problems early on.

We brought up the topic of students' hesitance to come to office hours without being invited. Dr. Schmidt mentioned how other departments invited students to come to their office hours to discuss (one-on-one) their goals and plans for the semester so that students feel more welcome.

Faculty members unanimously agreed with the suggested strategies to help students staying or getting back on track to graduations.

We also discussed the potential "life-boat" course(s) that can help students prepare better if they cannot meet the rigor of CH151. These course options will allow students to try CH151 first, and if they failed their first exam (D or below), they will move (or be moved) to the "life-boat" course that focus on preparing them to retake CH151 in the future. This "life-boat" course can serve, together with a potential diagnostic exam for CH151, to provide students with critical skills to be successful in CH151 and CH152 as well as in the Chemistry and Biochemistry programs. *To identify or construct this "life-boat" course, we plan to form a Faculty Success Group in Spring 2022 to work on these details.*

<u>Overall summary:</u>

Proposed changes to Success Markers to Chemistry and Biochemistry programs: change from A to B for CH151, CH152, CH340, and CH342.

Course	Grade	Range of credit hours in which to complete course
Chemistry		
CH151	B	0-30
CH152	B	16-45
CH340	B	31-60
CH342	B	31-60
Biochemistry		
CH151	B	0-30
CH152	B	16-45
CH340	B	31-60
CH342	B	31-60

Suggested Plans to Help Students Meet the Success Markers:
- Reaching out to students and advising students regarding learning strategies as both advisors and instructors.
- Recommending appropriate classes for students to get back on track.
- Implementing and recommending optional diagnostic tests for students to test their readiness before taking or retaking CH151.
- Planning another Faculty Success Group in Spring 2022 for constructing a "life-boat" course to help students prepare for CH151.

Future Plan:
- Faculty Success Group in Spring 2022 to identify and construct a "life-boat" course for CH151 so that students who are not doing well can have a less intense Chemistry course (that can also serve as a General Education course).
- A future Faculty Success Group to create appropriate diagnostic exams to help students be aware of their own readiness for the rigor of CH151 and/or CH152 (transfer students).

Summary of the CM111 Faculty Success Group

By

Cecil Schmidt, Phillip Hauptman, Nan Sun

CM111 - Introduction to Structured Programming is a four-credit hour class: three hours of lecture, and one hour of lab. This semester (fall 2021) Cecil and Phil teach the lab sections, and Nan teaches the lecture portion. It is Nan's first semester teaching CM111. Rick taught the lecture section for many years. Nan is taking over the class because Rick is on phased retirement starting this semester. CM111 is an important course for the students and the department serving as a gateway to CIS. We hope students who succeed in this class will major or minor in CIS.

We had three one-hour meetings to discuss the status of the CM111 class and strategies we could adopt to help more students succeed. Each meeting was right after a midterm exam. Here is a summary of the meetings.

Meeting 1 took place on September 27 from 9 to 10 am. Nan shared the Exam 1 score distribution: A(8) B(14) C(10) D(5) F(7) didn't take (3). We discussed how the students did in Exam 1 and general student performance in both lecture and lab. In particular, we went over students who did not do well on the test (D or F) and whose overall grade was below C.

Nan also shared her effort to improve student's learning: stay close to the textbook, have additional virtual office hours on days when programming assignments are due, grade timely, remind students who didn't submit assignments to submit for partial credit.

Together, we identified a few areas we could change: a) require students to take the self-test questions on the textbook website; b) provide an opportunity for students to replace the worst exam score at the end of the semester; c) Nan shares exam questions with Phil beforehand to get feedback. We implemented all three in the semester.

Meeting 2 occurred on October 25 from 9 to 10 am. Bruce Mechtly joined us in the meeting.

Nan shared the Exam 2 score distribution: A(8) B(10) C(10) D(8) F(4) Didn't take (6). Similar to meeting 1, we discussed how the students did in Exam 2, overall student performance, and compared notes from the lecture and the lab.

Nan reported she added an extra quiz from the textbook website. Now there are two quizzes for each chapter: d2l quizand the textbook website quiz. She encouraged students to take the textbook website quiz first, then the quiz on d2l since the textbook quiz gives feedback right away and allows unlimited tries. She also explained she structured the exam so that students had plenty of time working through the questions: the focus was on understanding, not speed.

Once again we identifies a few things we could do: a) do a mid-semester course evaluation and get feedback from students; b) analyze exam 2 question-by-question to see where students

missed the most; c) find out how much the CM111 students utilize the CIS tutor for help. We implemented all three in the semester.

Meeting 3 was the last meeting. It took place on November 22 from 9 to 10 am.

Nan shared the student feedback and what she did to address some of the difficulties students stated. She included more demos and examples in class, posted demos and examples on d2l, recorded and posted chapter 7 lectures, did more in-class exercises, and provided more specifics on exam questions as we reviewed for exam 3.

Nan also shared the Exam 3 score distribution: A(15) B(10) C(6) D(2) F(3) Didn't take (8). Most of the students did reasonably well. We noticed about 11 students will earn a grade below C unless they take advantage of the make-up exam at the end of the semester that will replace the worst exam score. Most of the 11 students have stopped coming to class. There are only a couple of students who regularly come to class but did not get the content. We were saddened to notice a few students did pretty well initially but then all of sudden stopped coming to class. Nan sent reminders (assignment alerts, etc.) but did not get response from them.

Nan felt the in-class exercises really helped students prepare for Exam 3 but we couldn't spend too much time doing that in class due to the amount of content to cover. We discussed the possibility of having a CIS student tutor to host a 30-40 minutes recitation every week and to go over programming tracing, check-point questions, etc.. Nan talked to the tutor Caleb, who said he would be interested in doing that. Nan would like to try it out next semester. We also had discussions on the location of the CIS tutor. Currently he is in Stoffer 302. We wonder if options such as Morgan 51 or 54, or some Math tutoring area should be considered.

We also went over technologies we could use in the classroom. Examples are Microsoft whiteboard, document camera, Apple pencil, dual monitors. We will look into those further and hope to use at least some of them in the future.

Next semester (spring 2022) Nan will teach the CM111 lecture section and Phil is scheduled for the lab sections. We will utilize strategies identified this semester to further improve the quality of the class. We will also pass what we have learned to instructors who will be teaching CM111 in the future.

CN Studies Academic Success Markers Advising and Teaching Plan

Currently, Communication Studies advisers utilize three Success Markers:

COURSE DESIGNATION	COURSE NAME	GRADE BENCHMARK
CN 101	Principles and Practices of Human Communication	B
CN 150	Public Speaking	B
CN 302	Communication Theory	B

These courses were chosen based on data analytics within Navigate. They also happen to be the only mandated courses within the Communication Studies major.

To better utilize success markers in department advising, Communication Studies advisers will proceed with the following practices on administrative, advising, and teaching levels.

ADMINISTRATIVE PRACTICES
- Communication Studies is a recipient major which means that often students will arrive as a major with CN 101 and/or CN 150 completed, either at Washburn or transferred from another institution. Thus, advisers must recognize that discussions surrounding these courses might be more informational than prescriptive. Nevertheless, these markers might also inform students' subsequent course selection (i.e., Students who earn a 'C' in Public Speaking should weigh the benefits and challenges of when/if they might add an additional speaking heavy course.). The department intends to collect data on course success to inform advising practices.
- When advising into Communication Theory, it is recommended that advisers limit other courses that tend to be writing focused.
- As advisers proceed with Success Markers, we should analyze the courses that have higher graduation rate success for commonalities.
- Advisers will follow up during a retreat to align coursework and communicate about course outcomes and assignments to analyze potentially-helpful trends.

ADVISING PRACTICES
At least once a semester, all advisers in the department agree to meet with their advisees. See guide on advising process in the department.

Specific to Success Markers – What happens when students "miss the mark"?

CN 101: Discuss with the student where they might have had specific challenges (i.e., online versus in person, large assignments versus small, group projects, personality conflicts, personal challenges). Select courses with this information in mind.

CN 150: Discuss course experience. If the student lives with public speaking anxiety, suggest the Anxiety Clinic housed in Psychology that specializes in Public Speaking anxiety. Additionally, discuss with the student where they might have had specific challenges (i.e., online versus in person, large assignments versus small, group projects, personality conflicts, personal challenges). Select courses with this information in mind.

CN 302: This course is likely to be taken only by majors. Discuss with the student where they might have had specific challenges (i.e. online versus in person, large assignments versus small, group projects, personality conflicts, personal challenges). Assist students in problem-solving ways to mitigate potential challenges through services offered at Washburn or externally. Consider having students use the Study Buddy program as they prepare for the Research Methods course, as well as touching base with the professor on a semi-regular basis.

TEACHING/CLASSROOM PRACTICES

- Gather classroom data in Success Marker classes. Note necessary skills for successful completion, pre-requisite courses that might aid students (i.e., Were students that took EN 300 prior to CN 302 more likely to meet the benchmark? Were students more successful in CN 101 if they took the course the second or third semester versus the first?)

- CN 101, CN 150, and CN 302 should take note of qualitative information regarding coursework as well. This could be informal conversation, an assessment question, or an added question to the student evaluations.

- Find more commonality in assignments and skillsets in similar courses (all CN 101 courses for example). This should not take away the concept of academic freedom, but remind our faculty of our primary educational goals for each course.

- If students are not meeting the student success marker, major or not, consider setting up meetings to discuss options. Does the student need tutoring or additional services? How is their attendance? How might we as educators assist them in learning in preparation for a continuation of the degree?

- Consider slowing down or reteaching particularly challenging units. Is there another way you could help student learning? (This might include rethinking assignments.)

- After gathering data across semesters, the teachers should look for trends both in their own teaching, and then again across the entire course. What assignments appear to help prepare students more? This continuous pedagogical practice should help perpetuate a trend of continuous assessment at a more advanced level than currently practiced.

Communication Studies Advising Guide

Make sure you give yourself time in advising. Consider scheduling 45 minutes to an hour to be sure you have some built in breaks. Do not rush appointments. Students often come to Washburn because they want to be more than a number, take time to get to know them. They will also be more likely to go to you when concerns arise.

- Create an e-mail list of advisees (make sure to update regularly)

- Update e-mail to send to all students regarding scheduling appointments.

- Check to make sure PINs are available and when courses will be available for viewing. You also might check to see if they have holds on their account that might prevent them from enrolling. This will show up on their degree audit.

- E-mail advisees usually 1-2 weeks before advanced registration. Update your Outlook calendar so that students can schedule appointments easily through Navigate. Reflect on how much time you generally take and whether students can sign up for more than one appointment in a row if they so choose as these are option within Navigate.

- Advising appointments might vary per person. Check Navigate or Degree Works to see if students have missed any Success Markers the semester before (Navigate will specifically say, Degree Works you are looking for at least a 'B' in CN 101, 150, and 302.) Make sure you cover all of the following:

  - Ask how their semester is going; any problems?
    - Ask students to reflect on issues that are within their control and outside their control (especially if they miss a success marker).
    - If there are issues, help the student locate on-campus or off-campus services. It is amazing how many still do not know we have a Student Health Center that is free, Student Success coaching, Math lab, Counseling, or other services.
    - Remember, you are not a Counselor/Therapist. However, take note that for some of these students, you are the only person checking in on them. Help them find appropriate services when needed. Consider walking a student to Student Health or Counseling Services if they are in crisis.
  - Questions about future classes (especially Capstone, internships, etc.).
    - Ask about their academic strengths and challenges.
    - Consider activities (athletics, Greek Life, debate, etc. that might be in season or busier that semester and the impact it might have on courses and course selection.
    - Help them select courses based on those strengths and challenges (online versus face-to-face, heavy skill courses of any particular type (writing, math, speaking, etc.).

- o Go over their audit to make sure your information matches with their perception.
- o Discuss their schedule—encourage, when possible, to go for 15 hours per spring/fall semester. For students that have missed success markers, it might require the student to enroll in fewer courses, but make up the hours during summer school.
- o Discuss options for summer school when available. If students use financial aid, remind them that they need to consider if they will need aid for summer and then plan accordingly with financial aid.
- o Fall meeting – remind them to fill out their FAFSA. Even if they believe they do not qualify, the FAFSA is used for a variety of assistance programs for students including Ichabods Moving Forward, Covid funding, some scholarships, and on campus employment.
- o Hand them/Email them their PIN and tell them to let you know if they have questions. If emailing, consider naming the email consistently (i.e. Advising and PIN)

  Add Notes: The university prefers that notes go into Navigate. However, some individuals also like to make notes of any action tasks they or I need to do (i.e. they need to get transcripts sent to the registrar to update their audit, or I have to e-mail the Registrar to change someone's catalog, etc.)

- If students are using Navigate, it can send out a reminder of your meeting to the students. Otherwise, e-mail a reminder to all advisees to schedule their meetings before Open Registration begins.
  - o Some students do not read e-mail. Consider making general announcements in your classes
  - o Consider sending announcements through D2L as a general reminder

- Reminders:
  - o DegreeWorks is available under the "faculty" tab in MyWashburn.
  - o CN 302 is always in the fall / CN 304/305 (or any other method class) are always in the spring.
  - o CN 491 (Capstone Internship) should be discussed and approved by Dr. Pilgram in advance of enrollment.
  - o CN 498 (Capstone Research)—advise them to contact the faculty s/he wishes to work with in advance and get it approved before enrollment.

- Specific information regarding course markers:
  - o Navigate will inform you (not the student) if they have missed a Success Marker (B or higher in CN 101, CN 150, and/or CN 302. **If students miss the mark:**

- **CN 101:** Discuss with the student where they might have had specific challenges (i.e. online versus in person, large assignments versus small, group projects, personality conflicts, personal challenges). Select courses with this information in mind.

- **CN 150:** Discuss course experience. If the student lives with public speaking anxiety, suggest the Anxiety Clinic housed in Psychology that specializes in Public Speaking anxiety.

Additionally, discuss with the student where they might have had specific challenges (i.e. online versus in person, large assignments versus small, group projects, personality conflicts, personal challenges). Select courses with this information in mind.

- **CN 302:** This course is generally a major only class. Discuss with the student where they might have had specific challenges (i.e. online versus in person, large assignments versus small, group projects, personality conflicts, personal challenges). Assist students in problem-solving ways to mitigate potential challenges through services offered at Washburn or externally. Consider having students use the Study Buddy program as they prepare for the Research Methods course, as well as touching base with the professor on a semi-regular basis.

Dear Kelly,

Our Education Faculty Success Group has completed our tasks. Our group consisted of Dr. Cherry Steffen, Dr. Lisa Douglass, Tracie Lutz, and myself.

We all attended the Success Markers training provided by Christina Foreman and learned how to use the Success Markers with our education students.

At our second meeting (10/6/2021), we discussed the Elementary Education Major Success Markers that had been submitted. Although the three that were listed seemed adequate, we felt like we needed to add some additional Success Markers for required Math and English courses to the list; the beginning Block course (Teaching Social Studies) was also added to the list (see revised Success Markers attached). We felt like a grade of "B" would truly show that the student was successful in these courses which are foundational to the major. The group wanted to explore and see if one of our office administrative assistants would be able to see a list of all these students and be aware of these Success Markers to alert faculty, but we discovered that the faculty advisors will be aware of this. We thought that it would be important to discuss these students as a group to determine steps that we might need to take to get them back on track.When talking about resources that might be available for these students, the group remember a resource list (also attached) that was developed for an earlier Faculty Success Group project that could apply here. We decided to add this to our presentation to the faculty.

The Success Marker information was presented to the entire faculty on Friday, October 15. In the discussion, it was asked why the markers were not at the "C" grade level which would be acceptable. The Success Group explained our reasoning for having the "B" expectation as a sign for future success in harder, more challenging courses.

The only question we have as a group is how to get the revised list of Success Markers into the program for the future.

Once again, we want to thank the College of Arts and Sciences for the opportunity to participate in this professional development which will directly affect our students and their success.

If you have any questions, please don't hesitate to contact me.

Craig
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Education Department

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Inclusive Teaching
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Resources to Access When Helping a Student

Tutoring and Writing Center

https://www.washburn.edu/student-life/tutoring-writing-center/index.html

Career Services

https://www.washburn.edu/student-life/career-services/index.html

Recreation and Wellness Center

https://www.washburn.edu/student-life/recreation-wellness/fitness-and-wellness/index.html

Student Health Services

https://www.washburn.edu/student-life/services/health-services/index.html

Counseling Services

https://www.washburn.edu/student-life/services/counseling/index.html

Student Organizations

https://www.washburn.edu/student-life/student-involvement/student-organizations/index.html

SUCCESS MARKERS FOR ELEMENTARY EDUCATION MAJORS

Proposals from Faculty Success Group
9/22/2021

1. Add to the existing Success Markers:

Course	Grade	Range of credit hours in which to complete course
Elementary Education		
ED 155	B	0-30
ED 165	B	0-30
ED 285	B	0-30
MA 200	B	30-75
MA 201	B	30-75
EN 300	B	30-75
ED 321	B	30-75
ED 330	B	45-60

Shaded areas indicate markers that are added:
MA 200 – Numbers and Operations for Elementary Teachers
MA 201 – Geometry, Proportion and Data Analysis for Elementary Teachers
EN 300 – Advanced College Writing (Teaching Emphasis)
EN 321 – Teaching Composition
ED 320 – Teaching Social Studies

2. See if an office administrative staff would be able to access students who fail to meet these Success Markers and alert staff. (Advisors for elementary education students should be notified through Navigate of students who fail to meet these criteria.)

3. Discuss the students who do not meet the Success Markers as a group in faculty meetings.

4. Devise a plan to help these students be more successful. (See resources list.)

Faculty Success Group, CAS, Fall 2021
Group Report

Group Members:
Muffy Walter
Dennis Etzel, Jr.
Louise Krug
Kara Kendall-Morwick
Vanessa Steinroetter
Department:
English

<u>Option Two</u>: **Conduct a Service Inventory with the faculty members in your department and make a plan to adjust the distribution of service assignments as necessary.**

<u>Session ONE</u>:
Conduct Service Inventory

In our first session, we went over the service inventory form template and discussed possible changes, considering what information we thought would be most useful to our department. We agreed that we needed further clarification about revising the inventory form template and would ask Kelly Erby our questions. Additionally, before our next meeting we would work on the form revisions through OneNote. Our revised form is below.

<u>Session TWO</u>:
Review & Discuss
*Between session One and Two we revised the template for distinctions between uncompensated service as well as service compensated with release time versus financially. Additionally, we each emailed our revised Service Inventory Form to assigned faculty members within our department. All of the collected forms were compiled into one large document and sent to SOAN. We all spent time looking over SOAN's data prior to our second session.

Each member of our group came to this session prepared to discuss faculty service in our department inventory forms and those from SOAN. We observed large- and small-scale issues when addressing inequities of service on campus.

<u>Session THREE</u>:
Report on adjustments (if any) to service commitments and evaluation processes as appropriate to your department.

In our third meeting, we reviewed the draft of our report and finalized it. Deeper discussion led to more insight on how faculty service is essential to enrollment and retention, especially with the loss of some student support services.

Our group will report at our next department meeting on what we learned about service in our department and on campus through the work we did as Faculty Success Group. Information for that report is below. We determined from our findings that our departmental service requirements for tenure and promotion (tenure-track and senior lecturer positions) do not need revising.

Observations on Service in the Washburn Department of English and the Department of Sociology and Anthropology

Full-time faculty, in both departments, who are on track to petition for promotion currently perform enough service to meet our listed requirements (tenure and promotion as well as senior lecturer guidelines). However, service load varies widely between faculty who are seeking promotion and/or tenure in the near future and those who are not (or who have achieved the highest rank for their career track). Without the incentive of a future promotion, faculty often do not feel pressure to do more than the bare minimum of service.

Quite a few full-time faculty in both departments go significantly above and beyond the stated service expectations for their ranks.

Service load and expectations varied widely between individual faculty in the two departments, although general service loads seemed high rather than below expectations. Revisions to the English department Service Inventory Forms included acknowledgement of financial compensation or reassigned time, which was not included in the SOAN data. As such, we cannot accurately compare service between the two departments. We do know English has a high number of faculty with administrative duties for which they either receive additional compensation or reassigned time, and these roles often include significant service expectations.

Unless more formal guidelines and policies for service expectations across the CAS are put in place, the main approach within the English Department will remain focused on the department chair discussing service expectations and load with faculty seeking promotion in the future. The department chair is in the best position to compare and evaluate service load among all EN faculty. The chair already discusses these matters with faculty seeking promotion, but our FSG will also remind all EN faculty that they can voluntarily ask the department chair how their service load compares to the overall level of service in our department. If a faculty member is interested in contributing more in relation to the rest of the department, the chair can provide guidance on how to contribute more.

Observations and Questions on Service Across the College of Arts and Sciences at Washburn University: The following are conclusions our FSG reached in our discussions of the service review forms.

- There is a need for CAS to establish clear expectations (in percentages) for evaluating a faculty member's job performance in teaching, research, and service. Many universities not only have such clear expectations but write them into a faculty member's contract. Without a clear statement from CAS,

expectations are relative, and departments must create expectations, which will vary by department.

- How much service is enough? Many WU faculty truly care about making a positive difference in the lives of faculty and students. Their service load seems to have no upper limit, leading to a culture of self-sacrifice that may well result in burnout and resentment in the future.

- If service doesn't get done, who suffers? The following may suffer: students (e.g., by missing out on valuable extracurricular activities that enrich their college experience or by lacking important academic support services), individual faculty careers (e.g., by not meeting promotion requirements), the department (e.g., by not recruiting more students), the university (e.g., decreased retention due to lack of student engagement), shared governance (e.g., due to faculty being too overworked to have a say in important decisions affecting the university).

- In service roles that are primarily student-focused or student-facing (e.g., serving as faculty advisor to a student organization), doing less is often directly correlated to decreased student retention. This type of service often allows faculty to build personal connections with students. Less visibility of faculty among students also hurts a department's recruitment of majors and minors. Therefore, it is directly in the university's interest to recognize and better support faculty who are performing this vital service.

- In some ways, the level of service performed by a faculty member comes down to personal choice. How much service a faculty member takes on often comes down to personality. Some faculty are natural "helpers" who want to do their share of work. Others want to have a voice in important decisions affecting them, their students, and their department. Many faculty see no alternative to taking on new service roles in order to work toward improvements for their students. The declining number of faculty positions and reductions in other services on campus (such as in-person writing tutoring) place added pressure on such faculty to fill gaps.

- Many faculty going above and beyond service expectations contributes to inflating service expectations for all faculty. However, as noted, there seems to be no good alternative unless one is willing to do less service, which comes at the expense of others.

- Some service roles are hard or impossible to quantify in terms of the time commitment they require because they might include being on "standby," for instance.

- If service is listed as part of a faculty member's job description (e.g., as Director of Composition or department chair), does it still count as service for the

- Trying to derive objective data from any kind of service inventory is impossible due to the subjective nature of how faculty self-report their service roles, as one colleague noted in their inventory form (see additional EN faculty comments pasted below).

Although we see no easy fix regarding significant service inequities on campus, the problem must be addressed.

Additional comments from EN faculty included on their service review form:

"All of my service from what I have listed in this form is unrecognized. There are no thank yous, no expression of appreciation, no raises, nothing. It is quite disheartening. If you work hard and are good at what you do, you get punished with more work to complete for the university."

"The above is just a snapshot of some of my service currently and in the recent past. Like most faculty, probably, I just do things without logging hours and so on specifically.

This is a selective, cumbersome form that I'm not sure will adequately capture people's service loads. Much of this work isn't easily or consistently quantifiable. For instance, service for many people (probably most people, those 'regular' faculty who do not have reassigned time or specified service as part of their core academic position) can change substantially from year to year. I do, nonetheless, appreciate that the university is looking for service disparities. The best fix is to go to a 3/3 teaching load. My sense is disparities in teaching load (not just the number of classes taught but the nature of the courses and the students) may be more often a problem than service load disparities. For instance, how much reading and paper grading does a typically taught course contain? Which faculty teach a larger number of courses and have more new preps? Are they service courses (here's a way to think of service load, too)? Are students majors or not, and do they typically want to be there? Indeed, teaching is requiring more time than ever these days because so many students are having so many issues that faculty must take into account, accommodate, or otherwise deal with. All of those teaching negotiations take a lot of faculty time and energy. Such things could well be factored into load. They are not likely consistent across individual faculty or across departments. Nor are they what they once were. Ten or twenty years ago the teaching "loads" were largely the same as now but the real working load (we could also bring in assessment here) is now much higher. So we work much more and comparatively make less. A lot of disparities in faculty work will not be captured by a question about number of advisees, for instance, or service alone, though such data will be useful too and may be a start.

The broadest unanswered question I have is this: How many hours of work a week is a faculty salary meant to pay for? Especially in the absence of a specific job description and a specified number of hours, it seems to me faculty are just expected to do whatever is asked of them more and more while making the equivalent of less and less money per hour every year. Things get even worse if we factor in 'emotional labor,' as some folks want to these days. I hope this service load study can begin to go some way towards addressing this fundamental question of faculty workload and compensation in the aggregate."

Service Inventory Form
(Add rows to this form as necessary.)

Faculty Member Name:							
Service commitment	Position held Electoral committee chair	Type of service (university/college, department/discipline/community, etc)	Level of involvement: significant (e.g. chairing a committee or work group, taking on a leadership role), moderate (consistent participation without leadership responsibility), or occasional	Level of time commitment (in hours/month)	Duration of service (in years)	Does this service role come with reassigned time? (yes/no)	Does this service role come with additional compensation? (yes/no)
How many students do you currently advise? Approximately how much time in a typical semester do you spend advising students?							
List any additional unrecognized service that you perform.							

Faculty Success Group Fall 2021 Final Summary

Option 2: Conduct a Faculty Service Inventory
Participants from the Department of History and Geography: Kelly Erby, Bruce Mactavish, and Kim Morse

Meeting 1:
Our group met and discussed our goals for participating in the faculty success group. These goals included:

1) To enhance transparency of service commitments among different faculty in our department. Such transparency has been shown to promote greater equity in service distribution.
2) To discuss our service commitments and our perceptions of service in light of a) our own departmental tenure and promotion guidelines and b) the service commitments of faculty in another department (Mass Media) in the hope of achieving greater clarity about service expectations and realities. We further hoped this discussion would help us to work toward some service norms for our department. Increasing clarity and creating norms are two additional practices that have been shown to increase service equity.
3) To discuss service commitments going forward, especially once Rachel Goossen has retired from the Department. Her service commitments will need to be redistributed in some way as the Department will not seek approval to hire a new faculty member at this time.

Meeting 2:
Our group met and discussed the completed faculty service inventories for faculty in our department. Some of our major takeaway points included:

1) All members of the Department are heavily involved in service, particularly at the University level. Several of these service commitments are compensated with additional pay and course releases. We also have several faculty members who have taken on major commitments at the professional and community levels.
2) Our faculty generally indicate high levels of satisfaction with their various service commitments. We also did not note resentment in terms of what our other faculty do or do not do in terms of service. We each appear to respect the hefty levels of service in which we all respectively participate.
3) There is wide variation in how much time different service commitments require. There are formal, unrecognized commitments that involve relatively little time and other informal, unrecognized commitments that take considerable time. Our faculty are all mid-to-late career and this matters somewhat less for us in terms of tenure and promotion and annual evaluation processes. However, in departments with more junior faculty, this is important to note.

Meeting 3:
Our group met to discuss the completed faculty service inventories we had received from the Mass Media Department. We compared these forms to those from members of our own

department and we also compared our respective tenure and promotion criteria. We made the following observations:

1) Mass Media faculty are less involved in service at the University level. This appears to be due to a combination of a more junior Mass Media faculty, their department's tenure and promotion standards, and, likely, the personal preferences of both our faculty.

2) Mass Media faculty have taken on big commitments at the department level in terms of student life and also donor relations. We think this partly explains the current vibrancy and growth of their major. This is an important insight for our department to make.

3) Mass Media faculty expressed less satisfaction with their various service commitments in comparison to our faculty. We wondered if this could again be a reflection of a more junior faculty that feels compelled to take on service to achieve tenure and promotion.

4) There were discrepancies between the Mass Media department and our department in terms of definitions of teaching, advising, and mentoring. However, and this leads to our final observation—

5) The service inventories from both departments suggest that teaching, advising, and mentoring are all increasingly requiring more faculty time than they once did and there also seem to be more informal (but nevertheless time consuming) service commitments.

At our final meeting we also discussed next steps for our department. We agreed these should include:

1) Talk with others in our department about revising the service sections of our tenure and promotion criteria. Currently, these guidelines include mention of some service commitments that no longer exist (e.g., Gleed Lecture) and do not include others that have become quite important, (e.g., CEP liaison and internship coordinator). We also want to use this discussion to promote greater clarity and to work toward creating norms and accountability for service work. While such norms and accountability may matter less for the mostly tenured current faculty, they are important for future faculty, especially a more diverse future faculty that includes more underrepresented minority members.

2) Talk with others in our department about how HI 395 and HI 399 are taught and possibly rethink how students in those classes are mentored outside of regular teaching and advising loads.

3) Discuss as a department how we can collectively put more energy and time into strategizing for our department's future and to fulfilling those strategic goals. This will be especially necessary upon the retirement of Rachel Goossen. Remaining faculty will need to pick up some of her departmental service, particularly regarding overseeing secondary social studies education and internships. We may need to carve out time from our other service duties for these and other important departmental needs.

1. Are there any patterns we see in the KN faculty service documents?
    Most KN faculty rate their discipline and community service much higher than University and Department service in terms of personal satisfaction. All four faculty members rate their most time commitment-based service as the most satisfying as well. Everyone in the department is involved in something that is rated significant in contribution and all faculty in the department are engaged in a minimum of five service activities. Additionally, all faculty are involved in university and department service, with three of four also involved in discipline related service. All three faculty who are involved in discipline-based service are in significant level leadership roles and identify high personal satisfaction with their professional service commitments.

2. Is service equitably and effectively distributed?
    It is hard to define equitable because we only have four available faculty to fill service roles that require a department representative. Further, we have only two tenured faculty, thus when the service role requires a tenured faculty, we have limited options to choose from. Is it equitable that those 2 must fill all University/College service appointments? Lastly, as two of the four faculty are lecturer/senior lecturer rank there is no clearly defined expectation of service for that rank. Both are involved in University/college service, yet since it is not a clearly defined portion of their position, it is unclear if it is considered equitable to distribute University/service appointments to them.

3. Are faculty members' levels of service appropriate to their respective ranks?
    Nowhere in the college or department documents are service expectations for lecturer/senior lecturer clearly defined, thus we are not sure if it is appropriate to their rank. The two tenured faculty have similar university/dept service activities, however even with those ranks it is not clearly defined what the expectations are. The T&P department documents references the merit document with vague guidance as to what is expected in the area of service. For example, one tenured faculty has few service activities but an activity that has a very significant time commitment while the other has many service activities with only a few considered significant and nothing to the time commitment level of the other.

4. To what extent do faculty find their service commitments professionally satisfying or contributing to their professional goals?
    Most faculty rate their discipline and community service much higher than university and department service in terms of personal satisfaction. All four faculty members rate their most time commitment-based service as the most satisfying as well.

5. How does this compare to what you see in the other department you reviewed?
    The activities that are seen as service in Kinesiology is not consistent with the department we reviewed. The department we reviewed identified almost zero discipline and community related service where our department is heavily involved. This could be that they are not involved in discipline or community activities, or it could be that each department defines and prioritizes these activities differently. The lecturer rank faculty in the other department had service primarily at the department level and very little to no University or college service, whereas our two lecturer ranked faculty also have service in the university and college areas. Additionally, it

is unclear if some of what the other department faculty listed as service is actually part of their load or compensation, either through supplemental pay or load reduction.

6. Consider how your department and other CAS departments recognize service in their T&P guidelines. Are changes needed in your department, either to distribution of service or to the evaluation processes, including T&P?
   Yes, we believe that changes are needed in the department to the T&P documents as well as the merit document system. This is beginning to be addressed at the department level with review of current documents and planned revisions in the near future. Further, the rank of lecturer/senior lecturer needs defined expectations of service at the department, college, and university level. With all the service requirements from departments it is difficult not to overwhelm faculty when the number of faculty in the department is low and faculty openings are not filled. Academic advising needs to be addressed at the college level in regards to whether it is considered department service, part of the academic load, or just part of the job. This consideration needs to be addressed as there are departments who have significantly more faculty and less majors than our department and the one we reviewed. During high academic advising times this load has significant impact on the faculty's resources and ability to participate in other service and/or research which is clearly not equitable across the college.

Faculty Success Group: Service inventory
Final Report from the Math/Stat Department

This document summarizes the analysis of service activity performed by the Department of Mathematics & Statistics (Fall 2021) for the Faculty Success Group.

Contributors:
Todd Cooksey, Angela Crumer, Stephanie Herbster, Guannan (Gary) Hu, Beth McNamee, Gaspar Porta, Janet Sharp, & Jennifer Wagner

Summaries:

Summary from the Math/Stat Department	
We did not come away from this experience with a better understanding of how to identify inequity or how to address inequity.	
1.	We could not find a unanimous way to **define** service.
2.	We would like a definition that has **clarity**, which does not compromise **versatility**.
3.	There was no agreement as to whether or not a given activity should have been **classified** as service.
4.	It was hard to compare faculty loads because we could not find a way to compare and **measure** service beyond hours spent.
5.	Any shift in a definition needs to take into account a strategy to **protect** untenured / unpromoted faculty.

Joint Summary from Biology & Math/Stat Departments We make these comments jointly, in order to: 1) provide anonymity for individuals who will petition for tenure or promotion 2) call attention to some similar issues	
Definition	There needs to be a clear definition of service, perhaps identifying what is essential vs voluntary, making it possible to analyze service for inequities
Protection against changes	Individuals should be protected against changes made during the period prior to petitioning, which could make it more difficult for them to be tenured/promoted. (You can't show a sustained record of anything if the requirements keep changing.)
Make it possible to rotate tasks	Because lecturers are paid less than tenure-track/tenured faculty, it seems unethical to ask them to perform as much service as tenure-track/tenured individuals. We would like to see Washburn University refill some of the positions with tenure track lines so that service can be distributed away from the lecturers without overwhelming the rest of the faculty who are tenured/tenure track.
Teaching service courses is university service	Both departments have a very high number of service courses, which other units rely on. Regardless of the number of majors in a department, this should not mean fewer tenure-track lines are needed. We believe teaching service courses is just as important as teaching major courses and should be shared fairly equally between Tenure-Track faculty and lecturers. 1. By limiting the number of tenure-track lines, a large amount of university service (e.g., committees, governance, etc…) has been shifted to lecturers. 2. By limiting the number of tenure track lines, teaching of service courses has also shifted largely to lecturers. 3. Having enough faculty to allow for a diverse teaching load can strengthen the individual teacher, but also provides the department with flexibility in scheduling.

Notes from the three Math/Stat meetings:

Defining Service & Taking Inventory (Math/Stat Meeting #1) Sept 24, 2021	
Measuring Service	We decided to measure our time spent on service as hours / semester, use the Academic Year 20-21, and report satisfaction on a scale of 1 to 5.
What counts?	The faculty handbook definitions for service did not aid us on some of the harder questions. Many comments in that document are vague, some are even contradictory. *If you get paid for it, can it still be service?* *Is Advising teaching? Or is it service? We thought it was teaching and wondered why it was on this form.* (We decided against reporting Advising) *Is Program Administration teaching? Or is it service?* *Is Program Development teaching? Or is it service?*
Unexpectedly difficult topic	We suspect that when this Faculty Success task was conceptualized, no one anticipated that it would be polarizing or difficult. There are few guidelines to define service in an agreeable way for all faculty. *In what ways do we evaluate the "value" of a service task?* *Are some tasks more "valuable" than others? If so, to whom?*

Analyzing Biology Department's Service Inventory (Math/Stat Meeting #2) Nov 5, 2021	
Comparison Strategies	There needs to be a clear way to equitably "count" service that includes enjoyment/satisfaction as well as hours spent.
Enjoyment	We have a desire to like our service as much as Biology likes theirs
Evaluation	In what ways do we evaluate the "value" of a service task? Are some tasks more "valuable" than others? If so, to whom?
What counts?	Biology seems to have a better awareness or (or perhaps agreement about) the border where an activity starts to count as service when the activity mixes with either research or teaching. It is blurry to us.

Responding to Biology (Math/Stat Meeting #3) Dec 10, 2021		
	Biology's Comments:	Our response
Definition Issues	Based on our review of what our members (from Biology) turned in and what we saw on the Mathematics' faculty documents, there is not a clear cut definition of service in either department.	We agree.
Mostly departmental	Most of the service listed seemed to be categorized as Departmental (vs College/University level).	Our faculty engage in a lot of service to the department, but much of it benefits the rest of the university & the high schools.
Lecturers serve as much as Tenure-Track	Service loads for lecturers seemed to be fairly comparable with those in tenure tracks.This may be due to the fact that the department is almost evenly split between tenure-track/tenured and lecturer lines.In order to decrease the load of the lecturers, it will likely be necessary to increase the number of lines which are on the tenure track.	By making all service obligations available to lecturers, their service hours are roughly equal to Tenure-Track faculty. That is not an equitable arrangement.
Disparity in "time-heavy" committees	There appeared to be some uneven distribution of "time heavy" service committees (ie Faculty Senate, CFC, etc). We would recommend that perhaps a rotation of service be put into place, if there is not one already, particularly for "less popular" assignments. This exposes individuals to different aspects of the university, brings in fresh perspectives, and prevents burn-out.	Although we would like to rotate these services, there are not enough faculty to rotate the service.
Advising	If advising loads are uneven (as they can be depending on who advises particular majors), then this should be taken into account when looking at overall service loads.	We could not agree whether or not advising was service and did not report it.
Group Service Tasks	There are some service projects that it appears most of the department helps with (though the hours aren't necessarily evenly divided)	We recognize these are observations from Biology regarding the organization of our department.

Course Coordinator / CEP	There appears to be a course coordinator/CEP coordinator for the courses that are taught at the high school or have large numbers of sections.We know that coordinating with the high schools can be tremendously time consuming, so it is likely wise to have a separate person for each course vs having one person having to coordinate all of them.	We recognize these are observations from Biology regarding the organization of our department.
Empty Tenure-Track lines	Mathematics has had several retirements and has not been allowed to replace all those lines. This affects both teaching of service courses and university-service, like committee work.	The small number of faculty available for the time-heavy service that was previously shared with now-vacated Tenure-Track lines (e.g., Search committees, P&T petition committees, newsletter editor, program assessment, etc.) creates an inequity in service, since these service activities are redistributed to and completed by fewer and fewer Tenure-Track faculty.

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Service is a required duty for faculty in academia. By taking part in various service activities, faculty members enrich the educational sphere through administrative, community, and extracurricular functions. These acts allow for a more inclusive governing voice, as well as enhance the educational opportunities afforded to those associated with the university and the greater community. The Mass Media Department, according to its current tenure and promotion guidelines, requires faculty to make meaningful service contributions in areas related to institutional, professional, and community contexts. Criteria of effectiveness in these areas include:

- meaningful participation in departmental activities;
- active participation in university committees;
- sponsorship of student organizations;
- serving as department or university representative;
- serving in a leadership role in professional associations; and/or,
- providing advice and expertise to community activities.

For the Fall 2021 Faculty Success Group, we at the Mass Media Department decided to tackle Option Two, which states:

Conduct a Service Inventory with the faculty members in your department and make a plan to adjust the distribution of service assignments as necessary.

In order to address the task at hand, the faculty of the Mass Media Department held three meetings dedicated to identifying, understanding, and evaluating the members' service activities. Each faculty member completed a service inventory form, reporting their respective service activities during their time at Washburn University. These forms were then exchanged with the History Department's faculty members, after which the Mass Media Department met to compare our service activities to those of the History Department to see if there were any areas that we needed to address or revise for our department. After reviewing the forms from the History Department, we met for a third session to report on any adjustments were needed and to initiate a plan to evaluate our service contributions.

Session ONE: Conduct Service Inventory
Ask each faculty member in your department to complete the attached faculty member service inventory form. This inventory should be completed and sent to Michaela Saunders (michaela.saunders@washburn.edu) by October 25 so that it can be shared with another participating department as described below.

In the department's first meeting (Friday, September 17th, 3:00-4:30 p.m.), the Faculty Success Group choice was explained and discussed, with detailed instructions being provided. Each faculty member was then given time to complete the form. The forms were then collected and sent to Michaela to be exchanged with another department in the College of Arts & Sciences.

Session TWO: Review C-TEL Resources & Develop a Plan
Review the results of your department's service inventory. Discuss any patterns you may see. Is the level of service equitably and effectively distributed in your department? Are faculty members' levels of service appropriate to their respective ranks? To what extent do faculty

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find their service commitments professionally satisfying or contributing to their professional goals? You will also receive an inventory completed by another department. Compare these results to your department's and discuss. Consider how your department and [other CAS departments](#) recognize service in their tenure and promotion guidelines. Are changes needed in your department, either to the distribution of service commitments among faculty members or to evaluation processes, including tenure and promotion criteria?

The department's second meeting was held on Friday, November 5th from 2:00-3:30 p.m. In this session, each Mass Media Department faculty member presented and discussed their service inventory. A number of patterns were found:

- Most faculty members received great satisfaction from service activities that were related to their respective disciplines. These included activities in the community in which members could use their advertising, public relations, journalism, and film skills.
- A large majority of faculty members received great satisfaction from activities that directly involved students. This included overseeing student organizations, creating events and activities that are geared toward student involvement and engagement, or partaking in projects with student assistance outside of the classroom.
- Advising was a major consumer of time, with this activity taking up the largest commitment of nearly all faculty members' responsibilities. Included in the realm of "advising" was more than just meeting with students to distribute PINs. It also included time spent working through kinks with the systems (e.g., Navigate, Degree Works), having to engage in re-recruitment, life chats and discussions with students, and other tasks that would constitute "advising". Results were mixed as to the level of satisfaction each faculty member received from advising, with a couple enjoying it and others receiving little satisfaction from the administrative tasks associated with the responsibilities.
- Finally, although nearly all faculty members partake in them, most indicated that college- and university-level service commitments were not very rewarding.

When we reviewed the forms sent to us by the History Department, it seemed as if many of the same patterns that we had noticed were also present for this department. However, there were some differences that were detected:

- First and foremost, there was a difference in how service activities were defined in terms of what could be considered service.
- Certain classes, possibly independent study classes, were considered service instead of teaching.
- There was an event sponsored by the department – History Day – that saw all faculty members partake in.
- Advising was concentrated to only a few faculty members.

After reviewing the history Department's tenure and promotion criteria, we noticed that many of their activities were more defined and concrete, while ours provided more flexibility for various activities that would constitute service. We did not see a problem or an issue to either approach, just that there was a difference.

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__Session THREE: Finalize Project__
Report on adjustments (if any) to service commitments and evaluation processes as appropriate to your department.

The department's final meeting was held on Friday, December 3rd from 2:00-3:30 p.m. In this session, we reviewed our service requirements for tenure and promotion. As we had previously been addressing our tenure and promotion criteria, we adjusted the service criteria to the following:

As the Faculty Handbook for the College of Arts and Sciences states: "Service to the department, to the College of Arts and Sciences, to the University, to the profession, and/or to the community is the responsibility of each faculty member." Faculty should list the categories of service as listed above. Service must be related to a faculty member's teaching assignment and the department's mission.

Criteria of effectiveness in service include:
  a. *meaningful participation in departmental activities*
  b. *active participation in university committees*
  c. *sponsorship of student organizations*
  d. *serving as department or university representative*
  e. *serving in a leadership role in professional associations*
  f. *serving as a juror at local, national, and international organizations*
  g. *providing advice and expertise to community activities*

This revision saw only slight adjustment to our previous criteria. We will revisit our tenure and promotion guidelines in totality one more time during our faculty retreat in January before we finalize and adopt the new criteria through the appropriate procedures.

This Faculty Success Group project proved to be very insightful. Not only did it allow us as a department to share our experiences in terms of service, but it allowed us to better understand what provides us satisfaction in this crucial area of work. We also learned how other departments (e.g., the History Department) categorize its service and what its faculty members gain satisfaction from in terms of their service responsibilities.

Please find below a summary of the PY Department's Service Faculty Success Group's final report--deadlines and initiation of discussion and planning will take place in our next PY department meeting on December 6.

1. **Department service roles**: We found no clear association between merit weight assigned to service roles and time/ commitment to the service roles, and observed ambiguity regarding what some service roles entail. We will
    a. create a packet that describes what each role entails;
    b. develop operational definitions of the weights assigned to each role; and
    c. reassign weights to each role.
2. **Merit forms**: We observed substantial variation regarding what each faculty member recorded as service, and acknowledged that more communication about our service roles would be useful to facilitate equitable distribution and acknowledgement. After the call for merit forms goes out, we will
    a. organize some time to fill them out collaboratively.
3. **Advising**: We observed that we dedicate an astounding amount of time to advising students early in their academic careers, when much of their coursework is standardized (e.g., gen eds, introductory courses). We will
    a. petition for a teaching reduction for a faculty person to be primary advisor to 1st and 2nd year students + take on summer advising.
    b. We will also explore whether it would be appropriate for Mastery Lab Assistants to serve as supplemental instructors in some WU101 sections to facilitate 1st year students' development of 4-year academic plans, as these tend to be created prior to advising with faculty and thus not especially useful.

Thank you,
Jericho

Faculty Success Group Fall 2021 Final Summary

Participants from the Sociology and Anthropology Department: Drs. Ashley Maxwell, Jason Miller, Laura Murphy, and Alexandra Klales

Our Faculty Success Group chose to conduct a Faculty Service Inventory with members of our department. Members who submitted an inventory form included two lecturers, three assistant professors, one associate professor, and one professor which is the chair of the department. We had multiple meetings to discuss the service distribution within our department, the college, and university, and compared our data with the English department. Below are the major findings from our discussions, including a plan for possible changes.

Problems/Concerns

Our discussions centered around themes related to service load, type of service, clarity of service requirements, compensated vs. uncompensated service, and voluntary vs. involuntary service. Specifically, for our department, we noticed that with the loss of tenured faculty, and changes from tenured to non-tenured lines, the service burden has shifted more to junior faculty to take on additional service requirements. In addition, it has reduced the number of tenured faculty sharing the service load that cannot be taken on by junior faculty (e.g., chairing tenure and promotion committees). We found that there was too much department service, and that some events we were asked to participate in didn't have a lot of departmental value (e.g. Major Meet-up for recruitment of majors, Bowtie). We also found that our faculty are doing considerably more service at the department, college/university, discipline, and community levels than what is required or outlined in our tenure and promotion guidelines. In addition, we found the college and university do not have: 1) set guidelines on how bigger service committees are trickled down and evenly distributed to departments/units; 2) "committee job descriptions" with service expectations (e.g. number of hours outside of meetings, meeting dates/times, required responsibilities); and 3) the proportion (%) of our time that should be devoted to the service pillar (as compared to teaching and scholarship). One last concern is that demographic data was not collected as part of this form; therefore, it was not possible to assess inequity factors.

Comparisons

It is challenging to compare service across departments due to variations in tenure and promotion requirements. We also found variations in what to count/identify as compensated vs. uncompensated service (monetary or course release). This solidifies the arbitrary and subjective nature of this type of data collection.

Department Plan/Outcomes

We would like to initiate a conversation with our department chair to escalate our concerns about service outside the department to higher levels of the University administration. One thing that might be beneficial is having a standard percentage of service requirements. What

constitutes as "more" than required service would certainly be a contentious debate and emphasizes our conclusion that there needs to be additional clarification on roles/time commitments, and more standardization of service requirements between departments for tenure and/or promotion.

Specific to our department, we would like to develop a strategic plan for rotating and condensing service responsibilities. This should include a discussion regarding what events are impactful for our department, what is required versus voluntary, and ways we can reduce and rotate departmental service load. We should also strive for more autonomy in service commitments and not take on what we conclude to be service outside of our contract unless it is compensated (monetary or course release). Lastly, we should develop service requirement guidelines for non-tenure line positions that are clearly defined and in-line with other departments across the university.