

## **Fall 2022 Faculty Success Group Results**

Submitted by the following workgroups:

- Computer Information Sciences
- Mathematics
- Chemistry
- Kinesiology
- Mass Media
- Psychology
- English
- History
- Biology
- Modern Languages

## Faculty Success Groups, CAS, Fall 2022

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

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

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

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

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

**Deadline for Fall 2022 registration** is September 16, 2022.

**Deadline for submission of final project** is December 20, 2022.

Groups may choose one of the following options:

- 1) Beginning this semester, the line schedule for courses include an icon marking courses that require Zero Textbook Cost (ZTC). Attend a training session with Amanda Luke, Washburn’s open access librarian, to learn more about the [ZTC course marking initiative](#). Make a plan to incorporate more affordable course materials into the courses your department offers.
- 2) Faculty who completed the faculty service inventories as part of a previous faculty success group generally called for greater clarity and transparency about their department service requirements. With your group, clarify how faculty service is evaluated within your department and set clear expectations for faculty commitment to service as well as benchmarks for performance. Review department’s tenure and promotion criteria and merit documents related to service.
- 3) The Academic Planning tool in Navigate has been significantly updated this fall. All incoming students are required to utilize this tool as part of WU 101 and will also be encouraged to register through Academic Planning. **Attend a training session to make sure your knowledge of Academic Planning is up to date and discuss your department’s best practices for incorporating Navigate into advising practices.**

### **Option One:**

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

Session ONE: Attend training on October 5 at 2 PM (<https://www.washburn.edu/faculty-staff/ctel/event-schedule.html>)

Amanda is also willing to schedule trainings with individuals, departments, or faculty success groups. Email her at [amanda.luke@washburn.edu](mailto:amanda.luke@washburn.edu).

Session TWO: Develop a plan

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

Session THREE: Finalize project

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

### **Option Two:**

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

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

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

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

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

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

**Examples**

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

**Example : Rubric for clarifying and evaluating faculty service commitments**

*Assistant Professor*

Below Expectations	Meets Expectations	Above Expectations
<ul style="list-style-type: none"> <li>• Serve on 0 # of department/college/university/other committees</li> <li>• Advise X # of students</li> <li>• Participate in 0 # of community service roles utilizing professional expertise</li> </ul>	<ul style="list-style-type: none"> <li>• Serve on X # of high-intensity department/college/university/other committees</li> <li>• Serve on X # of low/medium-intensity department/college/university/other committees</li> <li>• Advise X # of students</li> <li>• Participate in X # of community service roles utilizing professional expertise</li> </ul>	<ul style="list-style-type: none"> <li>• Serve on X # high-intensity department/college/university/other committees</li> <li>• Serve on X # of low/medium-intensity department/college/university/other committees</li> <li>• Advise X # of students</li> <li>• Participate in X # of discipline and/or community service roles utilizing professional expertise</li> </ul>

**Option Three:**

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

Session ONE: Attend an “Academic Planning” Training Session

Consult the Fall 2022 Navigate training schedule (see end of this document) and attend one of the “Academic Planning” sessions. Please note, you will need to RSVP to Christina Foreman,

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

### Session TWO: Develop a Plan

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

- 1) What do you think are some of the benefits Navigate's academic planning, both for students and for your department? Do you have any concerns, or what would you like to know more about? Is there something you would like for Navigate to do that doesn't currently seem possible?
- 2) Review the sample 4-year degree plan posted on your department's webpage. Is it accurate? If it isn't, what changes are needed to make it accurate and useful to your students? (Remember, students will use your posted sample degree plans in building their own academic plans.) Department chairs may send updated degree plans to Michaela Saunders at [michaela.saunders@washburn.edu](mailto:michaela.saunders@washburn.edu) and request that they be posted on departmental webpages.
- 3) What are the steps you will take in approving a student's academic plan? For example, you will need to consult their degree audit to confirm what they have already taken. You will also want to compare the student's academic plan to your department's sample degree plan. Has the student planned to take courses in the proper sequence? Have they planned to take balanced combinations of courses in each semester? Are students taking math and English courses appropriate to their ACT or Pearson MyMathLab scores? Create a checklist of best practices in approving a student's academic plan. Remember, too, that students' academic plans can always be revised.
- 4) Once a good academic plan is in place for a student, time during advising sessions that was once utilized in creating a course schedule should be freed up for other discussions. What other topics should faculty advisors address with students during academic advising (e.g. holds on their accounts, the value of general education, career plans, graduate school, internships, extra-curricular opportunities, referrals to campus resources, etc.) Are you utilizing and updating your department's "major map"?

### Session THREE: Finalize Project

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

## Navigate Training Schedule

### September

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

### October

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

### November

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



## Committee Service Ma

Assign each service commitment an intensity category (low, med of effort your department members associate with the service co add or omit service commitments from the list below.

Type of Committee	Committee Name
<b>University</b>	Small Research Grants
	Major Research Grants
	BIS Committee
	Board of Student Publications
	Faculty Development Grants
	Faculty Handbook Committee
	Graduate Council
	Honorary Degree
	Institutional Review Board
	International Education
	IT Advisory Committee
	Promotion and Tenure Standards
	Sibberson Award
	University Facilities Planning
	Academic/Sweet Sabbatical Committee
	Assessment Committee
	Faculty Instructional Technology Advisory Committee
	Faculty Senate
	Executive Committee (subcommittee of Faculty Senate)
	Electoral Committee (subcommittee of Faculty Senate)
Faculty Affairs Committee (subcommittee of Faculty Senate)	
Academic Affairs Committee (subcommittee of Faculty Senate)	
Honors Advisory Board	
General Education	
Interdisciplinary Studies	



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

	Speaker
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High  
Medium  
Low

**CAS Success Group Report**  
**Communication Studies Department**  
**Option One: Zero Textbook Cost (ZTC)**

**Participants**

1. Jim Schnoebelen
2. Tracy Routsong
3. Kevin O’Leary
4. Steve Doubledee
5. Margaret Jones
6. Carson Kay
7. Adebanke L. Adebayo (Chair)

**Training**

Following the requirement of the CAS success group, a few of the participants were able to attend the Wednesday, October 5 training. Hence, a follow-up training session was scheduled with Amanda Luke. Amanda Luke was invited to our departmental meeting on Tuesday, November 1, 2022, where all participants were present for the interactive session. The session helped participants understand the intersections between copyright law, the four factors of fair use, and creative commons licensing as it relates to Open Educational Resources. ZTC was also covered –what counts and what does not as well as due dates for adoptions.

**Planning and Finalizing the Project**

Participants took a few weeks to evaluate their past, current, and future teaching assignments and potentially decide which could be adopted as ZTC or transitioned to ZTC in due time. Participants also reviewed and discussed the resources shared in the training including but not limited to Fair Use Worksheet, OER Libguide and ZTC webpage.

After a successful collaborative deliberation, the group decided to approach ZTC through a pedagogical lens with a student-centered focus to generally reduce the overall financial burden of purchasing textbooks. To accomplish this, the group opted for a “reduced textbook cost” where a ZTC adoption was not currently feasible—for example, using an older textbook edition where applicable. Following a careful collective evaluation of most of the departmental course offerings through the pedagogical and student-centered lens, the proposed ZTC adoptions and reduced textbook costs are below.

	<b>Course</b>	<b>ZTC</b>	<b>Reduced Cost</b>
1	CN 150: Public Speaking	OER	
2	CN 342: Group Communication	OER	
3	CN 350: Persuasion	OER	
4	CN 308: Organizational Communication	ZTC	
5	CN 368: Rhetoric Hip Hop/Rock and Roll	ZTC	
6	CN 491: Senior Capstone Internship	ZTC	
7	CN 498: Senior Capstone	ZTC	
8	CN 302: communication Theory		Reduced Cost
9	CN 303: Research Methods		Reduced Cost
10	CN 341: Persuasive Speaking		Reduced Cost
11	CN 344: Oral Interpretation		Reduced Cost
12	CN 351: interpersonal Communication		Reduced Cost

**ZTC Spring/Summer deadline is October 1<sup>st</sup> and Fall deadline is April 1<sup>st</sup>**

# Faculty Success Group

## ZTC Course Plans – Math Department

Faculty members in the math department met to discuss the ZTC initiative and develop a plan to initiate ZTC in their courses.

Faculty: Beth McNamee, Jillian Kimzey, Gaspar Porta, Kosman Rajapaksha, Guannan Hu, and Sarah Cook

The members of this group first attended an introduction to ZTC with Amanda Luke. In this presentation, we learned of Washburn's commitment to lowering the textbook costs for students. The presentation introduced resources for faculty and discussed Creative Commons copyright rules.

Our second meeting discussed the viability of ZTC or low-cost course material in our courses. A result of this meeting was the acknowledgement that ZTC courses might be easier at the higher-level math courses. In fact, several of the courses are already either zero or low-cost courses for our students. The difficulty in math courses becoming ZTC lies in the general education level of courses. The necessity of a homework system is a hinderance to finding zero or low-cost alternatives to the students. As a group, we discussed OpenStax books, free programs such as MyOpenMath, and low-cost companies such as Lumen. Upon researching our available options, we adjourned to develop plans for our future courses.

In our third meeting, we shared various plans to make our courses low-cost or no-cost and developed a timeline for making more ZTC math courses. Here are the results for each of the faculty members:

Guannan Hu:

I am working on higher-level math courses such as ma 384 and ma344 and lower-level math course ma140 to have low-cost and zero-cost textbooks.

For the ma384, I am using the lectures note had for a long time and the homework is copyrighted free.

For the ma344, I am compiling material that can use in place of the textbook.

For low-level textbooks, the students rely on the HLS for instant tutoring and step-by-step guidance for homework.

I look forward to the new edition of the ZTC options to see if it can offer an equivalent experience for the students.

With the competition of ZTC options, it is easier to cut the cost of current copyrighted textbooks.

Gaspar Porta:

In MA331 we are using an old edition of a text that is available for under \$20 each. In MA301 I am using a ZTC text that is a CC publication in its 4<sup>th</sup> edition. In MA361 there are references that are on hold at the library, but no individual text students buy—there is a membership at the local maker's space that is obligatory. In the calculus sequence, which is comprised of MA151, MA152, and MA253, we are using an edition of a commercial text that will change its edition in one (1) to two (2) years. At the time of the change of edition we will reconsider that source and compare it with ZTC options.

Kosman Rajapaksha:



For Regression analysis(MA 346), I will continue to use my own notes Homework, and test material. Students are not required to buy a book for this course. The Time series analysis(MA 348) book I'm using will cost around 20 dollars. It will go towards the low-cost course materials. Statistics(MA 140) I will wait until the edition update and decide at that time what kind of book we will need to select to give the best learning experience to the students.

Jillian Kimzey:

By Fall of 2023 MA090 will be a ZTC course with our online homework software moving from Pearson MyLab Math to MyOpenMath. This project is currently in progress. By Fall of 2025 MA 095 should also be moved to MyOpenMath to move to ZTC.

Beth McNamee:

I am working towards a ZTC course for MA112, and I plan to have a ZTC course by Fall 2024. The difficulty lies in finding a homework program that aligns with the material in the course. I will use MyOpenMath and use the resources available to me there. I will also modify and create homework problems as needed.

I don't have current plans for my trigonometry course, but I hope to use the experience from MA112 to work with my open lab or a low cost alternative such as Lumen. This could be done as early as Fall 2024.

Sarah Cook:

For Introduction to Real Analysis I and II (MA 371/372), I am planning to move to a text that is either low cost or, ideally, ZTC. I have already been developing my own set of homework problems for the course so I will just be looking for a text to use for reference material. As Department Chair, I am also going to explore ZTC options for our Calculus sequence, MA 151/152/253. We already use the same text for all three courses and hence the text is on at least a three-semester rotation. We recently switched to the latest edition of our text so a change in this book will be at least a year away.

Faculty Success Group Option 2: Fall 2022  
Active Participants: Drs. Hoang Nguyen, Seid Adem and Allan Ayella  
Other participants: Departmental Colleagues

Session ONE: Active participants met, and ranked current service committees into low, medium, and high categories.

Session TWO: Active participants met, and discussed ranking of service committees based upon the amount of work projected to be done by the service committee. For example, a high ranking was given to the tenure and promotion committee because it is active year long, and members read hundreds of pages in petition documents. While resources subcommittee of the college faculty council was given a low ranking because members meet less often, and when members meet, they play the role of voting on resource decisions. An excel sheet of the rankings, and confidence in the ranking is **attached** with this report.

Session THREE: Active participants developed a rubric for scoring each of these service committees. In the rubric, a scoring of 1, 2, and 3 points was chosen for low, medium and high categories. In this point – based rubric system, a score of 1 committee point is a “below expectation” score for promotion from Assistant to Associate Professor. A score of 4 – 7 committee points would “meet expectations”, while a > 14 committee points would be a “beyond expectation” score. Also, included in the rubric are considerations for number of students contact advised (whether or not they are listed as advisees), and the number of community-based participations. The scoring file is **attached** with this report.

Overall summary: The faculty success group was successful in looking at ranking the university, college, and department committees for service purposes. The group was also successful in generating a rubric to use for scoring the ranked committees for tenure and promotion purposes. The group feels that if adopted, these two files need to be made available to faculty for evaluation of service that accompanies tenure and promotion document application. There is therefore no need to provide specific examples of service in the department’s main tenure and promotion document itself if these files are adopted, accepted by the chemistry department.

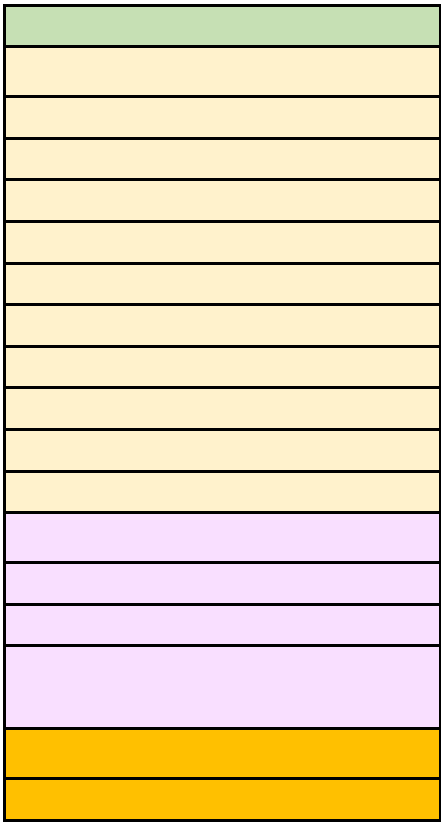
## Committee Service Matrix

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

Type of Committee	Committee Name
<b>University</b>	Small Research Grants
	Major Research Grants
	BIS Committee
	Board of Student Publications
	Faculty Development Grants
	Faculty Handbook Committee
	Graduate Council
	Honorary Degree
	Institutional Review Board
	International Education
	IT Advisory Committee
	Promotion and Tenure Standards
	Sibberson Award
	University Facilities Planning
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	Undergraduate Probation and Reinstatement
	University Program Review Committee
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	Academic Diversity and Inclusion Committee
	Subcommittee of Academic Diversity and Inclusion Committee
	Learning Environment Committee
	Academic/Sweet Sabbatical Committee
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	Professional Development Committee (subcommittee of CFC)
	Curriculum Committee (subcommittee of CFC)

	Resources Committee (subcommittee of CFC)
<b>Department</b>	Division Meetings
	Assessment
	Accreditation
	Hiring Search Committee
	Faculty Member's Committee for Tenure and Promotion
	Newsletter
	Social media
	Events
	Student Organization
	Advising (undergrad)
	Advising (grad)
<b>Discipline</b>	Professional Organization 1
	Professional Organization 2
	Member of editorial board
	Reviewer of scholarly manuscripts, grant applications, conference proposals, etc.
<b>Community</b>	Local Board Member
	Speaker





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## Committee Service Matrix

Assign each service commitment an intensity category (low, medium, or high) based on the following criteria:

Type of Committee	Committee Name
<b>University</b>	Small Research Grants
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	Faculty Handbook Committee
	Graduate Council
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	Institutional Review Board
	International Education
	IT Advisory Committee
	Promotion and Tenure Standards
	Sibberson Award
	University Facilities Planning
	Academic/Sweet Sabbatical Committee
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<b>College</b>	CAS Promotion and Tenure (CCPT)
	College Faculty Council (CFC)
	Professional Development Committee (subcommittee of CFC)
	Curriculum Committee (subcommittee of CFC)
	Academic Diversity and Inclusion (subcommittee of CFC)
	Resources Committee (subcommittee of CFC)



<b>Department</b>	Division Meetings
	Assessment
	Accreditation
	Hiring Search Committee
	Faculty Member's Committee for Tenure and Promotion
	Newsletter
	Social media
	Events
	Student Organization
	Advising (undergrad)
	Advising (grad)
<b>Discipline</b>	Professional Organization 1 - ACS, ASBMB Wakarusa Valley
	Professional Organization 2 - Kansas Academy of Science
	Member of editorial board
	Reviewer of scholarly manuscripts, grant applications, conference proposals, etc.
<b>Community</b>	Local Board Member
	Speaker



Low	High
High	High
Medium	High
High	High
High	High
Low	High
Low	High
Medium	High
Medium	High
Medium	High
Medium	High
Medium	High
Medium	High
High	High
Medium	High
Low	High
Medium	High

[Redacted]

[Redacted]

[Redacted]

[Redacted]

High  
Medium  
Low

## Rubric for Evaluations of Faculty Service

### Department of Chemistry

For the purpose of this rubric, I propose putting the committee point value equivalent to the level of commitments of the committee as reviewed:

1 committee point = Low

2 committee points = Medium

3 committee points = High

<b>Assistant Professor</b>			
Level	Below Expectation	Expectation	Beyond Expectation
University	No university committee points	1-2 university committee points	3 or more university committee points
College	No college committee points	1-3 college committee points	4 or more college committee points
Department	1 department committee point	2-6 department committee points	7 or more department committee points
Advising	No advising	Advising 1-6 students	Advising 7 or more students
Community	-	No community service roles expected	Participated in 1 or more community service roles
<b>Associate Professor</b>			
Level	Below Expectation	Expectation	Beyond Expectation
University	1 or less university committee points	2-4 university committee points	5 or more university committee points
College	2 or less college committee points	2-4 college committee points	5 or more college committee points
Department	3 department committee points or less	4-8 department committee points	9 or more department committee points
Advising	Advising 2 or less students	Advising 3-8 students	Advising 9 or more students
Community	No community service roles	Participated in 1-3 community service roles	Participated in 4 or more community service roles
<b>Professor</b>			
Level	Below Expectation	Expectation	Beyond Expectation
University	1 or less university committee points	2-5 university committee points	6 or more university committee points
College	2 or less college committee points	3-6 college committee points	7 or more college committee points
Department	3 department committee points or less	4-10 department committee points	11 or more department committee points
Advising	Advising 3 or less students	Advising 4-9 students	Advising 10 or more students
Community	No community service roles	Participated in 1-4 community service roles	Participated in 5 or more community service roles

## **Fall 2022 Kinesiology Dept. Faculty Success Group**

John Burns  
Karen Garrison  
Ross Friesen  
Yang Song  
Eric Mosier

### **Option 3**

#### **Academic Planning**

**Step 1 – Attend Academic Planning Training Session** – All 5 KN faculty attended Navigate training on September 29, 2022

**Step 2 – Develop a Plan** – Group met on 10/6/22 (before the academic advising period) and 11/1/2022 (after the academic advising period)

1) Discussion questions:

Benefits of Navigate

- a. Navigate helps students see class requirements and plan upcoming semesters, ensuring they don't lose information provided by the advisor, such as courses to take, PINs, etc.
- b. It could serve as a means of documenting advising appointments and instructions given to students.
- c. Having a couple of semesters laid out could be beneficial for faculty taking over advising responsibilities for departed faculty or filling in for faculty on sabbatical or out for other reasons.

Concerns of Navigate

- a. Since Navigate is not tied to previous or upcoming course schedules or offerings, students plan courses in semesters they are not offered. For example, CH 151/CH 152 is taught fall, then in spring. You can't take CH 151 in the spring, yet Navigate allows them to plan this way, which then has to be changed subsequently.
- b. Within Kinesiology, we have a fairly set course rotation and time offerings, which results in a predictable course sequence and progression through the degrees to completion. Students planning in Navigate are unaware of these and often plan courses that are only taught in one semester or plan classes offered at conflicting times.
- c. Additionally, Navigate is not tied to MA 116 placements & EN 101 placements. So students plan for MA116 when they need a preparatory pathway to get to MA116.
- d. Lastly, to our understanding, Navigate is not tied to the degree audit. If the two were linked so you could retrospectively see what has been completed and then drag and drop the plan moving forward, it could be more helpful.

2) All 4-degree plans and advising sheets are accurate and were recently updated by a previous faculty success group.

- a. It was found that advising worksheets were unavailable on the KN Department major's home pages. The missing information is now posted, and each KN major home page now has the Major Map, Sample Schedule, and Advising Worksheet linked directly.
- b. Minors and certificates listed on the KN home page have been updated and now reflect current University catalog requirements

- 3) Steps in approving a student's academic plan
  - a. Expect students to attend advising meetings prepared with specific courses and schedules for the upcoming semester already outlined for approval.
  - b. Expect students to have the subsequent three academic semesters planned in Navigate.
  - c. Approve Navigate plan with the student during the advising session.
  - d. Enter a note in Navigate approving the plan
  
- 4) Other topics faculty advisors should address with students during academic advising
  - Career and/or professional aspirations and certification opportunities, both as a current student and post-graduation
  - Summer courses and/or internship/work opportunities
  - Subsequent course work over the following three semesters, planned in Navigate
  - targeted degree completion date for students with more than 60 credits toward the degree
  - WTE opportunities & KN Department Honors
    - Study Abroad
    - Research
    - Service
    - Leadership
  - Degree minors and/or leadership certificates/honors program distinctions
  - Professional development opportunities as a student
    - Major club involvement & leadership
    - Professional seminar attendance

### **Step 3 – Finalize Project**

#### **Best Practices in Advising KN majors**

- Stay aware of updates and requirements related to University Math and English placement and understand entry requirements and course sequencing.
  - EN 101 should be completed by the end of 1<sup>st</sup> year
  - MA requirement should be completed by the end of 3<sup>rd</sup> semester
- Understand the prerequisite sequencing of KN major courses
  - BI 100/101 should be completed by the end of 1<sup>st</sup> year
  - BI 250 or 275 & BI 255 should be completed by the end of 2<sup>nd</sup> year
  - KN 321 & KN 326 should be completed by the end of 3<sup>rd</sup> year
- Stay aware of the typical graduate program prerequisite courses where KN majors seek to attend and understand how those requirements equate to credits at Washburn.
  - Physical Therapy, Occupational Therapy, Athletic Training
  - Exercise Science/Exercise Physiology
  - Chiropractic, Physician Assistant
  - MBA
  - Other
- Meet face-to-face with the student at a time designated explicitly for academic advising within two weeks of the fall and spring semester's pre-enrollment window.
  - When students schedule appointments, provide them with the advising checklist to ensure student preparedness for advising sessions.



### Kinesiology Department Advising Checklist

Students, don't forget that you need to complete the items listed below **before** you meet with me for academic advising:

- ✓ You need to create a proposed schedule for the following semester – including the days/times the courses meet in the upcoming semester, to identify any scheduling conflicts. Bring this schedule with you to the appointment.
- ✓ You need to review your degree audit to identify satisfactory progress and identify any questions or concerns you may have. Ensure any transfer credits are listed and marked appropriately. We will utilize the degree audit to set an anticipated graduation date.
- ✓ You need to review your Navigate Academic Plan and create a list of classes that need to be completed in the following 2-3 semesters. Please ensure you will have the necessary prerequisites for these courses.

- Expect students to utilize the advising checklist so they attend advising meetings prepared with specific courses and schedules for the upcoming semester already outlined for approval, have reviewed their degree audit, and have the subsequent three academic semesters planned in Navigate. Approve Navigate plan with the student during the advising session.
- During the advising meeting, discuss the following in addition to the upcoming semester schedule:
  - Career and/or professional aspirations and professional certification opportunities, both as a current student and post-graduation
  - Summer courses and/or internship/work opportunities
  - Subsequent course work over the next 3 semesters, planned in Navigate and targeted degree completion date for students with more than 60 credits toward the degree
  - Degree minors and/or leadership certificates/honors program distinctions
  - WTE opportunities & KN Department Honors
    - Study Abroad
    - Research
    - Service
    - Leadership
  - Professional development opportunities as a student
    - Major club involvement & leadership
    - Professional seminar attendance
    - Discipline-related University/Community service
      - Student advisory boards
      - Sunflower State Games or other community events
- Once declared as a KN major, academic advising and PIN issuing should only come from the assigned KN academic advisor, even though the student may seek advising from other areas (i.e., other KN faculty, CSSA, Leadership, PTA, etc.). Alternate advisors should not provide PINs for KN declared majors.
  - In the past, it has been found that students have bypassed meeting with their KN advisor and accessed their PIN through other resources, which led to enrolling in courses out of sequence or in conflict with the declared KN major and the student's devised academic plan.
  - KN Faculty advisors should only issue Enrollment PINs to their assigned advisees after meeting for academic advising. Other KN faculty should refer questions and PIN requests to the student's academic advisor on record to ensure consistent and ongoing academic advising for the student.

# How to enroll for Spring and Summer 2023

**Pro Tip: To get ready for mass advising, check out the sections listed below.**

*If you graduate in December 2022, ignore mass advising as you have finally finished your degree! 😊*

## How to see your degree audit:

Don't know what classes you need in the spring? Check out your degree audit - the official checklist of what you need to complete for your degree. It will tell you what you've accomplished and what is still missing from your major and minor.

- Log into my.washburn.edu
- Click on the Student Academics tab
- Click Process Degree Audits
- Full instructions for navigating your degree audit: <https://www.washburn.edu/registrar/degree-works-faq/index.html>

## View the Spring 2023 Class Schedule:

I recommend you plan what classes you will take in spring BEFORE you come to mass advising. This list might change after you talk to MM faculty, but it's always a good to know in advance what you want to take. Here's how to find what classes will be taught in the spring:

- Log into my.washburn.edu
- Click on the Student Academics tab
- In the first column to the left, click on Registration Dashboard
- Click Browse Classes
- Pick spring 2023 (view only) from the dropdown menu

*Note: The spring schedule will "open" on Oct. 10.*

- Type in any department name (like mass media) to bring up all the classes that department will offer in the spring

## Choosing Classes for Spring 2023:

Here's the best strategy for planning out when you will actually be in class:

- Choose your mass media classes first - usually, there is only one section of a mass media class offered after you've made it through MM 100, 155, and 199. So, block out the time in your weekly schedule for the MM classes you need in spring.
- Choose classes for your minor next (if you have it)

- Lastly, choose general education classes that work with your other classes and your schedule (your degree audit should help you see what you have left in each category).
- Write down the CRNS for the classes you choose. Think of them as unique codes for each class. They will save you a lot of time when you enroll.

**Class Details for Introduction to Mass Media Mass Media 100 A**

**Term: 202230 | CRN: 31043**

<b>Class Details</b>	<b>Associated Term:</b> Fall 2022
<b>Bookstore Links</b>	<b>CRN:</b> 31043
<b>Course Description</b>	<b>Campus:</b> Washburn University
<b>Syllabus</b>	<b>Schedule Type:</b> Lecture
<b>Attributes</b>	<b>Instructional Method:</b> Traditional lecture format
<b>Restrictions</b>	<b>Section Number:</b> A
<b>Instructor/Meeting Times</b>	<b>Subject:</b> Mass Media
<b>Enrollment/Waitlist</b>	<b>Course Number:</b> 100
<b>Corequisites</b>	<b>Title:</b> Introduction to Mass Media
<b>Prerequisites</b>	<b>Credit Hours:</b> 3
<b>Mutual Exclusion</b>	<b>Grade Mode:</b> No Section specified grade mode, please see Catalog link below for more information.
<b>Cross Listed Courses</b>	
<b>Linked Sections</b>	
<b>Fees</b>	
<b>Catalog</b>	

### How to Register for Courses in Spring 2023:

Enrollment takes place over four days before it opens up for all students to enroll for spring 2023.

- Seniors (90+ credit hours) enroll on Tuesday, Oct. 18 - yes, that's technically Fall Break
- Juniors (60 - 90 credit hours) enroll on Wednesday, Oct. 19
- Sophomores (30 - 60 credit hours) enroll on Thursday, Oct. 20
- Freshmen (1 - 30 credit hours) enroll on Friday, Oct. 21
- All students can enroll on Saturday, Oct. 22

**Pro Tip: Set a calendar alert for the day you should enroll now.**

### Enrollment Instructions:

If you need help enrolling - here are the

instructions: <https://www.washburn.edu/academics/files/register-for-courses.pdf>

If you have the CRNs for your classes, choose the CRN Method. It's quick and less prone to errors.

### **How do I find my number of credit hours?**

If you don't know how many credit hours you have, check out your degree audit - it will tell you at the top. <https://www.washburn.edu/registrar/online-degree-audits.html>

### **A note about minor and double concentrations**

#### **Q: Can you take a double concentration in mass media and not take a minor?**

**A:** It is not true that a double concentration replaces a minor. For your Bachelor of Arts degree, you will need 120 total hours to graduate. Your major is 40 hours and then you have a requirement of 80 non-major hours. While you absolutely can do a double concentration - I have students who are doing that right now - those extra hours in your major won't count for the 80 non-major hours. This is why mass media requires an external minor - it helps you fulfill the 80 non-major hours - along with the general education requirements you have.

Many minors are 15 or 18 hours total - you can find this by Googling something like Washburn English minor, and you'll see the page pop up where you can click on the link for information on the minors offered in English.

The good thing about minors is that if you take an intro class in your minor, it will often count toward your general education requirement, too. For example, you could take HI 111 (U.S. History up to the Civil War) and HI 112 (U.S. history after the Civil War) and both classes would count toward your social science gen ed requirement. Those two classes would also count toward a history minor and you would only need three more upper-level history classes to finish your minor.

## CAS Faculty Success Group on Navigate Planning for PY

### 1) Benefits, Concerns, Requests

- **Benefits of Navigate's Academic Planning**
  - Facilitates **student preparedness**—planning prior to advising
  - It seems potentially useful as a "foot in the door" or self-perception-based attitude-strengthening strategy to **support student commitment** by requiring their hands-on engagement behaviors (though I'm not sure what gains in commitment occur from dragging/dropping "Humanities Gen Ed" to a particular semester vs. just discussing it with an advisor).
  - Navigate helps the student to **find the sections of classes** that fit their schedule.
  - Students could **plan their entire schedule** from start to finish essentially creating a four-year plan within Navigate.
  - Students lose their PINs; so you could add it as a note to their academic plan. And, just in general, adding **notes and/or comments** to their plan is beneficial.
- **Concerns**
  - The expectation seems to be that time previously spent checking students' schedule *during* advising is now time spent *before* advising. We do not fully grasp the benefit of this **extra advising time commitment** required of us, nor do we understand how this process will make advising better/more efficient.
  - The planning portion can be misleading in that students can plan to take a **course that is very rarely offered** on a very specific semester.
  - We must still **go outside of Navigate to access other information** (student PINs, degree audit info, Major Maps); **multiple logins** are also required. Can Navigate provide the same information to avoid having to be back and forth between pages? Navigate could be streamlined more.
  - Not all students reliably use Navigate; juniors and seniors were particularly **resistant** to using Navigate; first year students use it in WU101 then not necessarily after.
  - The **chain of involvement/communication upon issuing alerts is unclear**. When should these be sent (e.g., after instructor talks to student)? Who gets these (advisor, Christina Foreman, other staff who can intervene)? Who is supposed to respond and how (besides advisors forwarding emails to students)?
  - This system **isn't helpful** for students who don't access Navigate, don't check email, and don't check their Navigate app, and it **is redundant** for the students who are doing these things, because they are already prepared otherwise.
- **Requests**
  - **Copy students on alerts**
  - **Add current semester's PINs** to area only advisors (not students) can see
  - Make it easier to **tell how many credits each class counts** for. (e.g., "I have a student who is a music minor and those classes vary from 0 hours to 3. I don't want to have to look them all up to see how many credits.")
  - **Consolidate alerts** prior to them being issued to advisor/students/others. (e.g., "It seems like I typically get 2-4 alerts on the same student, and it is disjointed to treat each issue separately.")

### 2) Review the sample 4-year degree plan

- **Proposed changes**
  - Next year, these plans will need a **radical overhaul** due to coming changes to gen ed and our program changes.

- Retitle the plans (one is called "4 year plan," the other is called "plan w/ graduate school prep")
- Update pillar options
- Provide a note reminding students to select 3 credit hours for PY336, 389, and 390.
- Note that one of the Arts/Humanities needs to be Creative/Performing Arts. Students may think they only need 15 hours of Humanities when in fact they need 3 hours of Creative/Performing Arts.
- Add **Psychology Club/Psi Chi** to 4 year plan and major map

### 3 Steps to approve a student's academic plan

- **Checklist of best practices**

- **Encourage advisees to use Planning feature** when inviting students to sign up for advising
- **Compare** plan with degree audit and 4-year plan
- Make sure students are still **interested** in the plan they have and what their **career goals** are that would fit with their plan. This would also help prepare early for which Capstone the student may be interested in and help us to plan ahead for research projects versus internships, etc.
- **Require students to revise** inappropriate plans during/after advising based on advisor feedback
- Leave a **note** confirming the plan with PIN

### 4) Other topics to address during academic advising

- **Other topics**

- We should continue to address all the topics we have been addressing, which includes (but isn't limited to) the items listed as examples
- If a student is struggling, we discuss **resources**
- Major Map (including **Psychology Club or Psi Chi involvement**)
- Discussion of **Future goals** and how their plan meets that, esp in relation to **Capstone projects**

**Commented [JH1]:** Sample email to students for advising:

Subject: TIME SENSITIVE: schedule advising appointment (AVAILABLE DATES HERE)

Hi folks,

It is time to schedule an advising appointment to make sure you're on the right track as WU Psych majors and to enroll in SEMESTER YEAR classes!

1. **HOW TO BOOK YOUR APPOINTMENT:** sign into SSC [here](#) (log in is same as all other university accounts), click on "Appointments" (Problems? Email [SSChelp@washburn.edu](mailto:SSChelp@washburn.edu) or visit Center for Student Success and Retention in Mabee).
2. **WHEN TO BOOK YOUR APPOINTMENT:** my availability is for the next two weeks (AVAILABLE DATES HERE).
3. **PROCESS DEGREE AUDIT:** instructions [here](#)
4. **REFERENCE:** emailed suggested schedules (ATTACH 4 YEAR PLANS)
5. **ACCESS COURSE SCHEDULE:** [here](#) (AVAILABLE DATE)
6. **MAKE YOUR PLAN:** of classes to take in Navigate
7. **JOIN ME:** at your advising time in LOCATION, via ZOOM LINK, or via PHONE #
8. **BRING:** WIN, Navigate Plan, questions
9. **Be excellent to each other!**

## Fall 2022 Course Success Group Summary

**Group members:** Sarah Cook, Guannan Hu, Gaspar Porta, Kosman Rajapaksha, Janet Sharp, Jennifer Wagner

**Session One:** All members attend an Academic Planning Training Session on Navigate with Cristina Foreman.

**Session Two:** Our group met to discuss what we had learned from our training and to develop a plan to improve advising. We had the following thoughts related to the questions outlined for this session:

- Navigate seems to be designed for mobile devices and at times it is difficult for faculty to see.
- On Navigate it is a challenge for faculty to “see” the entire 4-year plan. Without Navigate we tend to all make a two-column list of the 8 semesters which fits nicely on one screen. On Navigate all 8 semesters are in one column and you have to scroll back and forth.
- We like that Navigate saves the PIN.
- We think Navigate is convenient for students, however we have heard students make comments about not liking it (though nothing specific, just a general dislike).
- We wonder if the different Gen Ed classifications could be color-coded.
- We wonder if it would be possible to have a link on Navigate for scholarship applications or admission to programs (like Education).
- We think it would be helpful if Navigate indicated the prerequisites for a course without having to click on the catalog description.
- We reviewed our existing documentation that we use for advising and in general we feel like it is in good shape.
- One thing we want to incorporate is a “responsibilities” list for faculty and students. Several faculty mentioned that students at times will expect the faculty member to “find” a Gen Ed course for them when this should be the responsibility of the student.

**Session Three:** An Advising Checklist was created and placed on the Department S Drive.

## Navigate-Based Advising

There are a few slight changes in Navigate that faculty should know about and use for successful advising. Also, the following includes a checklist for tasks to do in Navigate while advising.

The goal is: student agency and that once a good academic plan is in place for a student in Navigate, time during advising sessions that was once utilized for creating a course schedule can be freed up for other discussions.

2022 changes currently in place and additional faculty involvement in Navigate

1. Faculty can select which pronouns they use in Navigate settings. The pronouns will appear by faculty names throughout Navigate.
2. All WU101 students are now creating their academic plans on Navigate. When they click their major, the required classes needed for the major come up to add to a specific semester.
3. As Navigate academic plans are in each student's control, faculty can still take a look at a student's plan, begin a recommendation for change if needed, then send that recommendation to the student. These recommendations are especially needed for courses not offered every semester.
4. Navigate allows agency and aids in understanding for what a student needs to graduate. However, faculty should still help with their knowledge from DegreeWorks and special allowances in course requirements, prerequisites, substitutions, and such.

### Checklist for Academic Plan Before Meeting To Discuss Pre-Enrollment

Note: Many of these checklist items, once completed, might not need to be revisited

consult the DegreeWorks audit to see what courses the student will need to graduate

In Navigate:

compare that the needed courses are in synchronization with what the student has planned

look for where courses may need to be moved to another semester if not offered during the semester the student planned

check that courses are in the proper sequence

check that semesters are well-balanced

check that students are enrolled in the math and English courses appropriate to their ACT or Pearson MyMathLab scores

send a recommendation to a student if their plan needs changed

discuss with the student during their pre-enrollment meeting

Other discussions with students

Self care, how the semester is going, what good events are happening in a student's life, the value of general education, career plans, graduate school, internships, extra-curricular opportunities, referrals to campus resources, using the major map.



Report of History CAS Faculty Success Group  
Fall 2022

Kelly Erby, Kim Morse, Tom Prash, and Kerry Wynn participated in this faculty success group. Each attended a Navigate academic planning training led by Christina Foreman.

The group then met in November to discuss the changes to the academic planning tool. We discussed the pros and cons of the changes.

The group also revised the department's advising guidelines based on the changes to the academic planning tool. This document is attached.

## Checklist for Advising Sessions\*

Each individual advising appointment will vary based on the student, their circumstances, needs and questions. The following is a general list of items that should be covered each time you meet with a student.

- Generate a Degree Audit for each advisee using Degree Works. This will list classes taken and what is still needed.
- Check that courses in Degree Works are all allocated to the correct categories. Have all of the HI 300 courses been appropriately counted? Email [audits@washburn.edu](mailto:audits@washburn.edu) to request any changes to the degree audit. Include the student's WIN in the email.
- Check the student's degree plan in Navigate.
  - Has the student selected the correct general education template(s)?
  - Has the student selected appropriate courses or placeholders?
  - Is the distribution of History courses and other necessary courses appropriate?
  - Ensure HI 395 and HI 399 are each locked into the correct, separate semester.
- Check to see if the student has any holds. These must be resolved prior to the student enrolling. (This [webpage](#) includes an explanation of holds and who to contact to resolve them).
- If the student is new to Washburn or History, look at the student's Academic Transcript (if available). Is the student on probation? Does the student have transfer credits? Have all previous transcripts been received and posted?
- Ask the student if they have received an Associate's Degree. If so, this will affect how Washburn accepts their transfer credits. Ensure the student's degree audit reflects their transfer credits in the proper general education category. If this needs updating, contact the University Registrar auditors ([audits@washburn.edu](mailto:audits@washburn.edu)).
- Ask the student about future career plans. Discuss options for minors that would support these plans, and general education or elective courses that would provide skills useful to this path.
- Look over the general education courses the student has already completed and what they still need to complete.
- Make sure the student is taking the correct Math and English course for their abilities. Please refer to the [Math](#) and [English](#) placement guides to ensure that the student is enrolled in an appropriate level of course, remembering that there may be prerequisites for some courses.
- If appropriate, let the student know about Washburn's course **repeat policy**. They may repeat any course in which they have received a grade of "D" or "F". The new grade will replace the old grade in their GPA. Students can repeat courses in which they received a C grade or better only with the permission of the Academic Department Chair.
- A student can take a course for **A/Credit/Pass/Fail** credit if it is not required of their major, minor, correlate or University Core requirement.
- Encourage students to consider opportunities such as internships, WTE, conference presentations, or publication opportunities that will help them pursue success in the field.

## Additional Checklist for Advising at New Student Orientation

New Student Orientation is an exciting time for incoming freshman and their families and guests. Many students are very anxious about college and it is important for the faculty and staff to be caring

members of the university community. This initial interaction helps students build and maintain relationships with faculty and their academic department.

- Students must enroll in an academic success seminar: WU 101 or HN101.
- Provide information to students about university and general education requirements for the degree.
- Provide students with information about career opportunities in History.
- Ask about any college courses the student has completed during high school for credit. These transcripts may not have been received by the university yet.
- Make sure any needed overrides for classes are done.
- Ensure students are placed in the appropriate [Math](#) or [English](#) course for their ability.
- Encourage students to enroll in 15 credit hours.
- Encourage students to think strategically about their minor. What other subjects interest them? What kind of career would they like to pursue?
- All students must know how to login to My.Washburn. Inform students that their Washburn email address is the university's official channel of communication.
- Provide information about major and degree requirements in the form of handouts or four-year plans.
- Inform the student where they can seek advising help after orientation. If they are assigned to another faculty member, make sure they have their advisor's name and contact information.

\*Adapted from the general advising handbook produced by the Washburn University Center for Student Success and Retention.

## Biology Department First-Year Advising Checklist and Best Practices:

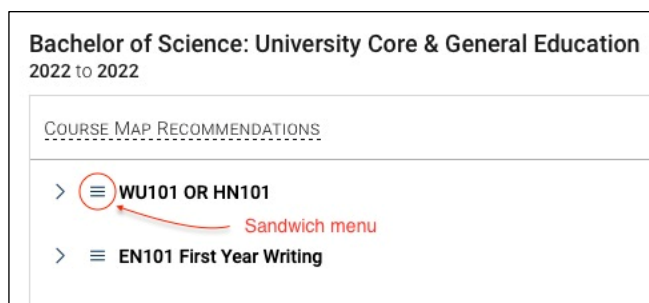
Students who declare a major within the Biology Department are assigned an academic advisor with expertise in their stated area of interest within biology or pre-professional interests. The declaration of major process will send the student an email indicating who is their advisor. Students should note this and contact the advisor by email to set up an initial meeting. Also, at the time of declaration, the Biology Administrative Specialist, will send the student at a minimum a sample degree plan for their intended major, biology course rotation schedules, a “Major Map,” and other relevant materials.

Following is a checklist that can be used for students in their first year, with an emphasis on setting up a four-year degree plan in the early advising sessions, especially since one of the WU 101 assignments involves setting up such a plan. This checklist is for students who are currently enrolled and not for NSO advising and only covers their first academic year.

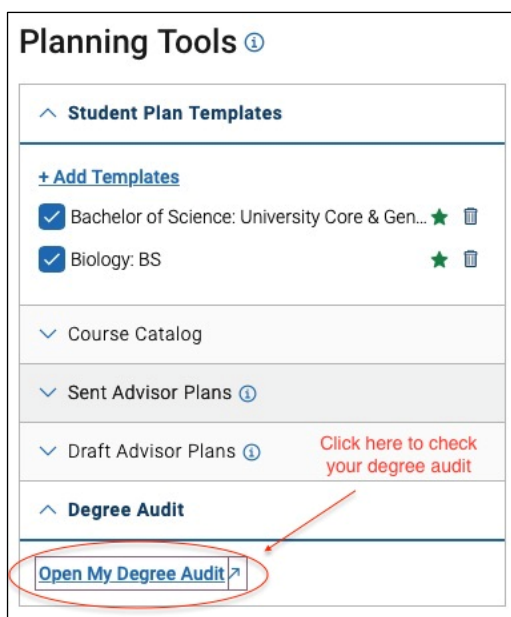
### Fall semester of 1<sup>st</sup> year:

#### August or September:

- Develop either a 4-year degree plan or a plan for your first 3 semesters, which is the current WU 101 assignment. Use the provided sample 4-year degree plan and rotation schedule documents to help you develop the plan.
  - Login to Navigate using Google Chrome (preferred browser) at <https://washburn.campus.eab.com> or through the MyWashburn portal (Student Academics Tab >> Navigate \*NEW\* Academic Planning)
    - From the banner along the top of the screen, select “Planner”
    - The next screen will have three panels (left, middle, and right).
    - On the left panel and if you are declared as a major, you will see “Your Templates” listed. If not, “Add Templates” by searching for your major.
    - You will need to select a minimum of two templates; (1) your major requirements template and (2) the University Core and General Education template.
    - The template(s) you selected will be in the middle panel.
    - Select “Back to Planning” to begin creating your plan.
    - In the right-hand panel, select **Add a Term**. Be careful not to choose the Law School terms. If you plan to take summer classes, add summer semesters as well.
    - From the Selected Templates (middle panel), begin choosing courses to add to the right-hand panel in appropriate semesters. *\*Consult the sample degree plan and course rotation schedules.\**
    - For example, in your first semester, you will add WU 101. Find that course from the University Core and General Education template. Click on the “hamburger” or “sandwich” menu (3 horizontal bars) to add it to the appropriate term.




- Continue populating each semester with an appropriate number of credits. Full-time enrollment is a minimum of 12 credits per semester. Note that in the sciences there are often courses consisting of 3, 4, or 5 credits, so getting exactly 12 or 15 credits in a semester is often not possible.
- You can move courses from semester to semester by choosing the sandwich menu and moving them to a different term.
- When completed, review the plan and save your work.
- Check your DegreeWorks audit and make sure information is accurate (i.e., transfer credits, degree, advisor, etc.). This can be accessed in Navigate's left-hand panel as shown below:



- Email your advisor that the Degree Plan is ready for them to review.
- The advisor may make suggestions in Navigate and send these suggested changes to you for review.
- Set up an in-person meeting (or Zoom meeting, as appropriate) with your advisor to discuss the 4-year plan and any suggested changes.
- The faculty member can **approve** that plan by making a "Note" within Navigate indicating the plan was approved as of that particular date. This plan could be saved to document the history, knowing that degree plans may change during the course of 4 years.

#### October:

- Review your mid-term grades. Do you need help with certain classes, e.g., tutors, or may need to withdraw from a course?
- Calculate your Fall semester GPA using the GPA Calculator provided in your DegreeWorks degree audit. In the degree audit window at the top-right, click on the 3 dot menu (  ) and select the GPA Calculator from the drop-down menu.

**GPA Calculator** ✕

[Graduation Calculator](#)
[Term Calculator](#)
[Advice Calculator](#)

Enter the grades you expect to earn for your in-progress classes to calculate your GPA at the end of this term.

Current GPA \* 0.00      Credits earned \* 0.0

[Add Course](#)

Course * AR 101	Credits * 3	Grade * A	
Course * BI 102	Credits * 5	Grade * A	
Course * CH 152	Credits * 5	Grade * A	
Course * HN 101	Credits * 3	Grade * A	

**CALCULATE**

Enter your current grade for each course in which you are enrolled to calculate your semester (term) GPA.

- Sign up for an appointment with your Biology Department faculty advisor to review your courses for the Spring semester and to get your Registration PIN number. Advising for possible summer courses may also be done at this time.
  - If time permits, also discuss career goals, job-shadowing opportunities, possible internship opportunities, research opportunities, summer employment within the discipline, and anything else that is outlined on the Major Map for your selected major.
- Enroll in courses when the Advanced Registration dates open.

November and December:

- Finish the semester in a positive way by ensuring that you have turned in all assignments and are preparing for your final exams.
- At the end of the semester after grades are posted, check your DegreeWorks degree audit for accuracy.

Enjoy the Holiday Break!

## Spring semester of 1<sup>st</sup> year:

### January:

- Review your detailed course schedule.
- Add/drop (as needed) to fine tune your schedule, preferably before the first week of classes. Contact your academic advisor before making any changes to ensure these changes are appropriate. Do you need to update your Degree Plan?
- Review the Academic Calendar for important Spring dates and deadlines. Calendars may be accessed here: <https://www.washburn.edu/academics/academic-calendar-files/index.html>
- Review the syllabus for each of the courses in which you are enrolled. Pay particular attention to meeting times, room assignments for each course, information on how to contact your instructor and textbook requirements/recommendations. Note the dates when exams and other assignments are scheduled and put them in your planner as soon as possible.
- Plan how to incorporate extra-curricular activities within your course schedule.

### March:

- Review your mid-term grades. Do you need help with certain classes, e.g., tutors, or may need to withdraw from a course?
- Calculate your Spring semester GPA using the GPA Calculator provided in your DegreeWorks degree (as described previously).
- Sign up for an appointment with your Biology Department faculty advisor to review your courses for the upcoming Summer and Fall semesters and to get your Registration PIN numbers.
  - If time permits, also discuss career goals, job-shadowing opportunities, possible internship opportunities, research opportunities, summer employment within the discipline, and anything else that is outlined on the Major Map for your selected major.
- Enroll in courses when the Advanced Registration dates open.

### April and May:

- Finish the semester in a positive way by ensuring that you have turned in all assignments and are preparing for your final exams.
- At the end of the semester after grades are posted, check your DegreeWorks degree audit for accuracy.

Enjoy your summer break!

Future semesters will follow a similar timeline; however, advising sessions will be more communicative with respect to career goals, studying for placement exams into professional schools, etc.

The next page lists some responsibilities for both advisors and students, adopted by the Washburn Academic Advising Network. We also adopt these and hope that students will have an active role in planning their academic goals.

Listed below are the Washburn Academic Advising Network (WAAN) responsibilities for Advisors and Students (<https://www.washburn.edu/academics/advising/student-resources/advisor-student-responsibilities.pdf>).

## Advisor and Student Responsibilities

The relationship between advisor and student is one of shared responsibility. The role of your advisor is to assist you with educational choices and to help assess your progress toward meeting degree requirements. Ultimately, however, the student is responsible for making sure that all degree requirements are met.

Advisor Responsibilities	Student Responsibilities
Interpret and provide rationale for university policies, regulations, programs, and procedures. Help student make connections between majors and careers.	Become knowledgeable and follow institutional policies, procedures, requirements and deadlines. If you don't understand, ask questions until you do!
Be available to meet with students each semester. Establish and maintain regular advising hours. Act as a resource for both students and the larger campus community.	Initiate contact with your advisor and be prepared for advising sessions – make a list of questions or concerns; plan a tentative course schedule. Take the time to write down questions you want to clarify.
Get to know your advisees as individuals and create an atmosphere of caring and professional concern for students. Help students connect to each other, campus events, programs, and opportunities.	Get to know yourself. What are <u>your</u> personal interests, abilities, values and goals? Seek out and take advantage of the Washburn student experience. Explore all the WTE possibilities.
Offer advice on selecting courses and assist in developing an academic plan consistent with student goals. Assist student to define and develop realistic goals.	Provide your advisor with all the facts, keeping him/her informed about changes in your academic progress, course selection, educational and career goals.
Know how to interpret a degree audit and help monitor student's progress. Encourage timely steps toward a degree.	Know how to run a degree audit and keep a personal record of your progress towards your degree.
Be responsive to student needs, and when appropriate, inform and refer student to campus services available for acceleration, academic assistance, or other concerns.	Follow through with suggestions identified during advising sessions and take action where appropriate (file the form; make the call; schedule the appointment, etc.)
Inform student regarding alternatives, limitations, and potential consequences of academic decisions.	Accept final responsibility for all decisions. Keep in mind, " <i>advisors advise; students decide.</i> "





## Faculty Success Group, Fall 2022

### Academic Plan Approval with Navigate (Option Three)

John Mullican (facilitator), Andrew Herbig, Rodrigo Mercader, Takrima Sadikot

#### Session ONE: Attend an “Academic Planning” Training Session

*Each member of the FSG attended a Navigate Academic Planning Training Session with Christina Foreman.*

#### Session TWO: Develop a Plan

Develop a plan for how you will approve a student’s academic plan and incorporate academic plans into your future advising. In doing so, discuss the following with your FSG:

1. What do you think are some of the benefits to Navigate’s academic planning, both for students and for your department?

*We determined and discussed the following benefits of using Navigate for academic planning for both students and the department:*

- *Students gain ownership of their plan and become familiar with their major, correlate, and university requirements. It permits them to actively think about the degree progress and how they might organize their next four years.*
- *Advisor can make suggestions to degree plans.*
- *Navigate is fairly “user friendly” and similar to other frequently used applications.*
  - *Some of the upgraded features are nice; although, more can be done to make the process better (see below in “limitations”).*
- *Registration PINs are saved.*
- *Registration can be done directly from Navigate as long as they also log into the Student Academics>>Registration Dashboard on MyWashburn to sign the promissory note.*
- *Navigate permits the documentation of advising notes, so a historical record is available. This can be valuable when a student changes advisors or majors.*
- *SSO is a benefit.*

Do you have any concerns, or what would you like to know more about?

Is there something you would like for Navigate to do that doesn’t currently seem possible?

*We lumped these two questions together and determined the following limitations or concerns with Navigate at present.*

- *We think it would be valuable to have Navigate populate degree plans based on odd or even-year start dates. Many of our upper division courses are only offered in a certain Fall or Spring semester, e.g., Fall, odd years; Spring, even years.*
- *Similar to the first bullet, Navigate does not know when classes are to be offered, yet students can add courses in semesters when classes will not be scheduled. For example, we do not offer BI 310 in the Fall semester. It would be nice if the courses could be fixed to a particular semester (and odd or even year).*

- *Transfer credits are not populated in their plans*
  - *Advisor's suggested plans can't be accepted and automatically updated by the student. It seems that students don't have the ability to accept an academic plan from their advisor in single step ("accept changes from advisor").*
  - *Special topics (BI 180, 280, and 380) courses do not list titles for the course.*
  - *Would be nice to be able to easily add/delete courses from templates at the department level.*
  - *We were unsure whether or not we could see a history of suggested plans and whether students followed through or not.*
2. Review the sample 4-year degree plans posted on your department's webpage.

*We reviewed all the plans on the website and found them to be accurate, so no changes were needed.*

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

*Once a student has completed their academic plan in toto or just the first few semesters (a WU101 assignment) and it is ready for review by a faculty advisor, the advisee should send an email to the advisor letting them know it is ready for review. Faculty advisors can then review their plan with the department sample plan and make suggestions and/or corrections to the student's plan. Ideally, this would be done together in an advising session.*

*Things to consider:*

- *Prerequisite coursework may be necessary for some courses, e.g., MA 117 or MA 123 or MA 151 for PS 261*
4. Once a good academic plan is in place for a student, time during advising sessions that was once utilized in creating a course schedule should be freed up for other discussions. What other topics should faculty advisors address with students during academic advising (e.g., holds on their accounts, the value of general education, career plans, graduate school, internships, extra-curricular opportunities, referrals to campus resources, etc.)? Are you utilizing and updating your department's "major maps"?
- *Job shadowing or internship (required/optional) opportunities*
  - *Career options for different majors*
  - *Consult major map for your degree*

- *Maintaining progress toward degree*
- *How are your classes going?*
- *What are the classes in which you are struggling?*
- *What campus resources might help or enhance your academic experience at WU? Are you aware of these resources?*
- *Are you taking the proper pre-requisite coursework for advanced coursework?*
- *What are you planning to do for your required research credit? Have you discussed research with prospective faculty members?*
- *What are your preparation plans for post-graduate work, e.g., GRE, MCAT?*
- *If planning to enter the workforce upon graduation, have you begun networking with prospective employers?*
- *Have you developed a current CV and/or resume as you prepare to graduate and seek jobs?*
- *Have you contacted potential references and their contact information to see if they can be listed?*

### **Session THREE: Finalize Project**

Create an advising checklist and/or best practices for approving a student's academic plan and providing advising in your discipline that incorporates these new tools and strategies. Share this plan with everyone in your department. (Turn in the Finalized Project to receive compensation from CAS.)

(See attached)

**From:** [Miguel Gonzalez-Abellas](#)  
**To:** [Holly O'Neill](#); [Miguel Gonzalez-Abellas](#)  
**Subject:** Modern Languages Faculty Success Group Proposal  
**Date:** Wednesday, September 14, 2022 3:46:07 PM

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Holly,

I hope this email finds you well. We have been talking in Modern Languages about something that interests us related to new applications to help and develop our pedagogical approach to classroom instruction. We have a proposal and would like to know whether this is acceptable or not: instead of any of the three options you sent us for the Faculty Success Group, we would like to create our own.

We were thinking about going over cool innovations/applications that some have been using in class, like Kahoot, Playposit, Hypotheses, Duolingo, etc...and more. Some colleagues have used some of these, others don't. So, in order to be all on the same page, we would allocate the first session to go over a series of different applications and how to use them. Then, we would use the second session to show initial results on how the different applications have been working in class, and finally a third a final session to report on which ones work the best and which ones we will be using in the spring semester and why.

Would this (if you are interested, we might be able to elaborate it better) be of interest? Could we use this for our Faculty Success Group instead of any of the proposals you sent us, and still receive the same financial incentives? Please, let me know.

Thank you!  
Miguel

Dr. Miguel González-Abellás (he, him)  
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**Fall 2022 Faculty Success Group – Modern Languages** (Miguel, Courtney, Georgina, Michael, Helene)

**Objective:** Jazz up our classes (primarily in our first- and second- year language classes) with games and innovative technology to help engage students in and outside of class. More than just tools to entertain students, online technologies and applications energize classes and motivate students to learn. We formed our very specific success group to share with each other innovative ways to help the students learn in and outside of class so they will see learning language as a pleasure rather than another requirement they have to trudge through during their journey to earn a diploma. During our meetings we explored tools and approaches from the following categories:

*Game-Based Learning:* Game-Based learning is a fun and effective manner to engage students in learning. Research suggests that game-based learning enhances problem solving skills, improves material retention and increases memory capacity. In our meetings we presented the uses and advantages of game-based learning apps: Gimkit, Blooket, Kahoot, Lyric Training, Edpuzzle, and WordWall.

*Open Source Tools:* There are many great sources out there that have the potential to enrich our teaching and augment learning opportunities for our students. The offerings are wonderfully varied and some are both highly useful and free. We each shared sites that we use in our classes that provide additional material. We found Spanishdict.com, Quizzizz.com and Sporcle.com to be especially helpful.

*Presentation/Instruction Tools:* While lecturing and direct instruction are a key component of teaching a language, there is much to be said for incorporating variety and innovation in our approach. Sway, Hypothesis, Playposit, and Flipgrid are tools we shared with each other that can be used to present old concepts in a new way.

**Executive summary:**

During the first 2 sessions, each faculty member presented activities, applications, websites and other resources they felt motivated students to participate and practice in and outside of the classroom. At the end of the second session, everyone agreed to try two or three new games, websites, applications, activities, etc. they found interesting and then report back about their experiences in the third session. At the end of the third session, the group came to a consensus on which technology and other resources would benefit the department most and decided on an action plan.

During these boisterous three sessions, ML colleagues learned a lot from one another and in some cases, took part in competitive Kahoot matches and live Gimkit games to get a feel for the technology. Every colleague in the department will be incorporating new applications and learning tools in their classes in January since they know that various games and approaches resonate differently with each student. This is why the more variety of activities we employ, the more students we will reach and engage over the course of the semester.

**Summary of sessions:****Session One (Oct. 19):**

Courtney demonstrated the ways she has been using Hypothesis, Playposit, Google docs and Google slides as interactive live “boards” in which several students can participate at once from their desks. She also talked about how a few students were benefiting from their work on DuoLingo. At this point, Duo