# Washburn University
# Meeting of the Faculty Senate

May 7th, 2007
3:30 PM Kansas Room, Memorial Union


I.      Call to Order

II.     Approval of Minutes of the Faculty Senate meeting of April 9th, 2007.* pp. 2 – 3

III.    President's Opening Remarks.

IV.     Report from the Faculty Representatives to the Board of Regents.

V.      Faculty Senate Committee Reports.*
        A.  Academic Affairs Committee meeting minutes of April 16th, 2007. pp. 4 – 5
        B.  Faculty Affairs Committee meeting minutes of April 16th, 2007. p. 6

VI.     University Committee Minutes.*
        A.  Minutes from the Library Committee meeting of April 19, 2007.  pp. 7 – 18
        B.  Minutes from the International Education Committee meeting of April 5, 2007.
            p. 19

VII.    Old Business.*
        A.  Recommendations from the Academic Affairs Committee (07-03a through 07-
            03h)  pp. 20 – 26

VIII.   New Business.
        A.  Election of Faculty Senate officers
        B.  Selection of Faculty Senate committee members

IX.     Information Items.*
        A.  Comparison of the proposed process and procedure Conflict of Interest policy
            and current Grievance policy. pp. 27 – 32

X.      Discussion Items.

XI.     Announcements.

XI.     Adjournment.

*Attachments

**Faculty Senate**
**Washburn University**

*Minutes of April 9, 2007 Meeting*
*Kansas Room, Memorial Union*

Present: Baker, Bayens, Borden, Boyd, Camarda, Concannon, Dick, Dinkel, Evans, Jackson, Jacobs (President), Lockwood, Martin, Meador, Munzer, Nobo, Palmer, Patzel, Pownell, Prasch Ray, Renn-Scanlan, Roach, Russell, C. Schmidt, S. Schmidt, Shipley, L. Smith, C. Sullivan, S. Sullivan, Walker, Wasserstein (VPAA)

I.      The meeting of the Faculty Senate was called to order at 3:32 PM.

II.     The minutes of the March 12th, 2007 Faculty Senate meeting were approved.

III.    President's Opening Remarks.
        A. With respect to the VPAA search, President Jacobs reported that the list had been winnowed to five individuals. Those five will be invited on campus for an interview between April 24 and May 10.
        B. President Jacobs reminded those in attendance that, in accordance with the Faculty Senate Constitution, the last meeting of the 2006 – 2007 academic year would be Monday, May 7th, the first day of final exam week.

IV.     Report from the Faculty Representatives to the Board of Regents.
        A. At the March 16th, 2007 meeting, the Board of Regents approved the list of promotion and tenure recommendations, approved recommended academic program changes, approved the SAS proposed promotion and tenure changes, and authorized continued classroom renovations.

V.      Faculty Senate Committee Reports.
        A. The minutes of the Academic Affairs Committee meetings of 03/05/2007 were accepted.
        B. The minutes of the Faculty Affairs Committee meetings of 03/26/2007 were accepted.

VI.     University Committee Minutes.
        A. The minutes from the Small and Major Research Grant meetings of April 5, 2006, April 18, 2006, October 26, 2006, and November 2, 2006 were accepted.
        B. The minutes from the International Education Committee meeting of March 8, 2007 were accepted.

VII.    Old Business.
        A. The motion was made to approve the proposed Change in wording of Sabbatical Policy (05-02 rev). The motion was seconded and approved.
        B. Washburn University Dual Degree Program School of Law (J.D.) & School of Business (M.B.A.) and MBA Curriculum Revision Proposal was approved.

VIII.    New Business.  There was no New Business.

IX.    Discussion Items.
    A. Wasserstein (VPAA) that Washburn University would initiate the Collegiate Learning Assessment this upcoming (2007 – 2008) academic year.
    B. To aid in the comparison of Faculty Handbook Grievance policy and the proposed process and procedure of the Conflict of Interest, the agenda for the next Faculty Senate meeting would contain both documents.
    C. Mike Gunter discussed with those in attendance the new ITS policy involving scanning exams.  Gunter noted that a need exists to replace the machine for scanning exams.  He also stated that the procedure of scanning exams would not begin this semester.

X.    The meeting was adjourned at 4:58 PM.


Respectfully submitted by Mike Russell, Secretary to the Faculty Senate

ACADEMIC AFFAIRS COMMITTEE
MINUTES
April 16, 2007

Jorge Nobo, chair, convened the Academic Affairs Committee at 3:30 pm in the Boswell Room of the Memorial Union. Members present were: Bill Roach, Caren Dick, David Pownell, Patricia Renn-Scanlan, Shaun Schmidt, and Steven K Elisha.

The committee used the meeting to develop and vote on recommendations to send to the faculty senate.

Motion 1, passed 7-0
The Academic Affairs Committee recommends that the university-wide mathematics requirement (MA 110 or MA 116) be retained. The AAC affirms and supports the efforts of the Department of Mathematics and Statistics to teach the university mathematics requirement by providing placement exams, common texts used by faculty, common final exams, and a common grading of those exams with a common minimum standard for passing the course. These requirements represent a positive evolution of the current standards.

Motion 2, passed 7-0
The Academic Affairs Committee recommends that the university-wide physical education requirement (PE 198) be retained. The AAC affirms and supports the efforts of the Department of Health, Physical Education and Exercise Science in maintaining common assignments, texts, criteria, and objectives in the course.

Motion 3, passed 7-0
The Academic Affairs Committee recommends that a grade of C or better be required to pass PE 198, thereby removing the A-Pass/Fail option.

Motion 4, passed 7-0
The Academic Affairs Committee recommends that the university-wide English requirement (EN 101 or EN 300) be retained along with the reinstatement of EN 100 with guided self-placement. The AAC supports the efforts of the Department of English towards common assignments, texts, criteria, and objectives in the course.

The AAC notes that the following two motions were voted on and past in previous meetings.

> 1. Dr. Faulkner be requested to provide a report to the Academic Affairs Committee at its first meeting in the Fall on the progress, success, and areas of needed improvement of the Guided Self-Placement Program during its initial implementation.
> 2. The Academic Affairs Committee is supportive of the idea of norming the evaluation of expository writing.

Motion 5, passed 7-0
The Academic Affairs Committee highly recommends that information on general education should be part of the new faculty orientation as well as in ongoing faculty advising.

Motion 6, passed 7-0
The Academic Affairs Committee recommends that adjuncts teaching university requirements be well qualified and mentored to provide uniformity in teaching and grading in those courses.

Motion 7, passed 6-1
The Academic Affairs Committee recommends that the 100-level university requirements be completed within the first 45 hours or students will be required to enroll in those courses before being able to continue enrolling in other courses.

The meeting was adjourned at 4:40.

Respectfully submitted by David Pownell

**Washburn University**
**Faculty Affairs Committee**

Minutes of April 16, 2007 Meeting
3:30pm Rice Room, Memorial Union

Present:     Brenda Patzel (Chair), Brad Borden, Lee Boyd, Park Lockwood, Sharon Sullivan.

    I.     The meeting was called to order.

    II.    Sabbatical application procedures and guidelines were discussed. Academic and Sweet Sabbatical application forms were reviewed in detail. It was determined that the information presented in certain sections of these documents were irrelevant or unclear. The FAC began to revise these documents and will continue revisions during the next FAC meeting. It is the goal of the FAC to complete revisions of the Sabbatical forms and guidelines by the Faculty Senate meeting in May.

    III.   Meeting was adjourned at 4:30pm.

    V.    Next meeting TBA.

        Submitted by Park Lockwood, Secretary of the Faculty Affairs Committee

# *Library Committee Meeting*
### *TUESDAY,*
### *April 19, 2007*
### *2:30 p.m.*
## *Blair Room*
### *Living Learning Center*

## TO:

| | | |
|---|---|---|
| *Dr. Alan Bearman* | *Dr. Pat Kosinar* | *Dr. Ann Marie Snook* |
| *Dr. Elizabeth Campbell* | *Dr. Sam Leung* | *Dr. Kent Stone* |
| *Dr. Susan Cammack* | *Ms. Hwa Chi Liang* | *Dr. Sharon Sullivan* |
| *Dr. Cheryl Childers* | *Ms. Anne Liebst* | *Ms. Nan Sun* |
| *Dr. Barry Crawford* | *Dr. Park Lockwood* | *Dr. Brian Thomas* |
| *Dr. Dave DePue* | *Dr. Michael McGuire* | *Dr. David Weed* |
| *Dr. Ursula Jander* | *Dr. Jay Memmott* | *Dr. Iris Wilkinson* |
| *Dr. Reinhild Janzen* | *Dr. Maria Raicheva-Stover* | *Dr. Gary Schmidt, Ex officio* |
| *Mr. Don Kellogg* | *Dr. Michael Rettig* | *Mr. David Feinmark,* |
| *Mr. Terry Knowles* | *Dr. Tom Schmiedeler* | *Ex officio* |

The Library Committee was convened in the Blair Room, Living Learning Center at 2:30 p.m. The following members were present: Dr. Campbell, Dr. Childers, Dr. DePue, Dr. Jander, Dr. Janzen, Mr. Kellogg, Dr. Kosinar, Ms. Liang, Mrs. Liebst, Dr. Rettig, Dr. Schmiedeler, Dr. Sullivan, Ms. Sun, Dr. Thomas, Dr. Weed. Kerry Wynn attended for Dr. Bearman. Dr. Leung, Dr. Memmott, and Dr. Wilkinson sent word they would be unable to attend. Guests: Heather Smith-Collins, Judy Druse, and Martha Imparato, Mabee Library.

Introduction of Library Committee members.

Minutes of the May 2, 2006, meeting were approved as circulated.

Gary Schmidt, Interim Dean, presented and discussed a presentation on the top ten Association of College & Research Libraries (ACRL) assumptions for the future of academic libraries. He welcomed input and participation to help move the libraries forward.

Judy Druse, Acting Assistant Director for Public Services reported on the following projects:

**Free printing** for students and new ISS computers with application software means both circulation staff and reference staff is responding to more requests for assistance with printing and/or computers. The reference staff received training on Microsoft Word, Excel, and PowerPoint. In the future, the skill sets for librarians must continue to evolve to meet user expectations, especially regarding the use of computers to conduct research, write papers, and create presentations.

**Furniture** -- Funding has been requested to replace the last of the old library furniture on the third floor. Our users love the new workstations/seating at the public terminals; frequently, they are ALL in use. We need more of them.

**Field Trips** - Many library staff participated in a field trip to the library at the University of Missouri-Kansas City and came back with ideas about how we can improve our own facility and services.

**Research Assistance Program (RAP)** drop-in sessions were initiated spring semester in collaboration with students in Leadership classes. Sessions on five different topics have been offered: a library orientation, finding scholarly journals, finding scholarly Internet resources, Web 2.0 applications, and APA style. 120 students, faculty, or staff have attended these drop-in sessions. Faculty support has been great; many have offered extra credit to students for attendance. We will continue to offer these RAP sessions, explore additional topics, and investigate ways to put these sessions, or an information literacy tutorial, online.

**Extended hours** – The library piloted a 24-hour open policy during the fall semester finals' week and will offer extended hours spring semester both finals' week and the week before finals. Fall semester we had about 100 students in the library until 1:00 am. Student participation this spring semester will help determine whether or not we should continue this practice.

**Electronic reserves** – Electronic reserves were offered campus-wide beginning fall semester. We currently have 30 courses using electronic reserves. The library is obtaining permission to use copyrighted materials and has paid approximately $4800 to date in copyright fees. We hope to get more faculty involved in using electronic reserves in the future, will investigate the possibility of allowing faculty to maintain their own electronic reserves, and need to find additional ways to hold down copyright costs.

**Reference** services implemented instant messaging as an additional way for our users to obtain research assistance, installed a toll free number at the reference desk, and started using blogs and wikis as ways to reach our Millennial students. In the future, we will continue to explore ways to use new technologies to provide research assistance, information literacy skills instruction, and other services to our users. We will also continue to explore ways to serve our users outside of the physical building.

The reference staff participated in a national research project aimed at determining the "effort" required to answer reference questions.

**Instruction** - The instruction librarians have been getting used to the laptops and software application SynchronEyes in the electronic classroom. They will continue to explore new ways to provide instruction to our users, incorporate gaming and more interactivity into instruction sessions, and seek additional ways to collaborate with faculty to imbed information literacy into the curriculum.

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**Outreach project** – One of our goals this year is to strengthen relationships with teaching faculty; therefore, the library will soon implement an outreach project to increase one-on-one collaboration with teaching faculty to keep them informed about the library services which are available to them and their students. The library has also become an affiliate member of the National Network of Libraries of Medicine, which allows us to participate in free training workshops on PubMed and other health-related resources. We plan to invite interested teaching faculty and community users to participate in these training sessions with us.

**David Feinmark, Coordinator of Collection Development/Management reported on what has been accomplished since July, 2006.**

**Funding** – We supplied several alternative models for more stable library funding to the Interim Dean and the VPAA. These were moved forward in discussions with Dr. Farley who is now more aware of the financial implications of library services and resources. Dr. Farley is now weighing the pros and cons of the various options.

**Special Collections** – We have submitted a Capital Improvement Request for renovation of Special Collections. Visits were scheduled by the University Safety Officer who determined that the physical environment was not OHSA compliant for staff who work in that area. With the assistance of Facilities Services, we also monitored the temperature/humidity for several weeks. We found that there were wide fluctuations in temperature/humidity which were escalating the deterioration of the materials in Special Collection.

**Information resources** – The ongoing acquisition of information resources to support teaching, learning, and research continues. Since July, 2006 we have added approximately 132 new online journals and additional content to 23 more titles. The total number of unique online journals accessible to the Washburn community is now 21,541. We have also added 12 new databases (see attachment) covering many of the major areas of the University curriculum. While we acquire resources in electronic formats we still need to fulfill the need for resources that are only available in paper. This year we are on target to add approximately 6,000 tangible items (books, bound journals, videos, etc.) to our collections. The balancing act between resources in electronic and paper formats will continue for the forseeable future.

**Friends of Mabee Library** – With contributions from the Friends, we continue to build on the Friends music CD and video/DVD collections. These are some of the most heavily used collections in the Libraries. As of now we have 695 titles in these collections and they have circulated over 4,500 times.

**ILL Grants** – Also this past year we have secured two Interlibrary Loan Development Grants from the Kansas State Library. These will be used to acquire materials on "Immigration in the United States and the Middle West" for Mabee Library and "Classroom Application of Educational Technology" for the Curriculum Resources Center.

**Where Are We Going?**

There are three main themes that we have begun to work on this year and which we will continue to build on for years to come.

**Transition from print to online formats** - we have developed a clear rationale for this transition along with specific criteria that would need to be met. We have begun discussions with the academic departments on the specifics of this program. The understanding is that, while not abandoning print, in many cases the online format may be preferable for our patrons' uses.

**Scholarly communication** - we have also begun meeting with the academic departments regarding the changes in the scholarly communication system (rights retention, mergers of commercial journal publishers, new alternatives for the dissemination of scholarly information, etc.). Faculty and researchers need to take a more active role in the ownership and publication of their intellectual work. By doing this they could retain certain rights to their articles, etc. for free use by other researchers and not simply sign over all rights to commercial journal publishers.

**Institutional repository** - one of the rights that University faculty authors and researchers could retain is the ability to mount their article/research in a freely accessible University institutional repository. Discussions have been ongoing since Fall, 2006 about this form of digital archiving for faculty research. The scope of this has now expanded to include both Washburn graduate theses and student Transformational Experience scholarly products. With financial and technical support from other areas of the University it is our intention to have a Washburn University institutional repository in place by Fall Semester, 2007.

**Anne Liebst, AD/Technical Services, reported on what's happening now and future projects.**

**Institutional repository** idea stemmed from a conversation with Dean Corwin, Catalog Librarian, when he discovered that a number of campus newsletters and other publications on campus were no longer available in print. He discovered that no preservation or archiving of these publications was taking place. David Feinmark and Martha Imparato, the University Archivist, are now identifying these publications and determining which titles will be archived using institutional repository software. At the same time the Washburn Transformation Experience (WTE) committee was meeting and discussing the same types of issues for preservation and archiving of WTE projects. Gary Schmidt, Mabee Library Interim Dean, is a member of the WTE committee and reported this information to the committee. David and I are now involved with the WTE committee and will be attending a workshop on planning, selection, digitizing, and retrieval of documents from an institutional repository system. Two separate software programs have been discussed -- Greenstone and DSpace.

**WebOPAC** - There have been a number of delays and problems in working with Innovative Interfaces to complete this project. When the project is in place, the users will be able to place their own holds on materials. We will also have a new feature called 'My Millennium' (it will probably be called 'My Library') where our users will be able to renew materials, place holds as well as star reviews and write a review on materials contained in our catalog. A separate software program was purchased to accommodate ISBN-13 (EDIFACT) for acquisitions staff.

**ETC requests** - Upgrade to our wireless; a link resolver -- to take our users directly to a specific article in an electronic journal; federated searching; and an upgrade to authentication of our users to the library's electronic databases.

Gary Schmidt, reported that the library's requests for new PCs, printers and the wireless were funded. The link resolver and federated searching had been moved up in priority. Gary reported that the pool of money for ETC requests was $400,000 and requests exceeded $1.2 million. Implementation for a student fee for the library was moving forward through administration to help with funding.

**Electronic Classroom** - 30 new laptops were placed in the classroom. A request to reconfigure the furniture and upgrade the wireless to accommodate new learning styles was submitted.

The campus is moving to a centralized model for technology support. Two people stationed in the library for support now report to ISS.

**Good things to know:**
**S. 2695 - Federal Research Public Access Act of 2006** is a bill to provide federal agencies to develop public access policies relating to federally funded research. It requires each federal agency with research expenditures of over $100 million to develop a specific federal research public access policy. Each year the federal government invests more than $55 billion on research, mostly through the NIH, NSF, NASA, the Department of Energy and the Department of Agriculture. Unfortunately, most of us have little or no access to this research. This bill intends to make this research more accessible. It was introduced in May 2006 and immediately sent to committee.

**CALEA** - Communications Assistance for Law Enforcement Act. This was passed in 1994 and included in the Telecommunications Act of 1996. It requires telecommunication carriers to ensure that equipment, facilities and services are capable of conducting real-time electronic surveillance. The federal government must be able to identify who is using Washburn University's computers, where they are located and what they are accessing. This may require the reference librarians to keep a sign-up sheet and look at IDs. The campus must be CALEA compliant by May 2007.

**The Future:**
Models of licensing and publishing are changing to open access and immediate publishing on the web. In the future we will need to investigate electronic resource management programs in order to keep up with the publishing cycle of pre-prints, submitted manuscripts, accepted manuscripts, revised manuscripts, and post-prints.

**Respectfully submitted**
**Ginger D. Webber, Administrative Secretary**

**Attachments:**
    ACRL Top Ten Assumptions for the Future of Academic Libraries
    New Databases added 2006/2007
    Rational for Transition from Print to Online Journal Access
    Scholarly Communication Toolkit

# Top ten assumptions for the future of academic libraries and librarians: A report from the ACRL research committee

*by James L. Mullins, Frank R. Allen, and Jon R. Hufford*

In 2006 the ACRL Executive Committee asked the ACRL Research Committee to determine ten assumptions about the future that would have a significant impact on academic libraries and librarians. In the ensuing months, members of the Research Committee reviewed previous similar reports; surveyed ACRL committees, councils, and sections; conducted literature reviews; and reviewed the ACRL Environmental Scan of 2003. What emerged was a long list of statements that, after deliberations, was shortened to the ten most pertinent assumptions. These assumptions identify present conditions that the committee feels will have a significant impact on how academic libraries and librarians plan for the next ten years.

### Top ten assumptions (in ranked order)

1. *There will be an increased emphasis on digitizing collections, preserving digital archives, and improving methods of data storage and retrieval.* Academic libraries have an opportunity to make their unique collections available to the world in unprecedented ways. In fact, the digitization of unique print collections may emerge as one of the primary missions of academic libraries in the 21st century. Librarians should collaborate with disciplinary colleagues in the curation of data as part of the research process.

2. *The skill set for librarians will continue to evolve in response to the needs and expectations of the changing populations (students and faculty) that they serve.* Changes in skill sets among library professionals are well underway. Entry level salaries are increasing, due in part to the increased expectations of a new generation of professionals who have other career options. The aging of the profession can be viewed as having a number of positive benefits, for as retirements increase, new opportunities will open for a new generation of MLS librarians and other allied professionals. Libraries that are open to creating new career paths within their organizations are in an optimal position to embrace the future.

3. *Students and faculty will increasingly demand faster and greater access to services.* Statements such as "print journals are to today's students what microfiche was to the previous generation" are becoming increasingly common. Similarly, the refrain "print journal material is becoming invisible" can be heard. What implications do information- seeking behaviors and attitudes have for the selection of materials, and in what format?

4. *Debates about intellectual property will become increasingly common in higher education.* While this is not a new issue, what is new is the increased opportunity for infringement upon intellectual property rights brought about by online access.

5. *The demand for technology-related services will grow and require additional funding.* The digital revolution is in its infancy; academic libraries are still operating in a predominantly print world. Futurists predict that both the supply and demand for print material will continue to increase in the near future, but a tipping point will inevitably occur. Tipping points are often followed by an abrupt decline in interest in out-of-favor technologies. Consider: What library products and services will decline over the next ten years? Will libraries be able to reallocate resources into new technologies? Which products and services are already effectively dead, but are being kept on "life support," hence are slowing efforts to embrace new technologies?

*6. Higher education will increasingly view the institution as a business.* Today, universities are extremely focused on fundraising and grant writing, maximizing revenue, reducing costs, and optimizing physical space. Do academic libraries have sufficient data to defend how their resources are allocated?

*7. Students will increasingly view themselves as customers and consumers, expecting high-quality facilities and services.* Today's students are increasingly paying the true cost of their education and demanding to be treated as customers. This has profound implications, ranging from how teaching faculty interrelate with students to the quality of residential housing and library facilities. Universities are becoming more aware of the importance of attractive library facilities as an effective recruitment tool. Is your library a strong advocate for high-quality, customer-friendly library facilities and services?

*8. Distance learning will be an increasingly more common option in higher education, and will coexist but not threaten the traditional bricks-and-mortar model.* Throughout higher education, technology has made possible the rapid proliferation of online instruction. The "just-in-time" model of imbedding library tutorials into Web-based courses complements traditional "just-in-case" library instruction, and may surpass it in the future. Libraries will want to continue to develop products and services that scale, i.e. are easily replicated, in an increasingly resource-stretched environment.

*9. Free public access to information stemming from publicly funded research will continue to grow.* This is perhaps the most unpredictable and exciting of the ten assumptions, and legislation will play a key role here. Finished research will still need to be vetted, edited, organized, and disseminated in logical ways. It could be advantageous for the academic community to return to the scholarly publication business if it can be proven to address the soaring cost of access to published scientific research. Libraries could and should play a leading role, understanding that it may require reallocation of institutional resources.

*10. Privacy will continue to be an important issue in librarianship.* This is another assumption that has taken on greater attention and importance due to advances in technology. The debate becomes even more of an issue for libraries that are moving toward authentication and/or password access to electronic workstations located in public areas of the library.

The above assumptions underscore the dominant roles that technology and consumer expectations are increasingly playing in libraries. The trends underlying these assumptions offer new opportunities for those academic libraries and librarians who are ready and willing to embrace the future. That future is with us today—and it is exciting!

# Rationale for Transition from Print to Online Journal Access
## January, 2007

The ultimate goal in this transition is to serve our users as effectively as possible. The professional literature regarding this type of shift tells us that 1) more libraries are making this same type of change and 2) users at these libraries are pleased with the change. In addition, we have found that our own users are generally pleased with the increased accessibility that the online format gives them.

We understand that some disciplines or areas of study are simply not conducive to electronic-only journals. However, we feel that the majority of our journals will work extremely well in an electronic format given the parameters of the essential criteria that we have laid out. The criteria are intended to be practical and user-friendly. Our bottom-line in shifting to electronic format is to increase usability.

We would expect to:

1. increase user accessibility
2. implement workflow changes
3. reduce space requirements
4. reduce/slow rising journal costs

Hence, cost savings are not our primary concern. What has been shown to occur is that the overall cost of a print journal subscription (the subscription, issue check-in, binding, etc.) is essentially the same as that of the overall cost of an electronic subscription (the subscription, initial setup for online access, technological infrastructure). Essentially, the direct costs may be somewhat lower for electronic vs. print journals but when the overhead costs are included there are no real cost savings.

# CRITERIA FOR TRANSITIONING ACCESS TO THE JOURNAL LITERATURE FROM PRINT TO ONLINE
## January, 2007

- Any journal for which an online version is an inadequate substitute should be retained in print. The adequacy of a substitute version is complex but it should include such criteria as: currency of the electronic version; quality images and graphics (especially color) sufficient for the intended use.

- Titles for which no electronic version exists should be retained in print.

- Titles for which the online version does not include materials needed for various programs and/or assignments, such as advertisements, reviews, letters to the editor, etc. should be retained in print.

- Titles which have a demonstrated stability of online access should be considered for migration to online only access.

- Access to the electronic version should be provided via campus-wide IP address.

- License agreements for online subscriptions should meet the usual University Libraries requirements.

- Journals for which perpetual access can reasonably be expected should be considered for transition to online access.

- Standard, glossy, general-interest titles (ex. Time, Newsweek) should continue to be received in print.

# NEW DATABASES ADDED
## FOR THE UNIVERSITY LIBRARIES
### 2006/2007

**Abstracts in Anthropology**
Abstracting/indexing of 200+ publications (2001+)

**America: History and Life**
Indexing of 1,700+ publications (1964+)

**Business Full Text**
Full text of 500 publications (1995+)
Abstracting/indexing of 870 publications (1982+)

**Business Source Premier**
Full text of 2,300 publications (1965+)
Abstracting/indexing of 8,500+ publications (1998+)

**Cochrane Library**
Full text of "systematic reviews" and "clinical protocols" in the health sciences

**Education Full Text**
Full text of 350 publications (1996+)
Abstracting/indexing of 750 publications (1983+)

**General Science Full Text**
Full text of 100 publications (1995+)
Abstracting/indexing of 300 publications (1984+)

**Humanities Full Text**
Full text of 250 publications (1995+)
Abstracting/indexing of 600 publications (1984+)

**Library Literature and Information Science Full Text**
Full text of 155 publications (1997+)
Abstracting/indexing of 400 publications (1984+)

**Regional Business News**
Full text of 50 publications (dates vary)

**ScienceDirect: Social and Behavioral Sciences Journal Collection**
Full text of 350 publications (last 5 years only)

**Social Sciences Full Text**
Full text of 215 publications (1995+)
Abstracting/indexing of 625 publications (1983+)

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# Scholarly Communication Toolkit

## Scholarly Communication Defined

Scholarly communication is the system through which research and other scholarly writings are created, evaluated for quality, disseminated to the scholarly community, and preserved for future use. One of the fundamental characteristics of scholarly research is that it is created to facilitate inquiry and knowledge. The majority of scholars develop and disseminate their research with little or no expectation of direct financial reward.

| Key Issues | Impact | Strategies for Change |
|---|---|---|
| Faculty and researchers typically sign away all rights to their scholarship in exchange for publication. | Authors cannot post their articles on their own web sites, distribute copies to peers, or include copies in course packs without permission from publishers. | Authors negotiate with publishers to "unbundle rights", reaching agreements that accommodate the interests of both parties. More on author control |
| Journal prices have increased significantly for almost two decades. Library budgets have not enjoyed similar increases. | Academic libraries are purchasing fewer journal titles and monographs. | Educate yourself and others on this topic. Support publishers who have sustainable business models. More on the economics of publishing |
| New alternatives for the dissemination of scholarly information are emerging. | Internet technologies and new business models could increase the reach of scholarly communication. | Recognize and support open access journals, repositories, and other publisher experiments. More on new alternatives |
| Some primary publishers are aggregating or "bundling" electronic content, offering libraries only pre-determined "all or nothing" packages of journal titles. | Libraries lose the ability to select titles of most value to the local community and could commit larger portions of their budgets to fewer publishers. | Work with your librarians to determine whether or not bundled packages are of benefit to your campus. More on bundled packages |
| Mergers and acquisitions between commercial publishers are increasing. | Mergers and acquisitions typically result in higher journal prices. | Support advocacy efforts for a new standard of antitrust review. More on mergers |

ACRL is a division of the American Library Association

**International Education Committee**
**April 5, 2007, International House**

In attendance: Azyz Sharafy, Dmitri Nizovtsev, Kent Stone, Brian Ogawa, Betsy Campbell for Shirley Dinkel, Matt Arterburn for Vic Landrum, Alex Glashausser, and Baili Zhang.

     1. Minutes of March 8 '07 meeting were approved as corrected.

     2. Zhang reported that Mr. George Asiamah, deputy commissioner of the Ghana Police Service, visited Washburn for a week, which was coordinated by the CJ department; that a delegation from University of Blaise Pascal (France) will visit April 23-24; and that a Rotary International GSE team from Mumbai, India, will also be on campus April 30. Nizovtsev reported continuing effort to work out an exchange relationship with a school in Estonia. Sharafy reported progress made to establish a relationship with a school in India.

     3. Faculty international travel requests were reviewed. Ding's proposal to present in Thailand was recommended for funding ($1,200); Sharafy's proposal to present in India was approved for funding ($1,200). Freeman's proposal was tabled for resubmission. Navone's proposal was tabled for more information. Gordon and Angela Crews' respective proposals were not recommended for funding.

     4. Zhang introduced guests: Tina Williams, Study Abroad Coordinator, Bob Beatty, member of the scholarship subcommittee, Alan Bearman, faculty leader of the "Road to Reformation" program, Jessica Rezac, student representative of the program, and a female student, who identified herself as a reporter of the Washburn Review. Zhang gave a brief background of the WTE scholarship debate involving scholarship awards of unequal amounts to the "Road to Reformation" group.  Zhang summarized the arguments on whether it is fair to use merit (in this case, GPA) to differentiate awards in a WTE program.  Beatty, Bearman, and Rezac were given equal time to present contrasting views. Committee members were each given two minutes to ask questions and to present opinions. For shortage of time, members were dismissed but were asked to deliberate and vote on line. On April 10, the committee voted 6-1 in favor of the following proposal:

To keep the "WTE Scholarship Information Guidelines" (a.k.a. Appendix G in the WTE Handbook) as is, and to use the current base-plus-bonus (bonus portion based on merit) as the basic model to award scholarships to study abroad participants.

(Note: An eighth member of the committee, who was not present at the meeting but received all email communications, voted in favor of the proposal, April 11. This vote counted, the final tally would be 7-1 in favor of the proposal as stated above.)

Respectfully submitted,

Baili Zhang

# FACULTY SENATE AGENDA ITEM

Date:   April 26, 2007                                          Number___07-03a___


Subject: Retention of University Mathematics Requirement

Description:
        The Academic Affairs Committee recommends that the university-wide
mathematics requirement (MA 110 or MA 166) be retained.  The AAC affirms and
supports the efforts of the
Department of Mathematics and Statistics to teach the university mathematics requirement
by providing placement exams, common texts used by faculty, common final exams, and a
common grading of those exams with a common minimum standards for passing the
course.  These requirements represent a positive evolution of the current standards.

Requested Action:      Faculty Senate approval

Originated by:         Academic Affairs Committee
                            approved on 4/20/07

# FACULTY SENATE AGENDA ITEM

Date:   April 26, 2007                                        Number___07-03b___


Subject: PE 198 University requirement

Description:
    The Academic Affairs Committee recommends that the university-wide physical education requirement (PE 198) be retained.  The AAC affirms and supports the efforts of the Department of Health,Physical Education and Exercise Science in maintain common assignments, texts,  criteria, and objectives in the course.


Requested Action:      Faculty Senate approval

Originated by:        Academic Affairs Committee
                          approved on 4/20/07

# FACULTY SENATE AGENDA ITEM

Date:   April 26, 2007                                    Number___07-03c___


Subject: Requiring Grade of C to pass PE 198

Description:
        The Academic Affairs Committee recommend that a grade of C or better be
required to pass PE 198, thereby removing the A-Pass/Fail option.

Requested Action:      Faculty Senate approval

Originated by:         Academic Affairs Committee
                          approved on 4/20/07

# FACULTY SENATE AGENDA ITEM

Date:   April 26, 2007                                        Number___07-03d___

Subject: University English requirement

Description:

The Academic Affairs Committee recommends that the university-wide English requirement (EN 101 or EN 300) be retained along with the reinstatement of EN 100 with guided self-placement.  The AAC supports the efforts of the Department of English towards common assignments, texts, criteria, and objectives in the course.

The AAC notes that the following two motions were voted on and passed in previous meetings.

1. Dr. Faulkner be requested to provide a report to the
   Academic Affairs Committee at its first meeting in the
   Fall on the progress, success, and areas of needed
   improvement of the Guided Self-Placement Program
   during its initial implementation.

2. The Academic Affairs Committee is supportive of the idea
   of norming the evaluation of expository writing.

Requested Action:     Faculty Senate approval

Originated by:        Academic Affairs Committee
                          approved on 4/20/07

# FACULTY SENATE AGENDA ITEM

Date:    April 26, 2007                                        Number___07-03e___


Subject: General Education review at New Faculty Orientation

Description:
      The Academic Affairs Committee highly recommends that information on general education should be part of the new faculty orientation as well as in ongoing faculty advising.


Requested Action:     Faculty Senate approval

Originated by:        Academic Affairs Committee
                      approved on 4/20/07

# FACULTY SENATE AGENDA ITEM

Date:   April 26, 2007                                    Number___07-03f___


Subject: Qualifications of Adjunct Faculty

Description:
        The Academic Affairs Committee recommends that adjuncts teaching university requirements be well qualified and mentored to provide uniformity in teaching and grading in those courses.

Requested Action:      Faculty Senate approval

Originated by:         Academic Affairs Committee
                            approved on 4/20/07

# FACULTY SENATE AGENDA ITEM

Date:   April 26, 2007                                    Number___07-03g___


Subject: 100-level University Requirements must be completed within the first 45 hours

Description:
        The Academic Affairs Committee recommends that the 100-level university requirements be completed within the first 45 hours or students will be required to enroll in those courses before being able to continue enrolling in other courses.

Requested Action:      Faculty Senate approval

Originated by:         Academic Affairs Committee
                            approved on 4/20/07

# Appendix IX: **Grievance Policy & Procedure**

*It is the policy of Washburn University of Topeka that disputes concerning the terms and conditions of employment of faculty members be resolved*, if possible, within the University community and in the best interests of the grievant and the University. A procedure providing a mechanism for the resolution of complaints concerning the terms and conditions of a faculty member's employment is hereby adopted. It shall be the responsibility of all concerned in the grievance process to exercise good faith efforts to resolve grievances in the best interests of the grievant and the University.

A. **Terminology**

1. "Faculty member" includes any member of the General Faculty as defined in the University Bylaws.

2. "Grievant" refers to a faculty member who files a grievance.

3. "Respondent" refers to a University employee whose perceived actions or omissions gave rise to the grievance or to a university employee designated by the Vice President for Academic Affairs to respond to the grievance.

4. "Parties" refers to grievants and respondents (and no others).

5. "Unit" refers to each of the School of Law, School of Business, School of Applied Studies, Division of Continuing Education, School of Nursing, the Library, Social Science Division, Humanities Division, Natural Sciences Division, Creative and Performing Arts Division, and Education-HPED Division.

B. **Access**

Access to the grievance process is a faculty right. Any faculty member may file a grievance. No person shall be penalized for submitting or proceeding with a grievance. No restraining, coercive, discriminatory, or retaliatory action will be taken against a faculty member because of the faculty member's initiation or

participation in a grievance.

C. **Termination of the grievance**

The grievant may terminate the grievance process at any time by withdrawing the petition. *All parties may jointly terminate the grievance by mutual consent.* Withdrawal or termination will be in writing and sent to the grievant's immediate administrative supervisor with copies to all parties.

D. Advice and counsel

Each party to a grievance may designate one consenting faculty member to act as an advisor and to assist in the preparation of a grievance or response. *Each party may also be represented by counsel.*

E. **Scope**

The grievance procedure provided may be used for any complaint concerning the terms and conditions of a faculty member's employment; provided, however, (a) the policy and procedure shall not extend to complaints concerning petitions for promotion, tenure, termination or non-reappointment and (b) the policy and procedure shall not be applicable to complaints under the jurisdiction of the university's Affirmative Action Policy

F. **Grievance procedure**

1. **Written Complaint**

*A faculty member who has a grievance will file a written complaint* with the immediate administrative supervisor 1) within 30 calendar days of the date the faculty member knew, or should have known through due diligence, of the situation giving rise to the grievance or 2) as extended by timely attempts to exhaust available informal administrative remedies. The written complaint will include:

a. Name of the grievant;
b. *Statement of facts giving rise to grievance*;
c. Identification of individuals (if known) whose actions or
    comissions resulted in the situation giving rise to the grievance;
d. Identification of provisions of written policies involved;
e. Date on which the act or omission occurred and the date on which the grievant first gained knowledge of act or omission;
f. The date of the initial submission of the grievance;
g. The relief sought.

*Once a grievance is filed, it may not be amended.*

## 2. **Administrative Resolution of the Written Grievance**

*A faculty member who has a grievance must attempt to resolve the matter through University administrative channels. This attempt should start with the faculty member's immediate administrative supervisor. (This supervisor may or may not be a party to the grievance.) If the grievance remains unsettled, relief shall be sought at the next higher level in the administrative structure, ending with the grievant's Vice President.* At each administrative level, the administrator will notify all parties in writing of actions taken. This notification will be given within 14 days of the administrator's receipt of the grievance. *If at any administrative level, the grievant considers the matter resolved, the grievant and the administrator will sign a memorandum outlining the complaint and its resolution.* A copy of the memorandum will be sent to each party and to each previous administrative level. *If the grievant does not consider the matter resolved or if the administrator fails to respond within 14 days, the grievant will, within seven days, notify the administrator and will forward the grievance to the next higher administrative level.* The administrator will forward a summary of his/her action to the next high next higher administrative level. Should the grievant fail to notify the administrator within seven days, the grievant is deemed to have accepted the administrator's action (if any) as a final resolution of the grievance. In such a case, the administrator will notify in writing each party and each previous administrative level. Should the matter remain unresolved at the Vice President's level, the Vice President will refer the grievance to the chairperson of the Personnel Committee, who shall convene a grievance hearing as indicated below. The Vice President will also send the grievance, with a summary of actions taken, to the President.

## 3. **Grievance Hearing Committee**

a. Committee Selection

Grievance Hearing Committees will be established to hear individual grievances. They will be selected by random draw from the tenured members of the General Faculty and librarians with more than six years service. The President, Vice Presidents and individuals reporting directly to a vice president shall not be eligible for selection. The members of the committee will be informed of the nature of the grievance and the parties named. Members may remove themselves from the committee for bias or conflict of interest. Should any member remove him/herself, the Chair of the Personnel Committee shall draw additional name(s).

Each party, beginning with the most senior in terms of administrative rank, shall exercise one challenge thereby reducing the committee to three members. Should any party not exercise its challenge within three days, the Chair of the Personnel

Committee will exercise that challenge without further consultation.

In selecting committee members:

i. No member will be from the same unit as any party and, in the event that a Dean is a party, no member will be from the Dean's School or College.

ii. No member will be on a committee currently hearing another grievance.

iii. No more than one member will be from a single unit.

iv. The Chair of the Personnel Committee will randomly select three more names than the number of parties to the grievance.

b. Committee Chair

Each Grievance Hearing Committee will elect a chairperson from among its members.

c. Committee Responsibilities

The Grievance Hearing Committee has the following responsibilities:

i. To attend all meetings called by the Chair of the Grievance Hearing Committee;

ii. To ensure that fair and proper procedures are followed;

iii. To consider all pertinent and relevant evidence in the case;

iv. To determine matters of fact, to interpret policies and procedures, and to recommend actions to the President.

4. **Grievance Hearing**

Within fourteen (14) days of receipt of an unresolved grievance from the Vice President for Academic Affairs, the Personnel Committee will arrange for the Grievance Hearing. *The purpose of the hearing shall be to receive evidence concerning the act complained of by the grievant and to recommend to the President a just resolution of the grievance.* The Grievance Hearing Committee shall not be found to follow the rules of evidence governing trials in the state and federal courts but shall take steps to ensure the hearing is conducted in an impartial and fair manner. The Committee Chairperson shall rule upon all procedural matters subject to the objection of a majority of the committee.

*All parties to the grievance shall have the right to be represented by counsel and to present evidence and testimony of witnesses.* Witnesses may be cross-examined

by the parties and the Hearing Committee members. Upon completion of the testimony and submission of the evidence, both parties shall have the right to make a closing statement.

If a member of the Grievance Hearing Committee is unable to continue because of illness or for other good and sufficient reasons, a replacement will be randomly drawn from the tenured members of the general faculty by the Chair of the Personnel Committee, or the Grievance Hearing Committee may continue to operate with fewer than three members if agreeable to all parties. The Grievance Hearing Committee shall deliberate in private in order to review the information presented and arrive at its recommendation.

Within 14 calendar days of the close of the hearing, the Grievance Hearing Committee Shall formulate a recommendation based upon the evidence adduced at the hearing. The opinion of the Grievance Hearing Committee shall be reduced to writing and shall include, at a minimum:

a. Findings of fact on the issues presented in the grievance;

b. The University policies and procedures applicable to resolution of the grievance and including the committee's interpretation of the policies and procedures; and

c. *Its conclusions as to the allegations of the grievant*.

Any member of the Grievance Hearing Committee may submit a minority opinion. *The recommendation of the committee* and all minority opinions *will be forwarded to all parties, and to the President.* The President will render the final decision within 14 calendar days. The decision from the President shall be in writing and shall state the reasons for the decision. The President's decision shall be sent to all parties and to all administrators who had previously received the grievance.

G. **Miscellaneous provisions**

Grievance hearings will not be started after the beginning of final exams of the Spring Semester in the College of Arts and Sciences until the date of registration of the College for the Fall Semester, unless all parties agree otherwise. Grievances filed during that period will be processed after the date of registration of the Fall Semester.

*Following grievance any party can appeal within 30 days to the President of the University and then within 30 days to the Board of Regents*. The President and Board of Regents each will respond within 30 days. *The appeal to the Board of Regents will constitute the final step in the internal remedies available to the faculty.*

**Process and procedure for faculty violation of Washburn University's Conflict of Interest policy:**

If a faculty member is informed of a potential violation of the Washburn University Conflict of Interest Policy, he/she may reach an agreement with the Vice President of Academic Affairs (VPAA) for an acceptable resolution of the issue at hand; if so, then no additional action is necessary. In those instances when the faculty member involved is unable to resolve the issue with the VPAA, then events will proceed as outlined below. At any point in the described process, the accused individual(s) may terminate the process and accept the proposed resolution offered by the VPAA. The accused individual may, at their own choosing, attend any meeting(s) at which the report will be discussed and may obtain legal representation who may accompany the accused to all meetings.

In the following, the phrase "majority" refers to the majority of those physically present. Proxy votes will not be permitted.

1. A *detailed* written report must be submitted by the accuser containing a description of the alleged offense(s) and the manner in which the offense constitutes a conflict of interest.   In addition, a written response by the accused must be filed.  Both reports must be sent to the Vice President for Academic Affairs. Any documents and physical evidence must be included. Once the report is completed, no additional documentation may be added.

2. A grievance committee composed of representatives from each School and College (selection method to be determined) will be formed to consider the charge(s).
a. The task of the grievance committee will be to evaluate the report and to reach a decision as to whether a conflict of interest has occurred
b. The committee, by majority vote, can (i) dismiss the allegation that a conflict of interest violation occurred, or (ii) agree that a conflict of interest has occurred and then may impose a penalty. The decisions of the grievance committee may be appealed to the Faculty Senate.

3. If the decision of the grievance committee is appealed, the evidence presented to the grievance committee will be forwarded to the Faculty Senate for consideration.
a. If the accused or accusing individual is a member of the Faculty Senate, the accused or accusing individual will not be allowed to vote in Faculty Senate proceedings related to this matter.
b. The task of the Faculty Senate will be to confirm or refute that a conflict of interest occurred. Should the decision of the grievance committee be confirmed, the Faculty Senate has the right to modify the penalty proposed by the grievance committee.
c. If the Faculty Senate finds by majority vote that a violation of Washburn University's Conflict of Interest policy has occurred and upholds the penalty imposed or imposes a new penalty, the accused may accept the penalty proposed. The decisions of the Faculty Senate may be appealed to the President and/or Board of Regents.

4. The President and/or Board of Regents may uphold or dismiss the conflict of interest violation charge(s) forwarded to them.
a. The President and/or Board of Regents, by majority vote, can dismiss the charge of conflict of interest and any and all charges brought in the current matter will be dismissed.
b. The President and/or Board of Regents may uphold or alter the proposed penalty.  A more severe penalty can only be imposed if approved by a majority of the Faculty Senate.
c. If the President and/or Board of Regents upholds the previous findings, the accused will be subject to the penalty imposed and cannot reject or appeal the imposition of penalty.
d. If the President and/or Board of Regents by majority vote reject the recommendation of the Faculty Senate, all charges in the current matter will be dismissed.

5. Previous changes of conflict of interest can only be used to demonstrate a pattern of Conflict of Interest behavior.