Washburn University
Meeting of the Faculty Senate

September 8, 2008
3:30 PM Washburn B, Memorial Union

I.   Call to Order

II.   Approval of Minutes of the Faculty Senate meeting of May 12, 2008. (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. Minutes of the Academic Affairs Committee meeting of April 7, 2008 (pp. 4-6)
        B. Minutes of the Academic Affairs Committee meeting of April 21, 2008 (p.7)

VI.   University Committee Minutes.
        A. Minutes of the Library Committee meeting of May 5th, 2008. (pp. 8 – 9)
        B. Minutes of the Internal Education/International WTE Committee meeting of May 8th, 2008. (p. 10)
        C. Minutes of the Research Grants Committee meeting of April 30th, 2008. (pp. 11 – 12)
        D. Minutes of the Curriculum Grants Committee meeting of April 29th, 2008. (p. 13)
        E. Minutes of the Faculty Grants Committee meeting of April 29th, 2008. (p. 14)
        F. WU Library Strategic Plan 2008 – 2010 (pp. 15 – 23)
        G. Assessment Committee meetings of October 26, 2007 and January 25, 2008. (pp. 24 – 25)
        H. Minutes of the LMS [Learning Management Systems] Subcommittee of August 27, 2008. (p. 26)

VII.   Old Business.
        A. Revision to Faculty Handbook – Procedure for the conduct of General Faculty meetings (#08-08) (p. 27)

VIII.   New Business.
        A. Revision to the Composition of the Academic Affairs Committee (AAC) (#08-09) (p. 28)
        B. Joint Appointments (forthcoming)

IX.   Information Items.
        A. Carol Vogel will briefly discuss discrimination grievance policies.
        B. Faculty Senate Committees 2008-2009 (p. 29)

X.   Discussion Items.

XI.   Announcements.

XII.   Adjournment.

Faculty Senate
Washburn University

Minutes of May 12, 2008 Meeting
Kansas Room, Memorial Union

Present: Arterburn, Baker, Bayens, Berry, Bowen (VPAA), Boyd, Byrne, Camarda, Chorba,
   Concannon, Croucher, Dinkel, DePue, Ginzburg, Jackson, Jacobs (President), Kaufman,
   Kerchner, Lockwood, Lunte, Martin, Melick, Munzer, Naylor, Nobo, Ockree, Patzel,
   Peterson, Pownell, Prasch, Ramirez, Roach, Routsong, Russell, C. Schmidt, S. Schmidt,
   Shipley, C. Sullivan, S. Sullivan, Walker, Wunder, Wynn

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

II. The minutes of the April 28th, 2008 Faculty Senate meeting were approved.

III. President's Opening Remarks.
   A. President Jacobs welcomed the newly elected Faculty Senate members and
       announced that the current members would deal with the routine business and,
       that once accomplished, the new members would nominate and elect the Faculty
       Senate officers as well as representatives on the Executive Committee.
   B. President Jacobs also provided a State of the Faculty Senate report and provided some
       areas of possible improvement (e.g., clarification of the procedures for the
       General Faculty meetings; better faculty access to the Board of Regents; faculty
       involvement in the budget process).

IV. Report from the Faculty Representatives to the Board of Regents.
   A. At the May 2nd, 2008 meeting of the Budget and Finance Committee of the Board of
       Regents, approval was given to proposed 4% increase in the faculty salary pool.
       It was further noted that the Board of Regents approved the KATS transition plan.

V.   Faculty Senate Committee Reports. – There were none.

VI. University Committee Minutes. – There were none.

VII. Old Business.
   A. A motion was made, and seconded, to approve action item #08-02 ("Three-year
       review cycle for the Washburn Transformational Experience."). A friendly
       amendment to change the review cycle from three years (as proposed) to five
       years was accepted. The action item was approved, as amended.

VIII. New Business.
   A. Discussion was given to action item #08-07, entitled "Substitution of the previously
       approved language regarding joint appointments in place of the translation that

currently exists in the Faculty Handbook." Those in attendance supported the proposition that the newly elected President of the Faculty Senate and the VPAA should address the discrepancy in wording between the language that was approved by the General Faculty in 2002 and the wording that exists in the Faculty Handbook.

B. Discussion was given to the substance and the wording of the "Revision to Faculty Handbook – Procedure for the conduct of General Faculty meetings" (#08-08). The motion to close the first reading was made, seconded, and approved.

C. The following individuals were elected Faculty Senate Officers for the 2008 – 2009 academic year:

>President – Tom Prasch
>Vice President – Gene Wunder
>Secretary – Courtney Sullivan
>Parliamentarian – Russ Jacobs

D. The following individuals were selected to represent their appropriate School so that the Faculty Senate Executive Committee would have representation from each School and College, as required by the Faculty Senate Constitution:

>Mark Kaufman – School of Applied Studies
>Janet Jackson – School of Law
>to be announced – School of Nursing

IX. Information Items.

A. Mark Kaufman reported on the progress of the Academic Integrity Committee. In brief, focus groups have been conducted, things are moving along, and the work of the committee should be completed this fall.

B. Those in attendance were requested to send their Faculty Senate committee preferences to Courtney Sullivan, newly elected Faculty Senate Secretary, by the end of the month.

X. Discussion Items.

A. Brief discussion was given to the wording of the "Pre-employment disclosure and release" form that must be completed so that background checks can be performed on new hires. Those in attendance were greatly concerned with the wording of the form. Representatives from the School of Law mentioned their concern with the legality of the document. Those in attendance agreed that the recently elected Faculty Senate President should speak with President Farley about our concerns.

XI. The meeting was adjourned at 5:00 PM.

Respectfully submitted by Mike Russell, Secretary to the Faculty Senate

Academic Affairs, 7 April 2008

In attendance: Robin Bowen, Frank Chorba, David Pownell, Karen Camarda, Patricia Renn-Scanlan, Bill Roach, Shirley Dinkel, Jorge Nobo, Tom Prasch; guests, Al Dickes, Dave Petersen

Prasch and Nobo summarized responses to the proposal on uniform course numbering received from SAS, School of Business, and Nursing. All had concerns with the mechanics of changing course numbers. SAS raised issues relating to the proposed tuition model in the suggested change. Business raised the problem of cost related to the need to change publicity for the school.

Al Dickes then discussed the impact of general education on transfer students, a problem he says he has been dealing with for 13 years, since the implementation of the present system in 1995. Dickes asserted that the current structure of general education at Washburn contributed to the perception that the university was transfer-unfriendly, and that general-education credits are particularly transfer-unfriendly. This has become a point of discussion not only within education, but in legislative sessions and even at the U.S. Congress (where it figures in the still-unpassed Higher Education Reauthorization Act), and there are some who would seek to implement legislative solutions to the perceived problem. At the top level, Dickes suggested, there were counselors, faculty, and legislators who claim that WU particularly (but KU and K State to some degree as well) does not permit courses to transfer from community colleges. This is patently untrue, but it remains the perception, and that perception is supported by the fact that transfer credits do not always fulfill the expectations of transferring students. Transfer students are nevertheless a significant piece of Washburn's total enrollment: 800-900 coming in for the fall semester, with around 300 from community colleges (most of those from ten institutions.

With each transfer, Dickes points out, it is necessary to evaluate transcripts to determine both transfer equivalencies and general-education credits. Since the change of the database in 2004, that has meant a significant increase in the workload of Dickes's staff. Now, those evaluations are carried out for each student who applies, whereas before they were done only after students came to Washburn. Some specific problems tend to repeatedly crop up, for example that math courses only count with the passing of a test. Washburn has also received recent delegations from Hutchinson and Garden City with concerns about the issue.

One problem is that Washburn's general-education structure is very specific. Often courses match up fairly simply: U.S. History or college algebra, for example. Other times, there is no fit: Washburn counts World History, but not Western Civilization, for example, and has no equivalent course to Intro to Philosophy. On the other hand, some unexpected courses do count as general education: Philosophy of Love and Sex does, but History of the Civil War does not, for example.

Washburn has, Dickes argued, done a pretty good job of establishing what we're doing in courses approved for general education: defining what students should get out of those courses and how to assess that. We should not lose sight, however, as we think about general education

and the assessment procedures increasingly demanded by accrediting agencies, of the fact that community colleges have been doing both general education and assessment for a very long time. Whatever we may think of the education provided at community colleges, they have procedures for approval of courses and syllabi, and they have well-established assessment mechanisms. When they do general education, it will be defined in the same terms that we are defining it. Dickes closed by suggesting that we needed to move beyond the tendency to establish pecking orders of schools, with community colleges near the bottom, and that we should recognize the facts that, here and nationwide, community college enrollment was growing; that they do a good job with general education; and that good students at community colleges tend also to be good students here.

Jorge Nobo suggested that the problem was no so much general education per se as course equivalencies, and that establishing more courses that count toward general education may alleviate that problem. Dickes agreed, noting that this was not a problem when any course in an approved discipline counted toward general education, and that we had articulation agreements with students coming with Associate Degrees that allowed all their general education to count. Dickes also suggested that, as opposed to the parallel KU articulation agreement, which is somewhat deceptive on this issue, Washburn's was clear.

Robin Bowen asked about students who were concurrently enrolled here and finishing an Associate Degree at a community college. Dickes said that would be no problem. He also noted that an appeal mechanism was now in place. Questions about transfers were sent by the administration or registrar to departments, but could then be appealed. Dickes added that his office had catalogs from across the US.

Dickes noted that social science general-education offerings were somewhat thin, and that there were persistent issues: English 300, which no one else had; PE 198, long a problem although it has become more flexible over time; Communication 101, again one without many equivalents.

Nobo noted his irritation about having a system which created no problems, being forced to amend it because of pressure from accrediting agencies, and now being pressured to change again, to allow upper-level general education that had been explicitly rejected by the earlier pressurers. Nobo wondered who was doing this and what they knew that we didn't. Dickes noted that he had asked North Central how they would respond to someone who argued that assessment was a bad idea coming from wrong-headed, career-driven educationists, and that he got no answer. Dickes noted that we have always assessed in some way or another, and had thought through general education repeatedly, but that we were subject to changing currents and models. But he insisted again that, as we move toward changes, we needed to consider carefully what it did to students and to perceptions of Washburn.

After some discussion of changing terms of general education (shifting ideas on grading as assessment and on upper-level courses as general education), Shirley Dinkel noted that at Avila, the working out of general education began with the end product—what we wanted students to learn, in terms of skills and basic knowledge—and worked from that to develop the program.

Dickes pointed out that in transfers, they sometimes saw transcripts with blocks of general education that were not equivalent, but looked good as gen ed. Bowen suggested it might be a good way to start, to imagine what we wanted our students to look like on completing a degree. She also noted that some general education ideas seemed interesting but would present nightmares for transfer, using the example of Pres. Farley's suggestion at a faculty dinner of multiple-teacher period-focused interdisciplinary courses.

Nobo noted that, before the present system was installed, it was presumed that taking courses in a discipline would lead to skill acquisition. From somewhere the idea was imposed that courses should target specific skills, but he suspected they were doing just that more efficiently and better before.

There was some discussion of grading as assessment instrument, about what we needed to do to address the transfer-unfriendly image of Washburn (through creating more offerings and accepting general-education courses from other schools even when we offered no equivalent, for example), about the need to maintain the role of departments in final decisions, and about articulation agreements. Prasch noted that no changes were likely to make transfer issues go away entirely.

Nobo raised the question of what transfer problems SAS and Nursing had. Petersen suggested that Allied Health had the most difficulties with the issue in SAS. Dinkel noted that for Nursing the biggest problem was the limited range for electives in the program. It was agreed to invite representatives from other units to a subsequent meeting.

Minutes
Academic Affairs Committee
Monday, 21 April 2008
Boswell Room
Memorial Union

Attending: Karen Camarda, Frank Chorba, Pat Munzer, Jorge Nobo, David Pownell, Bill Roach, Nancy Tate

1. The minutes of the 7 April 2008 meeting were approved with the correction of the spelling of Dan Petersen's name.
2. Jorge circulated an excerpt from Roberts Rules of Order dealing with when the committee chair votes.
3. All of the program changes submitted by the College of Arts and Science were approved.
4. Some changes were made to the course numbering system proposal and it was forwarded to the Graduate Committee (through the Graduate Committee chair, Robin Bowen) for their consideration.   Course renumbering may require a significant amount of work so the implementation date of the course renumbering will have to take that into account. The changes to the course numbering system proposal include:
    a. A change to the explanation of 300-399
    b. A change to the graduate courses explanation to indicate that graduate programs will determine who can enroll in graduate courses.

Submitted by
Bill Roach

Library Committee Meeting

MONDAY
May 5, 2008
3:30 p.m.
Room 105
Mabee Library

TO:

Dr. Alan Bearman
Dr. David Bainum
Dr. Cheryl Childers
Ms. Heather Collins
Dr. Barry Crawford
Dr. Dave DePue
Ms. Judy Druse
Dr. Yongtao Du
Dr. Liviu Florea
Dr. Miguel Gonzalez-Abellas
Dr. Ursula Jander
Dr. Reinhild Janzen
Ms. Lacey Keller
Mr. Terry Knowles
Dr. Sam Leung
Dr. Park Lockwood
Ms. Kelley McDonald
Dr. Michael McGuire
Ms. Marilyn Masterson
Dr. Jay Memmott
Ms. Jenny Mills
Dr. Maria Raicheva-Stover
Dr. Michael Rettig
Dr. Leslie Reynard
Dr. Tom Schmiedeler
Dr. Ann Marie Snook
Dr. Sharon Sullivan
Dr. Brian Thomas
Dr. Jennifer Wagner
Dr. David Weed
Dr. Iris Wilkinson

The Library Committee was convened in the Mabee Library, Room 105 at 3:30 p.m. The following members were present: Dr. Bearman, Ms. Smith-Collins, Dr. DePue, Ms. Druse, Dr. Du, Dr. Florea, Dr. Gonzalez-Abellas, Dr. Jander, Dr. Leung, Dr. McGuire, Ms. Masterson, Dr. Raicheva-Stover, Dr. Sullivan, Dr. Thomas, Dr. Wagner, and Dr. Weed. Ms. Amy Billinger will replace Lacey Keller as WSGA Student Representative.

In the next few days Dr. Bearman will e-mail library committee representatives a working draft of the Libraries strategic plan and asks for feedback before they leave for the summer.

Dr. Bearman reported that over the next few months, there will be a lot of changes occurring in the library. The ATLAS Consortia has agreed to purchase the Encore catalog interface; this should be up and running by late August or September. The library Web site is being upgraded; a link will be sent to committee members for their input. LibGuides will be up and running by June 1, 2008. Several widgets will be implemented on the new Web site. Librarians are working on an Information Literacy Plan and producing an Orientation Video. The Millennium Acquisitions upgrade has been funded by the university. If you have questions about any of these changes, contact your library liaison.

Judy Druse discussed the new Blackwell request process. It is crucial that all library committee representatives work with their library liaison to update their departmental profile as soon as possible. The committee decided to cancel the Choice review cards in favor of Choice Reviews Online.

Sometime in the near future the library will begin talks with the units about journal purchases.

With a unanimous vote, Dr. Sharon Sullivan was again elected Chair of the library committee for 2009/2010.

Meeting adjourned at 4:18 p.m.
Respectfully submitted
Ginger D. Webber, Administrative Secretary

International Education /International WTE Committee
May 8, 2008, Mosiman Room, Union

In attendance: Dmitri Nizovtsev, Brian Ogawa, Miguel Gonzalez-Abellas, Matt Arterburn, Mary Sheldon, Alex Glashausser, Azyz Sharafy, Shirley Dinkel, Baili Zhang

1. This being the last meeting of the year, members shared a few social moments before the official businesses started.

2. Minutes of April 8 meeting were approved.

3. Zhang reported that there will be a reception honoring the 12 graduating international students and 13 exchange students, May 9 at 4 in the iHouse. He also reported some personnel changes in the Cambridge program. Glashausser reported that the Law School will host an Irish visiting professor, Bruce Carolan, the next school year.

4. Amendments to "International Travel Fund Guidelines" were discussed. It was voted 6-2 to add the following language to the Disclaimer section:

   "In general, recipients of this fund are expected to return to work on the university job after the awarded activity."

5. Faculty international travel requests were reviewed and discussed. Sheldon Peng's request for $1,200 was approved by a 4-3 vote with one member abstaining. The committee also voted to allow Nora Clark's and Lori Khan's late submissions to be reviewed. Subsequently, Khan's request for $1,200 was approved; Clark's, however, was denied.

6. Zhang thanked and recognized the members, whose terms expire at the end of the year, for their dedication and contribution.

Respectfully submitted,

Baili Zhang

NOTES
Research Grant Committee Meeting
April 30, 2008

Members Present: Members not Present but gave Comments:
Nancy Tate, Chair   Maryellen McBride
Jim Eck
Cindy Turk
Courtney Sullivan
Matt Arterburn
Kim Harrison
Patrick Muenks
Wanda Hinton, secretary

Nancy welcomed and thanked everyone for attending the meeting today. This is the first meeting to award funds for new Fiscal Year 2009. The total amount of funds allocated to research is $50,000.

The Major Research sub-committee met and thought that all the applications were worthy of funding. The committee prioritized the applications as follows:
Herbig and Schwartz   Tied Priority 1
Boyd   Priority 2
Schmidt   Priority 3
Crews/Crews   Priority 4

MAJOR RESEARCH
HERBIG: Requested funds in the amount of $7,132.52 for research project, "Identification and Characterization of Magnesium Transporters in *Bacillus subtilis."* Application awarded fully in the amount of $7,140.

SCHWARTZ: Requested funds in the amount of $5,198 to publish book, "<u>What the Best Teachers Do</u> (a law teacher-focused follow-up study based on Ken Bain's <u>What the Best College Teachers Do</u> (Harvard Univ Press 2004)."
Application awarded partially in the amount of $3,600.

BOYD: Requested funds in the amount of $7,265 for research project, "Reintroduced Takhi Use Rocks as Cooling Devices."
Application awarded partially in the amount of $6,750.

SCHMIDT: Requested funds in the amount of $9,952 for research project, " Reduction of the Nitrile Moiety to Primary Amine Utilizing *In Situ* Generated Borane Catalyzed by Lewis Base."
Application deferred at this time to be considered for funding at the Fall 08 meeting.

CREWS/CREWS: Requested funds in the amount of $12,000 for research project, "Citizen and officer perceptions of community policy in Ghana: Policy of the people, by the people, and for the people, or just <u>to</u> the people?
Application deferred at this time to be considered at the Fall 08 meeting.

SMALL RESEARCH

BLANK: Requested funds in the amount of $3,000 for research project, "Six Years Later: Continuity & Change in the Lives of Dominican Single Mothers." Application awarded fully in the amount of $3,000.

MACTAVISH: Requested funds in the amount of $2,886 for research project, "Fierce Resistance Civil War Freedom Struggles in the American South". Application awarded partially in the amount of $2,500.

DeSANTO/MENZIE: Requested funds in the amount of $3,000 for research project, "Benchmarking Tourism Development in the Five Quiet Great Plains States: An Exploration of Collaborative Destination Building in State Economic Growth". Application awarded partially in the amount of $2,300.

BJERKE: Requested funds in the amount of $2,000 for research project, "Interaction of Herpes Simplex Virus Type 1 Proteins with Membranes."
 Application deferred at this time to be considered at the Fall 08 meeting.

BEATTY/PETERSON: Requested funds in the amount of $3,000 for research project, "The Distinguished Member from Kansas: Study of Kansas Politics."
Application deferred at this time to be considered at the Fall 08 meeting.

Total amount of funds awarded was $25,290. This leaves a balance of $24,710 to be awarded at the Fall 08 meeting.

MINUTES
CURRICULUM GRANTS COMMITTEE
April 29, 2008

Members Present:
    Nancy Tate, Chair
    Robert Kerchner
    David Feinmark
    David Pownell
    Bill Rich
    Marilyn Masterson (sent comments)
    Jay Memmott (sent comments)

Nancy welcomed everyone and thanked them for coming. Nancy informed the committee this is the first meeting to award funds for the new fiscal year. The budget for Fiscal Year 2009 is $14,000. A general discussion ensued regarding the current guidelines for awarding curriculum development grants. The consensus of the committee members was to limit travel awards to workshops directly related to the initial implementation of a curriculum innovation in a specified course. The applications that have been received are:

RAICHEVA ET AL: Requested $578 to Create a number of Captivate Tutorials to be used in the New Media Bootcamp Class.
Application awarded fully.

DING: Requested $1,847 to enhance the MU123 music course, Computers and Music.
Application awarded fully.

KAUFMAN: Requested $505 to purchase 5 DVDs for psychotherapy training to utilized in SW600.
Application awarded fully.

NIZOVTSEV: Requested $2,000 to develop a permanent course on Game Theory and Applications.
Application awarded fully.

PERRET: Requested $1,000 to travel to Anderson Ranch Arts Center to assist in developing a new upper level course as well as enhance the current foundations curriculum.
Application awarded fully.

FRIESEN: Requested $2,000 to travel to London and surrounding areas to seek out venues for a study abroad course.
Application not approved.

The total amount awarded was $5,930, which leaves a balance of $8,070 to be awarded at the Fall 08 meeting.

MINUTES
FACULTY GRANTS COMMITTEE
April 29, 2008

Those in attendance:
Nancy Tate, Chair
Pat Munzer
Robert Kerchner
Ali Khan
Betsy Campbell

Nancy thanked everyone for coming. This is the first meeting to award funds for the new fiscal year FY2009. The amount of funds allocated for Faculty Development is $11,000. The following is a summary of the applications and the awarding that was decided.

PERRET: Requested $500 to attend the workshop at the Anderson Ranch Arts Center to assist in development new upper level course as well as enhance current foundations curriculum.
Application WITHDRAWN – She was awarded a Curriculum Development Grant.

OGAWA: Requested $500 to attend and present at the 5th World Congress for Psychotherapy.
Application Approved.

SCHBLEY: Requested $500 to attend and present at the 7th International Conference for Practice Learning and Field Education in Health & Social Work.
Application Approved.

After awarding $1,000, the remaining balance for FY 2009 is $10,000.

WASHBURN UNIVERSITY LIBRARIES IN THE 21ST CENTURY:
2008—2010 Strategic Plan
[May 16, 2008, Draft]

Mission Statement: The mission of the Washburn University Libraries is to guide teaching and learning in the transformation of our community through its intellectual discovery and educational experiences.

Narrative:

Historically, libraries served as the intellectual and cultural heart of their university, and the design of
this 2008-2010 Strategic Plan is to return the Washburn University Libraries to that position by making
Mabee Library the "Academic Living Room of the Campus."

The caliber of a university's libraries, it is generally accepted, is a reliable mechanism through which to evaluate the quality of education offered to an institution's students.

Thus, for Washburn University a benign neglect of its Libraries is not an option.

This Strategic Plan focuses upon public services because the 21st Century Washburn University Libraries will reflect the needs of its clients. The Washburn Libraries will embrace new technologies as they emerge, and accept the reality that the majority of 21st century students and faculty begin their search for information electronically, meaning the Libraries internet presence must receive significant attention as a tool of outreach.

Technology has probably affected university libraries more than any other unit on the modern university campus, causing library users to access and use its collections in increasingly diverse ways. This means no library can be static in its services, and that this strategic plan will promote the careful and continual examination of all its operations. The Washburn Libraries will recognize, for example, the wealth of information that overwhelms the modern university student, and develop and implement an Information Literacy program for Washburn. Likewise, an intense focus upon public services means that the Washburn Libraries will look for ways to integrate themselves into the discussion of, among other issues, both General Education and the Freshman Experience at the University. In addition, through its increasingly active Liaison program the Libraries will seek ways to collaborate with the various academic units across campus to meet their specific needs.

Libraries are so much more than simple repositories, and yet the collection of information remains central to its existence. The building and refining of a Digital Institutional Repository and a concerted effort to acquire both the intellectual and institutional output means that Special Collections will play an important role in the 21st century library. Yet, any library exists for reasons beyond just collecting materials. Washburn University has committed itself to the Transformational Experience and the notion that learning is more than just the accumulation of credits. Through this process, Washburn University recommitted itself to the support of its Libraries because of the recognition that they serve as the historic incubator of inter-disciplinary thinking and discovery.

The Libraries of Washburn University must provide an environment in which the promotion of imagination and wisdom occur. To accomplish this goal significant upgrades of the current facilities are required because the Libraries must offer a physical and sensory experience that inspires learning. Importantly, shaping much of this document is the idea that to get to information anywhere, one has to access it somewhere. This means, therefore, that the physical Library will remain the primary place where students and faculty turn when they need to use the tools of access and seek assistance in obtaining knowledge. Thanks to the Pew Internet & American Life Project, a better understanding of the desires and practices of modern library clients exists. For example, those who enter the modern library, unlike users of the past, are not looking for large amounts of information. Instead, they search for specific knowledge. To find the precise information they desire, modern library clients recognize that various research methods are necessary and that asking for assistance is worthwhile. The Pew research offers the following information about modern library clients:

> Among those aged 18-30, **62%** visited libraries
> Among those aged 31-42, **59%** visited libraries
> A significant drop-off in visits occurred among the group aged over 50. For example, among those aged 53-61, **46%** visited libraries.
> Among those who self-reported as active internet users, **61%** visited libraries versus **28%** non-users.

Young active internet users visit libraries because they are information hungry and know that in the library they can take advantage of an array of materials in a social setting.[1] Again, the idea of the Washburn Libraries as the "Academic Living Room" of the University drives this strategic plan and its commitment to public services.

A knowledge based society demands people know where to find and how to evaluate and use information, and Librarians have long played the role of connecting clients to the information they require. This attribute of library life will only become more important in the 21st century because of the increasing availability of information, thus the Washburn Libraries will make its decisions not based upon trends but upon the core values and needs of the communities they serve. The goal of this strategic plan is, ultimately, to begin a conversation that will result in further intellectual dialogue among people searching for answers to profound questions across disciplines, while drinking their coffee in the Libraries of Washburn University.

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[1] Leigh Estabrook, Evans Witt and Lee Rainie, "How People use the Internet, Libraries, and Government Agencies When They Need Help" The Pew Internet & American Life Project (December 30, 2007).

I.   Public Services

Goal: Deliver user centered services customized for the 21st century student, teacher and scholar.

A. Information Literacy

Action: To develop a campus wide information literacy plan with a significant online tutorial by July 1, 2008. August 1, 2009, is the target date for full implementation of said plan

B. Research Assistance

Action: To ensure the providing of high quality assistance at the point of need—either in person or via electronic means

C. Collections

Action 1:   Improve the breadth, depth and accessibility of information resources and library collections required to support instruction and research

Action 2:   Revise the processes of collection analysis, selection and purchasing of materials

Action 3:   Evaluate the relevancy and scope of both print and electronic serials

Action 4:   Evaluate the relevancy and scope of both print and electronic reference materials

Action 5:   Enhance the mechanisms through which to improve consortium purchases of library materials

D. Outreach

Action 1:   Create a range of programs designed to promote the libraries to the Washburn University community and beyond

Action 2:   Offer library related service-learning opportunities for students

E. Circulation

Action: To create an increasingly automated and efficient 21st century circulation experience

F.   Scholarly Communication

Action: Lead the university conversation regarding copyright, issues of intellectual freedom, access and the ethical use of knowledge

G. Interlibrary Loan

Action 1:   Streamline and make more efficient the process of interlibrary loan

Action 2:   Collect and disseminate interlibrary loan statistical information to enhance the process of collection development

Action 3:   Develop a process for the immediate evaluation of user requests with regard to their suitability for our permanent collections

II. **Digital Initiatives**

Goal: Provide a state of the art technical infrastructure and tools in support of both user access and internal library operations

A. ATLAS

    Action: Create and maintain an intuitive ATLAS experience

B. Network and Technology Operations

    Action 1:   Maintain network integrity while ensuring all aspects of technology are accessible, fully functional and efficient in support of Public Services

    Action 2:   Maintain a strong relationship with ISS to ensure the technology needs of the Libraries are a priority for the University

C. Website design and support

    Action 1:   Design and maintain an intuitive Library 2.0 web experience

D. Digital Repository design and support

    Action 1:   Provide technical skills to develop and support the Washburn University Digital Repository

    Action 2:   Help plan and implement a specific process for archiving and submitting items to the Institutional Repository

E. Public Services support

    Action 1:   Collaborate with Public Services to investigate and implement the Library 2.0 experience

    Action 2:   Fully implement a laptop checkout program for students

    Action 3:   Work with ISS to place a libraries tab in MyWashburn

III. Curriculum Resources Center (CRC)

Goal: The mission of the CRC is to enhance the teaching and learning initiatives of the Washburn University Department of Education as well as support the community in their ability to develop successfully 21st century Learners

A. Outreach

Action 1:   Continue to collaborate with community librarians and educators, including KTWU's "Sunflowers to the Stars" partnership, KC Life Sciences partnership, Read180 collaborations, University Child Development and Topeka Collegiate

Action 2:   Explore a partnership with the Department of Education and the Kansas Reading Association to enhance the Jamaican Transformational Experience

B. Digital Education Laboratory

Action: Develop a technology driven learning space for future educators

C. Digital Initiatives

Action: Design and maintain an intuitive Library 2. 0 experience specializing in education content

D. Public Services

Action: Promote CRC orientations in EPIC courses and in ED 250 "Becoming an Education Professional" courses

E. Library Operations

Action: Improve the processing of and access to preview and instructional materials

F. Interlibrary Loan

Action: Explore participation in area school interlibrary loan systems

G. Collections

Action: Explore alternative models for acquiring, using and providing access to both print and electronic textbook materials

IV. <u>Special Collections</u>

Goal: To collect, preserve and expand access to the intellectual output, institutional memory and special collections of the university community. Of particular importance is the development of an expanded and improved space for collections, staff and researchers

A. University Archives

    Action 1:   Increase the digitization of university archival materials

    Action 2:   Make accessible unique local resources in the appropriate OCLS international union catalog

    Action 3:   Develop a records and information management program that ensures the transfer of appropriate university records to the archives

B. Koch Art History Collection

    Action 1:   Complete the processing of the collection for improved accessibility and usability

    Action 2:   Determine donor's specific vision for the collection

    Action 3:   Institute programming to demonstrate the teaching and research value of the collection to our various communities

C. Washburn and Rare Books Collection

    Action 1:   Restore at-risk materials and ensure the long-term preservation of the collections

    Action 2:   Develop a plan to purchase titles to complete the original Lincoln College Library collection

    Action 3:   Determine the collection priorities for the acceptance and acquisition of rare books

D. Digital Institutional Repository

    Action 1:   Collect, preserve and provide access to the intellectual output of the university community in electronic format. Given top priority are Washburn Transformational Experience materials and faculty research

    Action 2:   Develop a plan for securing the equipment and personnel necessary to build and maintain the repository

V. Library Operations

Goal: Enhance the effectiveness of the library organization in order to achieve higher levels of public service, efficiency and quality of work life.

A. Acquisitions and Processing

Action 1:   Improve the efficiency of processes to make available library materials to support Public Services.

Action 2:   The Libraries will ensure the effective management of print and electronic serials, including databases.

Action 3:   Practice effective techniques of sound ethical, fiscal and legal policies and procedures within acquisitions management.

B. Organizing materials for access

Action 1:   Work closely with Public Services and Digital Initiatives to ensure the quality and usability of the online catalog and databases.

Action 2:   Facilitate maximum access to all library materials, including the Digital Institutional Repository, with minimal delay by maintaining accurate catalogs and the providing of timely cataloging

VI. <u>Administration</u>

Goal: Guides and ensures the completion of the libraries vision and mission by planning, organizing, directing and promoting all elements of operations. Considered paramount is the encouragement of a positive, diverse and forward thinking work environment that positions the libraries to fulfill their historic role as the center of the university learning community.

A. Outreach

Action 1:   Involve the various library partners in the ongoing visioning process to develop a 21st century library for Washburn University

Action 2:   Promote programs and marketing that bring visibility to the Libraries as the intellectual and cultural center of the university community

B. Budget

Action 1:   The Libraries will provide the University with a realistic annual financial plan that includes current and future expenditures for staff, programming, technology, materials and equipment

Action 2:   The Libraries will work with the University administration and faculty to ensure realistic evaluations of all course, curriculum and program changes regarding their potential financial impact upon the libraries

Action 3:   The Libraries will work with WEA, Institutional Development, the Friends of Mabee Library and the University Grants Office to identify and obtain additional sources of financial support for the libraries

C. Personnel and professional development

Action 1:   The Libraries will work with the University administration to evaluate the staffing model

Action 2:   The Libraries will commit the necessary resources to ensure successful professional development for all staff members, and seek increased funding for said activities

Action 3:   The Libraries will develop and implement strategies for cross-training and the transfer of operational knowledge among staff

Action 4:   The Libraries will develop and implement strategies for the career advancement of staff.

Action 5:   In conjunction with the VPAA, the Libraries will develop and implement strategies to enhance its recruitment efforts to locate and hire highly qualified staff for all position openings.

Action 6:   Establish training programs for staff and student employees to deal appropriately with emergencies

D. Facilities management

Action 1:   Make the best use of current physical spaces to provide a welcoming and collaborative learning environment

Action 2:   Identify and introduce amenities that enhance the library experience for our users

Action 3:   Periodically review and update library policies as necessary

Action 4:   Work alongside our various partners to develop a vision of the 21st Century Library

Action 5:   Design and develop an overall plan for new library spaces

E. Friends and Student Friends of Mabee Library

Action: Integrate the Friends into the visioning process, and provide said groups with the necessary assistance to fulfill their functions in supporting development of the Libraries

F. Faculty Library Committee

Action 1: Encourage more active participation of the faculty in the visioning process for the 21st Century Library

Action 2: Maintain strong communication with the faculty regarding budget and collection issues that affect teaching, research and curriculum development

G. Assessment

Action 1: The Libraries will create and maintain a culture of assessment across all units

Action 2: The Libraries will annually report its assessment findings to the University administration

Action 3: The Libraries will participate in university-wide assessment activities to ensure compatibility with the University mission

H. Co-operative Efforts

Action 1: The Libraries will work through the Council of Deans and Directors of Libraries (CODDL) to leverage local and statewide resources.

Action 2: The Libraries will work alongside the ATLAS partner libraries to enhance the functionality of the integrated library system

Action 3: The Libraries will work with the School of Law Library to investigate the further leveraging of university resources

MINUTES
ASSESSMENT COMMITTEE
Friday, October 26, 2007
Kansas Room
1:30 p.m.

Present at the meeting were Donna LaLonde (chair), Nancy Tate, Joanne Altman, Patti Bender, Cathy Hunt, Bassima Schbley, and CJ Crawford (administrative support).

The committee approved the minutes of August 14 with one modification, and September 28 as submitted.

We are experiencing problems with first-year students showing up for the CLA testing. Donna would love to have 100, but will take 50. After a discussion of possible ways to get students, a suggestion was made to possibly work with the RAs to see if they would use this as a monthly activity.

A group who attended a General Education conference in Portland, Maine in October will make the presentation for the November workshop. Rather than send out individual invitations to new faculty, Donna suggested that it would be better to have the liaisons encourage their department's new faculty to attend.

It was recommended that there be hands-on training in a computer lab for the liaisons on using the Assessment web page. After discussion, it was decided to have one training session as part of the next workshop (following the general education presentation), and one training session on Friday, November 9 at 1:00 p.m. Donna LaLonde will check with David Sollars to see if the group can use the SoBu computer lab on Friday, November 16 from 2:30 p.m. – 3:30 p.m., and CJ will check into the availability of the Electronic Classroom or Morgan 18 on November 9.

The meeting adjourned.

MINUTES
ASSESSMENT COMMITTEE
Friday, January 25, 2008
Cottonwood Room
2:00 p.m.

Present at the meeting were Donna LaLonde (chair), Nancy Tate, Joanne Altman, Jane Carpenter, Cathy Hunt, Kandy Ockree, Patricia Renn-Scanlan, Bassima Schbley, Don Vest, and CJ Crawford (administrative support).

Donna asked for suggestions to find a cohort of seniors to take the CLA – need 100 and the test can take 90 minutes. Test needs to be taken between February 1 and April 16 – will pay $10 in Bod Bucks to each senior. A suggestion was made to target capstones. Donna asked the committee members to help with the capstones in their area. It was suggested that Donna send an email to the members with information and how to contact her and the days/times for the test. It was also suggested that IS170 is a possibility.

Topics were discussed for the February 8 Assessment Liaison Workshop. It was decided to have a 20 minute presentation about NSSE and how the information is used in the HLC self-study document, then approximately five minutes about Survey Monkey, and then break into groups to share the best practices and challenges. Donna LaLonde will prepare the agenda to be distributed by January 30.

There was a discussion on how best to emphasize Assessment to New Faculty. It was decided to change the format for the March 28 workshop to a luncheon from 12:00 p.m. – 1:30 p.m. and invite new faculty in addition to the liaisons. It was recommended that they be asked to review Criterion 3, Teaching and Learning Assessment, in the self-study before the luncheon.

Committee members who attended the luncheon with the academic deans on November 30 gave their feedback about the discussion. It was decided to have another luncheon with the deans, directors and VPAA the week of finals, and develop a specific agenda for discussion. CJ will work on reserving a room and then notify everyone of the day, time, and location as soon as possible.

The meeting adjourned.

LMS Subcommittee Meeting Notes
August 28, 2008

Members present: Brenda White, Stuart Murphy, Cecil Schmidt, Donna LaLonde, Don Kellogg & Tim Peterson

The committee agreed that we should explore the Blackboard, ANGEL, Axio, eCollege, Moodle and Sakai systems and that everyone will try to visit as many of those vendor web sites before the next meeting. The subcommittee will request vendor demos, reference checks, and sample user accounts as a part of the process, and will also seek input from other faculty who currently use WebCT.

A major issue to be considered is the ease of migrating the existing courses and content from WebCT to the new LMS. Banner integration may or may not be a critical issue.

Brenda will check with Mike Gunter to see if off-campus hosting solutions (i.e., Axio and eCollege) can be considered as well as any plans for issuing an RFP as that may affect the subcommittee's work and time frame.

The next meeting will be held at 2:30 pm on Tuesday, September 9, in Benton 407.

Faculty Senate Agenda Item

Date: May 5, 2008   Number: **08-08**
Subject: Revision of the Faculty Handbook
 Description:
The Faculty Handbook does not contain complete procedures for the conduct of General Faculty
meetings. Some requirements of the University ByLaws are not included in the Faculty Handbook;
other traditional practices are not covered at all. The following Revisions to Section IV C of the
Handbook are intended to help correct these deficiencies. (New language is underlined.)

Faculty Handbook

IV. The General Faculty
C. Meetings.   There will be a minimum of two scheduled General Faculty Meetings each
academic year, one early in the Fall semester and one just prior to Commencement.
Between meeting times, the authority of the General Faculty shall be exercised by the
Faculty Senate pursuant to the recall provision of Section 10 j. of Bylaws Article V and also
subject to the rights of the General Faculty as set forth in Section II.c. of the Bylaws. The
General Faculty may be called together by the President of the University, by majority vote
of the Faculty Senate, or upon petition by twenty members of the General Faculty. Action
items on any topic may be placed on the Agenda of the General Faculty by majority vote of
the Faculty Senate, provided that they are distributed to members of the General Faculty at
least seven days prior to the meeting of the General Faculty. The Secretary of the General
Faculty shall be elected from the members of the General Faculty at the first meeting in the
Fall Semester, and shall serve for one academic year. The Faculty Senate at its last
meeting in the Spring Semester shall nominate at least one candidate for this office;
additional nominations may be made from the floor of the General Faculty meeting. The
Secretary may select tellers from the membership of the General Faculty as he or she shall
deem necessary, or upon request from at least 10 members of the General Faculty present
and voting. A quorum for all General Faculty meetings shall be at least 50 members of the
general Faculty. The Vice President for Academic Affairs shall preside at meetings of the
General Faculty. If he or she is absent or vacates the chair, the President of the Faculty
Senate shall preside.

Requested Action: *Faculty senate approval and Recommendation*
                                                         to the General Faculty

Originated by: Russ Jacobs

Faculty Senate Agenda Item

Number: **08-09**

SUBJECT: Revision to the Composition of the Academic Affairs Committee (AAC)

DESCRIPTION: The Faculty Senate Constitution, as approved by the General Faculty and the Board of Regents (March 11-12, 2005), contained the following description of the Academic Affairs Committee (AAC):

> "The Academic Affairs Committee shall be chaired by the Vice President of the Senate. Other members shall include one Senate member from each Major Academic Unit (CAS, SOB, SON, SAS), and the Senate representative of Mabee Library/CRC. The Deans from the Major Academic Units, or their designates, and the VPAA or his/her designate, will serve as ex officio, non-voting members."
> http://www.washburn.edu/admin/bor/031105.FacSenConstitutionRevised.html

For unknown reasons, the aforementioned description of the AAC composition was omitted from the working copy of the Faculty Senate Constitution. It was the decision of the Faculty Senate to compose the AAC in a manner identical to that of the Faculty Affairs Committee. During the 2007-2008 academic year, the General Faculty approved the composition of the AAC to be as follows:

> "Membership of the Academic Affairs Committee consists of one Faculty Senate member from each Division within the College of Arts and Sciences, one from the School of Business, one from the School of Nursing, one from the School of Applied Studies, and one member from the University libraries, each elected for a one-year term by the Faculty Senate from its ranks. The committee selects its own chairperson. Decisions of the Academic Affairs Committee require the affirmative vote of six of the nine members; six members shall constitute a quorum to conduct business."

RECOMMENDATION: One concern with the makeup of the AAC is that the voting power of the College of Arts and Science exceeds that of each of the remaining major academic unit and is greater than all of the other units combined. For these reasons, it is requested that the composition of the AAC to be as follows:

> "<u>The Academic Affairs Committee shall consist of two (2) Faculty Senate member from each Major Academic Unit (CAS, SOB, SON, SAS), and the Senate representative of Mabee Library/CRC. Each member will be elected to a one-year term by the Faculty Senate from its ranks.</u> The committee selects its own chairperson. Decisions of the Academic Affairs Committee require the affirmative vote of six of the nine members; six members shall constitute a quorum to conduct business"

FINANCIAL IMPLICATIONS: NONE.

Date: <u>August 15, 2008</u>   <u>Mike Russell (Electronic Signature)</u>
                                                            FS member

Faculty Senate Committees 2008-2009

Academic Affairs:

CAS   1)Frank Chorba

        2)J. Karen Ray

        3)Karen Camarda

        4)Tom Prasch

        5)David Pownell

SOB: Robert Kerchner
SON: Sue Unruh
SAS: Phyllis Berry
Library: Cal Melick
VPAA Robin Bowen (ex-officio)

Faculty Affairs Committee

CAS   1)Tony Naylor

        2)Tracy Routsong

        3)Matt Arterburn

        4)Michael McGuire

        5)Park Lockwood

SOB: Gene Wunder
SON: Brenda Patzel
SAS: Linda Croucher
Library: Barbara Ginzburg
SOL: Mary Ramirez

Electoral Committee
Russ Jacobs
Mike Russell
Gaspar Porta
Rosemary Walker
Michelle Shipley

**The Creative and Performing Arts division of CAS elected Shiao-li Ding (Music) to complete the Senate term of Raquel Rodriguez (Music), who recently resigned from Washburn.