Washburn University
Meeting of the Faculty Senate

April 11, 2011
3:30 pm   Kansas Room, Memorial Union

Faculty Senate
Washburn University

Minutes of March 14, 2011
Kansas Room, Memorial Union

Present: Arterburn, Averett. Barker, Bird, Croucher, Dodge, Edwards, Fry, Gabelmann, Griffin, Isaacson, Jacobs, Kelly, Lunte, Melick, Menzie, Pembrook (VPAA), Pilgram, Rich, Roach, Routsong, Shaver, Stover, Wagner, Weigand, Wohl

I.   The meeting of the Faculty Senate was called to order at 3:33 PM. Russ Jacobs presiding.

II.   The minutes of the Faculty Senate meeting of February 14, 2011 were approved.

III.   President's Opening Remarks.
        Jacobs announced that the Faculty Senate Executive committee had been asked for two recommendations for university committees. The Exec committee recommended Steve Angel for the CIO Search Committee and he has accepted. The Exec committee recommended Lori Edwards for the Sesquicentennial Committee and she accepted.

IV.   Report from the Faculty Representatives to the Board of Regents
        Jacobs reported that the BoR met on March 11 and approved all motions for promotion and tenure. Jacobs reported the Regents approved new admission criteria for incoming Freshmen, effective for Fall of 2012. The guidelines call for Regular Admits, with a GPA of no less than 2.5 and an ACT score of no less than 16; an Exception Window, for applicants with a GPA of no less than 1.5 and an ACT of no less than 15; and a Bridge program for those who do not meet even Exception Window standards. Students admitted under the Exception Window will be provided a required orientation and advising program, coupled with placement testing, prescriptive course selection, and a required first year experience course. Bridge program applicants would enter through Washburn Tech.
        These new admission criteria are part of the efforts of a taskforce that has been analyzing WU's admission and student success data. The next step will require a new committee to oversee the freshman year experience, and the Faculty Senate will be asked to recommend representatives to this committee; how would you like to do this? Senators agree to self nominate to the Secretary, who will then prepare a list for the Executive Committee.
        During President Farley's report, the president of the WSGA reported on student activities. Jacobs reminded senators that after a previous Regents meeting that the Regents were soliciting student responses to a potential raise in tuition, largely to fund faculty and staff pay raises. The WSGA president reported that students were largely supportive of tuition increases, but that they wanted something "tangible" for their money, a requirement that all faculty members provide online access to class grades on an ongoing basis. She made this a very clear quid pro quo, and her report was accepted with very little comment. One Regent did ask if the situation was currently that online grading was possible, but some professors were simply unwilling to provide it; the WSGA responded that this was the case. She also seemed to indicate that, currently, in classes where online grading was not available, very few students had access to their grades until the end of the semester. Faculty Senate representatives and the VPAA's office were not invited

to respond to her report. Jacobs remarked on some implications and discussion was held among senators.

V. Faculty Senate Committee Reports –
   A. Academic Affairs Committee Minutes of December 10, 2010 were approved.
   B. Electoral Committee Minutes of February 7, 2011 were approved. Roach provided a brief update to the minutes that the website is ready and elections for the at-large seat will be held after spring break. He is also compiling an updated list of seats available to each division and school;
   C. Faculty Affairs Minutes of February 7, 2011 were approved. Arterburn provided a brief update that the committee had met with Chris Leach regarding the mileage issue. Leach reported to the committee that the Business office would pay any reasonable business request that could be documented by MapQuest.

VI. University Committee Minutes
   A. Minutes of the Honors Advisory Committee meeting of December 15, 2010 were accepted.
   B. Minutes of the Assessment Committee meeting of December 10, 2010 were accepted.
   C. Minutes of the Library Committee meeting of February 16, 2011 were accepted.
   D. Minutes of the Honors Advisory Committee meeting of February 9, 2011 were accepted.

VII. Old Business. – no old business reported.

VIII. New Business –
   A. 11-11 Change to Board of Student Media Constitution – passed on first reading

IX. Information Items – no items

X. Discussion Items: the Senators expressed their desire to the VPAA that no names be sent to FHSU for the retirement survey. Instead, they asked that those interested should be directed to contact the survey authors directly.

XI. Announcements: Nursing faculty participated in Fit Tuesday against Baker faculty, raising over $300 for an Armenia nursing school.
Aperion registration is open until March 17.

XII. Adjournment: The meeting was adjourned at 4:33 pm

Faculty Affairs Minutes
March 7, 2011

In Attendance:
Matt Arterburn, Chair
Roy Wohl
Sean Bird
Jean Sanchez
Dr. Nancy Tate, VPAA, ex officio
Chris Leach, guest

A.   Meeting called to order and opening remarks by Matt Arterburn.

B.   Opening remarks by Matt Arterburn

C.   Old Business:
        I. Mileage Reimbursement Policy discussed with Chris Leach

        - Documents are in place so appropriate IRS guidelines are followed
        - MapQuest is official source used to determine mileage
        - Policy in place is a guideline – Department Chair or Dean can make policy more restrictive
        - Discussion ensued regarding out of town travel, where mileage calculations begin/end and mileage recording for multi-site visits
        - Chris suggested that faculty can email him prior to a trip if there are reimbursement questions
        - Will take the issue back to Faculty Senate for reporting (see attached document)

        II. Definition and duties of full-time lecturers

        - Awaiting additional information
        - Matt will meet with CAS Dean and VPAA to formulate a reporting strategy

D.   New Business
        No new business at this time.

E.   Discussion Items
        Status of online voting procedures
        - Matt will meet with General Faculty and Faculty Senate Secretaries and ISS on Mar 17 to finalize procedures

F.   Announcements
        There were no announcements.

G.   Meeting Adjourned

TRAVEL Q&A IN FACULTY AFFAIRS COMMITTEE

Below is a summary of the major questions that were raised by faculty members, both in the Faculty Senate and in the Faculty Affairs meeting with Finance Director Chris Leach (on 03/07/11). I summarized answers to these questions, based on the discussion at the FAC meeting. I have done my best to give a faithful interpretation of the discussion. This document has already been reviewed by Director Leach and the other members of the FAC.

One point that was made in these meetings is that discretion is reserved at multiple levels (department chair, dean, business office). Obviously communication between these levels, and with faculty, is important. My understanding is that, for reasons of compliance with state and federal laws, these entities have the ability to be more, but not less, stringent in their application of reimbursement, compared to the policies enumerated in Section J of the WU Policies, Regulations and Procedures Manual (WUPRPM). Certain types of reimbursement cannot be granted, because WU must remain compliant with applicable laws. That said, WU policy is not so rigidly prescriptive so as to deprive academic and administrative units the ability to grant reasonable reimbursement requests (or to deny those that are excessive or unreasonable).

-Matt Arterburn, FAC Chair

QUESTIONS COMMUNICATED TO THE FAC REGARDING TRAVEL:

1. Are the mileages given in the table in Section J-24 of the WUPRPRM the only trips which are reimbursable?

> ANSWER: The chart in section J-24 is a guideline showing the maximum possible reimbursement amounts for trips to common destinations. For other destinations, MapQuest is used to calculate the distance. This is to ensure that the most expedient route is taken. (Ex: You can drive from WU to Chicago by way of Houston, if you really want, but WU will only reimburse you for the most direct route to Chicago, unless there was a valid business reason to visit Houston first).

2. Are faculty members reimbursed for mileage starting at Washburn, or from their private residence?

> ANSWER: In general, calculations are made starting from whichever location (WU or residence) results in the lesser mileage. This is common practice (ex: this rule is used for state employees).

3. Are trips with "multiple legs" allowed, such as visits to multiple clinical sites?

ANSWER: Yes. To ensure correct reimbursement, the faculty member should provide an itinerary listing the trips made between various points, and indicate a valid purpose for stopping at each destination.

4. Is mileage within a given city/metro-area reimbursable? (ex: travel to/from events within a city, such as travel to a dinner and back to a hotel)

ANSWER: As long as trips are justifiable and reasonable, then mileage can be reimbursed. (Ex: Mileage might not be reimbursed if an employee travels 50 miles out of their way to eat a particular restaurant, unless a business reason can be provided for making this choice).

5. Can faculty get reimbursed for driving to a destination, when flying would be cheaper?

ANSWER: It is common policy in most organizations (ex: State of KS) to reimburse the most economical means of travel (to prevent, for instance, every employee from flying first class). In keeping with these standards, WU will generally reimburse a faculty member for the least expensive means of conveyance. (Ex: an employee can drive to New York if they really want, but if a plane ticket would be cheaper, they will be reimbursed the cost of a quoted airfare, and not for every mile they chose to travel by car).

6. Is it simpler for a faculty member who is concerned about getting adequate reimbursement for mileage to use rental cars and taxis to avoid these concerns?

ANSWER: It is hoped that effective communication will alleviate faculty concerns and that such methods won't be necessary. In general, faculty are encouraged to use the most economical means of transport (see Question #5). Thus, it makes sense for a faculty member to use taxis and rental cars when they've flown to a destination, but might be questionable if they rent a car after driving to a destination.

7. What is the best way that a faculty member can optimize their reimbursement for valid travel expenses?

ANSWER: Documentation and justification are the two most effective methods for ensuring reimbursement for valid travel expenses. The more information that can be provided to explain the purpose & logistics of travel activities, the better the chance that aspects of the trip will be correctly interpreted, and therefore appropriately reimbursed. While not possible in every instance, providing itinerary information in advance of a trip is the best method. Pre-travel questions should be addressed to the chair, dean, VP or finance director, as applicable.

Academic Affairs Committee Meeting
February 24, 2011
Meeting Notes

Committee members in attendance
Kath Menzie (Chair)
Cal Melick
Mary Sheldon
Linda Croucher
Michelle Shipley (for Becky Dodge)
Randy Pembrook
Jeanne Catanzaro (by conference phone)

Guests:
Dr. Alan Bearman, Dean of Libraries
Dr. Randall Pembrook, VPAA
Dr. Nancy Tate, AVPAA

Kathy Menzie opened the meeting.

I.   Proposal for First Year Experience Program

Dr. Alan Bearman presented an overview of the proposed First Year Experience Program to the Committee. Dr. Bearman told the Committee that the information was not finalized but this was a starting point. The information will be taken by the representatives to their respective schools/depts. Faculty and staff will learn more about the program and their feedback will be encouraged as the program develops.

The Committee thanked Dr. Bearman for his presentation and he was dismissed.

II.   Dr. Pembrook on his experience with the general education at Baker

Dr. Pembrook discussed his experience working on the general education program during the four years he was at Baker University. He said they had divided the task into parts, similar to the way Washburn had divided up the task into Learning objectives, then courses, etc.

He also discussed some of the approaches they used to implement the program, which included weekly meetings with students, a multidisciplinary approach to courses, and a capstone course for each degree/major.

Dr. Pembrook said, "Good is not the enemy of the perfect." For example, the First Year Experience program is not completely in place, it is a process. This doesn't make the plan bad or wrong. The same holds true for the General Education proposal.

Dr. Pembrook also mentioned that it is important to ask whether the proposal aligns with the Strategic Plan.

III.   General Education Core Classes

The Committee reviewed the General Education proposal for core classes as proposed by the Committee at the previous meeting and drafted by Dr. Tate.

The Committee also discussed the possibility of inviting Donna LaLonde as an assessment Committee representative to attend the Committee meetings now that the focus would be more on assessment and the Committee would have more questions about the requirements, etc.

The Committee identified the important items driving the general education decisions are assessment requirements, making Washburn "transfer friendly," and improving retention. Education. The requirement for assessment means that wherever the general education discussion ends, a plan and process must be in place to accompany it. The Committee said they thought Donna LaLonde summed this up well during the faculty open forums held this past fall.

After discussion, the Committee determined it would be helpful to provide the faculty with specific examples from each of the schools/college so they would better understand the general education core class proposal. Committee members agreed to meet with curriculum Committees, chairs, or other groups in their units who would help them formulate examples of the two proposed core class options. Due to the limited time left in this academic year, the members will report back with examples at the next meeting, if possible.

IV.   Approval of Minutes

The minutes for December 10, 2010, were sent to the Committee members to review prior to the meeting. The minutes were approved by the Committee as written.

Meeting adjourned.

Academic Affairs Committee Meeting
March 10, 2011
Meeting Notes

Committee members in attendance
Paul Bryne
Jeanne Catanzaro
Becky Dodge
Debbie Isaacson
Cal Melick
Kathy Menzie (Chair)
Kanalis Ockree
Randy Pembrook (ex officio)
Mary Sheldon
Michelle Shipley (for Linda Croucher)

Guests:
Judy Druse, Associate Dean of Libraries
Donna LaLonde
Nancy Tate, Associate VPAA

Kathy Menzie called the meeting to order.

I.   IS classes from Library

The committee chair moved the discussion of the IS classes forward so that Judy Druse could answer questions and be dismissed from the meeting.

The four proposed classes are as follows
IS 171 – Internet Research Strategies (1 credit hour)
IS 172 – Advanced Research Strategies (1 credit hour)
IS 173 – Information Literacy for Scholars (3 credit hours)
IS 174 – Trace Your Family History (1 credit hour)

The committee reviewed the courses proposal in detail prior to the meeting. Dr. Judy Druse explained to the committee that the Interdisciplinary Committee decided to limit students to four credit hours from courses IS 170 through IS 174.

Dr. Druse said the coarse content is a result of interaction with faculty from the schools/college and differences in research expectations in various fields. She said that scholarly research is critical to academic success, and most students who come to Washburn are not able to do research on a scholarly level.

The committee discussed whether IS 173 would be a duplicate of advanced composition. Dr. Druse said the emphasis was on research not writing, but writing was required.

The committee also asked how IS 170 and WU101 differ. Dr. Druse said IS 170 is part of WU 101, but only about one-third of the course content. In addition, IS 171-173 provides a sequence of building on basic introductory skills to a mastery level. This is not a major-specific course and students will use a variety

The committee noted there was no prerequisite for IS 174 and expressed concern as to whether this was a college-level course.

The committee also questioned whether there was truly no cost involved with these proposed courses. As enrollment grew, there would be some cost involved.

Action

The motion was made to approve **IS-173 Information Literacy for Scholars** as proposed. The committee approved the proposed class with one opposed vote.

The motion was made to approve **IS-174 Trace Your Family History** as proposed. The committee approved the proposed class with 2 opposing votes.

The motion was made to approve **IS-171 Internet Research Strategies** as proposed. The committee approved the proposed class unanimously.

The motion was made to approve **IS-172 Advanced Research Strategies** as proposed. The committee approved the proposed class unanimously.

The proposals will be recommended by the committee to Faculty Senate for approval. The committee thanked Dr. Druse for attending and she was dismissed from the meeting.

II. **Old Business**

A. **Proposal to reduce the total number of hours required for baccalaureate degree**

Dr. Tate introduced the proposal to the committee to reduce the minimum semester credit hours required for attainment of baccalaureate degree from 124 to 120 and for attainment of associate degree from 62 to 60.

Dr. Tate proposed this change in order to retain comparable standards with

Regents' institutions.

Dr. Tate also stated that approving this change would result in a modification to the University catalog, *but would not change any <u>existing</u> program requirements. No existing degrees would be required to reduce the total hours required for graduation.*

<u>Action</u>

The motion was made to approve the proposal as presented and was approved unanimously by the committee. The proposal will be recommended to the Faculty Senate for approval.

The committee recommended that the fact that this proposal does not change existing degree requirements should be emphasized to the Faculty Senate. They also recommended that the degree requirements be communicated clearly so students don't misunderstand this change.

B.   **Report on General Education, Core proposal**

The committee sent representatives to the various schools/college to meet with representative groups to obtain input regarding the General Education, Core proposal.

School of Nursing – The committee members were not able to meet with the Nursing School yet.

School of Applied Studies

- WU101 should not be in the core, but if it is in the core it should fulfill a Learning Outcome (e.g., Information Literacy/Technology).
- Minimum distribution should remain at 9- 9 -9
- The core and extended core should count as distribution. This assumed the student would have to fulfill a minimum of 9-9-9 in distribution requirements and a set number in LO's like 3-3-3-3-3 or 6-6-6-6-6.
- IL&T should be a part of the extended core and come from general education courses rather than the major.
- They preferred proposal #1 of the two options.
- Comment: Staying transfer friendly is very important.

School of Business

- The School was undecided about WU 101 in the core, especially since there were only 2 choices, WU 101 or honors WU101.

- Add a writing communication course to the extended core

- Our extended core would require two units of anthropology/sociology or psychology would satisfy the critical thinking requirement

- Currently have three global courses which should count toward this Learning outcome.

- BU250 is the technology course they include in the major - they are willing to open it up to the campus

- Our extended core classes COULD come from distribution classes. These classes could count for both, but classes like BU250 would not.

College of Arts and Sciences

- The chairs supported the old core 100% and did not support the new proposal

- **The group stated that there was a committee, which included CAS faculty, formed to design WU 101, and they wanted to hear a report from that committee (which may not have met yet) before they accepted/rejected WU 101.**

- They would not approve a core that did not include KN198 and and EN 300

- They supported the learning objectives, but want to know more about assessment and the implementation piece of the proposal

Next steps

After discussing the various responses, the committee felt the next critical hurdle would be assessment. They felt that faculty needed to understand this piece better as they would be the ones implementing it. Assessment is the most important part of the general education proposal because reporting HLC was one of the main reason we began the process.

Faculty may not understand that the learning outcomes are not the same as general education, but provide a way to assess or measure general education.

General education is a true definition of a liberal arts education – the student moves from general education through the major.

Whereas learning outcomes are a developmental process that assesses the students experience from day one through graduation.

The committee thought it would be helpful to focus on the five learning outcomes, rather than general education. General education must satisfy the learning outcomes and must be assessed.

At the next meeting, the committee agreed to create a draft of how to assess the learning outcomes

Nancy Tate will redraft the proposal using the core with learning outcomes.

Meeting adjourned.

<p style="text-align:center">MINUTES
ASSESSMENT COMMITTEE
Friday, February 11, 2011 - Lincoln Room – 2:00 p.m.</p>

Present: Donna LaLonde (chair), Melodie Christal, Joanne Altman, Yvette Jenkins, Kandy Ockree, Kelley Weber, and CJ Crawford (administrative support). Absent: Nancy Tate, Denise Ottinger, Jane Carpenter, Pamela Erickson, Gillian Gabelman, Vickie Kelly, Jay Memmott, Kathy Menzie, Danny Wade, and Lucas Mullin.

The minutes from December 10 were approved.

PROGRAM REVIEW
Donna said that the Program Review Process is going well.

STUDENT LEARNING OUTCOMES ASSESSMENTS DOCUMENT REVISIONS
The committee members talked about possible revisions to the Student Learning Outcomes Assessment document. CJ will make the revisions and send a draft to Donna and Joanne for final review. The goal is to make the document easier to understand and complete.

SPRING WORKSHOP
The spring workshop is scheduled for Friday, March 4. The plan is for the liaisons to sit in groups with their committee mentors and have the opportunity to work together and plan ahead for the Annual Assessment Reports. It will be a working lunch.

The meeting adjourned.

Online acknowledgements: Nancy Tate; Chair Paul Prece, CAS; Jane Tanking, SON; Hwa Chi Liang, CAS; Tammy Baker, Mabee; Joan Bayens, VPAA office.

Committee Members were asked to review and make recommendations on IS 450, Women's and Gender Studies capstone (3 hours).   This course involves the possibility of a thesis, a creative or activist project or other activity approved by a WAGS faculty member. As proposed, this course is required for the minor and is requested to have its own course number assigned.

Committee members were asked to reply via electronically with their recommendations, thoughts and comments. All voted unanimously for this course to be approved.

The online meeting was closed March 7, 2011 at 800 a.m.

International Education /International WTE Committee
November 18, 2010, International House

Present: Norma Juma, Brian Ogawa, Pat Munzer, Judy McConnell-Farmer, Alex Glashausser, Karen Diaz Reategui, Maryellen McBride, and Baili Zhang

1. Minutes of October 21 were approved.

2. The following faculty travel requests were acted on:

   Kim Morse's request was approved.
   Gasper Porta's request was approved.
   Bob Beatty's request was approved on condition that more specific information on the topic of the talk and prospective audience is provided.
   Rachel Goossen's request was approved on condition that evidence of official acceptance of the paper is presented.

3. The committee voted to keep the status quo of the funding rules for faculty international travels.

Respectfully submitted,

Baili Zhang

International Education /International WTE Committee
Feb. 24, 2011, International House

Present: Norma Juma, Brian Ogawa, Judy McConnell-Farmer, Will Foster for Alex Glashausser, Karen Diaz Reategui, Caley Onek, Matt Arterburn, and Baili Zhang, Xilong Mao attending as a visiting guest

1. Minutes of Nov. 18, 2010 meeting were approved.

2. Zhang reported that 21 students from Fukuoka (Japan) University are on campus for three weeks of study. This is the 32nd consecutive year the WU hosts the FU group. Arterburn reported that the Faculty Senate and the Faculty Affairs Committee held discussions on the issue of lecturers' eligibility for funding including international travel grant. No action was taken but more study and input would be expected in the coming months. Foster reported that Alex Glashausser would return to full-time teaching next academic year and that Aida Alaka would become the Associate Dean for Academic Affairs.

3. Three travel requests were discussed and the following decisions made:

    Azyz Sharafy's request was approved.
    Nora Clark's request was not approved.
    Norma Juna's request was postponed for discussion for the March meeting.

Respectfully submitted,

Baili Zhang

International Education /International WTE Committee
March 31, 2011, International House

Present: Norma Juma, Brian Ogawa, Judy McConnell-Farmer, Alex Glashausser, Karen Diaz Reategui, Caley Onek, Matt Arterburn, and Baili Zhang

1. Minutes of Feb. 24, 2011 meeting were approved as corrected.

2. Zhang reported the following:

   The OIP would go through the program review committee process on April 1.
   "Our Beloved Kenya" cultural awareness program would be held on April 1 at the University Methodist Church.
   The recent visit by President Farley and Zhang to India yielded new collaborative opportunities for Washburn in the areas of Nursing, Law, and Business.

3. Four travel requests were discussed and the following decisions made:

   Norma Juma's request was approved.
   Sheldon Peng's request was approved.
   Brian Ogawa's request was approved.
   Mary Dorsey Wanless' request was not approved.

Respectfully submitted,

Baili Zhang

FACULTY AGENDA ITEM   **NO. 11-11**

Date: *March 14, 2011*

Submitted by: *Gabi Lunte*
SUBJECT: *Board of Student Media*

Description: *Change in Constitution of Board of Student Media to reflect new name of organization*

Rationale: *This is begin recommended to align the constitution with the new name approved by General Faculty on February 3, 2011*

Financial Implications: *None*
Proposed Effective Date: *After approval by General Faculty*
Request for Action: *Approval by Faculty Senate*

Approved by:

Attachments   Yes   ☒   No   ☐

THE CONSTITUTION OF
THE BOARD OF STUDENT MEDIA
OF WASHBURN UNIVERSITY

Adopted
January 28, 2011

ARTICLE I
NAME

This group shall be known as the Board of Student Media of Washburn University.

ARTICLE II
PURPOSE

The purpose of the Board of Student Media of Washburn University shall be to set general policies, as outlined under Article III Responsibilities, enforce the "Policy for Student Media, of Washburn University," and to encourage effective student media at Washburn University.

ARTICLE III
RESPONSIBILITIES

To carry out the above stated purpose…

A. The board shall be responsible for safeguarding editorial freedoms of student media as outlined in the "Policy for Student Media of Washburn University."

B. The board will be responsible for selecting the best qualified applicants for the positions of <u>Review</u> Editor, Online <u>Review</u> Editor, <u>KAW</u> Editor, and Advertising Manager. This core group of individuals will be responsible for hiring the remaining publication staff and submitting the list of names for approval by the board prior to initiation of contracts, as outlined in Article XIV, hiring of staff.

C. The board shall be responsible for consenting to the appointment of a Director of Student Media, who is recommended by the Department of Mass Media.

D. The board shall be responsible for reviewing and accepting into record an annual budget submitted by the Director of Student Media of the two publications at the first fall semester meeting of the board.

E. The board shall be responsible for approving any expenditures that are not part of the annual budget and/or daily operating costs for producing the two publications. All budget changes must be presented to the board a minimum of two (2) weeks prior to the actual expenditure.

F. The board shall have the responsibility to act as an appellate body to hear complaints that have been levied against the two publications. This redress of grievance should be enacted when individuals feel that their concerns or complaints have not been addressed to the satisfaction of the complainant by the publications editors and their staffs. Grievances will be submitted in writing to the chair of the Board of Student Media at least 48 hours prior to the scheduled meeting and placed on the board's agenda. After hearing the grievance and reviewing all information pertinent to the grievance, the board will have the authority to make the final decision regarding the complaint. If the complaint is one that violates University policies, the board shall forward the complaint to the Dean of Student for appropriate action.

G. The Director of Student Media will hire two student workers to fill positions of administrative assistant and business manager. The responsibilities of the administrative assistant and business manager are outlined in Article IX.

H. The board shall have the responsibility to review and recommend to the Faculty Senate for approval any constitutional changes that may conflict with the Faculty Handbook.

ARTICLE IV
GOVERNANCE

The board of Student Media is a standing University committee that reports to the Faculty Senate. The Vice President of Academic Affairs will represent the board at Faculty Senate.

ARTICLE V
MEMBERSHIP

Membership of the board shall consist of three members of the faculty of Washburn University, four Washburn students in good standing, who are not members of the Washburn Student Association executive staff. Ex officio members of the board will consist of the Director of Student Media, the Director of Student Activities and Greek Life, the Editors of The Review, Online Review, KAW, and the Vice President for Academic Affairs or a representative selected by the Vice President for Academic Affairs.

ARTICLE VI
SELECTION OF MEMBERSHIP

1. Faculty. The faculty members of this board will be appointed by the Vice President for Academic Affairs in the consultation with the chair of the Department of Mass Media, and shall include: (1) a member of the faculty of Mass Media, (2) a member of the Faculty Senate, and (3) a third member of the faculty. There shall not be more than one faculty member for any one academic department.

2. Student. The four students will be appointed by the Vice President of Academic Affairs. The appointments will be made from a list of student applicants submitted to a review committee. The Washburn Student Government Office and the Board of Media will

advertise the positions and take applications on an all-campus basis.

3. The yearly make up of the review committee will be decided by the Vice President for Academic Affairs, Chairperson of the Board of Student Media, the Director of Student Media and the WSGA president.

4. The review committee will meet at the end of April of each academic year to review applicants for the following year and make their recommendations to the Vice President of Academic Affairs.

ARTICLE VII
OFFICERS OF THE BOARD

The Officers of the Board shall consist of a chairperson and a board administrative assistant, and the business manager. Other officers may be selected at the discretion of the board. In cases where the chairperson's actions cause concerns, any board member may report those concerns to the Vice President for Academic Affairs. All other board business is to be directed to the Faculty Senate through the Vice President for Academic Affairs.

ARTICLE VIII
SELECTION OF OFFICERS

1. Chairperson. The chairperson of the board will be a faculty member elected by the board itself.

2. Administrative Assistant. The administrative assistant will be a student position hired by the Director of Student Media. The position shall be a non-voting position of the board and will fulfill the duties as outlined in Article IX.

3. Business Manager. The business manager will be a student position hired by the Director of Student Media. Together, the Director and business manager will select and hire a business staff team of student workers.

ARTICLE IX
DUTIES OF OFFICERS

1. Chairperson. The chairperson shall act a presiding officer at al meetings of the board, shall appoint standing and ad hoc committees at his/her discretion, and shall appoint a chairperson pro tem in case of absence of the chairperson for meetings. The chairperson will be responsible for setting monthly meetings with all board members. The chairperson shall be responsible for setting agendas and distributing all pertinent information to board members a minimum of 48 hours before any scheduled meeting. The chairperson shall be responsible for maintaining all records, policies, and documents pertaining to the board.

   The chairperson shall ensure that policies and governance of this body shall adhere to the

constitution and policies outlined in this document as well as all university policies.

2. Administrative Assistant. The administrative assistant shall record the minutes of all meetings of the board and will deliver a copy of such minutes to each board member to be approved. All non-approved board minutes should be delivered to each board member a minimum of 48 hours before they are scheduled to be voted on for approval. The administrative assistant will forward an electronic copy of the approved board minutes to the secretary of the Faculty Senate. The administrative assistant will help in coordinating of applications for core staff hiring and help the chair organize files, paperwork, and other tasks associated with board maintenance.

3. Business Manager. The business manager shall make deposits, update budget, pay bills, manage Review distribution, oversee office administration, manage business staff, assist advertising with invoices, retrieve office mail and other duties as assigned.

4. A line item will be established within the publication budget to pay for the copies and other expenditures associated with board operations. The administrative assistant will have access to the computers in the publication office as well as the computers and copier in the Student Activities Office.

ARTICLE X
TERMS OF MEMBERSHIP

Terms of appointment of board members shall be for the term of one year beginning with the first meeting of the fall semester and ending at that time one year later. Board members can be reappointed for subsequent years. Student board members must reapply for reappointment.

ARTICLE XI
TERMINATION OF MEMBERSHIP

1. Voting member. If a voting member of the board desires to be relieved of his/her responsibilities before the expiration date of his/her term for which the member is serving, the member shall inform the chairperson in writing a minimum of one month in advance unless unforeseen circumstances prevent them from doing so. The chairperson shall notify the Vice President for Academic Affairs for a faculty replacement and the Review Committee for a student replacement.

2. Ex officio members. Ex officio members desiring to terminate membership to the board need to notify the board in writing a minimum of one month in advance unless an unforeseen circumstance prevents them from doing so.

3. In the event that an appointed board member is found to have a conflict of interest, misfeasance, malfeasance or nonfeasance, the board may request a special committee to convene to address the problem. The committee will consist of the Vice President for Academic Affairs, Chairperson of Mass Media, and the WSGA president. This committee will have the authority to recommend the necessary changes to the Vice President for Academic Affairs.

ARTICLE XII

VOTING

Each of the three faculty members of the board and the four student members of the board shall be entitled to one vote on questions coming before the board. The right of voting does not extend to ex-officio members of the board or the administrative assistant.

ARTICLE XIII
QUORUM

Action by this board may be taken only when a quorum of four or more voting members is present. During the summer, a quorum will be a majority of the appointed members available to meet. Quorum shall consist of no less than one faculty and one student.

ARTICLE XIV
HIRING OF MEDIA STAFF

The board will hire the core staff based on current job descriptions, job qualification specifications outlined in article XV, and establish and administer a unified questionnaire of general questions for all applicants. All publication applicants must be enrolled at Washburn University as a full time student as defined by University policy and maintain a 2.0 cumulative GPA or better. The Board of Student Media will interview and hire the following positions:

1. Editors of The Review, the online Review, and the KAW.
2. Advertising Manager for Student Media.

This group, except for the administrative assistant, shall be referred to as the core media staff and will be responsible for hiring the remaining positions as outlined in the student media job descriptions in the Student Media Handbook. This core group, along with the Director of Student Media, will conduct the interviews and submit the names of those individuals to the Board of Student Media for approval. The director will act as a non-voting member of the interview team and will be there to advise and assist the students in their efforts to provide for a fair interview process. All hiring of the student media staff is to be concluded no later than the end of April. The board has the authority to terminate any media staff member for cause or dereliction of duties.

In the event of dismissal or termination of duties of any of the core staff members, the board will accept applications for the positions on an all-University basis and fill the vacancy at the earliest practical date. Any other openings will be the responsibility of the media staff to fill and submit to the board for approval. Termination or dismissal of any media staff person must be submitted in writing to the board at the next available meeting for final approval. Until final approval, the dismissed individual will be placed on unpaid suspension status.

ARTICLE XV
QUALIFICATIONS OF APPLICANTS

1. Applicants for the position of editors of <u>The Review</u> shall have completed courses in Freshman Composition, Junior Composition, Basic Media Writing, Publication Technology, and Editing. Equivalent study or experience may be substituted for all or part of such requirements, at the discretion of the board.

2. Applicants for the position of Editor of the <u>KAW</u> shall have completed courses in Freshman Composition, Junior Composition, Basic Media Writing, Publication Technology, and Editing. Equivalent study or experience may be substituted for all or part of such requirements, at the discretion of the Board.

3. Qualifications for the position of Online <u>Review</u> Editor of student media shall have completed or be enrolled in Accounting I, Accounting II, and Management Information Systems. Equivalent study experience may be substituted for all or part of such requirements, at the discretion of the board.

4. Applicants for the position of Advertising Manager(s) of student media shall have completed or be enrolled in Public Speaking, and a marketing or advertising class. Equivalent study or work experience can be substituted for all or part of such requirements.

5. Applicants for the position of publication Administrative Assistant will have a working knowledge of computers and work processing skills. The applicant will possess a good command of grammar and demonstrate good writing and organizational skills.

6. Qualifications for other positions may be directed by the board without modification of this Article.

ARTICLE XVI
REPORTS AND CONTRACTS

1. A statement of financial position and a statement of results of operations for each of the student publications shall be submitted to the board at each meeting. This report is to be prepared and presented by the Director of Student Media.

2. All contracts must be signed by the Director of Purchasing for the University. The Director of Purchasing may recommend methods of writing specifications, bids, and recommendations concerning awarding bids.

3. The board may request an impartial audit of all publication accounts once during each period of 6 to 12 months as determined necessary.

ARTICLE XVII
ADVISING STUDENT PUBLICATIONS

The advising of the KAW and Review will be done by the Director of Student Media. The director's responsibilities include: group sponsorship, financial advisement, organizational advisement, and leadership development. The director should coordinate a series of training modules in conjunction with the publication staff to help supplement the existing skills of the publication staff with an on-going series of workshops on such items as layout and design, legal issues, reporting, interviewing, editing, AP style, photo journalism and a general working knowledge of the process associated with producing student media. The director will be responsible for helping the business manager maintain all publication accounts and sign on all publication expenditures and help with administration of the two publications.

The Director of Student Media will adhere to the "Ethics and Responsibilities of Advising" as outlined by the National College Media Advisers (CMA). The Director of Student Media is expected to attend all board meetings as well as publication editorial meetings and staff meetings.

The Director of Student Media should not be expected to act as an editor nor in any was be expected to make editorial or policy decisions. The director is to advise about journalistic matters and overall general operations, but not to be held accountable for the content of the paper.

The Board of Student Media endorses the "Ethics and Responsibilities of Advising" as outlined by the National College Media Advisers (CMA) as an effective guide for advising. However, given the makeup of this campus it is understood and accepted that not all of the qualifications outlined in the CAN document can be met.

No person who advises a student publication can be fired, transferred or removed from being the adviser for failure to exercise editorial control over the student publication or to otherwise suppress the rights of free expression of student journalists.

ARTICLE XVIII
STATEMENT OF POLICY

1. The Review and the KAW exist to serve as the newspaper and magazine/yearbook for the students enrolled at Washburn University of Topeka.

2. No effort shall be made by the board or its members to control the freedom of press inherent to the system of government in this country.

THIS DOCUMENT MUST HAVE A FIVE OUT OF SEVEN VOTING MEMBERS PRESENT TO AMEND OR CHANGE AND ALL PROPOSED CHANGES MUST BE PRESENTED TO THE ENTIRE BOARD AT LEAST ONE (1) WEEK IN ADVANCE. (Revised 1/28/2011)

COLLEGE OF ARTS AND SCIENCES

NEW COURSE REVIEW FORM

	Chair's Signature	**Recommendation**	**Review Date**
Department			
Division			
Dept. of Educ.			
(If course relates to teacher certification program.)			
Dean			
Curriculum			
Accepted By CFC			

Part I General Information

1. Exact proposed catalog description (including course number, title, and credits, prerequisites)
IS 171 – Internet Research Strategies (1 hour) *Prerequisite: IS 170 Library Research Strategies (1 hour)*

Designed to both introduce and improve research strategies for finding scholarly information on the Internet, including resources in the Invisible Web that cannot be accessed with standard search engines, such as Google. Students will learn to formulate and modify an effective search strategy, investigate the theory behind the search process, and critically evaluate electronic resources based on appropriate criteria. This course is offered on-ground, on-line or hybrid in 5-week, 8-week or 16-week sessions. *Prerequisite: IS 170 Library Research Strategies (1 hour)*

2. Rationale for offering this course.
Students come to the university with varying levels of information literacy skills and proficiency, much like mathematical skills. IS 171-174 is a sequence of courses designed to help students further develop research skills introduced in IS 170 Library Research Strategies and advance to mastery level. IS 170 posttest results indicate that students' knowledge regarding the Internet is still very basic. For example, students believe that Internet search engines search every website that exists on the World Wide Web and evaluate the credibility of sites in order to present the most reliable sources first. IS 171 is an intermediate level course which focuses upon using the Internet and World Wide Web to locate, evaluate and use information in an ethical manner.

3. Does this represent an added course to your curriculum?

    a. **No** ☐   Which course(s) is it replacing?

b. **Yes** ☒   How is the cost to be underwritten?
There are no additional costs since the course is taught by faculty librarians as part of their assigned duties.

4. What will be the extent and nature of the reading required for this course?
There will be extensive reading for the course. This will include a textbook, journal articles, literature reviews, and scholarly studies. The readings will provide substantial guidance for learning the advanced procedures of academic research.

Part II Content Considerations

5. Describe the writing component of the proposed course both qualitatively and quantitatively.
Students complete process analyses, synthesis essays, journal entries, and specific written assignments.

6. Will this course be proposed as a General Education course?
                           Yes   No X

If yes, please indicate the General Education goals to be served by this course?

7. How will student performance be assessed?
Students will complete both objective and subjective assignments, exams, and quizzes. Students will also be assessed informally for class participation.

8. Does the Department consider the proposed course will primarily attract: ☐ Department's majors ☒ Non-majors   ☐ Department majors and majors from specific other departments?

Which departments? All majors can take this course.

Part III Financial/Resource Considerations

9. Has the Department proposing the course addition reviewed the University Catalog and determined that the proposed course does not duplicate in title or content existing courses? **Yes** ☒   **No** ☐

10. How often does the Department anticipate the proposed course will be offered?
☒ Every semester ☐ Every other semester   ☐ Every three semesters   ☐ Irregularly

11. Has the proposed course been offered as a special topic?
                           Yes ☐   **No** ☒

If yes, when was it offered? _____ Enrollment

12. Are current library holdings adequate? **Yes** ☒   **No** ☐ If the answer is "no," what would be

necessary to bring the library collection to an acceptable standard for this course offering?

<div style="text-align: right">
_____

Signature of Librarian
</div>

13. Do you currently have the equipment and facilities (including sufficient WWW access, computer software, hardware) to teach this class?
Yes.

14. If the answer to #12 is "no," what additional equipment and/or facilities will be needed? (Be specific as regards any technology needs in the way of WWW access, and computer software or hardware.)

15. What status will the proposed course have within the Department's overall curriculum?
☒ Elective   ☐ Required

16. Will new faculty, either full or part-time, be needed to teach this class?
No.

17. Will the addition of this course in any way alter the program leading to teacher certification?
No.

<div style="text-align: center">

IS 171 – Internet Research Strategies
Fall 2011 – Section

Instructor:
Office:
Meeting Time:
Telephone:
E-mail:
Office Hours:
</div>

COURSE DESCRIPTION
Designed to both introduce and improve research strategies for finding reliable information on the Internet, including resources in the Invisible Web that cannot be accessed with standard search engines. Students will learn to formulate and modify an effective search strategy, investigate the theory behind the search process, and critically evaluate electronic resources based on appropriate criteria. This course is offered on-ground, on-line or hybrid. Prerequisite: IS 170 Library Research Strategies (1 hour)

COURSE OBJECTIVES
The goals and learning outcomes reflected in this document are carefully formulated to ensure a relevant, sustainable, and dynamic course design. The learning outcomes and common course requirements provide a degree of consistency across sections while also allowing instructors to customize their section. The

broad nature of these outcomes signifies that no single approach is appropriate for all sections or all students. The content, topics, and methods to achieve the outcomes are tailored to the needs of the students.

Upon completion of the course students will be able to:

1.   demonstrate understanding of Internet concepts and appropriate use of Internet vocabulary;

2.   choose appropriate Web-based information sources and use them successfully;

3.   formulate and modify effective search strategies in order to retrieve needed resources successfully; and

4.   critically evaluate electronic information resources.

COURSE MATERIALS

Textbooks are available in Washburn University Memorial Union Bookstore, Textbook Team, or through various online booksellers and venues:

Hock, Randolph. The extreme searcher's Internet handbook. A guide for the serious searcher. 3rd. ed. Medford, NJ: CyberAge Books (an imprint of Information Today, Inc.), 2010

Handouts, worksheets, guided exercises, and supplemental readings are distributed throughout the semester in the face-to-face settings of the Mabee Electronic Classroom or via Angel 7.3, Washburn's Course Management System.

COURSE REQUIREMENTS

Assignments (4)   40
Discussion (5)   10
Mid-Term   12.5
Final   12.5
Final Project   25

100 pts Total

Grading Scale
A = 90 – 100
B = 80 – 89
C = 70 – 79
D = 60 – 69

F = 59 or below

---

1. Assignments: Students complete four written assignments.

2. Discussions: Discussions are **REQUIRED**. Complete readings and assignments prior to posting to the course discussions.

3. Two Exams: Mid-term and final examinations evaluate student comprehension of course material.

4. Final Project: Students complete a multimedia final project.

LATE WORK

Assignment deadlines are listed in the course schedule. **Late work is not accepted without prior approval from the instructor.**

UNIVERSITY ADDITIONS – COURSE SYLLABUS

Select Mission of the University:
Washburn University shall prepare qualified individuals for careers, further study and life-long learning through excellence in teaching and scholarly work. Washburn University shall make a special effort to help individuals reach their full academic potential. *Washburn University Board of Regents, 1999*

Academic Misconduct Policy:
All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University's Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For guidelines regarding protection of copyright, consult:
www.washburn.edu/copyright/students.

For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Bradbury Thompson Alumni Center Suite 200, or go on-line to:
www.washburn.edu/admin/vpaa/fachdbk/FHsec7.html#VIII

Disability Services:
The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office MUST have appropriate documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, brailled materials. Requests for accommodations should be submitted at least two

months before services should begin; however, if you need an accommodation this semester, please contact the Student Services Office immediately.

Location: Student Services, Morgan Hall Room 135 (new location)
Phone: 785-670-1629 or TDD 785-670-1025
E-Mail: student-services@washburn.edu

Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office.

Center for Undergraduate Studies and Programs (CUSP):
As a Washburn student, you may experience difficulty with issues such as studying, personal problems, time management, or choice of major, classes, or employment. The Center for Undergraduate Studies and Programs (Office of Academic Advising , Educational Opportunity Program, and Office of Career Counseling, Testing and Assessment) is available to help students either directly through academic advising, mentoring, career counseling, testing and developing learning strategies or by identifying the appropriate University resource. If you feel you need someone with whom to discuss an issue confidentially and free of charge, contact CUSP in Morgan 122, 785-670-2299, advising@washburn.edu.

Withdrawal Policy:
During fall and spring semesters, students may withdraw from full semester courses through the second week of class with no recorded grade. From the third through the eleventh week a "W" is recorded for any dropped course. Beginning with the start of the twelfth week, there are NO withdrawals, and a grade will be assigned for the course. For short-term or summer course deadlines, please check the appropriate Semester/Session Course Bulletin Web Site (www.washburn.edu/schedule)

COLLEGE OF ARTS AND SCIENCES
NEW COURSE REVIEW FORM

	Chair's Signature	**Recommendation**	**Review Date**
Department			
Division			
Dept. of Educ.			
(If course relates to teacher certification program.)			
Dean			
Curriculum Committee			
Accepted By CFC			

Part I General Information

1. Exact proposed catalog description (including course number, title, and credits, prerequisites)
IS 172 – Advanced Research Strategies (1 hour) – *Prerequisites: IS 170 – Library Research Strategies (1 hour), IS 171 – Internet Research Strategies (1 hour)*

Designed to introduce and improve advanced research strategies for students that have completed both IS 170 and IS 171. Students will focus on research in the disciplines and create artifacts for an identified discipline. This course is ideal for students that are interested in designing a research plan for publication. This course is offered on-ground, on-line or hybrid in 5-week, 8-week or 16-week sessions. *Prerequisites: IS 170 – Library Research Strategies (1 hour), IS 171 – Internet Research Strategies (1 hour)*

2. Rationale for offering this course.
Students come to the university with varying levels of information literacy skills and proficiency, much like mathematical skills. IS 171-174 is a sequence of courses designed to help students further develop research skills introduced in IS 170 Library Research Strategies and advance to mastery level. IS 172 is an advanced level course which focuses upon upper division research, presenting at conferences and publishing advanced projects.

3. Does this represent an added course to your curriculum?

    a. **No** ☐ Which course(s) is it replacing?

    b. **Yes** ☒ How is the cost to be underwritten?
There are no additional costs since the course is taught by faculty librarians as part of their assigned

duties.

4. What will be the extent and nature of the reading required for this course?
There will be extensive reading for the course. This will include a textbook, journal articles, literature reviews, and scholarly studies. The readings will provide substantial guidance for learning the advanced procedures of academic research.

Part II Content Considerations

5. Describe the writing component of the proposed course both qualitatively and quantitatively.
Students complete process analyses, synthesis essays, journal entries, and specific written assignments.

6. Will this course be proposed as a General Education course?
                    Yes   **No X**

If yes, please indicate the General Education goals to be served by this course?

7. How will student performance be assessed?

Students will complete both objective and subjective assignments, exams and quizzes. Students will also be assessed informally for class participation.

8. Does the Department consider the proposed course will primarily attract: ☐ Department's majors
☒ Non-majors   ☐ Department majors and majors from specific other departments?

Which departments? All majors can take this course.

Part III Financial/Resource Considerations

9. Has the Department proposing the course addition reviewed the University Catalog and determined that the proposed course does not duplicate in title or content existing courses? **Yes** ☒   **No** ☐

10. How often does the Department anticipate the proposed course will be offered?
☒ Every semester ☐ Every other semester   ☐ Every three semesters   ☐ Irregularly

11. Has the proposed course been offered as a special topic?
                    Yes ☐   **No** ☒

If yes, when was it offered? _____ Enrollment

12. Are current library holdings adequate? **Yes** ☒   **No** ☐ If the answer is "no," what would be necessary to bring the library collection to an acceptable standard for this course offering?

13. Do you currently have the equipment and facilities (including sufficient WWW access, computer software, hardware) to teach this class?   Yes

14. If the answer to #12 is "no," what additional equipment and/or facilities will be needed? (Be specific as regards any technology needs in the way of WWW access, and computer software or hardware.)

15. What status will the proposed course have within the Department's overall curriculum?
☒ Elective   ☐ Required

16. Will new faculty, either full or part-time, be needed to teach this class?   No

17. Will the addition of this course in any way alter the program leading to teacher certification?
No

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IS 172 – Advanced Research Strategies
Fall 2011 – Section

Instructor:
Office:
Meeting Time:
Telephone:
E-mail:
Office Hours:

</div>

COURSE DESCRIPTION
Designed to introduce and improve advanced research strategies for students that have completed both IS 170 and IS 171. Students will focus on research in the disciplines and create artifacts for an identified discipline. This course is ideal for students that are interested in designing a research plan for publication in an identified discipline. This course is offered on-ground, on-line or hybrid. *Prerequisites: IS 170 – Library Research Strategies (1 hour), IS 171 – Internet Research Strategies (1 hour)*

COURSE OBJECTIVES
The goals and learning outcomes reflected in this document are carefully formulated to ensure a relevant, sustainable, and dynamic course design. The learning outcomes and common course requirements provide a degree of consistency across sections while also allowing instructors to customize their section. The broad nature of these outcomes signifies that no single approach is appropriate for all sections or all students. The content, topics, and methods to achieve the outcomes are tailored to the needs of the students.

Upon completion of the course students will be able to:

1.   demonstrate understanding of advanced research concepts and appropriate use of vocabulary in advanced research;

2.   define the various types of research and locate discipline specific studies;

3.   formulate and modify search strategies in order to retrieve needed resources successfully; and

4.   critically evaluate research studies in identified disciplines.

COURSE MATERIALS

Textbooks are available in Washburn University Memorial Union Bookstore, Textbook Team, or through various online booksellers and venues:

The Oxford guide to library research / Thomas Mann, Oxford ; New York : Oxford University Press, 2005

Handouts, worksheets, guided exercises, and supplemental readings are distributed throughout the semester in the face-to-face settings of the Mabee Electronic Classroom or via Angel 7.3, Washburn's Course Management System.

COURSE REQUIREMENTS

Assignments (4)	40
Discussion (5)	10
Mid-Term	12.5
Final	12.5
Final Project	25

100 pts Total

Grading Scale
A = 90 – 100
B = 80 – 89
C = 70 – 79
D = 60 – 69
F = 59 or below

1. Assignments: Students complete four written assignments.

2. Discussions: Discussions are **REQUIRED**. Complete readings and assignments prior to posting to the course discussions.

3. Two Exams: Mid-term and final examinations evaluate student comprehension of course material.

4. Final Project: Students complete a multimedia final project.

LATE WORK

Assignment deadlines are listed in the course schedule. **Late work is not accepted without prior approval from the instructor.**

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All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University's Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For guidelines regarding protection of copyright, consult:
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www.washburn.edu/admin/vpaa/fachdbk/FHsec7.html#VIII

Disability Services:
The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office MUST have appropriate documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, brailled materials. Requests for accommodations should be submitted at least two months before services should begin; however, if you need an accommodation this semester, please contact the Student Services Office immediately.

Location: Student Services, Morgan Hall Room 135 (new location)
Phone: 785-670-1629 or TDD 785-670-1025
E-Mail: student-services@washburn.edu

Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office.

Center for Undergraduate Studies and Programs (CUSP):
As a Washburn student, you may experience difficulty with issues such as studying, personal problems, time management, or choice of major, classes, or employment. The Center for Undergraduate Studies and Programs (Office of Academic Advising , Educational Opportunity Program, and Office of Career Counseling, Testing and Assessment) is available to help students either directly through academic advising, mentoring, career counseling, testing and developing learning strategies or by identifying the appropriate University resource. If you feel you need someone with whom to discuss an issue confidentially and free of charge, contact CUSP in Morgan 122, 785-670-2299, advising@washburn.edu.

Withdrawal Policy:
During fall and spring semesters, students may withdraw from full semester courses through the second week of class with no recorded grade. From the third through the eleventh week a "W" is recorded for any dropped course. Beginning with the start of the twelfth week, there are NO withdrawals, and a grade will be assigned for the course. For short-term or summer course deadlines, please check the appropriate Semester/Session Course Bulletin Web Site (www.washburn.edu/schedule)

COLLEGE OF ARTS AND SCIENCES

NEW COURSE REVIEW FORM

	Chair's Signature	**Recommendation**	**Review Date**
Department			
Division			
Dept. of Educ.			
(If course relates to teacher certification program.)			
Dean			
Curriculum Committee			
Accepted By CFC			

Part I General Information

1. Exact proposed catalog description (including course number, title, and credits, prerequisites)
IS 173 – Information Literacy for Scholars (3 unit). No prerequisites.

In this course, students will use an advanced approach to the research process and methods for retrieving information for a scholarly paper. Experience in the research process, selecting a topic, and retrieving information on topics is recommended. Focus is on developing the following skills: understanding the many types of research, methods, and delivery of research results in the academic community. This course is offered on-ground, on-line or hybrid in 5-week, 8-week or 16-week sessions.

2. Rationale for offering this course.
Students come to the university with varying levels of information literacy skills and proficiency, much like mathematical skills. IS 171-174 is a sequence of courses designed to help students further develop research skills and advance to mastery level. Students think of research as a linear, step-by-step process. They do not understand which publications are research-oriented and have not mastered Boolean searching. They do not understand the different types of research, the research methods of various disciplines, and the delivery of research results in the academic community. IS 173 is an advanced level course which focuses upon the mechanics of scholarly research in a technology driven environment.

3. Does this represent an added course to your curriculum?

   a. **No** ☐   Which course(s) is it replacing?

b. **Yes** ⊠

  How is the cost to be underwritten?
There are no additional costs since the course is taught by faculty librarians as part of their assigned duties.

4. What will be the extent and nature of the reading required for this course?
There will be extensive reading for the course. This will include a textbook, journal articles, literature reviews, and scholarly studies. The readings will provide substantial guidance for learning the advanced procedures of academic research.

Part II Content Considerations

5. Describe the writing component of the proposed course both qualitatively and quantitatively.

Students complete process analyses, synthesis essays, journal entries, and specific written assignments.

6. Will this course be proposed as a General Education course?
                    Yes   **No X**

If yes, please indicate the General Education goals to be served by this course?

7. How will student performance be assessed?

Students will complete both objective and subjective assignments, exams, and quizzes. Students will also be assessed informally for class participation.

8. Does the Department consider the proposed course will primarily attract: ☐ Department's majors
⊠ Non-majors   ☐ Department majors and majors from specific other departments?

Which departments? All majors can take this course.

Part III Financial/Resource Considerations

9. Has the Department proposing the course addition reviewed the University Catalog and determined that the proposed course does not duplicate in title or content existing courses? **Yes** ⊠   **No** ☐

10. How often does the Department anticipate the proposed course will be offered?
⊠ Every semester ☐ Every other semester   ☐ Every three semesters   ☐ Irregularly

11. Has the proposed course been offered as a special topic?
                    Yes ☐   **No** ⊠

If yes, when was it offered? _____ Enrollment

12. Are current library holdings adequate? **Yes** ☒   **No** ☐ If the answer is "no," what would be necessary to bring the library collection to an acceptable standard for this course offering?

_____

Signature of Librarian

13. Do you currently have the equipment and facilities (including sufficient WWW access, computer software, hardware) to teach this class?   Yes.

14. If the answer to #12 is "no," what additional equipment and/or facilities will be needed? (Be specific as regards any technology needs in the way of WWW access, and computer software or hardware.)

15. What status will the proposed course have within the Department's overall curriculum?
☒ Elective   ☐ Required

16. Will new faculty, either full or part-time, be needed to teach this class?   No.

17. Will the addition of this course in any way alter the program leading to teacher certification? No.

IS 173 – Information Literacy for Scholars
Fall 2011 – Section

Instructor:
Office:
Meeting Time:
Telephone:
E-mail:
Office Hours:

COURSE DESCRIPTION
In this course, students will use an advanced approach to the research process and methods for retrieving information for a scholarly paper. Experience in the research process, selecting a topic, and retrieving information on topics is required. Focus is on developing the following skills: understanding the many types of research, methods, delivery of research results in the academic community. The course will be delivered as a hybrid, in which face-to-face meetings are augmented with online instruction.

COURSE OBJECTIVES
The goals and learning outcomes reflected in this course are carefully formulated to ensure a relevant, sustainable, and dynamic course design. The learning outcomes and common course requirements provide a degree of consistency across sections while also allowing instructors to customize their section. The broad nature of these outcomes signifies that no single approach is appropriate for all sections or all

students. The content, topics, and methods to achieve the outcomes are tailored to the needs of the students.

Upon completion of the course, the student will:

1.   demonstrate understanding of the complexities of scholarly research;

2.   choose an appropriate topic for scholarly research project;

3.   formulate and modify a thesis and research plan for a topic;

4.   critically evaluate current research on selected topic;

5.   prepare an academic artifact suitable for publication, and

6.   identify appropriate forums to present research findings.

COURSE MATERIALS

Textbooks are available in Washburn University Memorial Union Bookstore, Textbook Team, or through various online booksellers and venues:

Bolner, Myrtle S. and Gayle Poirier. *The Research Process: Books and Beyond*. 4th ed.

     Dubuque, Iowa : Kendall/Hunt, 2007. Print.

Lester, James D. and James D. Lester, Jr. *Writing Research Papers: A Complete Guide*.

     13th ed. New York : Longman, 2009. Print.

Handouts, worksheets, guided exercises, and supplemental readings are distributed throughout the semester in the face-to-face settings of the Mabee Electronic Classroom or via Angel 7.3, Washburn's Course Management System.

COURSE REQUIREMENTS

Assignments (8)	24
Discussions (8)	16
Mid-Term	12.5
Final	12.5
Final Project (Scholarly Paper)	35

100 pts Total

Grading Scale
A = 90 – 100
B = 80 – 89
C = 70 – 79
D = 60 – 69
F = 59 or below

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1. Assignments: Students complete eight written assignments.

2. Discussions: Discussions are **REQUIRED**. Complete readings and assignments prior posting to the course discussions.

3. Two Exams: Mid-term and final examinations evaluate student comprehension of course material.

4. Final Project (Scholarly Paper): Students research a topic based on a personal or professional interest, draft a scholarly paper of at least 15 pages using scholarly sources.

LATE WORK

Assignment deadlines are listed in the course schedule. **Late work is not accepted without prior approval from the instructor.**

UNIVERSITY ADDITIONS – COURSE SYLLABUS

Select Mission of the University:
Washburn University shall prepare qualified individuals for careers, further study and life-long learning through excellence in teaching and scholarly work. Washburn University shall make a special effort to help individuals reach their full academic potential. *Washburn University Board of Regents, 1999*

Academic Misconduct Policy:
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www.washburn.edu/copyright/students.

For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Bradbury Thompson Alumni Center Suite 200, or go on-line to: www.washburn.edu/admin/vpaa/fachdbk/FHsec7.html#VIII

Disability Services:
The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office MUST have appropriate documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, brailled materials. Requests for accommodations should be submitted at least two months before services should begin; however, if you need an accommodation this semester, please contact the Student Services Office immediately.

Location: Student Services, Morgan Hall Room 135 (new location)
Phone: 785-670-1629 or TDD 785-670-1025
E-Mail: student-services@washburn.edu

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Center for Undergraduate Studies and Programs (CUSP):
As a Washburn student, you may experience difficulty with issues such as studying, personal problems, time management, or choice of major, classes, or employment. The Center for Undergraduate Studies and Programs (Office of Academic Advising , Educational Opportunity Program, and Office of Career Counseling, Testing and Assessment) is available to help students either directly through academic advising, mentoring, career counseling, testing and developing learning strategies or by identifying the appropriate University resource. If you feel you need someone with whom to discuss an issue confidentially and free of charge, contact CUSP in Morgan 122, 785-670-2299, advising@washburn.edu.

Withdrawal Policy:
During fall and spring semesters, students may withdraw from full semester courses through the second week of class with no recorded grade. From the third through the eleventh week a "W" is recorded for any dropped course. Beginning with the start of the twelfth week, there are NO withdrawals, and a grade will be assigned for the course. For short-term or summer course deadlines, please check the appropriate Semester/Session Course Bulletin Web Site (www.washburn.edu/schedule)

Attendance:
Although it is the student's responsibility to initiate course withdrawals, an instructor, after due notice to the student, may request withdrawal of the student from a course because of nonattendance through the same date as the last day a student may withdraw from a course. This would NOT absolve the student of financial responsibility for tuition/fees for the course in question.

Official E-Mail Address:
Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information and the University

will consider this your official notification for important information. It may also be used by your instructors to provide specific course information. If you prefer to use an alternate e-mail address to receive official University notices, you can access your MyWashburn e-mail account, choose the "Options" tab, and select "Settings", scroll to the bottom of the screen, click enable forwarding and enter the e-mail address you would like your Washburn emails forwarded to in the "mail forwarding" area. Click add and the click on save changes. This will complete the process of forwarding your Washburn e-mail. It is your responsibility to ensure that your official e-mail box does not exceed your message quota resulting in the inability of e-mail messages to be accepted into your mailbox.

COLLEGE OF ARTS AND SCIENCES

NEW COURSE REVIEW FORM

	Chair's Signature	**Recommendation**	**Review Date**
Department			
Division			
Dept. of Educ.			
(If course relates to teacher certification program.)			
Dean			
Curriculum Committee			
Accepted By CFC			

Part I General Information

1. Exact proposed catalog description (including course number, title, and credits, prerequisites)
IS 174 – Trace Your Family History (1 unit). No prerequisites.

This is an introductory course in family and personal history research methods, designed to explore the role of the local or family historian. Students will use historical or genealogical research techniques to trace their own roots and study their own family histories as far back as possible. They will learn to see their history as shaped by historical change, including immigration, social and political struggles, and local, national and ethnic histories. This course is offered on-ground, on-line or hybrid in 5-week, 8-week or 16-week sessions.

2. Rationale for offering this course.
Students come to the university with varying levels of information literacy skills and proficiency, much like mathematical skills. IS 171-174 is a sequence of courses designed to help students further develop research skills and advance to mastery level. IS 174 is an advanced level course which focuses upon primary sources, government documents, archives and special collections introduced through local and family history research.

3. Does this represent an added course to your curriculum?

    a. **No** ☐   Which course(s) is it replacing?
    b. **Yes** ☒   How is the cost to be underwritten?
There are no additional costs since the course is taught by faculty librarians as part of their assigned

duties.

4. What will be the extent and nature of the reading required for this course?
There will be extensive reading for the course. This will include a textbook, journal articles, census records and other historical artifacts. The readings will provide substantial guidance for learning the procedures of genealogical research.

Part II Content Considerations

5. Describe the writing component of the proposed course both qualitatively and quantitatively.

Students will keep detailed records of their family history, complete process analyses, create pedigree charts, and complete other specific written assignments. Honors' students will write a publishable 1000-word family history/genealogy article and submit it for publication.

6. Will this course be proposed as a General Education course?
                         Yes   No X

If yes, please indicate the General Education goals to be served by this course?

7. How will student performance be assessed?

Students will complete both objective and subjective assignments, exams, and quizzes. Students will also be assessed for class participation.

8. Does the Department consider the proposed course will primarily attract: ☐ Department's majors ☒ Non-majors   ☐ Department majors and majors from specific other departments?

Which departments? All majors can take this course.

Part III Financial/Resource Considerations

9. Has the Department proposing the course addition reviewed the University Catalog and determined that the proposed course does not duplicate in title or content existing courses? **Yes** ☒   **No** ☐

10. How often does the Department anticipate the proposed course will be offered?
☒ Every semester ☐ Every other semester   ☐ Every three semesters   ☐ Irregularly

11. Has the proposed course been offered as a special topic?
                         Yes ☐   **No** ☒

If yes, when was it offered? _____ Enrollment

12. Are current library holdings adequate? **Yes** ☒   **No** ☐ If the answer is "no," what would be

necessary to bring the library collection to an acceptable standard for this course offering?

_____

Signature of Librarian

13. Do you currently have the equipment and facilities (including sufficient WWW access, computer software, hardware) to teach this class?   Yes.

14. If the answer to #12 is "no," what additional equipment and/or facilities will be needed? (Be specific as regards any technology needs in the way of WWW access, and computer software or hardware.)

15. What status will the proposed course have within the Department's overall curriculum?
☒ Elective   ☐ Required

16. Will new faculty, either full or part-time, be needed to teach this class? No.

17. Will the addition of this course in any way alter the program leading to teacher certification?
No.

<div align="center">

IS 174 – Trace Your Family History
Fall 2011 – Section
One Credit

</div>

<div align="center">

Instructors: J. Druse, C. Melick, K. Weber
Office:
Meeting Time:
Telephone:
E-mail:
Office Hours:

</div>

COURSE DESCRIPTION
This is an introductory course in family and personal history research methods, designed to explore the role of the local or family historian. Students will use historical or genealogical research techniques to trace their own roots and study their own family histories as far back as possible. They will learn to see their history as shaped by historical change, including immigration, social and political struggles, and local, national and ethnic histories. Local and family history is the subject through which students will learn to identify, locate and search government documents, primary sources, archives and special collections.

COURSE OBJECTIVES
Upon completion of the course, the student will:
- Identify how artifacts and records have been preserved by families, libraries, archivists or family and public historians.
- Appraise the cultural traditions and contributions of various societies.
- Choose methods of scientific genealogical research to analyze, interpret and present genealogy-related findings.

- Organize genealogy records using online technology to research or supplement written records.
- Perform oral history as a research method to interview and record relatives or selected persons.
- Resolve identity problems in genealogical research.

COURSE MATERIALS

Textbooks are available in Washburn University Memorial Union Bookstore, Textbook Team, or through various online booksellers and venues.

Required text: Powell, Kimberly. The Everything Guide to Online Genealogy: A Complete Resource to Using the Web to Trace your Family History. Adams Media, 2008. ISBN-10: 1598694979 ISBN-13: 978-1598694970

Handouts, worksheets, guided exercises, and supplemental readings are distributed throughout the semester in the face-to-face settings of the Mabee Electronic Classroom, through electronic reserves or via Angel 7.3, Washburn's Course Management System.

COURSE REQUIREMENTS

Assignments:
- Students will prepare an inventory of family resources in class.
- Student will complete the inventory of family resources outside of class and create a list of genealogical and historical centers in their county.
- Students will bring a document to class each week relevant to the topic of discussion.
- Students will submit a preliminary pedigree chart or family tree.
- Students will complete a mid-term exam.
- Students will conduct an oral history interview and submit a recording or selected transcript.
- Students will submit a final pedigree chart or family tree.
- Students will complete a final exam.

Honors' students will write a publishable 1000-word family history/genealogy article and submit it for publication.

Inventory of resources		10
List of genealogical and historical centers		10
Weekly sample documents		30
Preliminary family tree	10	
Family tree		20
Mid-term exam	30	
Oral history interview		20
Final family tree (Honors family history paper)	30	
Final exam		40

200 pts Total

Grading Scale
A = 180 – 200
B = 160 – 179
C = 140 – 159
D = 120 – 139
F = 119 or below

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IS 174: Weekly Schedule

Week 1	Topic	Homework
	Introductions Genealogy basics: terminology, documentation (PAF) and forms	In-class: make an inventory of your resources
Week 2	Topic	Homework
	Copyright, fair use and plagiarism Digitization/Preservation	Powell Chapters 1 & 3 Complete inventory before class Create a list of genealogical and historical centers in your county
Week 3	Topic	Homework
	Vital records: birth, death and marriage records	Powell Chapters 5 & 7 Submit a document
Week 4	Topic	Homework
	Census and non-population census records	Powell Chapter 6 Submit preliminary family tree Submit a document
Week 5	Topic	Homework
	Military, land and tax records	Powell Chapters 8 & 9 Submit a document
Week 6	Topic	Homework
	Wills, probate records, funeral home records, cemetery records, obituary records	Powell Chapter 7 Submit a document
Week 7	Topic	Homework
	Church records Oral history interviews	Powell Chapters 2 & 8 Family tree due Review for mid-term exam
Week 8	Topic	Homework
	Mid-term exam	
Week 9	Topic	Homework
	Immigration records, passenger lists and naturalization records	Powell Chapters 10 & 13 Submit a document
Week 10	Topic	Homework
	National archives	Powell Chapter 4 Oral history interview due
Week 11	Topic	Homework
	Local and state newspapers	Powell Chapter 8 Submit a document
Week 12	Topic	Homework
	Field trip to Kansas State Historical Society	Powell Chapter 12 Submit a document

Week 13	*Topic*	*Homework*
	Field trip to LDS Family History Center	Powell Chapter 14 Submit a document
Week 14	*Topic*	*Homework*
	Directory websites and writing queries	Powell Chapter 11 Submit a document
Week 15	*Topic*	*Homework*
	Genealogical reports: ahnentafel reports, register reports, gedcom, family histories, place histories	Powell Chapter 15 Submit a document
Week 16	*Topic*	*Homework*
	Course evaluation	Family tree due Family history paper due (Honors)

FINAL EXAM	

FACULTY SENATE ACTION ITEM   No. 11-16

DATE: 11-April-2011
TO: Faculty Senate
FROM: Nancy Tate, Associate Vice President for Academic Affairs
SUBJECT: TOTAL NUMBER OF HOURS REQUIRED FOR BACCALAUREATE DEGREE

At their October 2010 meeting, the Kansas Board of Regents approved a request to modify the Regents' policy on minimum credit hour requirements for a baccalaureate degree, reducing the minimum semester credit hours required for attainment of this degree from 124 to 120. The rationale given for recommending this change is that it will make Kansas' requirement consistent with the majority of other states across the country (currently 39 states have adopted the 120-hour minimum for their baccalaureate degrees). The Regents' staff contends that, "given the high degree of student mobility today and the fact that many receive bachelor's degrees from an institution other than the one at which they began study, establishing consistency with regard to minimum baccalaureate degree requirements should benefit students by creating improved efficiency and transferability of credits." This recommendation was supported by the chief academic officers since the 120 credit hour requirement is a minimum requirement and "no academic program at a Kansas university will be required to make program changes based on this proposed policy." In addition, the KBOR minimum credit hour requirement for an associate degree is 60 credit hours.

In order to retain comparable standards with our Regents' colleagues, I am proposing that Washburn modify our existing minimum credit hours for attainment of a baccalaureate degree from 124 to 120 and from 62 to 60 for attainment of an associate degree based on the same rationale. Approving this change would result in modification to the following areas in the University Catalog:
Under University Requirements Common to All Bachelor Degrees (pg. 73-74):

Current:
   1. A minimum of 124 semester hours of credit is required for graduation.
Proposed:
   1. A minimum of 120 semester hours of credit is required for graduation. Some baccalaureate degrees may require additional hours. See specific degree/major.

Current:
   2. End of first bulleted item: Students should be aware that EN 100 is considered a remedial course and does not count towards the 124 credits required for graduation.
Proposed:
   2. End of first bulleted item: Students should be aware that EN 100 is considered a remedial course and does not count towards the total credit hours required for graduation.

Current:
>   12. At least 60 hours of the 124 hours required for the baccalaureate degree must be taken at a 4 year college or university.

Proposed:
>   12. At least 60 hours of the total credit hours required for the baccalaureate degree must be taken at a 4 year college or university.

Current:
>   14. A double major may be completed within the 124 hour total by meeting all the requirements of the two majors.

Proposed:
>   14. A double major may be completed within the 120 hour total by meeting all the requirements of the two majors.

Current:
>   15. Any candidate for a second baccalaureate degree must meet the specific requirements for both degrees and present a minimum of 154 hours of credit. No more than 40 hours of this total can be ungraded.

Proposed:
>   15. Any candidate for a second baccalaureate degree must meet the specific requirements for both degrees and present an additional 30 credit hours beyond the first baccalaureate degree.

Current:
>   19. Candidates for degrees other than the BBA degree are limited to a maximum of 21 hours of Accounting (AC) and Business (BU) courses within the 124 minimum required for graduation.

Proposed:
>   19. Candidates for degrees other than the BBA degree are limited to a maximum of 21 hours of Accounting (AC) and Business (BU) courses within the 120 minimum required for graduation.

Under University Requirements Common to All Associate Degrees (pg. 74):

Current:
>   1.   A minimum of 62 hours is required.

Proposed:
>   1.   A minimum of 60 hours is required. Some associate degrees may require additional hours. See specific degree/major.

As I stated previously, no existing degrees would be required to reduce the total hours required for graduation; however, it would be possible for newly proposed degrees to come forward with a minimum requirement of 60 or 120 credit hours or for existing degrees to request a reduction to 60 or 120 credit hours if desired.

I would appreciate your thoughtful consideration of my proposal.

FACULTY SENATE ACTION ITEM

No. 11-17

Subject: Online Curricular Action Item Approval Process for General Faculty

Justification: The Faculty Affairs Committee proposes the adoption of an electronic, online debate and balloting system for approval of curricular items by General Faculty. This system would replace the current, in-person voting system used at General Faculty meetings.

Language: To execute this initiative, the committee proposes adding the following language to the Faculty Handbook as item IV-D in Section One: Administrative Structure.

D. Electronic Voting for Curricular Items

At the discretion of the Faculty Senate, curricular action items placed on the agenda of the General Faculty can be voted on electronically. Electronic voting will use the same basic protocols as General Faculty votes, and voting rights will extend to all members of the General Faculty as defined in section IV-A. Washburn staff and faculty who are not eligible to vote will have the opportunity to participate in online debates.

On the seventh business day following a Faculty Senate meeting, the General Faculty Secretary will notify all faculty and staff of any approved curricular changes via e-mail . The e-mail notice will provide directions to an online forum for debate of these items. The period of online debate will be seven days, although postings will remain viewable by the General Faculty throughout the subsequent voting period. Upon request, a student or member of the public may obtain guest login to a particular debate forum; those guests may view the debate, but may not contribute to it.

When the debate period ends, the General Faculty Secretary will announce by e-mail to members of the General Faculty that voting has begun. The General Faculty Secretary will assemble a list of eligible voting faculty at the beginning of each academic term and provide it to the ISS staff. The announcement message will include instructions for accessing a single online ballot for all curricular items requiring a vote. This ballot will display each curricular item, as worded by the Faculty Senate. For each item, the voter will answer two questions, the first regarding whether the item is deemed appropriate for online voting, and the second regarding whether, if online voting is approved by the faculty, the item should pass as worded. If a faculty member does not approve of online voting, he or she is opting to delay debate and voting until the next in-person General Faculty meeting. A quorum (greater than 33%) of the General Faculty must participate in the vote. The voting period will be seven days. If a quorum is not met, then a vote on the curricular items in question will be delayed until the next General Faculty meeting. To prevent double votes, the hyperlink and ballot page will be accessible to each eligible faculty member only once.

At the end of the voting period, the General Faculty Secretary and the Faculty Senate Secretary, will obtain, tally, and confirm the results, then report those results to the General Faculty. In addition, the General Faculty Secretary will retain a record of individual faculty votes, but only for verification purposes. Individual voting data will not be shared unless a request is made via the Kansas Open Meeting Act.

If a majority of respondents vote to permit online voting, then their contingent votes on whether to approve the item as currently worded will be tallied. If a majority of respondents vote to approve the item as worded, then the curricular change is approved, and the process is complete. If a majority of respondents vote against online voting, the item will be placed on the agenda for the next General Faculty meeting.

Effective Date: August 2011, effective at initiation of Fall 2011 semester.

Financial Implications: The VPAA's office is committed to providing the resources necessary to secure licenses for the balloting software system. ISS has been briefed on its role assisting with this process.

DATE: March 30, 2011

Submitted by: Dr. Matt Arterburn
Chair, Faculty Affairs Committee