

**Washburn University  
Meeting of the Faculty Senate  
April 17, 2017  
3:00 PM – Kansas Room, Memorial Union**

- I. Call to Order**
- II. Approval of the Faculty Senate meeting minutes of March 27, 2017 (pp. 2-3)**
- III. President’s Opening Remarks**
  - Introduction to Molly Steffes-Herman, the new Washburn University Victim Advocate
  - Jericho Hockett will present on the United Way Campaign committee
- IV. Report from the Faculty Representative to the Board of Regents**
- V. VPAA Update—Dr. JuliAnn Mazachek**
- VI. Faculty Senate Committee Reports:**
  - Approval of the Academic Affairs Committee meeting minutes of February 27, 2017 (p. 4-6).
  - Approval of the Faculty Affairs Committee meeting minutes of February 27, 2017 (p. 7).
- VII. University Committee Reports:**
  - Receipt of the Interdisciplinary Committee meeting minutes from February 6, 2017 (p. 8)
  - Receipt of the Interdisciplinary Committee meeting minutes from April 7, 2017 (p. 9)
- VIII. Old Business:**
  - 17-6 Agenda Transmission and Timeline Changes (pp. 10-11)
  - 17-7 University Requirements Common to All Graduate Degrees (pp. 12-13)
  - 17-8 New Minor in Applied Media (p. 14)
  - 17-9-Faculty Handbook-Professional Ethics (pp. 15-18)
  - 17-10-Faculty Handbook-Definition of a Student Credit Hour (pp. 19-20)
  - 17-11 Faculty Handbook-Definition of Faculty (pp. 21-23)
  - 17-12 Feasibility Study-Plus and Minus Grades (p. 24)
- IX. New Business: NONE**
- X. Information Items: NONE**
- XI. Discussion Items: NONE**
- XII. Announcements**
- XIII. Adjournment**

**Washburn University  
Meeting of the Faculty Senate  
March 27, 2017  
3:00 PM – Kansas Room, Memorial Union**

**PRESENT:**

**Ball, Barker, Erby, Francis, Kwak, Mansfield, Memmer, Modellmog, Ockree, Petersen, Prasch, Sadikot, Schmidt, Schnoebelen, Scofield, Siemens, Smith, Tutwiler, Wasserstein, Weiner, Wohl, Worsely, and Zwikstra**

**ABSENT:**

**Alexander, Farwell, Garritano, Kapusta-Pofahl, Mastrosimone, Matthews, Mazachek, Sourgens, Stacey, Steinroetter, Stevens, and Treinen**

**GUESTS:**

**Hicks, Matthews, Schwaebler, Tate, Wynn**

- I. President Schmidt called the meeting to order at 3:02pm.
- II. The Faculty Senate meeting minutes of March 6, 2017 were approved.
- III. President's Opening Remarks:
  - There have been 2 Vice Presidents appointed since our last meeting; Mazachek as VPAA and Martin as VPAT; we look forward to working with them.
  - Congratulations to the Debate team on winning the NPDA National Championships this past weekend (both the overall team title and sweepstakes).
  - Schmidt noted the Elections committee should convene soon. Ball noted that Sourgens (Chair of this committee) has acknowledged this and is working on it.
- IV. Report from the Faculty Representative to the Board of Regents: NONE
- V. VPAA Update—Dr. JuliAnn Mazachek (presented by Tate):
  - Please note the recent email about the General Faculty meeting being moved to April 27<sup>th</sup>; please plan on attending and bring your colleagues.
- VI. Faculty Senate Committee Reports: NONE
- VII. University Committee Reports:
  - The Graduate Council meeting minutes from January 30, 2017 were received.
  - The Assessment Committee meeting minutes from March 9, 2017 were received.
- VIII. Old Business:
  - 17-3 Graduate Council Wording and Membership Changes was presented by Tate. An amendment was offered to change the language to clarify how many members needed to be present for academic changes (it was proposed that it should be changed from "two-thirds of those present" to "a majority of the voting members". Mansfield wanted to make sure the version being discussed was the same version the graduate council discussed earlier that day;

Tate, Ockree, and Petersen agreed that it was. The amendment was approved. The motion passed and will be passed on to the General Faculty for approval.

- 17-4 Conceal Carry Exemption was presented by Prasch and Erby. Schmidt asked what Prasch and Erby wanted to happen once this measure was approved. Prasch wanted it distributed the way other information from the Senate is distributed. Schmidt asked if he wanted it to be sent to the president; Prasch said yes. Erby suggested sending it to Patrick Early in University Relations. Prasch said the *Washburn Review* should get it, as well. Wohl suggested it go to the VPAA and VPAT for possible comment. The motion passed.

**IX. New Business:**

- 17-6 Agenda Transmission and Timeline Changes (first reading) was presented by Schmidt. Ball was in favor of it. Wohl wanted to clarify the time frame shifted to six days for agendas; Schmidt confirmed that it did. The motion was closed on first reading.

**X. Information Items: NONE**

**XI. Discussion Items: NONE**

**XII. Announcements:**

- Schmidt: Apeiron registration is Thursday, April 30, 2017.
- Prasch: The Historical Film Night presentation of *Casablanca* is March 29, 2017 at 7:00pm.

**XIII. President Schmidt adjourned the meeting at 3:22pm.**

## **Academic Affairs Committee Minutes**

**Monday, February 27, 2017**

**4:00 – 5:00 pm**

**Thomas Room**

Present: Annie Collins, Sungkyu Kwak, Bobbe Mansfield, JuliAnn Mazachek (ex officio), Kandy Ockree, Takrima Sadikot, Sean Stacey, Vanessa Steinroetter, Melanie Worsley

Guests present: Alan Bearman, Jennifer Wiard, April Dohrman

Chair Kwak called the meeting to order and asked everyone present to introduce themselves. Chair Kwak then moved to the order of the business meeting.

1. Approval of Minutes from January 20, 2017 meeting

The minutes were sent to the committee prior to the meeting for review. The minutes were approved and will be forwarded to Faculty Senate.

2. Discussion Items:

a. Feasibility study for +/- grading system

This agenda item was received from Tom Prasch but he was not present at this meeting. The committee members offered some discussion but felt overall this item should be deferred to a later meeting.

b. STAR report

Dean Bearman indicated the annual report was submitted for the Academic Affairs committee's annual review.

Jennifer Wiard offered the students who are involved in the STAR program showed an increase in their GPA from the time they started to the end of that calendar year.

At this point in its existence, it is felt the STAR program is beneficial to those students involved.

Chair Kwak thanked Jennifer, April and Alan for coming to the committee meeting, and for their work on the report.

A motion was made and seconded to accept the STAR report. All approved.

3. Action Item:

a. Revised Prior Learning policy

Chair Kwak indicated the Prior Learning Credit Agenda item was recently revised based upon conversations held since this appeared before the Faculty Senate last week. He indicated the last few paragraphs on the last page were specifically added.

Faculty Senate President Shaun Schmidt asked for the floor to offer some explanations on why this agenda item was returned to the Academic Affairs committee. FS President Schmidt indicated he felt Washburn University didn't have to follow along with the Kansas Board of Regents inclinations as we were not a Regent Institution. However after reviewing the available information and having many conversations, he now feels that he was inaccurate and Washburn does need to align with the KBOR concept policy. FS President Schmidt indicated we simply do not have a choice in this matter. FS President Schmidt stated the departments will still have some control as to how the implementation will happen.

Thoughtful discussion occurred as senators questioned FS President Schmidt on points of the concept policy, administrative discussions he has been involved with at KBOR and how the scores would impact departments.

There was a question as to whether Washburn University administrators are truly included in conversations with the Regent Institutions. Dr. Mazachek indicated she believed we were truly engaged with the other institutions but will follow up with the KBOR administrators to ensure our voice is heard.

There was discussion as to why informational items needed to process through committee meetings and faculty senate. All felt, after discussion, this was an excellent way of ensuring Senators received information about impactful changes so they can provide details to their departments and divisions. It was also discussed that if the Senators disagreed with an informational item, they can disagree with the item for the record and then we as the institution would move forward.

It was requested that the revised agenda item be returned to the Faculty Senate for the March 6, 2017 meeting as an old business action item.

A motion and second were made, with all approving this to be moved forward to Faculty Senate.

#### 4. Revisit 9/12/16 minutes

Chair Kwak asked for discussion regarding the request from Parliamentarian Rick Barker to revisit the 9/12/16 minutes. Parliamentarian Baker indicated in the Faculty Senate meeting that the minutes should be returned for correction.

Many of the Academic Affairs committee members expressed their views that minutes can not be changed because they aren't "liked". The members indicated the minutes were not incorrect and they were factual.

Chair Kwak asked the committee to review the sentences of:

Changes, should there be any, will be brought forth to the Academic Affairs committee through agenda items. The agenda item will be submitted to Faculty Senate as an Information Item.

Chair Kwak asked if the committee members would agree to a word change of THE to THIS in the last sentence. All agreed this was an acceptable change, and hopefully will appease those who had the initial issue.

A motion was made to change the word to "This"; it was seconded and all members approved the editing change to the 9/12/16 minutes. The modified minutes will now be sent to Faculty Senate.

A motion to adjourn was made, seconded and approved.

# **Faculty Affairs Committee Minutes**

**Monday, February 27, 2017**

**3:00 – 4:00 pm**

**Thomas Room**

Committee members in attendance:

John Francis, Amy Memmer, Linsey Moddelmog, Barbara Scofield, Mark Smith, Crystal Stevens, Roy Wohl, Corey Zwikstra

## **1. Approval of Minutes from November 16, 2016 meeting**

The minutes were sent to the committee prior to the meeting for review. One minor edit was recommended. The minutes were approved with the understanding the edit will be made and will be forwarded to Faculty Senate.

## **2. Discussion Items:**

### **a. Faculty Handbook agenda item—**

#### **Creation of a Standing Advisory Committee**

Dr. Mazachek indicate the Faculty Handbook committee has met over the past several years. It was determined this committee should be a standing committee at the University level.

Thoughtful discussion occurred and the following were noted:

1. This change is necessary and will be a consistent way to note new changes within the employment law. This committee will ensure the university guidelines remain compliant, in consultation with the Vice President's office and Human Resources.
2. Most of the items will be funneled through the governance committees for faculty input.
3. Terms will be staggered to afford faculty senators the opportunity to serve two successive terms.
4. Minor edits were suggested by the committee and made during the committee meeting.

A motion was made to approve the agenda item with the noted edits, a second was received with all approving this to be moved forward to Faculty Senate.

Dr. Mazachek mentioned to the committee members another policy will be forthcoming to this committee. The new agenda item will deal with relationships at work. A task force will meet on March 6 to start work on the development of a policy.

A motion to adjourn was made, seconded and approved.

**Interdisciplinary Studies Committee**  
February 6, 2017 *Electronic Meeting*

**Electronic Attendees:** Nancy Tate, Kara Kendall-Morwick, Rebecca Meador, Rodrigo Mercader, Tom Schmiedeler, Park Lockwood, Kathy Ure, Diane McMillen, Israel Wasserstein, Gwen Wilson

The Intensive English Program requested to change the curriculum to three 4-credit courses from the current four 3-credit courses (total number of credits to remain at 12). The attendees electronically reviewed the materials and unanimously voted to approve the requested change.



## **Interdisciplinary Studies Committee**

*April 7, 2017 Electronic Meeting*

**Electronic Attendees:** Nancy Tate, Kara Kendall-Morwick, Rebecca Meador, Rodrigo Mercader, Tom Schmiedeler, Park Lockwood, Kathy Ure, Diane McMillen, Israel Wasserstein, Gwen Wilson

The Center for Student Success and Retention requested to change the prefix of IS 120 to WU 120. The attendees electronically reviewed the material and unanimously voted to approve the requested change.

## FACULTY AGENDA ITEM NO 17-6

Date: 3/27/17

Submitted by: *Shaun E. Schmidt ext: 2265*

SUBJECT: *ESTABLISHING A TIMELINE FOR AGENDAS FOR FACULTY SENATE, ACADEMIC AFFAIRS, FACULTY AFFAIRS AND THE GRADUATE COUNCIL*

Description: *Currently the Faculty Senate (FS) Constitution and Faculty Handbook requires the agenda for Faculty Senate to be set and distributed one week in advance of a meeting. There is no such requirement for Academic Affairs, Faculty Affairs or the Graduate Council. This agenda item would specify and reduce the requirement to six calendar days.*

Delete current wording in Section V.A. of the FS constitution and Section 1.VI.E.1 of the Faculty Handbook

Agendas for each meeting will be distributed to all members of the Faculty Senate a week in advance of any scheduled meeting time and made available to the University community.

Add proposed wording as Section IV.G. of the FS constitution and Section 1.VI.D.7 of the Faculty Handbook

Agendas for each Faculty Senate meeting will be distributed to all members of the Faculty Senate six days in advance of any scheduled meeting time and made available to the University community. Academic Affairs Committee agendas, Faculty Affairs Committee agendas and Graduate Council agendas which contain items which constitute first reading for Faculty Senate will be distributed to all members of the applicable committee and the Executive Committee six calendar days in advance of any scheduled meeting time.

Rationale: *In an effort to encourage transparency and openness, this legislation will establish a timeline for agendas for the sub-committees of the Faculty Senate which conduct the first readings for most of the items coming before Faculty Senate. While all of the committees have followed the "week" guideline in practice, it is not an actual policy in the Constitution of the Faculty Senate or in the Faculty Handbook*

*The second change that this legislation proposes to make is to reduce the timeline for agenda dissemination by one day, from one week to six days. As a practice meeting of the subcommittees of Faculty Senate and Faculty Senate meet on alternate Mondays in the late afternoon. By delaying the disseminations by one day, there would be actual time to prepare and edit agenda items before the deadline. The impact on transparency and openness in the process would be minimal as the community would still have days to read, research, and prepare for the meeting where the item will be acted upon.*

Financial Implications: *Costs involved are minimal to none.*

Proposed Effective Date: *July 2017*

Request for Action: *Approval by FS/ Gen Fac*

Approved by: *Faculty Senate on date*

Attachments Yes  No

## Faculty Agenda Item NO 17-7

Date: March 27, 2017  
Proposed By: Nancy Tate, Associate Vice President for Academic Affairs  
Subject: Modifications - Graduate University Catalog

### RATIONALE:

In preparation for the upcoming Higher Learning Commission reaccreditation site visit in spring 2019, Washburn is required to submit a Federal Compliance Report at least six months prior to the reaccreditation site visit. This compliance report requires verification that HLC Assumed Practices are being followed regarding, among other things, the university requirements for awarding various types of degrees. We list in the Undergraduate Catalog the university degree requirements for baccalaureate and associate degrees, but do not in the Graduate Catalog. In order to provide consistency of requirements, ease of use for students, and assistance with verification on the Federal Compliance Report, adding a section entitled "Programs, Degrees, and Graduation Requirements" immediately prior to the listings of the individual graduate programs will fulfill this requirement.

### DESCRIPTION:

Proposed Catalog Language

The following section would be added to the Graduate Catalog

#### **UNIVERSITY REQUIREMENTS COMMON TO ALL GRADUATE DEGREES**

In all cases, individual programs may be more stringent than the specified minimum/maximum. See specific degree/program.

1. A minimum of 30 semester hours of credit – Master level; 60 semester hours of credit – Doctoral level. Courses counting towards this minimum must be numbered 400 or higher. Degrees may be offered with less than the minimum requirement of hours so long as any variation is explained and justified when the program is approved through the shared governance process.
2. A cumulative grade average of at least B (3.0 grade point). Ability to accept courses with an earned grade of C or CR (credit/no credit) is program specific. Courses with a posted grade of Pass will not count towards a graduate degree.
3. At least two thirds of the semester hours required for the degree must be earned at Washburn University.
4. All course work must be completed within eight (8) calendar years unless otherwise specified by the individual program.

Financial Implications: No financial implications will occur with this process change.

Proposed Effective Date: Immediately, to afford the opportunity to have this process in the 2017-2018

University Graduate catalog.

Request for Action: *Approval by FS, Gen Fac*

Approved by:

*Graduate Council on March 27, 2017*

*Faculty Senate on date*

*General Faculty on date*

Attachments Yes  No X

**FACULTY AGENDA ITEM NO 17-8**

Date: 3-8-17

Submitted by: *Kathy Menzie, ext. 1865*

SUBJECT: *NEW MASS MEDIA MINOR*

Description: *The Minor in Applied Media allows students to develop knowledge and skills in media arts, with a strong emphasis on different forms of media writing and visual communication, as well as planning and executing media campaigns, both on traditional and new media channels.*

Rationale: *Undergraduates with majors outside of Mass Media often pursue careers that require skills taught in Mass Media courses, such as crafting effective mediated messages, managing social media campaigns or shooting and editing videos. The Minor in Applied Media would allow students to gain knowledge about digital tools and acquire hands-on skills that they will use to pursue the requirements of careers in their chosen majors.*

Financial Implications: *None*

Proposed Effective Date: *August 2017*

Request for Action: *Approval by AAC/FAC/FS/Gen Fac/BOR*

Approved by: *AAC on April 10, 2017*

*Faculty Senate on date*

Attachments **Yes:** *New Program Form and Pro Forma*

## FACULTY AGENDA ITEM NO 17-9

Date: April 10, 2017

Submitted by: *Faculty Handbook Committee*

SUBJECT: **Proposal to Amend Faculty Handbook—Professional Ethics**

Description: This agenda item is a proposal to accurately update and relocate a section of the Professional Ethics for Faculty from Section 2 of the Faculty Handbook to Section 6, Classroom Procedures and General Faculty Responsibilities.

*Current Wording*

### VII. Statement on Professional Ethics for Faculty

(The following is adapted from the American Association of University Professors' "Statement on Professional Ethics," which was adopted by the General Faculty 2009)

From its inception, the American Association of University Professors has recognized that membership in the academic profession carries with it special responsibilities. The Association has consistently affirmed these responsibilities in major policy statements, providing guidance to professors in their utterances as citizens, in the exercise of their responsibilities to students, and in their conduct when resigning from their institution or when undertaking government-sponsored research. The Statement on Professional Ethics that follows, necessarily presented in terms of the ideal, sets forth those general standards that serve as a reminder of the variety of obligations assumed by all members of the profession.

In the enforcement of ethical standards, the academic profession differs from those of law and medicine, whose associations act to assure the integrity of members engaged in private practice. In the academic profession the individual institution of higher learning provides this assurance and so should normally handle questions concerning propriety of conduct within its own framework by reference to a faculty group. The Association supports such local action and stands ready, through the general secretary and Committee on Professional Ethics, to counsel with any faculty member or administrator concerning questions of professional ethics and to inquire into complaints when local consideration is impossible or inappropriate. If the alleged offense is deemed sufficiently serious to raise the possibility of dismissal, the procedures should be in accordance with the 1940 **Statement of Principles on Academic Freedom and Tenure** and the 1958 **Statement on Procedural Standards in Faculty Dismissal Proceedings**.

A. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. The primary responsibility to their subject is to seek and to state the truth as they see it. To this end they devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although they may follow subsidiary interests, these interests must never seriously hamper or compromise freedom of inquiry.

B. As teachers, professors encourage the free pursuit of learning in students. They hold before them the best scholarly standards of their disciplines. They demonstrate respect for the student as an individual, and adhere to their proper role as intellectual guide and counselor. They make every reasonable effort to foster honest academic conduct and to assure that their evaluation of students reflects their true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation of students for private advantage and acknowledge significant assistance from them. They protect academic freedom.

C. As a colleague, the professor has obligations that derive from common membership in the community of scholars. They respect and defend the free inquiry of their associates. In the exchange of criticism and ideas they show due respect for the opinions of others. They acknowledge their academic debts and strive to be objective in their professional judgement of colleagues. They accept their share of faculty responsibilities for the governance of their institution. In the exercise of the right to criticize, faculty members should seek to remain professional, addressing the issues at stake, and avoid attacks on an individual or individuals because of the views such person(s) may hold.

D. As members of their institution, professors seek above all to be effective teachers and scholars. Although they observe the stated regulations of the institution, provided they do not contravene academic freedom, they maintain their right to criticize and seek revision. They determine the amount and character of the work they do outside their institution with due regard to their paramount responsibilities within it. When considering the interruption or termination of their service, they recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

E. As members of their community, professors have the rights and obligations of any citizen. They measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons they avoid creating the impression that they speak or act for their college or university. As a citizen engaged in a profession that depends upon freedom for its health and integrity, the professor has a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

### *Proposed Wording*

#### Professional Ethics for Faculty

(The following is adapted from the American Association of University Professors' "Statement on Professional Ethics," which was adopted by the General Faculty 2009)

From its inception, the American Association of University Professors has recognized that membership in the academic profession carries with it special responsibilities. The Association has consistently affirmed these responsibilities in major policy statements, providing guidance to professors in their utterances as citizens, in the exercise of their responsibilities to students, and in their conduct when resigning from their institution or when undertaking government-sponsored research. The Statement on Professional Ethics that follows, necessarily presented in terms of the ideal, sets forth those general standards that serve as a reminder of the variety of obligations assumed by all members of the profession.



In the enforcement of ethical standards, the academic profession differs from those of law and medicine, whose associations act to assure the integrity of members engaged in private practice. In the academic profession the individual institution of higher learning provides this assurance and so should normally handle questions concerning propriety of conduct within its own framework by reference to a faculty group. The Association supports such local action and stands ready, through the general secretary and Committee on Professional Ethics, to counsel with any faculty member or administrator concerning questions of professional ethics and to inquire into complaints when local consideration is impossible or inappropriate. If the alleged offense is deemed sufficiently serious to raise the possibility of dismissal, the procedures should be in accordance with the 1940 **Statement of Principles on Academic Freedom and Tenure** and the 1958 **Statement on Procedural Standards in Faculty Dismissal Proceedings**.

No set of rules or professional code can guarantee or take the place of a faculty member's personal integrity; however, the university expects faculty members to abide by the following guidelines for ethical behavior.

1. **Professors**, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry. See also Section 3.V and Appendix X.
2. **As teachers**, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.
3. **As colleagues**, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates, even when it leads to findings and conclusions that differ from their own. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.
4. **As members of an academic institution**, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the

interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

5. **As members of their community**, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.
6. Faculty members shall also be guided by professional codes of ethics specific to their discipline as applicable.

Financial Implications: None

Proposed Effective Date: Fall term 2017.

Request for Action: *Approval by FAC/FS/ Gen Fac*

Approved by: *FHC on April 5, 2017*  
*FAC on April 10, 2017*

*Faculty Senate on*  
*date General Faculty*

Attachments :

## FACULTY AGENDA ITEM 17-10

Date: April 10, 2017

Submitted by: *Faculty Handbook Committee*

**SUBJECT: Proposal to Amend Faculty Handbook—Definition of Student Credit Hour**

Description: This agenda item is a proposal to include the definition(s) of the awarding of a student credit hour to comply with the US Department of Education and the Higher Learning Commission.

### *Proposed Catalog Language*

Washburn University conforms to the Council for Higher Education Accreditation (CHEA) proposed definition of a student credit hour which states: "For every credit hour awarded for a course, the student is typically expected to complete approximately one hour of classroom instruction, online interaction with course material, or direct faculty instruction and a minimum of two additional hours of student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different amount of time..." This credit hour definition is to be included in the Master Syllabus attached to each course syllabus. However, not all academic activities precisely match this definition (e.g., internships, student teaching, laboratory work, online courses, study abroad, and independent study). In such credit-bearing activities, the amount of student work required per credit hour will match as closely as possible the standard definition as defined above.

#### A. Internship/Externship/Practicum

1 Credit Hour = A minimum of three hours per week engaged in the supervised field placement for 15 weeks or equivalent over the course of a term for the average student.

#### B. Independent Study

1 Credit Hour = Meet with faculty member and/or engage in related academic activity for 3 hours per week for 15 weeks or equivalent over the course of a term for the average student.

#### C. Study Abroad

Students who enroll for semester- or year-long study abroad experiences are awarded credit based on the standard definition of a credit hour provided by CHEA.

#### D. Faculty-Led Travel Course

A faculty-led travel course is a credit-bearing course in which the majority of the academic work is accomplished through group study and travel external to the Washburn University campus. Normally, short-term programs are arranged for 1 to 3 credit hours. Typical activities included in determining the credit hours awarded for faculty-led travel courses are: pre-trip academic and cultural awareness sessions; on-site formal/structured learning; immersion activities; cultural interactions; group and individual reflection activities; student presentations; and service learning projects. Determination of the number of credit hours granted is based on the standard definition

of a student credit hour espoused by the university (completion of approximately one hour of classroom instruction, online interaction with course material, or direct faculty instruction and a minimum of two additional hours of student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different amount of time).

#### E. Online/Hybrid Class

Online and hybrid courses must meet the same credit hour requirements as face-to-face courses. Online and hybrid courses must account for a minimum of 3 hours per week per credit hour for 15 weeks or equivalent over the course of a term for the average student. Course hours should involve faculty-led activities and engagement pertinent to the content of the course. Outcomes and assignments across multiple modes of teaching must be equivalent.

#### F. Laboratory Course

1 Credit Hour = A minimum of two (2) class hours of work each week in a laboratory under the supervision of a lab supervisor/instructor and an expectation of one (1) class hour of additional out-of-class student work each week.

#### G. Credit for Prior Learning

Credit for Prior Learning is awarded in accordance with the HLC criteria for accreditation, American Council on Education (ACE) and the Council for Adult and Experiential Learning (CAEL) Standards, and the CPL quality check list as recommended in the Kansas Credit for Prior Learning Handbook (April, 2016)

Note: As studio and ensemble work varies between fine art disciplines, assignment of credit hours should be according to discipline standards and/or accreditation criteria while meeting the main CHEA standard adopted by the University.

Financial Implications: None

Proposed Effective Date: Fall term 2017.

Request for Action: *Approval by AAC/FS/ Gen Fac*

Approved by: *FHC April 5, 2017*  
*AAC April 10, 2017*

*Faculty Senate on*  
*date General Faculty*

Attachments : NO

## FACULTY AGENDA ITEM NO 17-11

Date: April 10, 2017

Submitted by: *Faculty Handbook Committee*

SUBJECT: **Proposal to Amend Faculty Handbook—Modifications to Faculty Appointment Categories**

**Rationale:** Further review of the definitions within the faculty handbook has been accomplished. This agenda item is a proposal to provide additional clarity to the faculty definitions which will help faculty understand their rights and responsibilities and avoid some confusion that the current handbook creates with its inconsistent use of certain important terms.

### *Current Wording*

#### A. Definitions - Faculty Appointment Categories (excluding School of Law)

##### 1. Tenured or Tenure-track Faculty (Instructor, Assistant Professor, Associate Professor, Professor)

Faculty with continuing appointment; eligible for tenure as outlined elsewhere in the Handbook. Normally a terminal degree is required for a tenure-track appointment.

##### 2. Lecturer/Senior Lecturer

Continuing faculty hired on an annual appointment, but without the possibility of tenure. Compensation is by annual contract, with eligibility for raises. Normal workload determined by unit. No research requirement.

##### 3. Research Lecturer/Senior Research Lecturer

Continuing faculty hired on an annual appointment, but without the possibility of tenure. Compensation is by annual contract, with eligibility for raises. Normal workload determined by unit. Research requirement in accordance with unit-specific accreditation requirements.

### *Proposed Wording*

#### A. Definitions - Faculty Appointment Categories (excluding School of Law)

##### 1. Tenure-track Faculty (Assistant Professor, Associate Professor, Professor)

Faculty with continuing appointment; eligible for tenure as outlined elsewhere in the Handbook. Normally a terminal degree is required for a tenure-track appointment.

##### 2. Tenured Faculty (Assistant Professor, Associate Professor, Professor)

Faculty with continuing appointment; have received tenure as outlined elsewhere in the Handbook. Normally a terminal degree is required for a tenure-track appointment.

### 3. Senior Lecturer

Faculty appointed to this position without the possibility of tenure. Criteria for promotion from the lecturer position to this position and normal workload are determined by units, typically in the areas of teaching and service and are defined through contractual language. Normally, a minimum of ½ of the assigned workload responsibility must be devoted to teaching.

Compensation is by annual contract, with eligibility for raises. Promotion is granted based upon exemplary teaching or performance at Washburn University [for a minimum of 5 years of service, appointed in the 6<sup>th</sup>] Cannot be an initial appointment at the time of hire, promoted according to unit guidelines from an initial appointment of Lecturer. May be full-time or part-time appointments.

### 4. Lecturer

Faculty hired on an annual appointment without the possibility of tenure. Normal workload is determined by units, typically in the areas of teaching and service and are defined through contractual language. Normally, a minimum of ½ of the assigned workload responsibility must be devoted to teaching. Compensation is by annual contract, with eligibility for raises. May be full-time or part-time appointments.

### ~~4. Senior Research Lecturer~~

~~Faculty appointed to this position with the possibility of renewable multi-year contracts, but without the possibility of tenure. Criteria for promotion to this position and normal workload are determined by units in the areas of teaching and research. Research requirement in accordance with unit-specific accreditation requirements. Cannot be an initial appointment at the time of hire, must be promoted according to unit guidelines from an initial appointment of Lecturer. Maximum number of years in each multi-year contract is three.~~

### ~~5. Research Lecturer~~

~~Faculty hired on an annual appointment, but without the possibility of tenure. Compensation is by annual contract, with eligibility for raises. Normal workload determined by unit **in the areas of teaching and research**. Research requirement in accordance with unit-specific accreditation requirements. **May be full-time or part-time appointments.**~~

### 5.7. Distinguished Lecturer

Faculty hired on an annual appointment without the possibility of tenure. Normal workload is determined by units, typically in the areas of teaching and service and are defined through contractual language. Normally, a minimum of ½ of the assigned workload responsibility must be devoted to teaching. Compensation is by annual contract, with eligibility for raises.

Individuals may be immediately appointed as a Distinguished Lecturer. Distinguished service and experience in business, industry, and/or higher education as determined by the academic unit and the Vice President for Academic Affairs is required.

Financial Implications: None

Proposed Effective Date: Fall term 2017.

Request for Action: *Approval by FAC/FS/ Gen Fac*

Approved by: *FHC April 5, 2017*  
*FAC on April 10, 2017*

*Faculty Senate on*  
*date General Faculty*

Attachments : NO

**FACULTY AGENDA ITEM 17-12**

Date: 6 February 2017

Submitted by: Thomas Prasch on behalf of College Faculty Council (CAS)

SUBJECT: Feasibility study for +/- grading system

Description: The College Faculty Council passed a motion endorsing the idea that the Faculty Senate, or one of its standing committees, undertake a feasibility study for the implementation of a +/- grading system at Washburn, to replace the existing system of letter grades without +s or –s.

Rationale: A majority of the CFC members felt a +/- grading system might provide a more precise assessment of student learning and give faculty greater flexibility in grading.

Financial Implications: None

Proposed Effective Date: Whenever such a committee or subcommittee can be empowered to carry out the feasibility study

Request for Action: *Approval by FAC/FS/ Gen Fac, etc*

Approved by: *FAC on April 10, 2017*

*Faculty Senate*

Attachments: NO