

Washburn University
Meeting of the Faculty Senate
August 30st, 2021 at 3pm
Zoom Meeting Hosted by FS Executive Committee

- I. Call to Order
- II. Approve minutes-
 - April 26th, 2021 (pages 2-7).
- III. President's Opening Remarks
- IV. WUBOR/KBOR Update- none
- V. VPAA Update - Dr. JuliAnn Mazachek
- VI. Consent Agenda
 - Faculty Senate Committee Reports-
 - None
 - University Committee Reports-
 - Receipt of Board of Student Media Minutes (page 8).
 - Receipt of Academic Diversity and Inclusion Committee Minutes (pages 9-11).
 - Receipt of the Assessment committee meeting minutes from April 20th (page 12).
- VII. Old Business
 - 21-19 Business Data Analytics Minor New Program Request (pages 13-15).
- VIII. New Business- none
- IX. Information Items-
 - 2021 Senate Committee Assignments
- X. Discussion Items-
 - Temporary Academic Policies - Jennifer Ball
 - WUmester (page 16)
 - Working Group on Service and Equity
- XI. Announcements
- XII. Adjournment

Washburn University
Meeting of the Faculty Senate
April 26th, 2021 at 3pm
Zoom Meeting Hosted by FS Executive Committee

Present: Morse, Miller, Stevens, Vandalsem, Rivera, Griggs, Watson, Krug, Woody, Zwikstra, Mazachek, Menninger-Corder, Sainato, Kohls, Wagner, Kay, Schmidt (S), Schmidt (C), Thor, Byrne, Johnson, Wasserstein, Wynn, Dodge, Klales, Smith (D), Moore, Leming, Ricklefs, Huff, Erby, Smith (M), Altus, Grant, Cook, Friesen, Cless, Wang, Noonan, Daniels, Kendall-Morwick

Absent: Brooks, Douglass, Romig, Ginzburg, Juma, Retting

Guest(s): Holthaus, Munzer, Lee, Carpenter, Stephenson, Pratt, Grospitch, Smith (R), Kwak, Liedtke, Ball (J),

- I. Call to Order Morse 3:00pm
- II. Approve minutes-Motion Cook and 2nd Schmidt to approve minutes- passed without discussion
 - April 12th, 2021.
- III. President's Opening Remarks
 - Welcome to the last meeting of senate for this year.
 - I am grateful to everyone for work to getting us through this year.
 - As a senate, the list of things we have done this year is long, complicated, and impressive.
 - We have an incredibly busy and impactful year, and able to only take one senate meeting this year as there was always so much we had to do all the time.
 - Next year will be busy as well as we work to make Washburn even better based on what we have learned over the last year.
 - Over the next year, our discussions on equity will continue.
 - Thank you to Thor and FAC for driving these conversations and working on these issues this year. We are in your debt.
 - Conversation on service and load will need to continue next year, as they are all a little different with COVID. Necessary and complicated conversations.
 - Thank you to the deans and the areas for already starting to make changes based on the work of FAC.
 - There will be program revisions in light of work being done in the area related to small programs. This will be on our agenda next year.
 - KBOR continues to move quickly on general education package and we will probably have sometime next fall.
 - For this summer, try to take time for yourself as you can. We will need the energy for the job in the fall.

IV. KBOR Update-

- Gen Ed stuff most important
- Transfer and articulation council (TAAC) has their list of courses that will be fast tracked at their conference in the fall.
- Course on list microbiology and lab, educating exceptional students, business law, cultural diversity, state and local government, and multicultural awareness, and prevention and care of athletic injuries.
- State and local government is an easy gen ed, the others fall in to other categories.
- For those new to senate, transfer and articulation council (TAAC) is a KBOR committee that manages seamless transfer of courses through KBOR agencies.

V. VPAA Update - Dr. JuliAnn Mazachek

- Anxious for a time of respite
- I am excited to get students and faculty back on campus
- Commencement update- thank you for those that have signed up to attend the two ceremonies
- 260ish graduates coming back for 2020 graduation with 1400ish guest, around 2000 people in attendance.
- 550ish students graduating May 8th.
- Watch for emails as commencement will be different and I look forward to seeing you there.
- May 4th retirement ceremony for 2020 and 2021 retirees.
- Employee recognition ceremony on May 14th
- May 6th at board of regents, many colleagues being promoted and tenured.
- Budget- working to restore some of the travel budget that has been frozen. Your deans are award.??
- Positions frozen last year staying frozen this year.
- Most new position are not being filled. Detailed process if hiring is done.
- Return to campus scheduled for June 1st, which is the first day of summer school.
- It has been a year that we have not been together and this process of coming back together, will be challenging for some.
- In August everyone returning to campus. Excited to see everyone in person.
- Question regarding Golden Ichabod- not doing this year due to amount of walking etc, will return to doing this next year.

VI. Consent Agenda- motion by Cook and 2nd VanDalsem- passed without discussion.

- Faculty Senate Committee Reports-
 - Acceptance of the Academic Affairs committee meeting minutes from March 21st, 2021
- University Committee Reports-
 - Receipt of Academic Diversity and Inclusion committee minutes from March 9th, 2021

- Receipt of Graduate Council meeting minutes from March 22nd, 2021
- VII. Old Business-VanDalsem reports this is the minor to go along with the major. Will allow students to take across other divisions. Move Byrne, 2nd Cook- passes without discussion. This will go to general faculty.
- 21-19 Business Data Analytic Minor
 - Non-Tenure-Track Faculty Addendum to 21-7 Faculty Affairs Committee Promotion and Tenure Recommendations-Thor
 - FAC drafted P&T recommendations earlier this semester. Morse asked non-tenure track faculty be removed from original resolution. But FAC asked to come back to this item, that is what is presented today.
 - Would like to discuss and have feedback and then will forward on to VPAA this academic year, as an addendum to 21-7, for the sake of time.
 - Thor thanks FAC for their work and flexibility this semester.
 - Thank you Erby and Wynn for getting the ball rolling on these items this year.
 - After listening sessions and talking to staff council, asking for non-tenure track faculty to be given some kind of written reassurance to assure of where their position is. Noticed anxiety in listening sessions around this issue, so making this request.
 - Ask if some guidelines could be published in service and teaching for non-tenure track faculty, as many departments don't have written guidelines.
 - Instruct unit head to revise annual performance review forms to include a COVID19 impact statement. This would be optional.
 - Recommend flexibility in weight given to teaching and service in light of the adaptations and innovations in teaching and/or added service to the department, college and university.
 - Zwikstra asked question about section D about flexibility- we were looking to give flexibility to the departments and could be individualized based on individual impacts from COVID.
 - Mazachek reminds us non-tenure track contracts are annual contracts and they can be changed every year. This is not the same as tenure or tenure track faculty. These positions vary from one department to another. These are not tenure track positions, and we should use these positions like that. Legally these are annual contracts.
 - If you have specific recommendations, please share with Thor.
 - Zwikstra states that adding something in writing when there is currently not, could make things less flexible.
 - Schmidt- asked if timeline of addendum is critical. Hoping to add to standing agenda item to go through before the current senate and FAC's end of term.

- Schmidt ask to move to old business and vote today, 2nd Ricklef.
Passed without discussion MOVE TO OLD BUSINESS
- Schmidt move to approve and 2nd- passed without discussion by consent

VIII. New Business- none

IX. Information Items

X. Discussion Items

- Definition of Course Modalities-Ball
 - February 2020, discussion began about changes to course modalities.
 - Went through document with deans and faculty handbook and was approved and going in to the faculty handbook at that time, and then COVID hit and document no longer made sense.
 - So this new document addition of different modalities added since COVID.
 - Guidance included who has authority over different modalities.
 - Wagner- hybrid range of 10-90% seems very large.
 - Morse asked in this model does D2L discussion count as asynchronous delivery of content?
 - Ball says discussion board if it is replacing class time would be asynchronous learning.
 - Had to have some kind of cut off for asynchronous course, so 10-90% was decided on.
 - Morse asked if modality of courses should be included in the syllabus.
 - Corey comments that students seem confused with multiple modalities.
 - Morse asked if zoom is going away in fall. Mazachek says it is not going away but will be much less and only when truly improves the learning environment.
 - This is not a document for students, going in faculty handbook.
 - Concerns with hybrid, Ball says hybrid was here before COVID and many areas depend on hybrid courses.
 - Moore states we need to communicate with students that in person and zoom at the same time will not guaranteed. Mazachek reports when we go back we are not guaranteeing to students the option of zoom.
 - Remote modalities staying in there but not expecting to use that often.
 - Faculty voice concerns that some options/area appealing to students but not beneficial to students' learning.
 - Question on students requesting zoom as an accommodation.

- Mazachek says Dempsey-Swope and Ball having conversations regarding these issues. There is not a single solution but that is not the intent.
- Kendall-Morwick asked if faculty need to request another modality in light of these changes in percentages? How strict are these modalities? These modalities in this document are the same as current document. Ball says she doesn't think it makes sense to change.
- This is a document to define the current five modalities and place in the faculty handbook.
- Morse purpose of this document is to define types of modalities.
- Ball summarizes the purpose of this document is to help faculty know what modality to chose based on what they want to do in conversation with their dean/chair
- Send feedback to Ball with comments on the document.

XI. Special Orders

- Welcome to our new senators.
 - Morse asked to do introductions of new senators.
 - Introductions done by all senators present.
- Election of Faculty Senate Officers 2021-2022
 - President- Sainato nominated Morse and Zwikstra 2nd. Passed without discussion.
 - Vice President- Wasserstein nominated Ricklefs, 2nd. Sainato. Passed without discussion.
 - Secretary- Byrne nominate Altus and 2nd by Ricklefs. Passed without discussion.
 - Parliamentarian- Thor nominated (S) Schmidt 2nd Ricklefs.
 - Senate will be back in the Forum room for meetings in the fall.

XII. Announcements

- WUmester- Erby
 - "Truth" has a variety of meanings, but the most common definitions refer to the property of being in accord with fact or reality. In other words, truth is often considered the opposite of falsehood. Defining truth, however, is complicated by the fact that we live in a world that is partly natural and partly invented. "The earth rotates around the sun" is a true account of a natural phenomenon, but "the earth rotates around the sun every 24 hours" is only true in societies that impose that system of time measurement. The social roles we inhabit and our personal identities and experiences further complicate what we accept as "true." How do power and privilege shape who gets to make truth claims? What forces affect which "truths" are heard and believed, and which are hidden, ignored, or discredited? Are there different ways of knowing the truth and different perspectives from which to know it? What happens when

people living in a society together—especially a multicultural democracy—do not agree on what is true?

- WUmester 2022 will examine the concept of truth from the perspectives of academic disciplines across campus and through a variety of co-curricular programming. It will consider how truth, knowledge, and belief shape the world we live in and the power structures that influence how we come into relation with truth. Ultimately, it will support Washburn's goal of promoting productive and responsible citizenship by encouraging members of our community to speak truth to power and become more discerning consumers, seekers, and interpreters of information.
- Possible subtopics include:
 - scientific racism & the manipulation of "truth"
 - truth & reconciliation
 - I. situated knowledge
 - speaking truth to power
 - the truth about ____ (a Monday at Mabee series?)
 - ethics
 - privilege & the illusion of objectivity
 - visual arts and representations of the truth
 - the power of music in voicing truths that can't be spoken
 - honest conversations (maybe another series?)
 - speak your truth (an interactive display with student voices?)

XIII. Adjournment at 4:45pm.

BOARD OF STUDENT MEDIA
March 26, 2021 Meeting Minutes

Minutes prepared by: Tracy Horacek, BOSM Secretary

In Attendance: Regina Cassell, Dr. Maria Stover, Matt Self, Anna-Marie Lauppe, Katherine Cook, Tracy Horacek, Derek Richardson, Leah Jamison, Dr. Louise Krug, Madison Dean, Sambridhi Regmi

Unable to Attend: Emma Palasak

Discussion Items:

Student Media staff had a meeting prior to this and they shared points with the board:

- Leah Jamison shared that they would like to resume printing the Washburn Review, however, at a reduced schedule such as bi-weekly or monthly. The online version would remain 24/7 as it is now. They would like to continue printing BodMagazine and the KAW Yearbook as has been done until now.
- Leah also suggested a stronger presence on social media as students/alumni have been engaging with them through that platform. She also suggested the idea of an email newsletter for consideration.
- Matt Self stressed the need for more reporters not only for content creation but also for trained staff to raise up into leadership positions as they gain more experience.
- Matt also would like to add a "Student Voice" column to the website to allow fellow Washburn students to share opinions and other creative content. Ideally this would expand from the online media to print also.
- Madison Dean would like to search archives for interesting historical articles, pictures, etc. They could even be thematic in nature depending on what campus is celebrating at the moment.

Board Members shared:

- Maria Stover shared that next academic year should be focused on creating a greater awareness of Student Media publications.
- Maria Stover also suggested the summer could be spent coming up with a creative solution to manage all of the projects. Some sort of organizational system where more things are being accomplished and greater content is being created.
- Research through the Poynter Institute and other resources support the idea of reduced print runs.
- Student Media Handbook needs to be completed this semester.
- For the fall, need to plan and organize focus groups as Student Media determines the direction of the organization. Focus groups need to engage a broad spectrum of students from different academic arenas and well as demographics.

Academic Diversity & Inclusion Committee
April 13, 2021 Minutes

In attendance: Ayella, Bearman, Brown, Burdick, Collier, Cradle, Dorantes, Dempsey-Swopes, Erby, Gibbons, Grant, Hart, Havens, Kendall-Morwick, Leming, McClendon, Miller, Morse, O'Neill, Scofield, Smith, Tatum, Thimesch, Walter,

- I. Minutes from March 9, 2021 were approved with edits (committee members were left off attendance record)
- II. Reports from Student Organization Meetings
 - a. BSU
 - i. Hoping to do more recruiting in the fall
 - ii. April 30th annual BBQ off campus
 - b. Q & A
 - i. There have been minimal meetings due to pandemic
 - ii. There is a new president and plans for moving forward next year.
- III. Old Business
 - a. [Discussion Guidelines](#) for future committee meetings and discussions were unanimously approved. See p. 3 of minutes for guidelines as they were approved.
- IV. New Business
 - a. WUmester 2022 Topic “Truth”
 1. Discussed possible events related to topic.
 2. Discussed having CTTEL workshops earlier in academic year to help faculty plan for WUmester topic; possibly use CTTEL Teaching Tuesday newsletters over the summer to share resources related to topic. Members requested list of faculty who have previously taught WUmester courses.
 3. Topic was unanimously approved.
- V. Discussion Items
 - a. Use of Pronouns
 - i. Students have come to the Office of Diversity and Inclusion and requested that more faculty and staff on campus share their pronouns, including in email signatures.
 - ii. Committee discussed encouraging faculty, staff, and students to share their pronouns and lead by example.
 1. Suggested that diversity and inclusion index page include a link about the importance of sharing pronouns.
 2. Dorantes also offered a segment on the Gaypril YourWSGA podcast wsga.diversity@washburn.edu

- iii. Committee also discussed reasons members of campus community may not want to share their pronouns.
 - b. CTEL Inclusive Pedagogies Research Group (Miller and Grant)
 - i. Seven members working on inclusive pedagogy research in their classes. Group will continue meeting this summer as part of the CTEL writing group (see c. ii. 2 below). Summer goal is for participants to complete drafts of journal articles. Fall goal is to present at a conference and in CTEL sessions.
 - c. Spring CTEL programming related to diversity and inclusion and upcoming summer opportunities
 - i. Spring
 - 1. Responsive Teaching: Seeing Our Students for Who They Are. This is a group of 12 people focused on primer in inclusive pedagogy.
 - 2. Free Your Mind Departmental Antiracist Pedagogy. More advanced dive into antiracist pedagogy.
 - ii. Summer
 - 1. First-Generation Course Redesign: Same curriculum that was offered last summer will be offered again this summer.
 - 2. Writing and Publishing Articles about Inclusive Teaching: Six-day boot camp in which participants will draft an article and seek to publish it.

VI. Announcements

- a. NCORE will be held virtually this year June 8–11. Registration is now open. If you register before April 30, registration is \$300 to attend the entire conference. You can also buy a day pass for \$100. The D&I office is working to get a group rate, as well. Reach out if you are interested in attending.
- b. Upcoming CTEL workshop Motivating and Supporting Inclusive Pedagogies: Lessons Learned from Washburn Faculty. April 20 @ 2 PM.
- c. Website to promote Fall diversity courses www.washburn.edu/dicourses
- d. Flyers attached:
 - i. Affinity Group Flyer
 - ii. Campus Climate Reporting Flyer
 - iii. Fall AAADS Flyer

Guidelines for ADIC Discussions, adapted from Sensoy and DiAngelo (2014)

- Strive for intellectual and cultural humility. Be willing to grapple with challenging ideas.
- Differentiate between opinion and informed knowledge, which comes from sustained experience, study, and practice.
- Hold your opinions lightly and with humility.
- Recognize that anecdotes overlap with lived experience; understand the certain value--but also limitations--that anecdotes have in discussions of social justice. Don't allow personal anecdotal evidence to invalidate broader group-level patterns.
- Seek to understand others from the cultural and experiential contexts they are coming from, especially if they are not those of the dominant group.
- Commit to welcoming feedback about how your words/actions might have affected someone else, regardless of your intent.
- Notice your own defensive reactions and attempt to use these reactions as entry points for gaining deeper self-knowledge, rather than as a rationale for closing off.
- Listen and seek to understand before responding with defensiveness, especially in regard to intent. Consider that feelings may be opportunities for discussion and growth.
- Recognize how your own social positionality (e.g., race, class, gender, sexuality, ability) informs your priorities, perspectives, and reactions to committee discussions.
- Differentiate between safety and comfort. Recognize that discomfort is necessary for social justice growth.
- Listen and seek to understand before responding with defensiveness, especially in regard to intent. Consider that feelings may be opportunities for discussion and growth.
- Identify where your learning edge is and push it. For example, whenever you think, "I already know this," ask yourself, "How can I take this deeper?" Or, "How am I applying in practice what I already know?"
- Accept that emotion and reason can co-exist. Recognize that silencing emotion in conversations about equity and social justice protects privilege and moves away from having meaningful, constructive discussion.

Assessment Committee Meeting
April 20, 2021, 3:30-4:30 via Zoom

In attendance: Jericho Hockett (chair), Gloria Dye, Bobby Tso, Linzi Gibson, Christa Smith, Melanie Burdick, Emily Grant, Benjamin Reed, Jennifer Ball, Tom Hickman, Debbie Isaacson, Cat Jaynes (administrative support)

Review of Assessment Training

Committee members shared insights from the assessment training that replaced the March's committee meeting.

Training Opportunity

Gloria Dye will facilitate a workshop, *Examining the Yearly Assessment Program Review Process Rubric* on Thursday, April 22, 3:00-4:00. [Register here.](#)

Announcements

- PSLO materials are due by June 30.
- We will set up dates for next year's Assessment Committee meetings soon.

Curriculum Committee
General Request Submission Form

Note: NOT to be used for New Course proposals, which are made on a separate form designed for that specific purpose.

New Program Request: Business Data Analytics Minor

Gail Hoover King

Signature: Gail Hoover King

Date: 2/18/2021

Name (print)	Recommendation	Signature	Date
Area Faculty			
Robert Boncella	Approved	<i>[Signature]</i>	2/18/2021
Akhadian Hamowo	Approved	<i>[Signature]</i>	2/18/2021
Gail Hoover King	Approved	<i>Gail Hoover King</i>	2/18/2021
Pamela Schmidt	Approved	<i>Pamela J. Schmidt</i>	2/18/2021
Rosemary Walker	Approved	<i>Rosemary Walker</i>	2/18/2021
Curriculum Committee Chair			
<i>Thomas Hickman</i>	Approved	<i>Thomas M. Hickman</i>	4/6/21
Faculty Chair			
<i>Sungkyu Kwok</i>	Approved	<i>[Signature]</i>	4/6/21
Dean			
David Sollars	Approved	Digitally signed by David Sollars Date: 2021.04.06 14:20:39 -05'00'	4/6/21
Other (as necessary)			

Curriculum Committee
General Request Submission Form

This form requires information to be provided in two sections: (A) Now, i.e., the current status of the situation, and (B) In the Future, i.e., the change requested and how it will improve the situation in the future.

Change request submitted by SOBU Business Data Analytics Committee, Gail Hoover King, Chair.

(A) NOW:

1. What is the Current Situation which needs to be addressed?

- a. The Business Data Analytics (BDA) major area of concentration has been approved and awareness is growing. However, completing the major requirements is a challenge for some students. Inquiries and interest in the BDA major have shown that students that are not seeking the BBA degree, the requirements for the major is a burden. The inquiries have come from MBA students and advisors outside the SOBU. A minor in Business Data Analytics (BDA) would address and increase student interest in this area of study.
- b. There is a weakness in the skill set for all fields in business. MBA students and students majoring in areas outside of the SOBU have expressed interest in the subject but do not have the time or ability to complete the major. A minor would allow exposure to the discipline and gaining of skill sets to complement and enhance a student's degree and employment prospects.
- c. Faculty in other areas (sociology, history, art, anthropology and honors program) are interested in providing data analytics skills to their students. This is an efficient way to provide a service across campus by using existing resources of the School of Business, the qualified faculty in the area.

2. How long has this situation existed in its current form? The BDA major area of concentration was approved summer 2020 and the interest for something in addition has developed since then. However, the BDA task force had discussed offering a minor once the BDA major was approved.

3. Why is it necessary that it be changed?

This additional offering will provide students the opportunity to study business data analytics and analysis skills that are in demand in multiple disciplines without the added time and financial burden of needing to complete all the SOBU requirements for a degree. Additionally, MBA students and professionals with a degree might find taking completing the requirements for the minor beneficial and less burdensome for their academic as they will have most likely already completed business statistics and MIS courses and do not need the capstone course for

2

(B) IN THE FUTURE:

1. Proposed change. BUSINESS DATA ANALYTICS MINOR

The Washburn University School of Business offers a minor in Business Analytics designed for non-business (non-BBA) students who are interested in enhancing their area of study with the understanding of data analysis. Students must successfully complete 15 hours as specified below.

Required courses:	Hours	Requirements for Minor*
EC 211 Business statistics (MA116 & MA140)	3	
BU 248 Foundations of Data Analysis (EN 101, MA116)	3	
BU 250 Management Information Systems	3	
DA 348 Data Discovery	3	
And one of the following courses: DA 358 Data Methods & Warehousing DA 368 Data Mining & Modeling	3	Minimum 6 hours upper level
Total	15	No less than 15 hours in one discipline

*Requirements for declaring optional minor <https://catalog.washburn.edu/undergraduate/academic-programs-policies/academic-policies/major-minor-progress/>

2. How does the proposed change solve the problem?

The Data Analytics minor will provide non-BBA students with the skill sets necessary to enhance their career. The program was developed based on the BDA major area of concentration and gives students the fundamentals of the data analytics process and the flexibility to choose additional development in the topics that are most relevant to their academic and career objectives. The proposed program is based on the skills identified as relevant to data analytics.

3. What new problem(s) might this proposed change create?

The required resources are the same and not incremental to the resource issues necessary to provide BDA major area of concentration, which are IT personal, faculty, and software.

4. What objection(s) to the proposed change are likely to arise?

None are currently foreseen.

5. Are there any decision deadlines which the Committee needs to be aware of?

Approval in a timely manner in order to allow advertising and information to be made available for fall 2021 enrollment would benefit the planned scheduling of BDA courses for the next academic year.



WUmester 2022

WUmester 2022 will examine the concept of truth from the perspectives of academic disciplines across campus and through a variety of co-curricular programming. It will consider how truth, knowledge, and belief shape the world we live in and the power structures that influence how we come into relation with truth. Ultimately, it will support Washburn's goal of promoting productive and responsible citizenship by encouraging members of our community to speak truth to power and become more discerning consumers, seekers, and interpreters of information.