

Washburn University
Meeting of the Faculty Senate
October 21, 2024 at 3pm
Meeting in Forum Room Hosted by FS Executive Committee

- I. Call to Order
- II. Approve minutes-
 - September 16, 2024 (pages 2-6)
- III. President's Opening Remarks
- IV. WUBOR/KBOR Update- Jim Schnoebelen
 - KBOR
 - WUBOR
- V. VPAA Update - Dr. John Fritch
- VI. Consent Agenda –
 - Faculty Senate Committee Reports-
 - FAC minutes (pgs 7-8)
 - AAC minutes (pg 9)
 - Graduate Counsel minutes (pgs 10-11)
 - University Committee Reports-
 - Assessment Committee Minutes (12-13)
- VII. Old Business
 - FS Action Item 24-14 Corrections to Faculty Senate Constitution (Wagner) (pg 14)
 - FS Action Item 25-1 Middle School Math (Steffen) (pgs 15-17)
 - FS Action Item 25-2 Medical Dosimetry (Kohls) (18-23)
- VIII. New Business-
 - FS Action Item 25-3 Faculty Termination Policy (Fritch) (pgs 24-31)
- IX. Information Items-
- X. Discussion Items-
 - Presentation of Enrollment Numbers (Christa Smith) (pgs 32-37)
 - FS Constitution I.D (pgs 38-39)
- XI. Announcements
 - Shared Governance Speaker will be here November 18th
 - Chartwell's Voice to Vision Survey:
<https://selfserve.decipherinc.com/survey/selfserve/160d/240803>
- XII. Adjournment

Washburn University
Meeting of the Faculty Senate
September 16, 2024 at 3pm
Meeting in Forum Room Hosted by FS Executive Committee

Present: Cook, Dahl, Davies, DeSota, Dickinson, Francis, Fritch, Hansen, Harnowo, Heusi, Holt, Hu, Kendall-Morwick, Lambing, Maxwell, McHenry, Miller, Mosier, Perret, Schmidt, Schnoebelen, Scofield, Smith, Sneed, Steffen, Stevens, Toerber-Clark, Wagner, Williams

Absent: Hartman, Kay, Lolley, Ricklefs,

Guests: Broxterman, Grospitch, Holthaus, Hutchinson, O'Neill, Wade, Worsley, Burdick, Barrett, Erby

- I. Call to Order at 3:03 pm
- II. Approve minutes- Moved by Stevens, seconded by Steffen, motion passed unanimously.
 - August 26, 2024 (pages 2-4)
- III. President's Opening Remarks
 - Remember if you are member of senate, you must attend the meetings for committees you are on. FAC did not have quorum, so couldn't elect a chair. FAC and AAC are meeting next Monday.
- IV. WUBOR/KBOR Update- Jim Schnoebelen
 - KBOR – Schnoebelen will be attending a KBOR event on Thursday
 - WUBOR – met last week. Branding update was discussed, City of Topeka revitalization plan being discussed and funding measure. No real controversy. Information given at the Kickoff (Branding updates, etc) was given to BOR.
- V. VPAA Update - Dr. John Fritch
 - Later this week we will be getting out an agenda for the General Faculty Meeting. Currently the only item is electing a secretary that I know of. Have to meet early in the fall in case there is any pressing business.
 - Quality Initiative in the Fall . Project is selected by President, but will have a committee to screen projects. What is QIP – Required by HLC, as part of reaffirmation/reaccreditation to keep making campus better. Want entire campus and Tech represented. Looking for ideas (1st stage short proposals, small number will be selected for more in depth proposal) CTEL was last big project. Current ideas, standards for online courses, movement to Plass, AI, community involvement/Carnegie community involved campus, etc. No real desired outcome, but should tap into who we are. Steffen – These proposals could be academic/curricular/etc. Fritch – If it doesn't touch the academic side, that is a problem. Provost office will be in charge (J Ball). May combine proposals (100K set aside for it), depending on what the project is, given budget, etc. Lambing – When are initial proposals due? Fritch – not sure, but early November-ish. Encourage it to be larger than department/college/etc. Williams -Who can

submit it? (Individuals, Department, etc) Fritch – All of the above, but get buy in if you are submitting for a group.

- Some topics will be discussed soon. Getting good news from Modern Think and enrollment, about Sept 20th. Foundation Kick-Off happening around homecoming.

VI. Consent Agenda – none

- Faculty Senate Committee Reports-
- University Committee Reports-

VII. Old Business-

VIII. New Business-

IX. Information Items-

- KBOR Math Pathways (Cook) –
- Overview of initiative by KBOR – put together by K Erby
- Statewide initiative encompassing several things: no remedial math courses (MA090, 095, MA108), but co-req classes to give them additional support. (How do you study, background skills, reiteration of things)
- Standardized measures across the state
- Specific courses for particular programs (ie MA112/MA116), MA112 will be split into MA112 and MA1XX Elementary Stats.
- 4 models to choose from for the co-reqs (College Algebra with review, maybe a Co-req time to work on in Math Lab). Do we want different levels of co-req?
- Workgroups started last spring, most work done over the summer. Sets the scores for putting people in courses, Discipline-specific groups for gateway math courses. Cut scores are set (see presentation after minutes)
- Timeline – development this year, next year at least one section of each with co-req, AY27 full-scale launch.
- Must participate if we want full funding (something similar with English, but that is being worked on by them)
- Institutional decisions: Things like credit-hours and charges
- Wagner – What happens if the placement courses end up being too hard for students? Parachute courses?
- Steffen – How are we going to handle the extra costs. Don't want to put extra burden on our students.
- Cook/Fritch – We think it will be a 3 CH course, but students will get extra support time. Appreciate the concern people have for student success, don't want them to just get through a course, but also develop skills. Cook – very appreciative of the administrative position that we want to help students succeed/not put extra burden on them.
- Fritch - Math Department and Sarah have been really thoughtful about the math lab.
- Kendall-Morwick – Are there going to be resources students can work on BEFORE they get into class. Cook – not something we have considered, other than Pearson test.

- Wagner – Will there be a chance for exceptions? Cook - Can be approved by the new degree granting unit but can't just make it a fell swoop option for everyone in the College. They are trying to prevent College Algebra from being the standard for everything.
- Williams – What happens if they are coming from Native American School? What about transfers? Cook – They would have gone to High School, so we would have their GPA. Transfer students are just like we do now.

X. Discussion Items-

- Potential amendment to the Faculty Senate Constitution (I.D.2.) Wagner/Schmidt (pg 5)
- Wagner Introduced by reading statement attached to the Agenda. The changes affected some of the movement of items forward last year, but we don't want to "automatically" change it back to how it was without thinking about it.
- Schmidt – What is role of Faculty Senate and what is role of General Faculty? Faculty Senate is the representative of General Faculty, so should have the ability to pass certain things. BUT some things are so large that maybe they should go forward. When is representation occurring?
- Cook -What is not going forward automatically? Wagner reread lists of items from before and current constitution.
- Steffen – What is purpose of this?
- Ian Smith – There is a perception that Faculty Senate didn't look carefully enough at the Bachelor of General Studies. Would like to point out a "new degree" should be put back in. Need to ask question about how we prevent something like this again.
- Steffen – Looking forward, may need to make sure we put steps in, but don't want to rush.
- Cook – appreciate minimizing what we need to do in General Faculty, and need for quorum, but think new degrees should go back in. Not just due to not having representation but may also cause program duplication.
- Williams – In the vein of adding these back in, but would like stipulations as to why/why not so that no one feels like they are being picked on. Try to compromise streamlining.
- Dickinson – Think about transparency, this helps some people feel like they know what is going on.
- Wagner – That is a reason for having things go forward to General Faculty.
- Miguel – Why are we not having quorum at General Faculty? What needs to be addressed? (Schnoebelen: 33% is what we need for General Faculty quorum)
- Schnoebelen – More classes are being taught which may make it more difficult for people to attend with this extra load.
- Schmidt - One other piece, Faculty Senate can vote to send things forward, some things have to go forward (as listed in the constitution),

twenty faculty can petition to put an item on the agenda. There are many options of getting items put forward.

- JS – Assign this part of the constitution to FAC, and then bring us a proposal.
- Dickinson – Do we have a representative from general faculty?
Schnoebelen – No, since we are all members.

XI. Announcements

- Barrett – Grad fair is coming up and we are asking departments to participate. (See announcement attached.)
- Cook: Lots of students wanting to discuss their academic plan for WU101, will be advising again in 2 weeks. Is there any way to align the two better? (Steffen: SAS is hoping a big meeting will help where students can come (ex 10 am-1 pm). Then they should just have to get PINs to students). Holt will report back to unit, but mentioned Steve Hageman is the FYE contact and Megan Smedjer is in charge of advising. Dickinson – Did SAS create an event to handle WU101? (Steffen: No)
- Cook: Ichabod Statue has varying shades of skin tone (Courtyard of Union). Very proud Washburn is doing this.
- Eric Grospitch – Family Weekend – The great DuBois, a 2-person circus show, no free lunch this year, \$10 for alumni.
- 7 pm next Tues 24th – Russ Jacobs lecture (BTAC)
- Fritch – Thanks for all the work you are doing with Shared Governance. Two quick stories about student success: SON – student who failed for 1st year, got student in correct group to help diagnose issues, etc but graduated as top student in class. Second: After Kickoff for 100th Birthday party for Art museum, ran in for a drink. The guy at counter talked about how his major advisor got him an internship that will turn into the career and his microbiology adviser helped him earn an A. These stories show the impact of faculty on our students' lives.

XII. Adjournment at 4:03

SAVE THE DATE

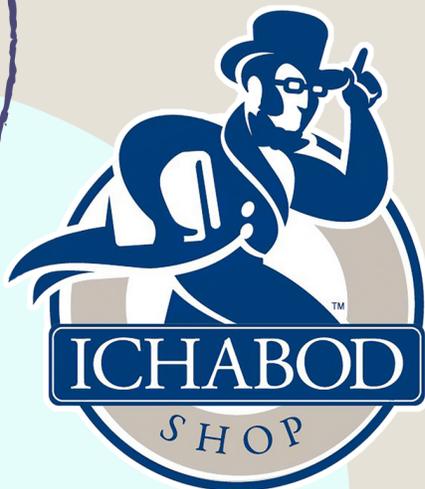
FALL GRAD FAIR 2024

Washburn University

23 OCTOBER
2024

10AM-2PM

COME CELEBRATE OUR
FALL GRADUATES AT
OUR GRAD FAIR EVENT



MEMORIAL UNION
UNDER GROUND

1700 SW COLLEGE AVE.
TOPEKA, KS 66621

Faculty Affairs Committee - Minutes

September 23, 2024

4:00pm – 5:00pm

Lincoln Room – Memorial Union

Members Present:

Miguel Gonzalez-Abellas (for Eric McHenry), Von Hansen, Ashley Maxwell, Shaun Schmidt, Eric Mosier, Barbara Scofield, Thomas Sneed, Jody Toerber-Clark, Tonya Ricklefs, Madeline Lambing, Danny Wade (ex-officio)

Guests: None

1. Call to Order at 4:00 pm by Danny Wade
2. Introductions
3. Appointment of Committee Chair. Barbara Scofield called for nominations. Shaun Schmidt self-nominated himself. There was no discussion. Committee approved.
4. Discussion
 - a. Senior lecturer language in the Faculty Handbook
 - i. Lengthy discussion on this topic which included:
 1. No specific language in the Faculty Handbook except that consideration for promotion can come after five years of service
 2. Each department or area seems to have separate process for lecturer candidates
 3. Lecturers seem to be competing with other lecturers based on economic implications
 4. Lecturers seem to be treated like staff
 5. SOL does not have “lecturers” but uses terms such as visiting lecturer, however, some visiting lecturers have been at the SOL for many years
 6. Departments seem to evaluate lecturers for promotion using different criteria including service
 - ii. After discussion there was consensus that this topic should be further researched, and a plan made for moving forward:
 1. A uniform language regarding process needs to be crafted spelling out criteria for promotion
 2. Determine proper governance procedure for effecting change, i.e., is Faculty Affairs able to develop the proposal or does it have to go through Faculty Handbook
 3. The committee discussed compiling data regarding senior lecturers and each department would provide their policies/processes to Academic Affairs
 4. Academic Affairs will also research and provide data for senior lecturers going back to at least 2017
 5. Research should be done comparing other Kansas colleges and universities regarding their lecturer promotion processes and this

Approved: 10.7.24

committee should consider multi-year contracts and two-tier promotion processes.

- b. Faculty Senate Constitution amendment I.D.2.
 - i. General discussion comparing the 2005-2023 language with 2024 present language
 - ii. Discussion was had regarding which items could be approved by Faculty Senate and which should be presented to General Faculty.
 - iii. Suggested guidelines included items impacting curriculum and delivery; significant vs. non-significant changes
 - iv. Shaun Schmidt will draft an agenda item with proposed changes for next meeting
 - v. It was also suggested that General Faculty agenda should be presented to the Faculty Senate Executive Committee for review and suggestions
- 5. Announcements
 - a. Next meeting is scheduled for Monday, October 7, 2024, at 4:00pm in the Lincoln Room.
- 6. Adjournment
 - a. With no further business Shaun Schmidt adjourned the meeting at 4:58pm.

Notes taken by Beth Mathews

Academic Affairs Meeting Minutes

Monday, September 23, 2024 at 3:00pm

In-person, Memorial Union – Lincoln Room

Attendees: Beth O'Neill (ex-officio), Sarah Cook, Tracy Davies, Dion Harnowo, Michelle Heusi, Sarah Holt, Jim Schnoebelen, Barbara Scofield, Cherry Steffen

The meeting was called to order by the committee at 3:07pm.

- I. Action Items
 - a. Elect Chair
 - i. Discussion occurred and Tracy Davies was unanimously voted as chair of the committee.
 - b. Review CourseLeaf program proposal form and discuss workflow approval process.
 - i. Holly Broxterman reviewed the new program proposal with the committee and walked the committee through the CourseLeaf workflow governance process.
 - ii. The committee discussed and agreed that an invitation to the proposal originator will be sent by Holly Broxterman when their proposal is on the committee agenda. The originator will be invited to discuss their proposal with the committee before committee votes.
 - iii. The committee also discussed the desire to be notified about the proposals sooner than the agenda. Holly Broxterman will set up CourseLeaf to send an FYI email to each of the committee members when the proposal is sent to the Academic Affairs Committee queue. Holly will send an example out to the committee, so they know what to expect from the FYI email.
- II. There being no further business to discuss, a motion was made by Cherry Steffen and seconded by Jim Schnoebelen to conclude the meeting. The committee unanimously agreed. The meeting ended at 3:31 pm.

Minutes taken by Holly Broxterman.

Graduate Council Minutes

Monday, May 6, 2024

Via Zoom

Attendees: Jennifer Ball (ex-officio), Leah Brown, (ex-officio), Tracy Routsong, Jim Schnoebelen, Danny Funk, Zenova Williams, Tracy Davies, Becky Dodge, Sarah Holt, Dave Provorse, Michele Reisinger, Barbara Scofield, Michael Rettig, Lydia Diebolt

Not present: Emily Grant (ex-officio), Pat Dahl

Notes taken by: Beth Mathews

- I. Call to Order - The meeting was called to order by Jim Schnoebelen at 12:01pm.
- II. Approval of Minutes
 - a. A motion was made by Sarah Holt and seconded by Lydia Diebolt to approve the April 1, 2024, minutes. Motion approved.
- III. Old Business - none
- IV. New Business - none
- V. Discussion
 - a. Do graduate programs need common residency requirements for graduate certificates – Jennifer Ball
 - i. Background information was shared by Jennifer Ball and informed the committee that at this time WU does not have an official policy
 - ii. Committee members shared that certain programs to have some requirements based on clinical or competency standards
 - iii. After additional discussion it was noted that there does not seem to be a compelling reason for a standard/common residency requirement and the decisions should be left to each program need
 - iv. Jennifer Ball indicated she would make a note of the discussion
 - b. Graduate level writing course – Barbara Scofield
 - i. It was shared that the launch of a graduate level writing course would take effect in fall 2025
 - c. FHS Trauma and Recovery Graduate Certificate – Zenova
 - i. After follow up with the department, students can enroll in the course even if they don't want to declare the certificate
 - ii. If class sizes start to get too full it will be discussed at the department level

- VI. Announcements
 - a. Slate update – Leah Brown
 - i. Getting close on completion of inquiry form
 - ii. Will continue with 1:1 meetings
 - iii. If there is anyone working on this from your respective department that is not available over the summer, please share an alternate contact person with Leah
 - b. Phased retirement – Jennifer Ball
 - i. She will be starting phased retirement on July 1 so will no longer be working with this committee. She expressed her thanks to everyone and will be available for questions or guidance in the future
 - c. MSW – Lydia Diebolt
 - i. Shared she will be stepping down as the program director at the end of this academic year. She is not aware at this time who her replacement will be.
 - ii. She also expressed her thanks to the committee members
- VII. Adjournment – there being no further business to discuss, Jim Schnoebelen concluded the meeting at 12:17pm.

Assessment Committee Meeting Agenda

August 28, 2024

Committee Members in Attendance

Kelly McClendon, Melanie Worsley, Kara Kendall-Morwick, Paul Mallory, James Barraclough, Eric Mosier, Ben Reed, Chris Jones, Caren Dick for Debbie Isaacson, Kwok-Pong Tso, Rhonda Boeckman, Bassima Schbley, Emily Grant, Steve Hageman, Emma Anderson

Agenda

- I. Introductions: Kelly McClendon
Welcome to new members
- II. Welcome from Melanie Worsley
Melanie acknowledges the continued efforts of the Assessment Committee
Introduction of the Assessment-At-A-Glance document – Kelly McClendon
Reminding everyone of the Academic Assessment webpage. The webpage features a copy of the At-A-Glance document, training videos and more.
- III. Overview of Assessment Activities for AY2024-2025
 - a. Program Assessment: Program Annual Assessment Reports due **August 31, 2024** for Nursing, Business, Interdisciplinary Studies, and Creative and Performing Arts in College of Arts and Sciences using Taskstream for the last time. The September meeting of this committee will not be a meeting, but rather will be in the form of a norming retreat for committee members reviewing Annual Assessment Reports on September 18th. There is an Assessment Committee D2L course which has the training materials for reviewing Assessment Reports-Caren Dick will clarify with Debbie Isaacson about rating program reports.
 - i. **Norming/Reviewing Retreat Wednesday , 9/18 at 2-4 PM, Cottonwood Room**
 - ii. Training Materials on D2L – Assessment Committee “course”
 - b. USLO scores and University-wide assessment –
 - i. artifact submission in 2023-2024: Critical/Creative Thinking USLO scores were collected from General Education courses using a platform that is no longer supported as of June 30th. We now have Student Learning and Licensure (SL&L) in Watermark to report the USLO scores. This program was piloted over the summer and will roll out for all Gen Eds this fall. The new program will allow a quick view of the data available to faculty, chairs and deans. Faculty can see the data themselves, immediately in SL&L
 - ii. Chris Jones and Paul Mallory ask for clarification on whether SL&L can take learning objectives and outcomes from D2L: This has not been piloted, but could be possible. Kelly and the Assessment Team are investigating this.
 - iii. Paul Mallory suggests this feature, as it may help to facilitate more buy-in.
 - iv. Bassima Schbley asks if SL&L can do other types of reporting in addition to descriptive reporting, Kelly confirmed it will generate multiple types of reporting via charts.
 - v. Ben Reed suggests the ability to upload a spreadsheet into SL&L. This is not possible, but Kelly will show faculty faster ways of clicking through reporting.

- vi. Melanie Worsley explains that SL&L has multiple features in addition to the features we are piloting right now.
- vii. Kelly reassured everyone that both Watermark and Academic Assessment are here to help faculty in navigate reporting scores in the new program.
- c. University-wide Assessment for Oral and Written Communication USLOS and QSR USLO:
 - i. This year, EN 300 essays will be taken as artifacts. This class is going away as a core requirement.
 - ii. Rhonda Boeckman asks about instructors who allow AI and if this could impact the samples from EN 300 this year.
 - iii. Kara Kendall-Morwick explains the AI policies which are present in the syllabi for many English courses and that this is a potential point to address when training faculty to rate new English essays
 - iv. Faculty will rate the artifacts anonymously. The EN 300 artifacts will serve not for EN 300 specifically, but for university-wide USLO assessment
 - v. Chris Jones asks about gathering data on campus-wide writing development in the future. Melanie Worsley-we will no longer have a university-wide core requirement for writing. How will we assess writing? This will be a further conversation, but for now EN 300 will be assessed. Melanie Worsley suggests eventually forming a subcommittee for this.
 - vi. Rating artifacts from EN 300 this academic year will still allow us to assess effective teaching of written communication
 - vii. Kelly McClendon calls for an ad hoc committee to choose which test to be given to seniors to assess QSR
 - 1. **Ad Hoc Committee** — Bassima Schbley, Jericho Hockett, Christa Smith, Joshua Huston, and Kelly McClendon will serve on the committee
- IV. Assessment Grants - **Due September 20, 2023 and April 4, 2024**
 - i. **Grants Subcommittee**- Rhonda Boeckman, Bassima Schbley, Eric Mosier, Ben Reed
- V. Assessment Extravaganza – Feb. 11, 2025 Falling in Love With Assessment All Over Again
Assessment Extravaganza Subcommittee- Chris Jones, Emily Grant, Zenova Williams,
- VI. Assessment Awards - Spring 2024- located on the Assessment website. Two department winners: Philosophy and Religious Studies, Leadership
 - a. **Awards subcommittee** for 2024-2025: Bobby Tso, James Barraclough, Steve Hageman, Debbie Isaacson, Tom Hickman
- VII. Kelly will ask members not in attendance to fill in subcommittee spots.
- VIII. USLO Assessments from AY2023-2024 in the areas of CCT (Critical and Creative Thinking) Report
 - a. Kelly McClendon presented for Josh Huston and Christa Smith. Overall score of nearly 80%, meeting target or advanced
 - b. Paul Mallory moves to accept the report. Melanie Worsley seconds the motion. The motion is accepted unanimously
- IX. Norming/Reviewing Retreat Wednesday , 9/18 at 2-4 PM, Cottonwood Room
- X. Next Committee Meeting will be October 23, Cottonwood Room, 2pm.

Meeting adjourned by Kelly McClendon at 2:52 pm.

FACULTY AGENDA ITEM

Date: *November 20, 2023*

Submitted by: *Tracy Wagner, x 1752*

SUBJECT: *Correction of typographical error in Faculty Senate Constitution*

Description: *During the 2022-2023 Academic year, Faculty Senate passed a major overhaul of the Constitution. Despite the fact that multiple people worked on it and looked over the material, we have found an error (VI. H. 5.) which is clearly typographical in nature, but affects the regular operation of one of Faculty Senate's Subcommittees. Additionally, we would like to add the word "calendar" to section V F to make it clear that it is five calendar days.*

Rationale: *This is being recommended because it is clear that the intent was for agendas for the Faculty Senate AND all subcommittees go out five calendar days in advance of the meeting. (The requirement for publishing agendas has been lessened from six days to five days for the Faculty Senate and the subcommittees as found in Sections V.F, VI.E.5, VI.F.5, and VI.G.5. (as proposed).)*

(This is true for all the groups, except the for the Faculty Affairs Committee which still says six calendar days (from the previous version.) It is imperative that all portions of the Constitution are consistent in reference to each other so the proposal is to correct this minor error. (For ease of reading, the specific sections have been highlighted.)

Financial Implications: *None*

Proposed Effective Date: *Immediately after passing approval of the Faculty Senate.*

Request for Action: *Approval by Faculty Senate*

Approved by: *Faculty Senate on 12-4-2023*

Attachments Yes No

Program Change Request

New Program Proposal

Date Submitted: 09/09/24 2:19 pm

Viewing: : **Middle Grades Math, BEd**

Last edit: 10/08/24 2:00 pm

Changes proposed by: Cherry Steffen (cherry.steffen)

Proposal Information

Effective Catalog Edition	2024-2025	<i>All proposals with the 2025-2026 catalog edition date will be effective Fall 2025.</i>
Subject	New Education Program: Middle Grades, Math BEd	
Description of Proposal	New program that allows students to prepare for licensure in Math. The existing STEM program is middle grades math and science. This program will focus on Math only.	
Reason(s) for Proposal	Other	
Describe in detail the reasons for the proposal	Student are specifically interested in middle grades math only.	
Will this proposal require additional faculty or impact faculty load?	No	
Will this proposal require additional infrastructure support?	No	
Is there supporting documentation attached to this proposal?	No	<i>Attach your supplemental files below</i>

Program Information

Program Title	Middle Grades Math, BEd	
Department	Education	
College	School of Applied Studies	
Degree Level	Undergraduate	
Degree to be Offered	Bachelor of Education (BED)	
Related Degree		
Concentration		
CIP Code	131311 - Mathematics Teacher Education.	
Program Code	<i>Program codes are managed by the Registrar team. For new programs, codes will be assigned after final approval.</i>	
Is this program an interdisciplinary program?	No	
Is this program offered completely online?	No	
Does this program lead to a teaching certification?	Yes	

In Workflow

1. Acad Ops
2. ED Chair
3. Library
4. SAS Curr Policy Chair
5. SAS Dean
6. SAS Fac Council Chair
7. Governance Check
8. AA Committee
9. Faculty Senate - Governance Check
10. Final Acad Ops
11. Registrar

Approval Path

1. 09/09/24 2:57 pm
Holly Broxterman (holly.broxterman):
Approved for Acad Ops
2. 09/09/24 3:05 pm
Cherry Steffen (cherry.steffen):
Approved for ED Chair
3. 09/10/24 6:08 am
Sean Bird (sean.bird):
Approved for Library
4. 09/16/24 3:12 pm
Michelle Shipley (michelle.shipley):
Approved for SAS Curr Policy Chair
5. 09/16/24 3:38 pm
Zach Frank (zach.frank):
Approved for SAS Dean
6. 09/30/24 11:03 am
Michelle Shipley (michelle.shipley):
Approved for SAS Fac Council Chair
7. 10/01/24 9:53 am
Holly Broxterman (holly.broxterman):
Approved for Governance Check
8. 10/08/24 2:55 pm
Holly Broxterman (holly.broxterman):
Approved for AA Committee

Admission and Curriculum

Does the program have specialized admission requirements? Yes

If yes, please explain: Same as other education programs

Total Number of Credit Hours for the Degree Curriculum 120

Degree Requirements

In addition to the requirements stated below, students must complete 34-35 hours of [General Education](#), all requirements for a Bachelor of Education degree, and any additional hours needed to reach the minimum 120 credit hours required for graduation. Some of the courses below may also fulfill general education or other degree requirements.

Required Courses Inside Department

Pre-Admission Professional Education Courses

ED 155	Teaching, Learning, Leadership	3
ED 285	Educational Psychology	3
Subtotal		6

Post-Admission CORE Education Courses

ED 165	Ed. 1, Examining Teaching as a Profession: Diversity 1, Literacy 1, Technology 1	3
ED 275	Ed. 2 Exploring Teaching as a Profession (Classroom Management 1, Diversity 2, Technology 2) Ed. 2	3
ED 295	Ed. 3 Experiencing Teaching as a Profession (Classroom Management 2, Diversity 3, Literacy 2)	3
ED 302	Teaching Exceptional Learners	3
ED 319	STEM Practicum I	1
ED 321	STEM Practicum II	1
ED 340	Teaching in Adolescent Middle Level Environment	2
ED 349	Middle Level Mathematics Practicum	1
ED 354	Curriculum and Assessment	3
ED 395	Ed. 4 Extending Teaching as a Profession (Classroom Management 3, Literacy 3, Technology 3)	3
ED 415	5th-8th Grade Student Teaching	12
Subtotal		35

Required Courses Outside Department

Required Mathematics Courses

MA 116	College Algebra	3
MA 117	Trigonometry	3
MA 140	Statistics	3
MA 151	Calculus & Analytic Geometry I	5
MA 200	Number & Operation for Elementary Teachers	3
MA 201	Geometry, Proportion & Data Analysis for Elementary Teachers	3
MA 204	Number Theory and Discrete Math for Middle School Teachers	3
MA 260	Introduction to Number Theory	3
MA 281	History of Early Mathematics	1
MA 320	Mathematics for Middle School Teachers	3
Subtotal		30

Other Required Courses

CN 150	Public Speaking	3
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PY 211	Adolescent Psychology	3
WU 101	The Washburn Experience	3
Subtotal		9
Total Hours		80

Supplemental Files

Reviewer **Beth O'Neill (beth.oneill) (10/07/24 4:06 pm)**: Per amendment in Academic Affairs Committee, ED 340 and ED 349 were added, and MA 131 was removed as an "or" option and MA 151 is instead the required course.

Comments **Beth O'Neill (beth.oneill) (10/08/24 2:00 pm)**: Per Michelle Shipley, SAS is in agreement with the changes made to the program during Academic Affairs Committee, and is supportive of it moving forward to Faculty Senate.

Program Change Request

New Program Proposal

Date Submitted: 09/10/24 12:10 pm

Viewing: : **Medical Dosimetry**

Last edit: 10/14/24 2:08 pm

Changes proposed by: Holly Broxterman (holly.broxterman)

Proposal Information

Effective Catalog Edition	2025-2026	<i>All proposals with the 2025-2026 catalog edition date will be effective Fall 2025.</i>
Subject	New Program - Medical Dosimetry	
Description of Proposal	New Program- Medical Dosimetry There is a need for accredited educational programs in Medical Dosimetry. Washburn is uniquely positioned to create and support a new program that would help alleviate the projected shortage of certified Medical Dosimetrists in radiation oncology. This program would also offer an additional graduate degree option for health care professionals.	
Reason(s) for Proposal	Labor Market Data Other	
Describe in detail the reasons for the proposal	<p>The 2020 American Association of Medical Dosimetrists (AAMD) Medical Dosimetry Workforce Study indicated that there will be a steady increase in the demand for certified medical dosimetrists due to a surge in retirement rates and rising cancer incidence. Since 2017, medical dosimetrists are required to graduate from a Joint Review Committee on Education in Radiologic Technology (JRCERT)-accredited program to be eligible to take the national certification board exam. However, there are only a small number of accredited programs, and the number of graduates will not be enough to fill the projected job vacancies. Recently, the JRCERT and AAMD reached out to existing JRCERT-accredited Radiation Therapy programs, including Washburn, to explain the urgent need for additional programs in medical dosimetry.</p> <p>A Hanover Research Report concluded that Washburn should establish a Medical Dosimetry program if the 'investment is minor and if there is a strong internal pipeline' of students. SAS representatives distributed surveys to Radiation Therapy Program graduates to assess interest in a Medical Dosimetry Program. Overall, the response was favorable. 60% of graduates who responded were interested in becoming a medical dosimetrist. Of those graduates, 93% said they would 'absolutely' return to Washburn if we had a medical dosimetry program.</p> <p>SAS and the Allied Health Department believe that a new Medical Dosimetry Program should be created to help alleviate the projected shortage of certified medical dosimetrists in the radiology oncology market. The program would be organized similar to the existing Radiation Therapy program, which has a long tradition of producing high-quality radiation oncology professionals. This program would offer an additional graduate degree option for allied health professionals and would attract a reasonable number of radiation therapists from across the country.</p>	
Will this proposal require additional faculty or impact faculty load?	Yes	
If yes, please explain:	Full-time faculty position will be needed to teach courses administer the program.	
Will this proposal require additional infrastructure support?	No	
Is there supporting documentation attached to this proposal?	Yes	<i>Attach your supplemental files below</i>

In Workflow

1. Acad Ops
2. AL Chair
3. Library
4. SAS Curr Policy Chair
5. SAS Dean
6. SAS Fac Council Chair
7. Governance Check
8. Grad Council
9. Faculty Senate - Governance Check
10. Final Acad Ops
11. Registrar

Approval Path

1. 09/10/24 12:29 pm
Holly Broxterman (holly.broxterman):
Approved for Acad Ops
2. 09/10/24 2:30 pm
Mark Kohls (mark.kohls):
Approved for AL Chair
3. 09/11/24 5:39 am
Sean Bird (sean.bird):
Approved for Library
4. 09/18/24 1:15 pm
Michelle Shipley (michelle.shipley):
Approved for SAS Curr Policy Chair
5. 10/03/24 1:07 pm
Zach Frank (zach.frank):
Approved for SAS Dean
6. 10/03/24 1:09 pm
Michelle Shipley (michelle.shipley):
Approved for SAS Fac Council Chair
7. 10/03/24 2:08 pm
Holly Broxterman (holly.broxterman):
Approved for Governance Check
8. 10/14/24 2:06 pm
Beth Mathews (beth.mathews):
Approved for Grad Council

Program Information

Program Title	Medical Dosimetry
Department	Allied Health
College	School of Applied Studies
Degree Level	Graduate
Degree to be Offered	Master of Science (MS)
Related Degree	
Concentration	
CIP Code	510907 - Medical Radiologic Technology/ Science - Radiation Therapist.
Program Code	<i>Program codes are managed by the Registrar team. For new programs, codes will be assigned after final approval.</i>
Is this program an interdisciplinary program?	No
Is this program offered completely online?	Yes
Does this program lead to a teaching certification?	No

Admission and Curriculum

Does the program have specialized admission requirements?	Yes
If yes, please explain:	Students will need to meet specific admission requirements. This is a graduate level program.
Total Number of Credit Hours for the Degree	44
Curriculum	

Required Courses Inside Department

AL 630	Foundations of Radiation Oncology	3
AL 632	Cross-sectional Anatomy in Medical Dosimetry	3
AL 634	Oncology Principles I	3
AL 636	Radiation Oncology Treatment Planning I	4
AL 638	Radiation Physics	3
AL 640	Ethics & Professionalism in Medical Dosimetry	2
AL 644	Oncology Principles II	3
AL 646	Radiation Oncology Treatment Planning II	4
AL 648	Research Methodology in Medical Dosimetry	3
AL 650	Quality Improvement in Radiation Oncology	2
AL 660	Medical Dosimetry Clinical I ¹	4
AL 665	Medical Dosimetry Clinical II ¹	4
AL 670	Medical Dosimetry Clinical III	3

Total Hours	44
-------------	----

1

Part-time students would be given the option of taking AL 660 and AL 665 for 2 credit hours and would take each of those two separate times in different years.

Supplemental Files [AAMD JRCERT Letter to RTT Programs October 2022 Final Nov 26 2022.doc](#)

Reviewer **Beth Mathews (beth.mathews) (10/14/24 2:08 pm)**: Approved by graduate council via email

Comments vote on 10.14.24 - bm



Dear Radiation Therapy Program Director:

As leaders of the American Association of Medical Dosimetrists (AAMD) and the Joint Review Committee on Education in Radiologic Technology (JRCERT), we are writing to share some insights into the radiation oncology profession that will soon be impacting healthcare facilities and their ability to provide quality radiation oncology services to patients. As you are aware, medical dosimetrists are an integral component in radiation oncology services, yet we are facing a critical shortage of these professionals. Radiation therapy programs may be able to have a positive impact on this looming crisis.

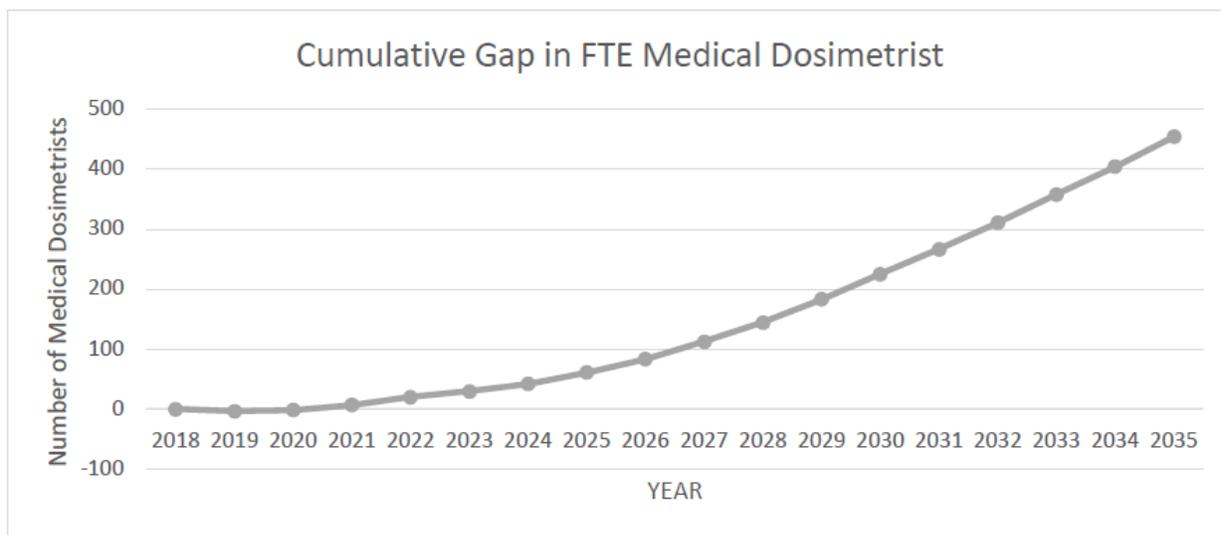
The AAMD recently conducted comprehensive research on the subject of the medical dosimetry profession that was published in the *2020 AAMD Workforce Study*. Following is an excerpt from the final report:

“In 2020, supply approximately equals demand, between 2021 and 2035, the undersupply will grow from 10 to nearly 50 Medical Dosimetrists less than the number of positions open per year. The model predicts the undersupply is expected to steadily increase with the continued increase in cancer incidence as well as the surge in retirement around 2028-2030 when all baby boomers will be over 65 leading to a possible surge in retirement rates. The cumulative effect will be a potential shortage of over 400 Medical Dosimetrists by 2035 given no changes in workload per Medical Dosimetrist or change in cancer incidence.”

The major issues facing medical dosimetrists between 2020 and 2035 are:

- The rate of retirement continues to rise and is anticipated to peak between 2025 and 2030.
- Cancer incidence will grow gradually based on population dynamics leading to an increase of approximately 30% by 2035.
- The 2017 requirement of completion of a JRCERT-accredited educational program for certification eligibility for medical dosimetry remains the driving factor controlling workforce supply.
- The growth and evolution of artificial intelligence into treatment planning will shape the work of the medical dosimetrist, though projected gains in work efficiency still demonstrate shortages in the workforce.

These key points are illustrated in the graphic below from the *2020 AAMD Workforce Study*.



As you can see, the findings point toward an impending shortage of medical dosimetrists; therefore, there is a dire need to educate more medical dosimetrists to fill the needs of clinics in the coming years. Since your institution currently houses a JRCERT-accredited radiation therapy program, we would like your organization to consider starting a JRCERT-accredited medical dosimetry program.

We know this sounds daunting, but several dosimetry programs built on parallel existing radiation therapy programs find key advantages, including existing infrastructure, shared resources, shared classes, overlap in educators and clinical sites, experience with accreditation and proposals process, using existing materials to assist with accreditation and curriculum development. Additionally, this may also serve as a pathway for current radiation therapists to advance to medical dosimetrists, serving as a recruitment source for some institutions and their clinical sites.

To assist in this joint venture, we have provided resources to provide information about starting a medical dosimetry program. The general guidelines and Frequently Asked Questions are included in this communication.

We would be happy to discuss potential program development and associated processes. AAMD Formal Education Committee Co-Chair Mellonie Brown-Zacarias can put you in touch with medical dosimetry program directors and clinical preceptors to share their experiences. She can be contacted at mellonieb9@aol.com.

The JRCERT is also committed to assisting in the development and accreditation of medical dosimetry programs. There are numerous resources available at www.jrcert.org. You may contact them with questions at email@jrcert.org.

Thank you for your time and consideration in learning more about this significant healthcare matter. Please contact us directly if you are interested in learning more about starting a medical dosimetry program and helping to avert this critical issue.

Best regards,

Valerie Coffman, CMD

Member-at-Large

AAMD Board of Directors

valerie_coffman@yahoo.com

Leslie Winter, M.S., R.T.(R)

Chief Executive Officer

JRCERT

lwinter@jrcert.org

FACULTY AGENDA ITEM

Origination Date: 10/16/2024

Current Date: 10/21/2024

Submitted by: John Fritch, Provost & Vice President of Academic Affairs

SUBJECT: Faculty Handbook Termination Policy

Description: Revision of the Faculty Handbook termination policy

Rationale: Determination was made that the termination policy needed to be substantially revised to include more details regarding the process and protections for faculty members. The final version is attached.

Financial Implications: None

Proposed Effective Date: Upon approval by the President and Washburn University Board of Regents

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

Approved by: *Faculty Senate on date*

General Date on date

WUBOR on date

Attachments Yes No

V. Procedures for Termination for Cause

A. General Statement

A faculty member may be disciplined, or dismissed, for cause on grounds including but not limited to (1) academic dishonesty; (2) acts of discrimination, including harassment, prohibited by law or University policy; (3) acts of moral turpitude substantially related to the fitness of faculty members to engage in teaching, research, service/outreach and/or administration; (4) theft or misuse of University property; (5) incompetence in the performance of material assigned duties in teaching, research and/or service; (6) refusal to perform reasonable assigned duties in teaching, research and/or service; (7) engaging in or substantially contributing to actions materially disruptive to the effective operations of the faculty member's academic unit, division, or University; (8) use of professional authority to exploit others; (9) violation of University policy substantially related to performance of faculty responsibilities (including University internet); and (10) violation of law(s) substantially related to the fitness of faculty members to engage in teaching, research, service/outreach and/or administration. The procedure that will be followed when terminating the employment of a faculty member for cause is discussed below.

B. Pre-termination Resolution Process

Before a recommendation for termination or a decision to terminate for cause is made, certain interactions, at a minimum, should have already occurred. For units that have department chairs, there should have been communication between the department chair and the faculty member who has one or more problematic issues that would suffice as grounds for termination for cause as set out above. If that communication does not result in prompt resolution of the problem or a Performance Improvement Plan ("PIP"), then the department chair (or analogous position) shall arrange for a Pre-termination Resolution Process meeting between the faculty member, the department chair (or analogous position), and the Dean. For units without department chairs, the initial meeting shall be between the faculty member and the Dean. Notice of the meeting shall be in writing and shall indicate that the meeting is for a pre-termination resolution process pursuant to the Faculty Termination processes in the faculty handbook. If there is no intent by the Dean to make a recommendation for termination or suspension at the conclusion of the meeting, regardless of the outcome, then the meeting is not considered a pretermination resolution process meeting, and this written notice is not required. For all units, if the meeting with the Dean results in immediate resolution of the issue(s) or if a PIP is implemented, then the matter would not proceed further towards termination at that time. However, IF THE CONDUCT OF THE FACULTY MEMBER IN THE JUDGMENT OF THE PROVOST/VICE PRESIDENT OF ACADEMIC AFFAIRS ("Provost"), AFTER CONSULTING WITH THE DEAN, POSES A SUBSTANTIAL RISK TO THE SAFETY OF OTHERS, then the Pre-termination Resolution Process described in this paragraph may be disregarded and the Dean may move directly to the Formal Termination Process.

C. Employment status pending completion of University processes

1. The title, compensation and benefits of the faculty member shall continue through the process until the President's determination is issued. The Provost, in consultation with the Dean, may re-assign the faculty member to other duties or no duties at any time pending the resolution of University's process as the Provost deems appropriate, however, such reassignment is not intended and shall not be used to create any undue hardship on the faculty member's ability to fully participate in the Procedures for Termination for Cause.
2. The Provost may suspend the faculty member without pay, at any time during the pendency of the University's process, if the conduct of the faculty member in the judgment of the Provost poses a substantial risk to the safety of others, or that there is a substantial disruption to the operations of the academic unit, division, or University. This decision shall be provided in writing to the faculty member. Such suspension without pay is not intended and shall not be used to create any undue hardship on the faculty member's ability to fully participate in the Procedures for Termination. This action is considered an extraordinary sanction and should be used only when there is no other option available to fully protect the interests of the University.
 - a. The faculty member may request, within three business days of the written notice of suspension without pay, a meeting with the Provost to review the suspension without pay. This meeting shall occur as soon as practicable but no later than five business days from the date of the request for meeting unless agreed to by the Provost and faculty member. If the faculty member requests a review of the suspension without pay, the faculty member shall continue to be paid until the Provost's decision after review is issued.
 - b. The faculty member may present any information to the Provost that the faculty member believes is relevant to show why the faculty member should not be suspended without pay pending resolution of the matter.
 - c. The Provost, after considering the information presented by the faculty member, shall notify the faculty member within two business days if the suspension without pay remains in place. The Provost's decision shall be final and not subject to further review by the University.
 - d. If the faculty member is not terminated at the end of the process, then the faculty member shall receive compensation for pay lost during the period of suspension without pay.

D. Definitions and information:

- Calculation of Time:

- All time periods referenced in this process are stated in calendar days unless otherwise indicated.
- “business day” shall mean any day that is not a Saturday, Sunday, or a day that the University offices are closed.
- If the last day of a time period occurs on a Saturday, Sunday or day that the University offices are closed, then the time period shall continue to the next business day.
- If University offices are closed three or more consecutive weekdays, such as winter break or due to weather, then those weekdays and any intervening weekends and holidays shall not be included in the calculation of the time period.
- The term “meeting” (other than for the hearing before the Faculty Discipline Review Committee) is intended to be a meeting between the named individuals in the same room. Meetings are intended and preferred to be in-person. If, however, the individuals cannot meet in-person, meeting by virtual platform, such as Zoom, is acceptable. If the faculty member requests the meeting occur by virtual platform, as long as such meeting can occur with the technology available to all of the parties, the request shall be granted.
- If at any time during the process, the Provost or the President are unable or otherwise unavailable to complete their obligations in a timely fashion, they may designate another person employed at the University to perform the duties described in this process.
- Any time period set out in this process may be extended by agreement of the parties. This agreement shall be in writing, which can be satisfied by email communications between the parties.
- If the faculty member is unavailable for a period of time due to Family Medical Leave Act as reviewed and approved by the Department of Human Resources, then any pending time period in this process shall be stayed until such time the faculty member becomes available to participate in the process.

E. FORMAL TERMINATION PROCEDURE FOR ALL FACULTY WHO ARE NOT TENURED

STEP 1: If the Pre-termination Resolution Process does not result in immediate resolution of the problem(s) and no PIP is implemented, or if the Dean determined that the Pre-termination Resolution Process should be disregarded per Section B above, the Dean, after consultation with the Provost, shall notify the faculty member that he/she is terminated from his/her faculty position effective immediately. The notification shall be in writing and shall state the cause(s) that are the basis for the Dean’s decision.

STEP 2: The faculty member shall have seven (7) days to file a written request for appeal with the Provost. The written appeal should state all reasons that the faculty member desires the Provost to

consider as part of the appeal. If no appeal of the Dean's decision is timely made, then the termination of the faculty member becomes final and not subject to further review by the University.

STEP 3: If the faculty member does submit a written appeal with the Provost, the Provost shall arrange to meet with the faculty member within seven (7) days from the date the written appeal is received by the Provost. The Provost may choose to have the Dean be present during the meeting with the faculty member.

STEP 4: After the meeting, the Provost shall have seven (7) business days to issue the decision on the appeal. The Provost may uphold the termination of the faculty member, grant the appeal, or determine an alternative resolution to the matter. The decision of the Provost shall be final and not subject to further review by the University.

F. FORMAL TERMINATION PROCESS FOR TENURED FACULTY

STEP 1: If the Pre-termination Resolution Process does not result in immediate resolution of the problem(s) and no PIP is implemented, the Dean shall make a recommendation to the Provost that the faculty member be terminated from his/her faculty position effective immediately. If the Provost previously determined that the Pre-termination Resolution Process should be disregarded per Section B above, the process moves to Step 2.

STEP 2: The Provost shall meet with the faculty member regarding the concerns(s) raised by the Dean. This meeting should occur as soon as reasonably possible after receiving the Dean's recommendation but no later than seven (7) days after receiving the Dean's recommendation. If the Provost and faculty member are able to agree in writing to a resolution regarding the matter, then no further action will be required. The written notice by the Provost to the faculty member regarding this meeting shall indicate the Dean is recommending termination and the meeting is Step 2 of the Formal Termination Process for Tenured Faculty. If the Pre-termination Resolution Process was not utilized per Section V.B. above, the written notice shall also include the causes provided by the Dean for such termination.

STEP 3: If no resolution is reached after the meeting in Step 2, the Provost may, but is not required to, appoint a Faculty Advisory Council ("FAC") within three (3) business days with whom to confer before making any further determination in the matter. The purpose of the FAC is to provide the Provost with a faculty perspective to assist the Provost in considering appropriate next steps in the process. The FAC will consist of three tenured faculty selected by the Provost none of whom shall be in the faculty member's department or unit if the faculty member is not in a department and the FAC member's duties do not involve interaction with the faculty member. The meeting between the Provost and the FAC shall occur no later than seven (7) days after the appointment of the FAC absent compelling circumstances. The FAC may, but is not required to, request a meeting with the faculty member within seven (7) days

after the FAC meets with the Provost. The FAC shall then meet with the Provost no later than three (3) business days after meeting with the faculty member. Meetings of the FAC shall be confidential to the extent practicable. The faculty member, the members of the FAC, and the Provost may not be called as witnesses at the hearing of the Faculty Discipline Review Committee ("FDRC") (as described in Section ___ below) to testify about any communications between the FAC and the Provost in any meetings with or held by the FAC. Members of the FAC may be called to testify about other matters if relevant to the proceeding.

- After meeting with the FAC, if the Provost, in his or her sole discretion, believes another meeting with the faculty member would be beneficial, then the Provost may schedule another meeting with the faculty member. That meeting shall occur within seven (7) days of the Provost extending the invitation.
- If the Provost and faculty member are able to agree in writing to a resolution regarding the matter, then no further action will be required.

STEP 4: If after meeting with the FAC (and if no resolution is reached after an additional meeting with the faculty member) or if the FAC is not utilized (and Step 3 is skipped), the Provost shall then determine if the faculty member should be placed on a PIP, impose additional conditions on an existing PIP, or recommend to the President that the faculty member be suspended or terminated. The Provost shall make this decision within seven (7) days from the last meeting with the FAC, or meeting with the faculty member, whichever occurs later. If the Provost decides to take action other than to proceed with suspension or termination of the faculty member, the process shall end with the Provost's decision and it shall not be subject to further review by the University.

- The written decision of the Provost should be delivered in person to the faculty member when practicable. The Dean (and department chair, if applicable) may be present at the discretion of the Provost. If an in-person meeting is not possible or is conducted by virtual platform, then the decision shall be delivered by mail and/or by email to the faculty member.
- If the Provost's decision is to recommend termination or suspension of the faculty member to the President, the written notification shall include the cause(s) set out in Section V.A above that the Provost relied upon in making the recommendation.
- A copy of any recommendation for termination or suspension by the Provost shall be provided to the President at the time it is provided to the faculty member.

STEP 5: If the Provost's recommendation is to suspend and/or terminate the faculty member, the faculty member shall have seven (7) days to make a written request to the Provost for review by the FDRC. (There is no review process if the Provost recommends a PIP or some other form of resolution not including suspension or termination.)

- If the faculty member does not make a written request for review by the FDRC of the Provost's recommendation in a timely fashion, the President shall review the recommendation. Unless the President determines that the Provost's recommendation lacks a reasonable basis, the President shall follow the recommendation and suspend and/or terminate the faculty member. There shall be no further review of the President's decision by the University.

STEP 6: If the faculty member does make a written request for review with the FDRC, the FDRC shall be appointed as set out in Section G below. After the FDRC is appointed, the Provost, absent compelling circumstances, shall provide a description of the charges stated with reasonable particularity (hereafter "Charges") within twenty-one (21) days after receiving the faculty member's written request for review (but in all events as soon as practicable), to the Chair of the FDRC stating the cause(s) relied upon by the Provost in making the recommendation along with a summary of the evidence upon which the Charges are based.

STEP 7: The faculty member shall file a written response to the Charges no later than fourteen (14) days after receipt of the Charges from the Provost.

NOTE: If one of the Charges to be presented to the FDRC is for incompetence in teaching, research or service, then two outside evaluators shall be identified, one by the faculty member and one by the Provost to provide objective evaluations of the faculty member's competence or lack thereof in teaching and/or research. The evaluations shall be conducted by outside evaluators in the faculty member's field. The evaluators shall provide written reports within twenty-one (21) days of being appointed by the Dean and the reports shall be made available to the FDRC for their consideration.

STEP 8: The FDRC shall follow the procedures set out in Section G below and then provide its recommendation, in writing, to the President stating whether the Provost's recommendation should be followed, rejected, or modified, including what modifications it would recommend. The FDRC shall simultaneously provide a copy of its recommendations to the Provost and the faculty member.

STEP 9: The faculty member, after being advised of the FDRC's recommendation in Step 7 above, shall have seven (7) days to notify the President in writing if the faculty member agrees or disagrees with the FDRC's recommendation. This is an opportunity for the faculty member to make any relevant statement to the President that the faculty member wishes the President to consider relating to the FDRC's recommendation before the President makes his/her decision. The Provost shall also have seven (7) days to notify the President in writing if the Provost agrees or disagrees with the FDRC's recommendation.

STEP 10: The President shall review the Provost's Charges (as amended if applicable), the faculty member's response to the Provost's Charges (as amended, if applicable), any post-hearing submissions

as allowed by the FDRC, the recommendation by the FDRC, and any statement provided by the faculty member and Provost in Step 9. Within fourteen (14) days of receipt of the FDRC's recommendation, the President shall provide his/her written decision to the faculty member and Provost as to whether the faculty member should be dismissed, suspended, or other lesser action shall be taken, which includes taking no action at all against the faculty member. If the President's determination is different than the FDRC's recommendation, the President shall address the reasons for the difference in his/her decision. If the President's decision is something other than termination or suspension, the President's decision is final and no further review of the President's decision shall occur.

STEP 11: If the President determines that the faculty member shall be terminated, the faculty member shall have seven (7) days to make a written request for appeal to the Washburn University Board of Regents ("WUBOR"). If the faculty member does not request an appeal to WUBOR, then the President's decision is final and no further review of the President's decision shall occur. The faculty member's written request for appeal shall be made to the Chair of the WUBOR, the President, and the Provost. The faculty member's written request for appeal shall include any response the faculty member wishes to make regarding the President's written decision. The Provost shall have seven (7) days after receipt of the faculty member's written request for appeal to respond in writing, which response will be provided to the Chair of the WUBOR, the President, and the faculty member.

STEP 12: If the faculty member timely makes a written request for appeal to the Chair of the WUBOR, the WUBOR shall review a) the Charges (as amended, if applicable), b) the faculty member's response to Charges (as amended, if applicable), c) any post-hearing briefs filed by the parties as allowed by the FDRC, d) the recommendation of the FDRC, e) the faculty member's statement of disagreement with the FDRC recommendation, f) the decision of the President, g) the written appeal of the faculty member, h) the Provost's response to the faculty member's appeal, and i) the transcript of the proceedings before the FDRC. WUBOR shall *not* consider any information not listed above. After reviewing the above documentation, WUBOR may accept, reject, or modify the decision of the President. WUBOR shall issue its decision, in writing, within twenty-eight (28) days from receipt of the faculty member's written request for appeal. The decision of the WUBOR is final and not subject to any further appeal or University process.

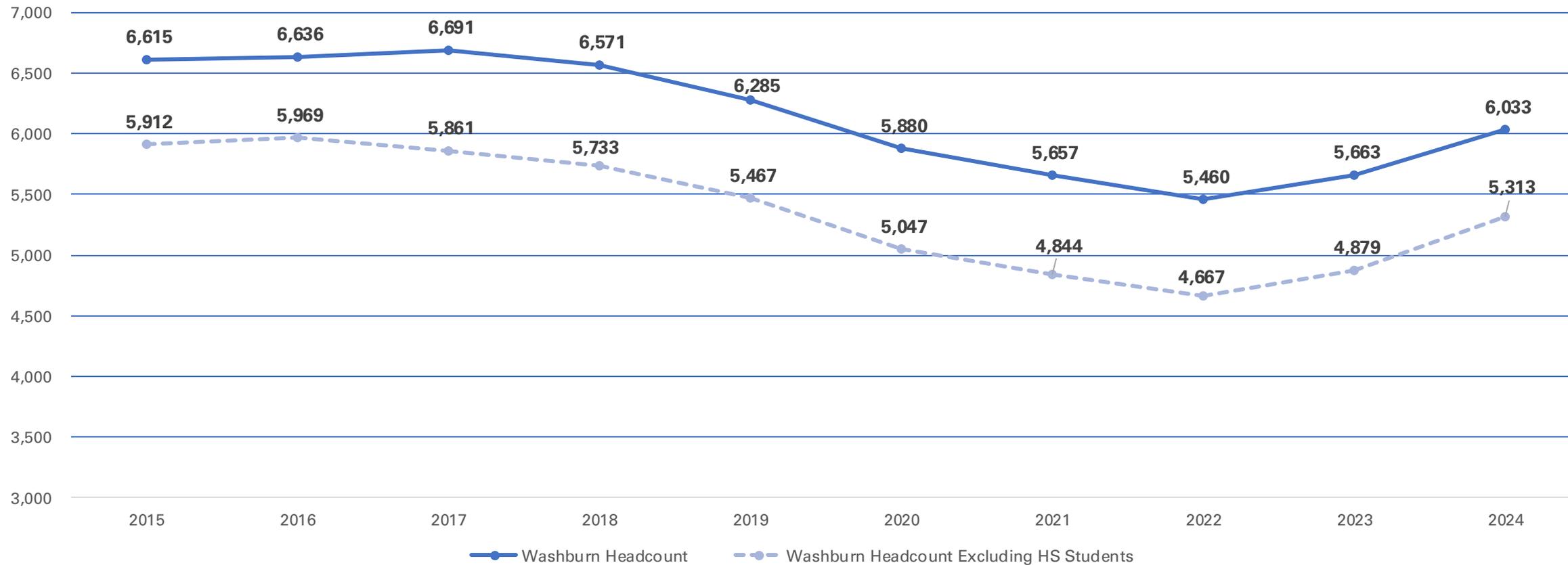


Fall 2024 Enrollment

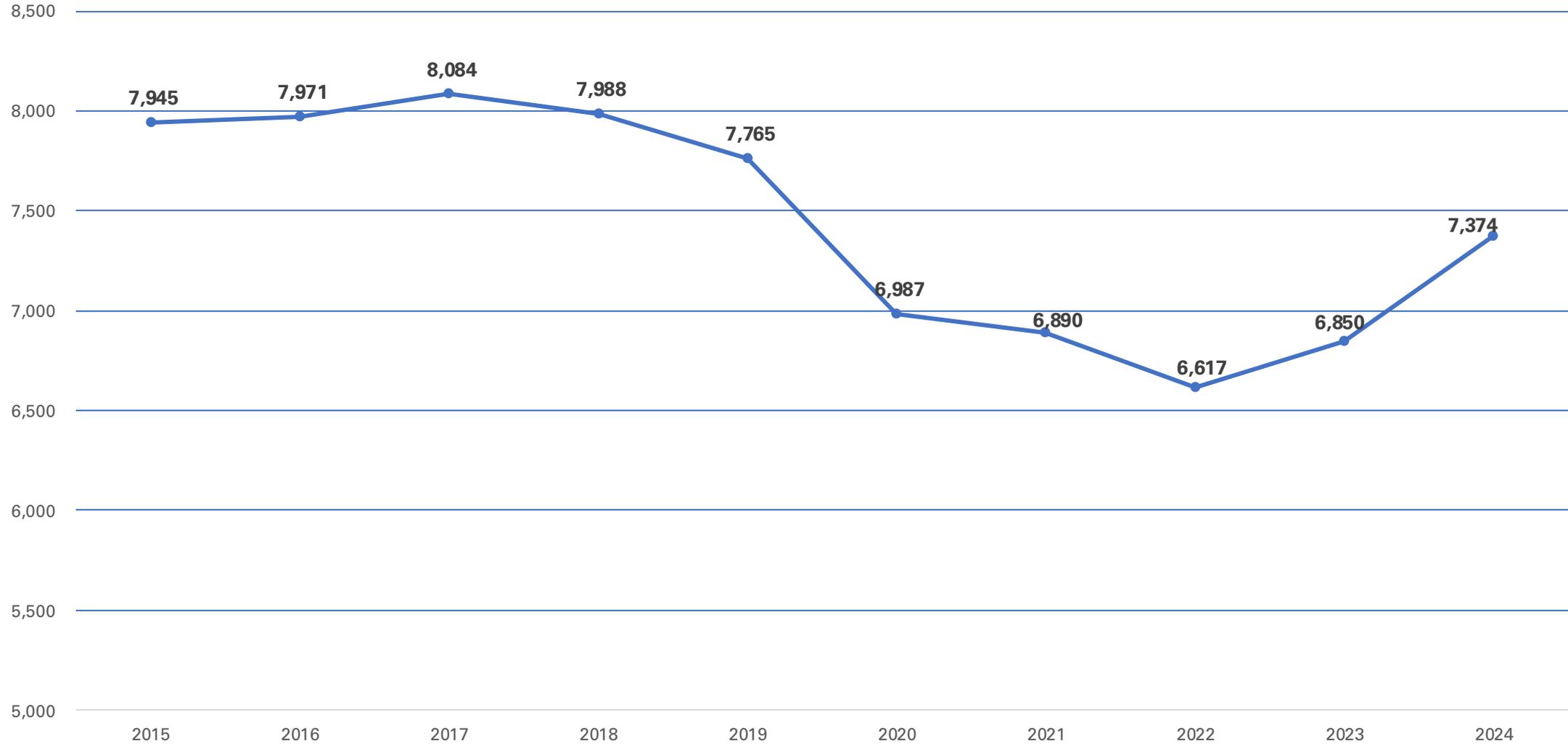




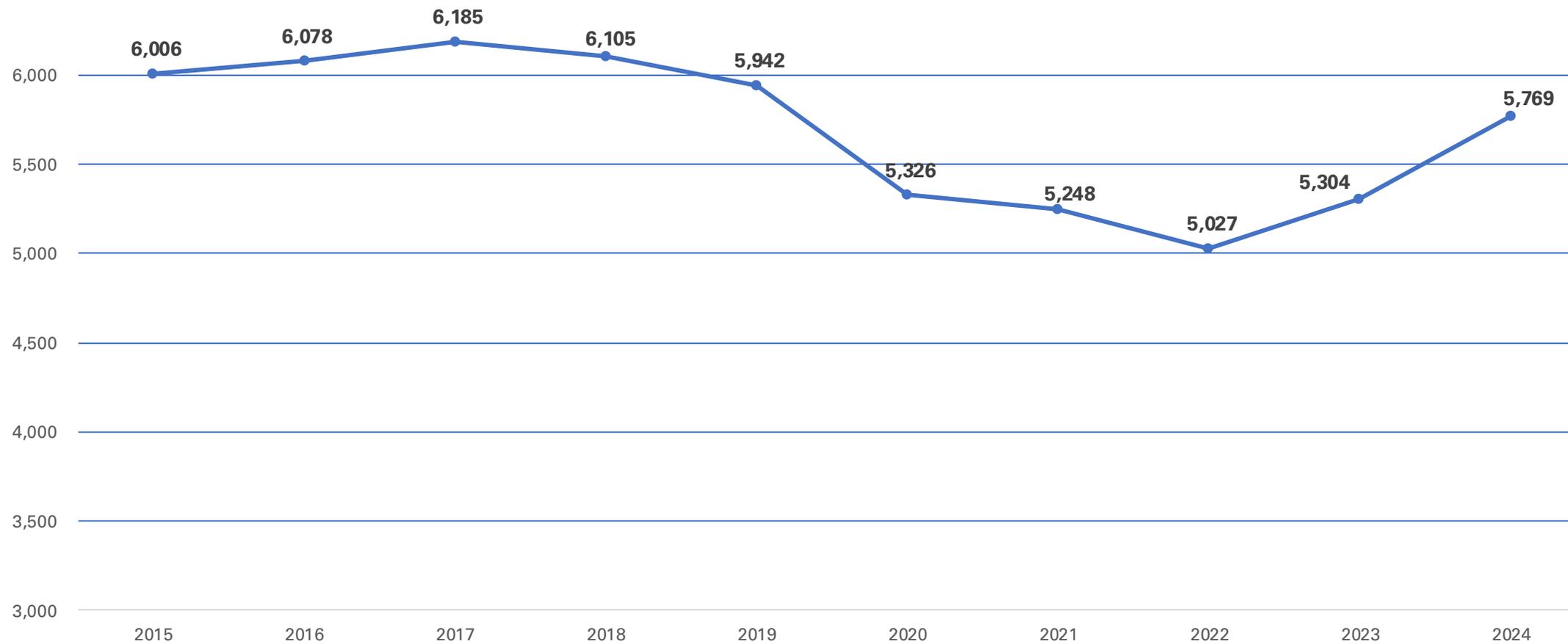
Washburn University Fall Enrollment Headcount, 2015 - 2024



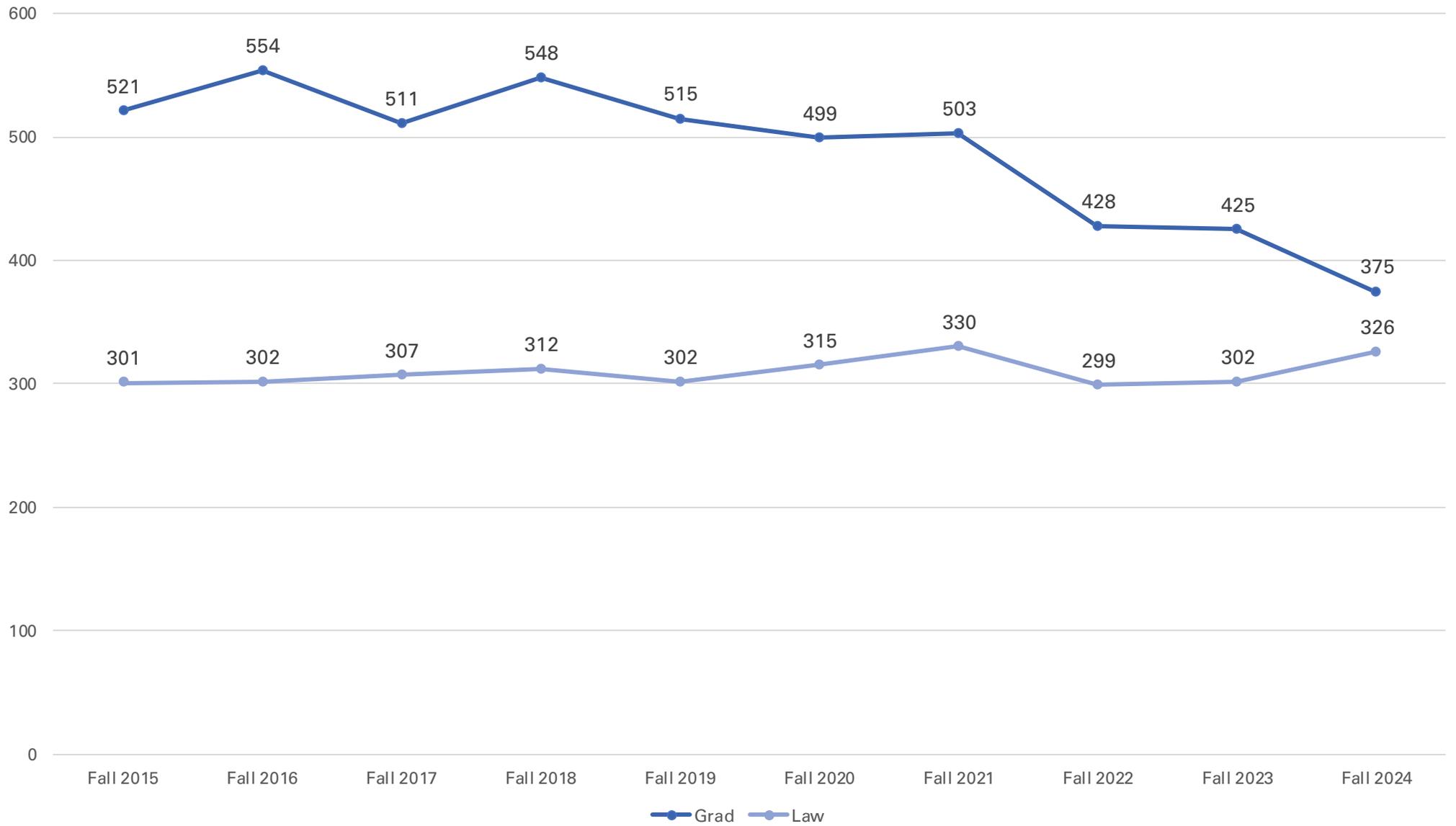
Fall Enrollment Headcount WU and Tech, 2015 - 2024



Fall FTE, 2015 - 2024

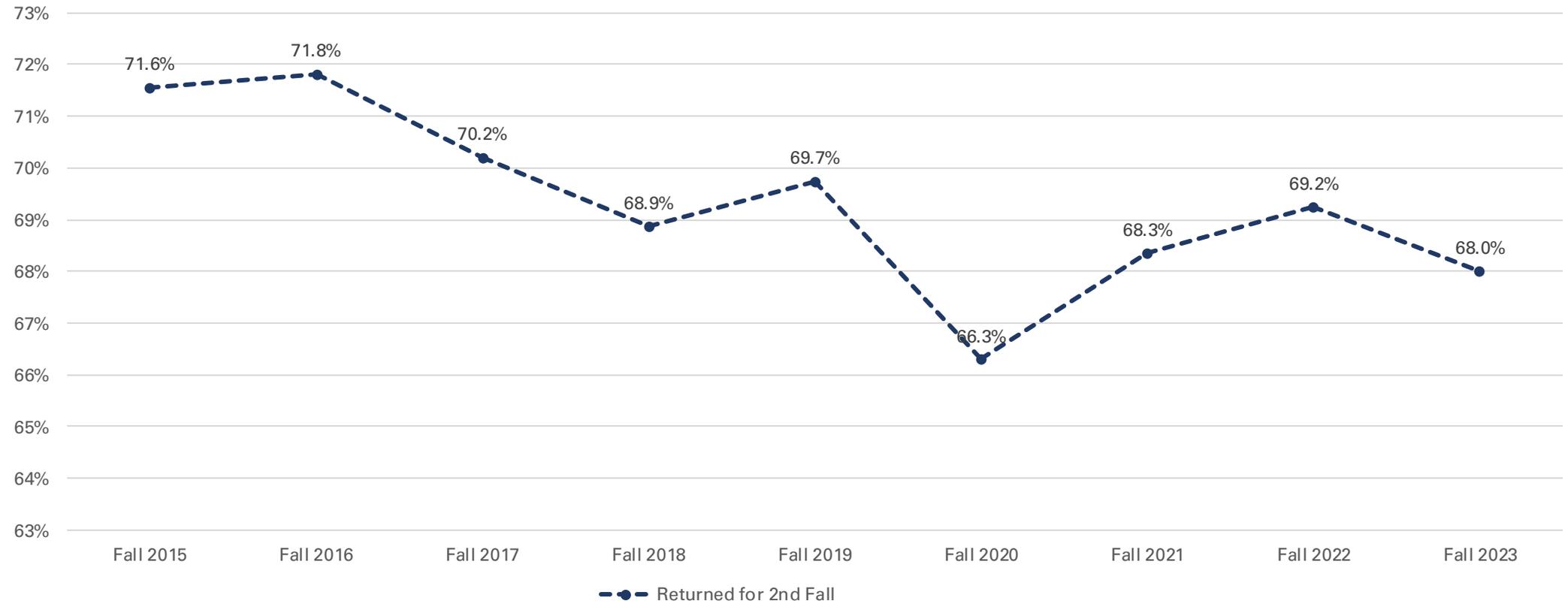


Fall Enrollment Headcount 2015-2024, Graduate and Law





First-time Full-time Fall Cohort Return for 2nd Fall



Discussion Item for Faculty Senate – Potential Amendment to the Constitution

The rewriting of the Faculty Senate Constitution was a multi-year process, but it was approved at General Faculty in April of 2023 to begin with the 23-24 academic year. Now that we have been using it, we are realizing some of the changes may need to be adjusted. For example, matters that automatically go forward to General Faculty.

2005-2023 Constitution:

I.D. Any action by the Faculty Senate concerning changes in graduation requirements, new degrees, academic majors, or programs; elimination of existing degrees or major programs; or creation of new academic departments will be brought before the General Faculty for a vote.

2024 – present Constitution:

I.D.2. Any action by the Faculty Senate concerning changes in university graduation requirements or creation of new academic departments will be brought before the General Faculty for a vote.

In the past, there have been some issues getting quorum at a General Faculty Meeting and thus, this step could have prevented changes in academic matters from going forward. However, there were some items last year that the Faculty Senate officers expected would go forward automatically and we had to vote specifically for them to move forward, which created some issues. We believe that this procedure should be looked at again by the Faculty Senate.

From: [Barbara Scofield](#)
To: [Beth Mathews](#)
Subject: From Faculty Affairs
Date: Tuesday, October 8, 2024 8:58:31 AM

I.D. Any action by the Faculty Senate concerning changes in graduation requirements, new degrees; elimination of existing degrees; or creation of new academic departments will be brought before the General Faculty for a vote.

Barbara W. Scofield, PhD, CPA
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Professor of Accounting
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