

CFC Meeting Agenda

October 7, 2015, 3:30 in the Vogel Room

Seid Adem
Rick Barker
Sharla Blank
Karen Camarda
Charles Cranston
Jason Emry
Rachel Goossen
Michael Hager

Chris Hamilton
Park Lockwood
Gabi Lunte
Taylor Marcell
Eric McHenry
Kim Morse
Dave Provorse
Michael Rettig

Tracy Routsong
Janet Sharp
Ian Smith
Ann Marie Snook
Sharon Sullivan
Jennifer Wagner
Ye Wang
Corey Zwikstra

I. Call to Order

II. *Approval of Minutes, September 2, 2015

III. Division Reports

- A. *NSD March 13 Minutes
- B. *SocSci September 16 and September 23 Minutes
- C. *EDKN September 16 Minutes

IV. Committee Reports

V. New Business

- A. New Program
 - 1. *Bachelor of Music in Music Performance- Guitar Major

VI. Discussion

- A. CAS Faculty Travel
- B. SIR-II
- C. *Recruitment Process Overview
- D. *Senior Lecturer

VII. Announcements

VIII. Adjournment

Next CFC Meeting: Wednesday, November 11, 3:30 p.m. in the Vogel Room

*See attachment

CFC Meeting Minutes

September 2, 2015, 3:30 in the Vogel Room

In attendance:

Seid Adem
Rick Barker
Sharla Blank
Karen Camarda
Charles Cranston
Jason Emry
Rachel Goossen
Michael Hager

Park Lockwood
Gabi Lunte
Taylor Marcell
Eric McHenry
Kim Morse
Dave Provorse
Tracy Routsong
Janet Sharp

Ian Smith
Ann Marie Snook
Cherry Steffen for M. Rettig
Sharon Sullivan
Jennifer Wagner
Ye Wang
Corey Zwikstra

I. The meeting was called to order by Dean Stephenson at 3:30.

II. Election of Secretary

Tracy Routsong elected.

III. *Approval of Minutes, May 6, 2015

- A. Typo noted
- B. Motion to approve moved and seconded.
- C. Motion carried.

IV. Division Reports

- A. *Humanities Division October/November Minutes Approval
- B. *Humanities Division December Minutes Approval
 1. Single item for approval.
 2. Moved and seconded.
 3. Motion carried.

V. Committee Reports

- A. Ad hoc Subcommittee on Recruitment
 1. Kim Morse reported. She and Ian Smith are currently the only members left on this subcommittee.
 2. This subcommittee began meeting in March after Richard Liedtke met with CFC. Concerns that were noted:
 - a. Lack of strategy for departmental approaches for recruitment
 - b. Lack of attention/recruitment efforts for high caliber students
 - c. Lack of attention for recruiting diverse students
 - d. A meeting was held with Richard Liedtke on May 6th to discuss the current recruitment process and plan.
 - (1) Enrollment Management did not appear to have interest in having faculty participate in any advisory or purposive roles in recruitment.
 - (2) There does not seem to be a Recruitment Strategic Plan (as of last semester). However, there does seem to be a plan created this summer.
 - (3) Kim also discussed that Fort Hays State is working to be a Spanish Speaking

Designated Institution.

- (4) It was suggested that the next step could be a joined effort with CFC and Faculty Senate to further think about the role faculty play in recruitment. Dean Stephenson will ask to see the admissions document created this summer and will report back at the next meeting.

VI. New Business

A. Program Change

1. *Bachelor of Education in Elementary Education
 - a. Motion was moved to change the math requirement prerequisite to allow MA 112 to also be allowed.
 - b. Motion carried.
- B. Election of Resources Subcommittee Chair
 1. Rick Barker was elected.

VII. Discussion

A. SIR-II

1. Matt Arterburn discussed the results from the pilot. There were thirty sections that volunteered (640 students) of which 402 students (63%) completed the form.
 2. The survey took students ~ 10 – 15 minutes. Traditional classes had a 76% response rate.
 3. Online courses that offered extra credit had a 75% response rate, 45% with those that did not have an incentive.
 4. Feedback was positive and people responded that they preferred it to the old survey.
 5. Faculty liked the timely feedback and ability to aggregate the results.
 6. Qualitative comments do not seem to be greatly impacted by the new form.
 7. The question came up regarding Promotion and Tenure and how this survey might impact faculty materials. Dean Stephenson commented that this might provide an assessment that might be useful in other ways. She also commented that she was encouraging those in the college to pursue additional ways to examine what an effective teacher might look like.
 8. The proposal is to make the SIR-II the survey tool unless a faculty asks to opt out of its use. It was asked that we take this back to our departments and bring feedback to the CFC meeting in October.
- ### B. Tasks for upcoming year
1. Departmental Promotion/Tenure Criteria
 - a. The Professional Development committee will be tasked to look at P/T guidelines.
 - b. The goal would be to look for comparability not standardization.
 2. The Professional Development committee has been tasked to look at CFC Procedures.
 3. We have been asked to think about future agenda items.

VIII. Announcements

- A. Be thinking about items for the display case in the Dean's Office.
- B. Curriculum subcommittee needs to stick around for a minute.

IX. Meeting adjourned at 4:46 pm.

Next CFC Meeting: Wednesday, October 7, 3:30 p.m. in the Vogel Room

Submitted by Tracy Routsong

Natural Science Division (NSD) Minutes for Friday, March 13, 2015.

- I. Called to order at 2:04 pm by Division Chair Susan Bjerke.
- II. Minutes of the previous NSD meeting (2/13/15) were approved as circulated.
- III. Committee Reports – none
- IV. Old Business – none.
- V. New Business –
 - A. The NSD approved Math changes – MA 141 and MA 151
 - B. The NSD approved Biology changes to accommodate new BI 103 core course
 - C. The NSD approved BI 322 – new 300-level botany course
 - D. The NSD elected the following members:
 - Academic/Sweet Sabbatical Committee – Andrew Herbig
 - CAS Promotion and Tenure Committee – Susan Bjerke
 - NSD Division Chair – Jennifer Wagner
 - General Education Committee – Paul Wagner
 - Interdisciplinary Studies Committee – Rodrigo Mercader
 - IT Advisory Committee – Cecil Schmidt
 - Student Success/Undergraduate Retention Committee – Lisa Sharpe Elles
 - Undergraduate Probation and Reinstatement Committee – Takrima Sadikot
 - University Program Review Committee – Tracy Wagner
 - Fall 2015 sabbatical replacement for Faculty Senate - Sam Leung
- VII. Announcements

The NSD discussed the possible impacts of construction on parking around Stoffer
Shaun Schmidt announced Apeiron will be on April 24, 2015; open to all areas of the
WTE as well, deadline for submission is March 25, 2015.
Tracy asked for volunteers for speakers for Fall 2015, Karen Camarda will be the new
speaker coordinator.

The meeting was adjourned at 2:22 pm.

Minutes respectfully submitted by Rick Barker, Secretary

There was an interesting and informative presentation by Drew Vartia about “The Chemistry you Do, and The Chemistry You Don’t”.

Grace Hildenbrand

From: Kim Morse
Sent: Wednesday, September 16, 2015 2:14 PM
To: Grace Hildenbrand
Subject: Soc Sci Minutes

Grace,

The Social Science Division met electronically between September 14 and September 16. We considered a course change to PY252. The request to change prerequisites passed unanimously.

Respectfully submitted,

Kim Morse
Social Science Division Chair

Grace Hildenbrand

From: Kim Morse
Sent: Thursday, September 24, 2015 1:02 PM
To: Grace Hildenbrand
Cc: Laura Stephenson; Michael Gleason
Subject: Soc Sci Division Meeting Minutes, September 23, 2015

The Social Science Division met at 3:30 on September 23, 2015. Members present were Rachel Goossen, Kelly Erby, John Paul, Chris Conner, Cheryl Childers, Mark Peterson, Jericho Hockett, Michael McGuire, Michael Russell, Linsey Moddelmog, David Beatty, Cindy Turk, Tom Prasch, Sharla Blank, Cindy Wooldridge, Kerry Wynn, and Kim Morse. Kim Morse had Alan Bearman's proxy.

The Division unanimously approved revisions to the course description of PY301.

The Division voted 10-8 to approve LE100 as a Social Science General Education course.

The Division then considered the matter of changes to the language and policies that govern funds for faculty international travel as approved by the International Education Committee. As international travel for scholarly purposes is not always limited to presentation at conferences, and as the internationalization of campus requires opportunity for study and dialog, not just presentation, the Division approved the following statement to be presented to Faculty Senate by Linsey Moddelmog, the Division's Faculty Senate representative.

"The Social Science Division requests that the International Education Committee return to the original language of the Fund Guidelines. The original language of the Fund Guidelines better support the true internationalization of campus and faculty learning, as well as more effectively supports teaching, scholarly, and creative endeavors through international activity.

The Division also requests greater transparency in the International Education Committee's budgeting, planning, and allocation processes."

The meeting officially adjourned at 4:35pm.

Division of Education and Kinesiology
Minutes of September 16, 2015
Division meeting
PC 225

Present: Park Lockwood (Chair), Ross Friesen, Tiffany Dirks, Tracie Lutz, Judy McConnell-Farmer, Taylor Marcell, Margie Miller, Roy Wohl, Sandy Tutwiler, Cherry Steffen, Susan Alexander, Loree Weir, David Pownell

- I. The meeting was called to order at 3:00pm.
- II. Minutes of the May 7, 2015 meeting were approved.
- III. Committee reports.
 - a. Assessment Committee – Roy Wohl will stand in for Gloria Dye during her sabbatical.
 - b. College Faculty Council – The main discussion was about recruitment and how to better recruit students.
 - c. Undergraduate Probation and Reinstatement – The committee looked at the standards of other institutions. Those standards were lower than Washburn's. The committee decided to lower the standards to similar levels in hopes of retaining more students.
 - d. Committees not included above did not meet or were not reported this month.
- IV. Old Business – No old business
- V. New business
 - a. Program change: B.Ed in Physical Education
The discussion centered on the courses ED 150 EPIC, RD 484 Reading in the Content Area, and ED 402 Struggling Learners.

With regards to ED 150, Kinesiology felt that their students need to have good experiences in PE settings. There was an agreement that the course would not be renamed but that Kinesiology would do the placements for their students.

There was a long discussion with regards to 484 and 402. The B.ED. program is very large and Kinesiology is trying to find ways to reduce the amount of hours and thereby recruit and retain more students. The crux of the discussion was how to meet the standards of the B.ED, how to cut credit hours, but maintain a high quality program.

Kinesiology feels it can meet the standards of 484 and 402 through KN courses.

Education has concerns about not having those courses and inquired as to where the standards from 484 and 402 are addressed in KN courses.

There was a discussion of “teaching reading” vs “integrating reading” with regards to the new standards. There was agreement that there should be a “crosswalk” between the ED course standards and the KN courses and where those standards will be met.

Education has concerns about changing state approved programs that include 484 and 402 and whether it was even possible at this time.

There was an agreement that the first step would be to talk with KSDOE to see if these changes are possible. Faculty from both departments will meet with KSDOE to determine what can and can't be changed. Dr. Steffen will call the KSDOE and set up a meeting.

The proposal will be revisited after the KSDOE meeting.

Next meeting location will be in Carnegie, date and time TBA.

Meeting adjourned at 3:49pm
David Pownell, Recorder

COLLEGE OF ARTS AND SCIENCES NEW PROGRAM REVIEW FORM

	Chair's Signature	Recommendation	Review Date
Department	<u>Ann Marie Snook</u>	<u>Approve</u>	<u>2015-03-11</u>
Division	<u>Chris Kelts</u>	<u>Approve</u>	<u>2015-03-30</u>
Dept. of Educ.	<u>N/A</u>		
<small>(If relates to teacher certification program.)</small>			
Dean	<u>Laura Stephenson</u>	<u>Approve</u>	<u>2015-03-30</u>
Curriculum Committee	<u>Dave Provorse</u>	<u>Approve</u>	<u>2015-09-18</u>
Accepted by CFC	_____	_____	_____
CAS Faculty	_____	_____	_____

Approved By:	Faculty Senate _____	University Faculty _____	WU Board of Regents _____
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1. Title of Program.

Bachelor of Music in Music Performance: Guitar Major

2. Rationale for offering this program.

The MU Department wishes to add a Major in Guitar to the Bachelor of Music in Music Performance degree (the Bachelor of Music in Music Performance degree currently offers majors in voice, piano, organ, strings, woodwinds, brass, and percussion). This major will attract students interested in pursuing guitar as their primary instrument. The MU dept. has a highly qualified adjunct guitar instructor on the faculty.

3. Exact proposed catalog description.

Bachelor of Music in Music Performance: Guitar Major
(123 Hours)

COURSE DESCRIPTION

GENERAL EDUCATION (39 cr. hrs.)

Required Courses

WU 101 The Washburn Experience (3)

EN 101 Freshman Composition (3)

EN 300 Advanced Composition (3)

MA 112 Essential Mathematics (or above)(3)

Social Sciences (Courses must be taken in at least two disciplines)

HI 105 Introduction to World Music and its History (required of all Music majors)(3)

_____ Anthropology 112 (3)

_____ Elective (3)

Select "Gen Ed" approved courses from Political Science, Geography, History, Psychology, Economics, Sociology, Anthropology, Honors 202, and IS 170.

Natural Sciences and Mathematics (Courses must be taken in at least two disciplines)

_____ Elective (3)

_____ Elective (3)

_____ Elective (3)

Elective courses may be selected in Biology, Chemistry, Physics, Astronomy, Geology, Mathematics (excluding the required MA 112 or above), Honors 203, or IS 170.

Arts and Humanities (Courses must be taken in at least two disciplines)

_____ Elective in Fine Arts (Art or Theatre) (3)

_____ Elective (3)

_____ Elective (3)

Electives may be selected from English, Honors 201, Philosophy, Religion, Art, Mass Media, Modern Language, Communication, Theatre, or Interdisciplinary Studies

MUSIC (80 cr. hrs.)

Theory

MU 122 Rhythmic Perception (1)

MU 123 Computers and Music (1)

MU 215 Music Theory and Aural Comprehension I+++ (4)

MU 314 Music Theory and Aural Comprehension II (4)

MU 315 Music Theory and Aural Comprehension III (4)

MU 316 Music Theory IV (3)

MU 317 Orchestration (2)

MU 320 Form and Analysis (2)

MU 443 Composition (1)

Music History and Literature

MU 325 Music History I (3)

MU 326 Music History II (3)

Music Lessons

Applied Lessons in concentration area (Guitar)(24)

MU 133 Group Piano I+++ (1)

MU 134 Group Piano II (1)

MU 213 Group Piano III (1)

MU 214 Group Piano IV (1)

Voice Lessons (2)

Performance Minor (3)

Specialized Courses

MU 206 Improvisation (2)

MU 400 Special Topics: Senior Seminar (2)

Ensembles

Large Ensembles (8)

Small Ensembles (4)

Conducting

MU 238 Instrumental Clinic (1)
MU 240 Beginning Conducting (1)
MU 442 Advanced Instrumental Conducting (1)

GENERAL STUDIES ELECTIVES (4 cr. hrs.)

_____ Elective
_____ Elective
_____ Elective
_____ Elective

DEGREE REQUIREMENTS

Piano Proficiency Exam (PPE)
Rhythmic Perception Exam (RPE)
48 Recital Credits
4th Semester Performance Proficiency Exam
Pass Junior Recital Jury and present Junior Recital
Pass Senior Recital Jury and present Senior Recital

4. List and financial implications.

None.

Recruitment Process Overview

The ideas represented in this overview are the type of endeavors helping to sustain a positive impact on recruitment, admissions, and retention for Washburn. The following represent the priorities of the Office of Admissions in support of recruitment, enrollment, retention, and graduation at Washburn University. The information below is a brief description of the recruitment process, but not all-encompassing of the efforts by the Office of Admission.

- 1) Name Purchasing
 - a) The Office of Admission purchases names and contact information of students based on geographic location, grade point average, and academic interest. The agencies that have been used to purchase names include: National Research Center for College & University Admissions, College Bound Selective Services, Chegg, Collegenfish, and ACT. Each name is added to the Constituent Relationship Management system, Recruiter. Students are communicated with via email, postcard, and letters to entice them to indicate interest by receiving more information. Once the student has indicated interest they are considered an inquiry and receive information that provides more detail about the university and encourages applying and visiting campus.
- 2) Inquiry Generation (inquiries are students who have shown an interest in the university)
 - a) Travel
 - i) Territories are divided among four high school admission counselors, two transfer counselors, and two directors to maximize effectiveness in application pools between each staff member.
 - ii) College Fairs and community colleges are attended by each admission counselor in their recruitment territory. Each student who fills out an inquiry card is added to Recruiter to generate the appropriate communication campaign. The admission counselor attending the college fair sends a follow-up email or post card, depending on the student's preference, thanking the student for meeting with them and to begin building a relationship with the student. Admission counselors attend all college fairs throughout Kansas; St. Louis and west of Columbia, Missouri; Denver and Colorado Springs, Colorado; Lincoln and Omaha, Nebraska; and Tulsa, Oklahoma. Transfer admission counselors visit community colleges throughout the state of Kansas and Kansas City metro area.
 - iii) Kansas and out-of-state high school visits are determined by current inquiries and historical trends of applicants, admitted, and enrolled students from each school.
 - iv) To prioritize high school and community college visits the Office of Admissions uses trend data. Since 42% of our direct from high school class is from Shawnee County it is important to maintain close relationships. Shawnee County high schools are visited once a month or twice per semester depending upon each school's visiting guidelines. Northeastern Kansas high schools are visited twice per semester. Other high schools are visited based on the number of inquiries or the request of a guidance office. Our top-five feeder community colleges are visited once a month and the remaining community colleges are visited once a semester. Every student completing an inquiry card during the visit is added to Recruiter and emailed the following day of the visit to answer any questions and begin building a relationship. The majority of Shawnee County schools request an admission counselor to speak to college preparation classes. In addition, each admission counselor accompanies the Financial Aid Office to Financial Aid Information Nights.
 - v) Annually the Office of Admission works with alumni, faculty, staff, and community members to identify potential prospective students that might be a good fit for Washburn.
- 3) On-Campus Events
 - a) Each visitor is provided with information about admissions criteria, scholarships, academics, and student life at Washburn. During a visit students take a tour of campus and meet with a faculty member within their area of interest. Invitations for events are sent through postcards, posters at high schools, letters, emails, social media, and phone calls. Students who have attended personalized visits are sent individualized handwritten

letters from each admission counselor and student ambassador who hosted the student during their visit. Thank you letters and emails are sent to all other participants who attend the larger visit days.

- i) Ichabod Senior Day (4 per year)
- ii) Ichabod Junior Day (2 per year)
- iii) Ichabod Sophomore Day (once a year)
- iv) Ichabod Transfer Day (2 per year)
- v) Ichabods at Night (overnight experience, once per year)
- vi) Dinner with the Farley's (dinner with Dr. and Mrs. Farley for high achieving students while parents dine with admissions and campus staff, once per year)
- vii) High School/Community College Counselor Day (guidance counselors visit and tour campus, once per year)
- viii) Discover Washburn (between 40-50 groups of 15+ students visit campus each year)
- ix) Personalized Campus Visits (approximately 800 students visit campus each year)

4) Communications

a) Campaigns

- i) Students show interest and request information in many different formats and at various levels, ie: senior, junior, sophomore, transfer, etc. Some of those include college fairs, high school or community college visits, email, and personalized campus visits. A communication campaign has been created for each student type from prospects (purchased names), inquiries to enrolled students. Each campaign provides communication on a weekly basis via postcard, letter, email, social media, or phone calls. Communications are also sent to promote events and other important opportunities for prospective students.

b) Phone calling

- i) Admission counselors call students who have shown a strong interest in Washburn. All counselors are expected to call applicants and admitted students within 24-48 hours. The purpose of phone calling is to continue to build the relationship, answer questions about the university, and influence the student's decision to attend. Every 4 to 6 weeks admission counselors call top inquiries and all students who have applied, admitted, confirmed, and enrolled. Student callers assist the admission counselors by calling prospective students who have started the application and encourage them to complete the process.
- ii) Each week night, student callers make phone calls to various students who have shown interest in Washburn, encouraging them to apply and visit campus. Student callers also call each student registered for an event 48 hours in advance of the event. The purpose of the event calls is to provide parking and other pertinent information for the day.

c) Social Media

- i) The Office of Admission will use social media to engage potential students, inform prospects about the university, and encourage community among students in the admissions funnel and beyond, resulting in higher enrolled yield from the prospect pool. The following initiatives are ways to interact and engage with prospective students:
 - (1) Share the Washburn story
 - (2) Greater sense of connection between potential students and the institution
 - (3) Increase traffic to our web site
 - (4) Increase awareness of admission counselor high school and community college visits
 - (5) Strategic communications of special events and opportunities

Senior Lecturer

Titles (from legislation passed in 2014-15; italicized information for discussion today.....)

Lecturer/Senior Lecturer – Continuing faculty hired on an annual appointment, but without the possibility of tenure. Compensation is by annual contract, with eligibility for raises. Normal workload determined by unit. No research requirement. *Do we want to be able to hire directly into a "Senior Lecturer" level? In extraordinary circumstances, individuals may be appointed immediately as Senior Lecturer based on previous higher education teaching experience and success.*

Research Lecturer/Senior Research Lecturer – Continuing faculty hired on an annual appointment, but without the possibility of tenure. Compensation is by annual contract, with eligibility for raises. Normal workload determined by unit. Research requirement in accordance with unit-specific accreditation requirements. *What is the load difference between a Research Lecturer and a tenure-track faculty member? Do we need some type of statement like "No Service Requirement" or "No teaching requirement"?*

What additional requirements do we have for Senior Research Lecturer?

Do we need another category/definition for "Distinguished Lecturer"?

Distinguished Lecturer – Continuing faculty hired on an annual appointment, but without the possibility of tenure. Compensation is by annual contract, with eligibility for raises. Normal workload determined by unit. Individuals may be immediately appointed as a Distinguished Lecturer. Distinguished service and experience in business, industry, and/or higher education as determined by the academic unit and the university is required. (If we hire an amazing CEO or the former President of Harvard, both could be Distinguished Lecturer.....yes.....but the person that has been an outstanding Lecturer at the University of Michigan for 20 years would be a Senior Lecturer vs. Distinguished Lecturer????)

New information hereafter (i.e., "homework")

Minimum University Requirements for Senior Lecturer:

Time: Minimum of five years of teaching in higher education. A minimum of three years must be at Washburn University.

University Standard: Fulfillment of Unit-based Criteria for Senior Lecturer. Washburn considers the following elements foundational to teaching excellence: Currency in the field pertaining to pedagogy and research, accessibility to students, demonstration of ongoing evolution, self-reflection and growth relating to teaching practices and materials, student ratings, student accomplishments/honors, student acceptance into graduate programs, student employment, student learning as demonstrated through assessment data, DFW data, application of feedback from students, peers, and administrators in improving teaching, knowledge of best practices, faculty participation in activities to improve teaching (e.g., C-TEL, conference participation), and support of colleagues and academic unit initiatives as judged by peers.

University Process: Review of material and recommendations from units by UPTS (in parallel with unit recommendations on promotion and tenure by academic units) to ascertain whether consistent and uniform application of criteria has occurred. (This would require unit-based criteria).

A Lecturer may withdraw a petition at any point in the review process.

In cases where the designation of Senior Lecturer is not recommended, the faculty member in consultation with the department chair, dean, and/or Vice President for Academic Affairs will work in a consensual process to help the faculty member reach the professional level where Senior Lecturer may be obtained. A negative review will not be forwarded to the Washburn University Board of Regents.

Outcome: Senior Lecturers upon receiving promotion will receive a \$2,500 increase in salary

Do we want a statement of why promoting Lecturers is important (i.e., a parallel statement to the tenure/promotion section in the handbook)? For example, The awarding of promotion to Senior Lecturer is a means of recognizing excellence in teaching, increasing economic security to make the profession more attractive, and acknowledging the individual's contribution to Washburn University.

Other Issues that have come up with this discussion:

- A. Can a fulltime employee who is an administrator, librarian, advisor *and* lecturer become administrator/librarian/advisor and *senior* lecturer?
- B. Can a .5 or .75 lecturer become a senior lecturer? If so, would the salary increase be the same (\$2500) or proportional?

(See handouts regarding lecturer numbers at Washburn)