

CFC Meeting Agenda
Monday, October 18, 2021, 4 p.m.,
BTAC Forum Room & Zoom

Seid Adem
Allan Ayella
Carolyn Carlson
Amber
Dickenson
Karen Garrison
Kristen Grimmer
Lindsey Ibañez
Bruce Mactavish

Ashley Maxwell
Rebecca Meador
Michael McGuire
Justin Moss
Matt Nyquist
Michael O'Brien
Vince Rossi
Azyz Sharafy
Janet Sharp

Theodore Shonka
Bradley Siebert
Josh Smith
Cherry Steffen
Courtney
Sullivan
Nan Sun
Kai Xu

- I. Call to Order
- II. *Approval of CFC Minutes, Monday, September 20, 2021
- III. Accept Division Reports – None submitted
- IV. Committee Reports – None submitted
- V. Old Business
- VI. New Business
- VII. Discussion
 - A. *CAS student perception surveys
- VIII. Information Items
 - A. Update on curricular approval processes
 - B. Feedback on CAS tenure and promotion criteria needed
- IX. Concerns
- X. *Announcements
- XI. Adjourn

CFC Meeting Agenda
Monday, September 20, 2021, 4 p.m.,
BTAC Forum Room & Zoom

Present:	Ashley Maxwell	Theodore Shonka
Seid Adem	Rebecca Meador	Bradley Siebert
Allan Ayella	Michael McGuire	Josh Smith
Carolyn Carlson	Justin Moss	Cherry Steffen
Karen Garrison	Matt Nyquist	Courtney
Kristen Grimmer	Michael O'Brien	Sullivan
Lindsey Ibañez	Vince Rossi	Nan Sun
Bruce Mactavish	Azyz Sharafy	Kai Xu
	Janet Sharp	

- I. Call to Order—4:02pm
 - **Elect CFC Secretary--Josh Smith was elected as CFC Secretary.
- II. *Approval of CFC Minutes, Monday, May 3, 2021--Approved
- III. Accept Division Reports-- None submitted
- IV. Committee Reports-- None submitted
- V. Old Business
- VI. New Business
 - A. *CFC Committee Chairs
 - **The Committee Chairs were approved as follows: Bruce Mactavish for the Curriculum Subcommittee; Alan Ayella for the Professional Development Subcommittee; and Matthew Nyquist for the Resources Subcommittee.
- VII. Discussion
 - A. CAS student perception surveys
 - **VPAA has given some direction for areas on the student perception form to be assessed university-wide.
 - **The second proposed set of questions is more learning outcome based.
 - **Departments can add additional questions in addition to the ones proposed by CAS.
 - **A question was brought up regarding where the questions are tested for reliability and validity. The thought process is to use a subsample of the SIR-II questions (which were likely tested for reliability and validity). This subsample will also help maintain some level of consistency with earlier perception forms.
 - **A question was brought up regarding whether it was possible to have normative data every semester.
 - **It was mentioned that tenure and promotion committees know there have been multiple changes to the student perception forms over the last few years.
 - **The wording of some questions was mentioned. For example, what does "respect" mean and how could it be interpreted differently?
 - **It was mentioned that multiple versions of the proposed questions are being circulated around. The hope is that a central set can be decided on.

- **A question about the timeline for a decision to be made was brought up. Currently, input from department chairs is coming in and the goal is to launch the new student perception survey this semester.
- **The VPAA wants, as one of the core questions, to include one on preparation. A question was brought up about whether this is the same as “course materials helped me learn.” The proposed question is more about quality.
- **Whether the questions have been approved by the VPAA was asked. The VPAA has given an initial approval for the questions.
- **A main goal for the new student perception forms is to keep them brief.
- **A chance to assess a laboratory section of technology used will be answered with the proposed questions regarding the course materials and technologies.
- **A question was asked whether there would be any plan to make the student perceptions mandatory. As of now, they will be staying voluntary.
- **A consensus for the questions to be used will be determined soon.
- **Any feedback on the questions can be sent to Kelly Erby.

VIII. Information Items

A. Update on curricular approval processes

- **CourseLeaf and the curricular approval process has been stalled as the person in charge of CourseLeaf implementation left in the summer. A new person is now working on its implementation.
- **Chairs have been asked to hold off on submitting curricular changes until the CourseLeaf software is up and running.

IX. Concerns

X. Announcements

- **Health insurance cost is not going up.
- **A one-time stipend of \$1000 will be in the November paycheck.
- **The College Faculty Colloquium topic is truth.
- **Apeiron will be back (April 22nd). The hope is to have an in-person event.

XI. Adjourn—4:45pm

Revising CAS Student Perception Surveys Fall 2021

Areas of Teaching Identified by VPAA's office for all surveys to include:

- Clarity of goals and expectations
- Preparation
- Organization
- Responsiveness
- Respect for students
- Inclusion
- Relevancy of assignments & exams
- Usefulness of feedback on assignments and exams
- Overall rating

SIR-II Questions that cover above areas

Course Organization and Planning

The instructor's explanation of course requirements

- (5) Very Effective
- (4) Effective
- (3) Moderately Effective
- (2) Somewhat Ineffective
- (1) Ineffective

The instructor's preparation for each class period

- (5) Very Effective
- (4) Effective
- (3) Moderately Effective
- (2) Somewhat Ineffective
- (1) Ineffective

The instructor's organization of course material

- (5) Very Effective
- (4) Effective
- (3) Moderately Effective
- (2) Somewhat Ineffective
- (1) Ineffective

Faculty/Student Interaction

The instructor's helpfulness and responsiveness to students.

- (5) Very Effective
- (4) Effective

- (3) Moderately Effective
- (2) Somewhat Ineffective
- (1) Ineffective

The instructor's respect for students

- (5) Very Effective
- (4) Effective
- (3) Moderately Effective
- (2) Somewhat Ineffective
- (1) Ineffective

The instructor's creation of an inclusive, welcoming classroom environment for students of diverse backgrounds. [Note: this question was not on SIR II]

- (5) Very Effective
- (4) Effective
- (3) Moderately Effective
- (2) Somewhat Ineffective
- (1) Ineffective

Assignments, Exams, and Grading

The instructor's comments on assignments and exams

- (5) Very Effective
- (4) Effective
- (3) Moderately Effective
- (2) Somewhat Ineffective
- (1) Ineffective

Course Outcomes

My learning increased in this course.

- (5) Very Effective
- (4) Effective
- (3) Moderately Effective
- (2) Somewhat Ineffective
- (1) Ineffective

Overall Evaluation

Rate the quality of instruction as it contributed to your learning (try to set aside ideas about the course content)

- (5) Very Effective
- (4) Effective
- (3) Moderately Effective
- (2) Somewhat Ineffective
- (1) Ineffective

Student Information

What is your class level?

- Freshman/1st year
- Sophomore/2nd year
- Junior/3rd year
- Senior/4th year
- Graduate
- Auditor
- Other

Student Comments

Please make additional comments about the course or instruction in the response box below.

Proposed Revised Questions—For Discussion

Course Organization and Planning

The learning goals for this course were clear to me.

- (5) Strongly Agree
- (4) Agree
- (3) Neutral
- (2) Disagree
- (1) Strongly disagree

The course material and activities (D2L site, assigned readings, presentations, etc.) helped me learn in this course.

- (5) Strongly Agree
- (4) Agree
- (3) Neutral
- (2) Disagree
- (1) Strongly disagree

The course presentations, materials, procedures, and deadlines were clearly organized.

- (5) Strongly Agree
- (4) Agree
- (3) Neutral
- (2) Disagree
- (1) Strongly disagree

In this course, I was encouraged to participate through class activities, projects, and/or assignments.

- (5) Strongly Agree
- (4) Agree
- (3) Neutral
- (2) Disagree
- (1) Strongly disagree

Faculty/Student Interaction

I regularly/frequently had the opportunity to ask questions about concepts and skills in this course.

- (5) Strongly Agree
- (4) Agree
- (3) Neutral
- (2) Disagree

(1) Strongly disagree

I was treated with respect in this course.

(5) Strongly Agree

(4) Agree

(3) Neutral

(2) Disagree

(1) Strongly disagree

Students of diverse backgrounds were welcomed and included in the classroom environment.

(5) Strongly Agree

(4) Agree

(3) Neutral

(2) Disagree

(1) Strongly disagree

Assignments, Exams, and Grading

I received feedback on my course work/assignments throughout the semester.

5) Strongly Agree

(4) Agree

(3) Neutral

(2) Disagree

(1) Strongly disagree

I received feedback on my course work/assignments that helped me learn.

(5) Strongly Agree

(4) Agree

(3) Neutral

(2) Disagree

(1) Strongly disagree

Course Outcomes

This course expanded my knowledge and skills in this subject matter.

(5) Strongly Agree

(4) Agree

(3) Neutral

(2) Disagree

(1) Strongly disagree

Overall Evaluation

Rate the quality of instruction as it contributed to your learning (try to set aside ideas about the course content)

- (5) Very Effective
- (4) Effective
- (3) Moderately Effective
- (2) Somewhat Ineffective
- (1) Ineffective

Student Information

What is your class level?

- Freshman/1st year
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- Junior/3rd year
- Senior/4th year
- Graduate
- Auditor
- Other

Student Comments

If you would like to make additional comments about the course or instruction, please do so in the response box below.

The College of Arts and Sciences invites all Washburn University faculty to participate in the 21st Annual Faculty Colloquium:



Faculty Colloquium Spring 2022: Truth --- Day/Time TBD

TRUTH seeks applicants willing to research, write, and present a paper or creative project in a colloquium setting. The goal of the colloquium is to facilitate individual research in a supportive environment. The colloquium poises participants to move their research into conferences, publications, exhibitions, and public presentations beyond Washburn University. **There will be compensation for College of Arts and Sciences faculty for successful participation, defined as: application with proposal of topic, presentation of a draft research paper or creative project, discussion of participant papers/projects, discussion of core texts.**

Deadline: Submit applications to Louise Krug, English Department:
louise.krug@washburn.edu by 10/29

Possible topics include:

- scientific racism & the manipulation of "truth"
- truth & reconciliation
- situated knowledges
- speaking truth to power
- the truth about ____
- ethics
- privilege & the illusion of objectivity
- visual arts and representations of the truth
- the power of music in voicing truths that can't be spoken
- honest conversations
- speak your truth (an interactive display with student voices?)
- bias

Send application as a PDF/Word file. Application narratives should be 250 words or less, and should speak to the subject/topic, the research plan, and the presentation form. In addition to your written proposal, please include: •Department •Area of Expertise • C.V.

RITA BLITT GALLERY

MASK
REQUIRED!

SISTERS RISING

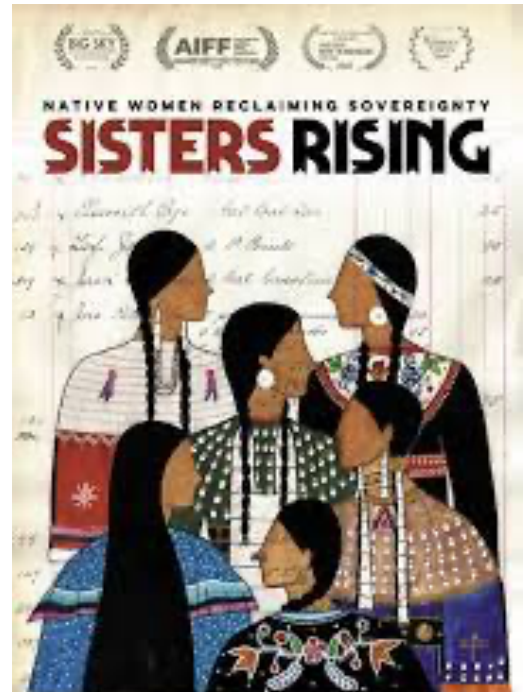
DOCUMENTARY

Free and open to the public.
Following the showing there
will be a Panel Discussion.
This event is sponsored by
Office of Diversity and
Inclusion and Women's and
Gender Studies.

November 4, 2021

6:00 p.m.- 8:00 p.m.

1700 SW JEWELL AVE,
TOPEKA, KS 66621



[HTTPS://WWW.SISTERSRISINGMOVIE.COM/](https://www.sistersrisingmovie.com/)

A NATIVE AMERICAN HERITAGE MONTH PROGRAM