



# **Faculty Senate Archives**

Faculty Senate

Academic year 2015-2016

## **Volume XXIX**

### **Agenda and Minutes of the Meeting of November 23, 2015**

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# **FACULTY SENATE AGENDA**

**Monday, November 23, 2015**

**CH 126 3:30 pm – 5:00pm**

**I. Call to Order**

**II. Informal Statements and Proposals**

**III. Approval of the Minutes -- November 9, 2015**

**IV. Updates:**

- a. WATC

**V. President's Report**

- a. KBOR/COFSP

**VI. Committee Reports:**

- a. Rules Committee - Senator Yildirim, chair
- b. Proposed Admissions and Exceptions Trial - Rachel Crane, chair

**VII. Old Business – none**

**VIII. New Business**

- a. Eric Sexton, Vice-President of Student Affairs
- b. General Education, Ndatalie Grant, Chair -- Proposed First Year Seminar (1st reading)
- c. Plans for Open Forum

**IX. As May Arise**

**X. Adjournment**

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# Statement of a Trial for Provisional Admissions/Qualified Admissions

The Provost's Office has recently expressed concern over the low number of admissions through the University Admissions and Exceptions Committee (UAEC). In response to these concerns the University Admissions and Exceptions Committee will conduct a trial of Provisional Admissions, the criteria for which is outlined here:

## Provisional Admissions

All students admitted as Provisional or Qualified Admissions in this trial, will only be admitted for complete semesters, will be limited to no more than 14 credit hours, one class of which must be WSU 101 OR LASI 101, meet with an advisor to address coursework deficiencies and to determine whether a full or modified Success Plan is appropriate to promote student success, and they must maintain a 2.0 GPA. Based on past precedent from applications approved in 2015, and the provisional admissions criteria accepted in fall of 2014, we propose the following criteria:

- 1. Applicant is a high school senior who meets ACT College Readiness Benchmarks and is missing no more than two units of required coursework (regardless of ACT composite score, GPA or class standing).

OR

- 2. Applicant is a high school senior with an ACT composite score of 24 or above, or SAT equivalent, and is missing no more than two units of required coursework (regardless of ACT College Readiness Benchmarks, GPA or class standing).

OR

- 3. Applicant is a high school senior with an ACT of 18 or above, or SAT equivalent and a GPA over 3.0 in pre-college curricula, and missing no more than one unit of required coursework (regardless of class standing).

OR

- 4. Applicant is a high school senior with an ACT composite score of 21 or above, or SAT equivalent, missing no coursework and with a transfer credit over 1.5 (regardless of class standing).

OR

- 5. Applicant is a high school senior in the 65th percentile of his or her class and is missing no more than two units of required coursework (regardless of test scores or GPA).

OR

- 6. Applicant is a high school senior National Merit Finalist, a National Achievement Scholar Semi-Finalist, or has an ACT or SAT score in the top 5% nationally (regardless of GPA, class standing, or coursework).

These criteria will not be considered for further expansion until such time as there be established a student retention program specifically focused on under-prepared and at-risk students, employing faculty specializing in such instruction and covering basic study skills, reading comprehension, English composition, and skills in mathematics.

### Trial Review

This trial of provisional admissions will be reviewed and assessed by the University Admissions and Exceptions Committee, by reports compiled after the completion of the 2nd semester, that is beginning in January of 2017 and continuing for each semester thereafter. The Committee will review these reports and make recommendations to the Faculty Senate. Success is determined by continued enrollment and GPA. If the student success of those students admitted on a provisional basis, that is through the criteria previously outlined, is found to be unsatisfactory, the trial will cease and ALL pending and future exceptions applications for admission and qualified admission will revert to being reviewed by the University Admissions and Exceptions Committee.

### Suggestions for immediate petition application for an admission by exception

Though it is beyond the purview of this Committee, we do recommend that the application for admission be combined with an application for admission by exception. That is, make them both available at the same time. More specifically, the standard application is provided, followed by a declaration of the admissions standards. Then a statement along the lines of: "If you feel that you do not fulfill these requirements, please..." follow these instructions, (with fields to type in, copy, or attach documents electronically). By including the opportunity to submit information for both processes all at the same time, we believe that this will avoid the discomfort of denial and speed up the process of consideration for admission by exception. And when an exception justification letter and applicable information is received by the Office of Admissions, they would rightly forward this on to the appropriate college, thus avoiding a secondary set of processing.

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11/2/15, Rachel Crane  
Amended 11/18/15, RC

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# Proposal for a First-Year Seminar at WSU

1st reading 11-23-15

## Rationale

Missing from the WSU first-year experience is a required common experience that engages student in meaningful relationships with their peers, faculty, and the campus community. Seminars of this type are meant to engage students in intellectual discourse in small classes taught by faculty, who have a deep subject matter knowledge and a passion for a topic.

### First-year seminars:

- Connect students to a subject matter that is academically engaging and challenging.
- Feature topics that often take an interdisciplinary approach to subject material.
- Provide an opportunity for faculty members to engage with a small group of students (limited to no more than 20 students) in the context of a subject that is personally and professionally meaningful.
- Expose students to a supportive campus environment and building community
- Fulfill a general education curriculum requirement
- Meet the general education goals and outcomes

### Component of the General Education Program

All freshmen (i.e., native freshmen or students who have completed less than 24 hours) will be required to take one first-year seminar as a part of Tier 2 (introductory courses in the discipline) of the general education program. Therefore, one of the 7 courses will be a first-year seminar and should be taken in the first 30 hours. First-year seminar courses offered in all colleges will be designated in either the fine arts/humanities, social/behavioral sciences, or mathematics and natural sciences division.

### The First-Year Seminar Course

One objective of the first-year seminar is to introduce first-year students to our faculty members from all colleges and the various majors they represent. Thus, tenured and tenure-track faculty from all colleges are strongly encouraged to offer a section. However, fulltime instructors and professors emeriti are also eligible to participate. Seminar design should emphasize themes not covered in current General Education courses, and should prioritize student contributions and peer-to-peer interactions. These could include, but are not limited to, topics with contemporary societal relevance.

- The majority of the course will be topic specific (as identified by the instructor – see attached syllabus template)
- Items addressing information literacy, time management, note taking, test taking, personal finance, learning styles, campus resources, campus traditions and culture, and the value of student involvement will be infused as appropriate (see attached syllabus template)
- Peer mentoring will be available as an option

Upon completion of a first-year seminar, a student will have achieved the following learning outcomes:

- Acquired knowledge in the arts, humanities, and/or natural and social sciences
- Demonstrated the ability to think critically and independently

- Effectively write and speak
- Employed analytical reasoning and problem solving techniques
- Developed fundamentals of information literacy and library research
- Developed an appreciation for diversity

First-year seminars will be assessed through the AAC&U writing rubric; National Survey of Student Engagement

#### Course Development

Faculty will propose seminar courses and route it through the regular curriculum change process. Each seminar will receive:

- The first time the course is offered:
  - \$1,500 in development funding
  - \$2,500 to teach the course (or the minimum rate established in each college)
- Subsequent offerings
  - \$2,500 to teach the course (or the minimum rate established in each college)
- Departments may use these funds to replace lost teaching (due to a faculty member offering the seminar as part of her/his regular teaching load). Or, the faculty member may receive the \$2,500 if s/he is teaching the course as an overload. The stipend would be prorated in the event of team-taught courses.

#### Monitoring

In an effort to assure that the original intent of the first-year seminar remains in place, the General Education Committee will annually review the following and make recommendations on its continuance:

- Number of sections each semester
- Enrollment of each section
- Faculty category distribution assigned to teach the course
- Financial resources to support the first-year seminar program

Approved by the General Education Committee on October 26, 2015

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## Caring for Our Community

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University Behavior Intervention Team  
Wichita State University

### Our Purpose

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*The mission of the University Behavior Intervention Team is to provide a proactive and supportive multidisciplinary team approach to prevention, assessment and intervention of situations or individuals that may pose a threat to the safety and wellbeing of the University community.*



## UBIT Members

- Camille Childers, Director of Student Health Services
- Maureen Dasey-Morales, Director of Counseling & Testing Center
- Linnea GlenMaye, Associate Vice President for Academic Affairs
- Mandy Hambleton, Director, Student Conduct and Community Standards
- Scott Jensen, Director of Housing & Residence Life
- Matthew Johnston, Associate Director of Human Resources
- Nancy Loosle, Director, Student Involvement
- Sara Morris, Chief of University Police Department
- David Moses, General Counsel
- Eric Sexton, Vice President of Student Affairs & Executive Director of Athletics

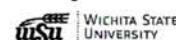
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## Functions of UBIT

- Gather and assess information related to individuals who exhibit **concerning** signs, are **disruptive**, and/or are potentially **threatening** to themselves or others
- Develop action plans
- Conduct threat assessments
- Connect individuals with helping resources
- Support and provide advice for impacted individuals
- Educate and empower the campus community

4



## Identifying Concerning Behavior

At one time or another, everyone feels upset or distressed. However, there are three levels of distress which, when present over time, suggest intervention might be appropriate.

- **Concerning:** causes us to feel alarmed, upset, or worried for an individual's well-being.
- **Disruptive:** interferes with or interrupts others' functioning or the normal functions of the University.
- **Threatening:** typically leaves us feeling frightened or in fear for our safety or the safety of others.

5



## Remember to attend to...

- Cultural and contextual issues
- Your own biases about "normal" and "abnormal"
- Clusters of concerns
- Changes in functioning for the individual

6



## What happens when you contact UBIT?

- Online report copied to all team members.
- Depending upon the nature of the concern, the report will be assigned to a specific UBIT member for follow-up and additional information collection.
- The team will assign a risk level and begin to develop an intervention plan.
- Feedback provided to you about the status of our work while also providing for the privacy of those involved.

7



## Submitting a Report

- All reports are submitted via the online report form on UBIT website ([www.wichita.edu/UBIT](http://www.wichita.edu/UBIT)).
- Reports should be objective, detailed, and fact-based as much as possible.
- Indicate where information came from: “The student reported...”

**Urgent reports regarding safety and/or mental health concerns should still be placed to University Police or the Counseling & Testing Center first.**

8



## Privacy of reports

- FERPA allows for disclosure of student information for health and safety concerns.
- Every effort is made to respect the privacy of those making reports as well as that of those about whom reports are submitted.
- Information will be shared only with individuals with a "need to know" in order to assist in the review, investigation, or resolution of a report.

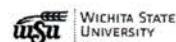
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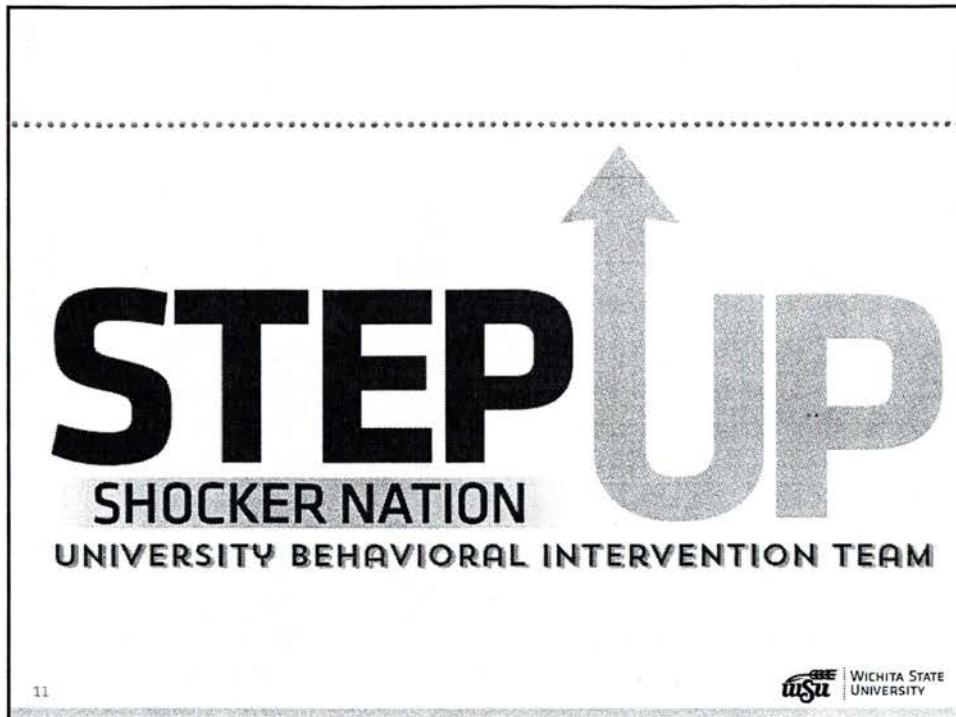


## What can we do as a University Community?

- Give yourself permission to act.
- Become knowledgeable about campus services.
- Avoid stigmatizing mental health issues.
- Don't try to be the hero, work with other campus resources.
- Approach conversations from a caring perspective

10





# Minutes of the Meeting of the Faculty Senate

Monday, November 23, 2015

**Senators Present:** Ahmed, Asaduzzaman, Barut, Bergman, Brooks, Bryant, Castro, Celestin, Chang, Close, Cramer, Decker, Dehner, Deibel, Ewing, Huckstadt, Hull, Hunsicker, Jin, Johnson, Moore-Jansen, Mosack, Myose, Palmer, Rokosz, Ross, Shukaev, Walker, Yildirim

**Senators Absent:** Adler, Babnich, Birzer, Chand, Chopra, Hughes, Lu, Muthiachareon, Solomey, Woods, Yao

**Senators Excused:** Rillema, Shaw, Yeager

**Summary of Action:**

**1. Accepted appointment of Senator Bill Hendry as Senator At-Large**

**I. Call to order:** Meeting called to order 3:30 PM by President Moore-Jansen

**II. Informal Statements and Proposal - None**

**III. Approval of Minutes:**

a. Minutes of the November 9, 2015 meeting were accepted as presented

**IV. Updates -- none**

**V. President's Report**

a. **KBOR COFSP** – President Moore-Jansen said that COFSP discussed the Weapons Safety Policy survey which will be distributed in early December. The survey will be distributed to faculty, unclassified professionals and university support staff and should be open through December 30th or 31st. The survey has been forwarded to WSU counsel and IRB for input.

**VI. Committee Reports**

a. **Rules Committee** – Senator Yildirim, Chair submitted the nomination Bill Hendry for acceptance for Senator-At-Large. Nomination accepted

b. **Proposed Admissions Exceptions Trial** – Rachel Crane, chair of UAEC, submitted an amendment to the Proposed Admissions Exceptions Trial proposal which was presented at the November 9, 2015 meeting. *All students admitted as Provision or Qualified Admissions in this trial...one class of which must be WSU 101 or LASI 101 Amendment* accepted. Proposed Trail accepted.

**VII. Old Business – None**

**VIII. New Business**

a. **Eric Sexton, Vice-President of Student Affairs**- Thanked the senators and their colleagues for creating a great student experience on campus. VP Sexton shared his vision for connections between Student Affairs and Academic Affairs, including learning communities, co-curricular activities, and academic experiences. VP Sexton noted that retention is higher among students who attended learning communities in Shock Hall and Student Affairs is looking for ways to strengthen ties to academic disciplines. A handout was provided which outlined the purpose and function of the University Behavior

Intervention Team (UBIT). Questions related to UBIT included: Will someone from UBIT follow up with faculty? If a faculty member witnesses something what are they obliged to do? VP Sexton stated that every institution is required to identify those who are obliged to report Title 9 infractions, what protections exist for faculty? VP Sexton reminded the senators that UBIT is about support and help.

**b. General Education, Natalie Grant – Chair – Proposed First Year Seminar (1st reading)** – Chair Grant shared the following highlights of the proposal: more academic focus than WSU 101, a means of connecting faculty with students and engaging students in the university, all first year students would be required to take the seminar, and the seminar would meet one of the general education Tier 2 requirements. Results of an online survey showed faculty interest in teaching a first-year seminar. Questions related to the Proposed First Year Seminar included: What support would students have? Where is the funding coming from? When would it start? Will faculty and/or the department get credit for the course? How many credit hours is the course? How many students/sections? Who has monitoring oversight of the program? Can students take WSU 101 or First Year Seminar? Should First Year Seminar be optional rather than required? Are we moving too fast, should we pilot it first? How does this impact the policy related to the department chair's role regarding teaching assignments? A meeting was scheduled for December 7, 2015 from 3:00PM -4:00PM for a second reading. The proposal will be posted on Blackboard to enable faculty to discuss, ask questions and comment.

**c. Plans for Open Forum Weapons and Campus Security** – President Moore-Jansen announced an Open Forum scheduled for December 4th (time and location TBA) to discuss Weapons Safety.

**IX. As May Arise**

a. On December 7th from 4:00PM-6:00PM the Faculty Senate Executive Committee will host a party at the Fox and Hound. Invitations have been distributed, please RSVP to Bobbi Dreiling

**X. Adjournment** – The meeting was adjourned at 5:10PM

Respectfully submitted  
Janice Ewing, Secretary