



Faculty Senate Archives

Faculty Senate

Academic year 2022-2023

Volume XXXVI

2022-2023 Faculty Senate Annual Report

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**FACULTY SENATE
ANNUAL REPORT
AY 2022-2023**

President Susan Castro
Summary of Senate Activities 2022-2023

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**FACULTY SENATE
COMMITTEE ANNUAL REPORTS
AY 2022-2023**

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FACULTY SENATE ACADEMIC AFFAIRS COMMITTEE
ANNUAL REPORT 2022 – 2023

1. Membership

| Name | College | Appt. Ends |
|---------------------|--------------------|--------------------|
| Jessica Newman | LAS Social Sci | Resigned Nov. 2022 |
| Rocio del Aguila | LAS Humanities | 2023 |
| Denise Celestin | Fine Arts | 2024 |
| Susan Bray | Applied Studies | 2024 |
| Zelalem Demissie | LAS Natural Sci | 2024 |
| Raina Rutti – Chair | Business | 2025 |
| Lizzy Walker | University Library | 2025 |
| Angie Storrer | Health Professions | 2025 |
| Christopher Rees | Engineering | 2025 |

A. For the 2023-24 academic year, the committee will need representatives from LAS Social Sci. and LAS Humanities (Rocio del Aguila confirmed she is not continuing for another term).

2. Meeting Schedule: This committee met as needed when items arose to be evaluated. All meetings were conducted via Zoom.

3. Committee Activities: This committee reviews proposed changes to programs and curriculum for undergraduate and graduate studies. Items considered for review are listed below by meeting date:

A. September 15, 2022

i. Discussion of new proposals

- Certificate in Sustainable Energy Systems - Approved
- Certificate in Sustainable Water Resources - Approved
- Certificate in Health Equity and Leadership - Approved
- Departmental Honors in Linguistics - Approved
- Certificate in Blockchain - Approved
- Elect new Committee Chair – Raina agreed to continue to act as committee chair

B. November 10, 2022

i. Discussion of new proposals

- BA in Communication – Open Emphasis - Approved

- BSN – Accelerated Program - Approved
- BSN Traditional - Approved
- Minor in Women's, Ethnicity and Intersectional Studies - Approved

C. December 13, 2022

i. Discussion of new proposals

- BA in Communication – Communication Studies Emphasis - Approved
- BA in Women's, Ethnicity and Intersectional Studies - Approved
- BA in Art – Art Emphasis - Approved
- Certificate in Aging Studies for Health Professionals - Approved
- Certificate in Healthcare Leadership - Approved
- BBA in Media Arts – Concentration in Acting for Digital Arts - Approved
- Certificate in Dance and Digital Performance - Approved
- Certificate in Choreography - Approved

ii. Addendum

12/20/2022: Several proposals came in immediately following the meeting. Raina sent the information out to the committee members for review and asked for a reply by Dec. 20, 2022. All proposals asked the same zero (0) credit course to be deleted from the listed certificate as it provided no added value to the students and created issues in students receiving the certificate. Denise Celestin, Chris Rees, and Angie Storrer replied. Pending proposals were:

- Certificate in Visionary Leadership - Approved
- Certificate in Human Resource Management - Approved
- Certificate in Entrepreneurship - Approved
- Certificate in Global Business - Approved
- Certificate in Leading and Managing a Remote Workforce - Approved

D. January 26, 2023

i. Discussion of new proposals

- Certificate in Supply Chain Analytics - Approved
- Certificate in Energy and Environment - Approved
- Homeland Security Capstone – Tabled
 - The committee recommended changing the term "survey" in the description, as a capstone class should not be a survey class –and the remainder of description does not reflect it being a survey class
 - The committee also wanted more information applied learning aspect. Are they actually working with outside organizations and agencies or are they simply taking information from them.
 - The Chair will follow up with the Rebecca Martin about the proposal and disseminate the information gathered to the committee for a decision

ii. Update on Homeland Security Capstone

- Jan 27, the Chair e-mailed the individual in charge of the proposal for clarification and recommendations to some minor changes.

- Jan 28, program coordinator e-mailed back responses.
- Those were sent out to the Academic Affairs committee, who voted to approve the proposal pending these changes.
- Proposal approved 2/15/2023

E. March 9, 2023

- i. Discussion of new proposals
 - Minor in American Sign Language - Approved
 - EdS in School Psychology – Postbaccalaureate - Approved
 - EdS in School Psychology – Postmaster's - Approved
 - Certificate in Latin America and Latinx Studies - Approved
 - Postbaccalaureate PA Preparatory Certificate – Rolled back – we had a lot of questions on this and felt the graduate school was better equipped to sort out the issues
 - BA in Philosophy with Concentration in Analytic Reasoning - Approved
 - Certificate in Agile Product Management – Approved – We had questions about the number of credit hours and the use of 500/700 level classes, as it looked like it was a postbaccalaureate program. Would have liked to see more documentation and explanation regarding the program. We sent it on to the graduate school to work out the details.

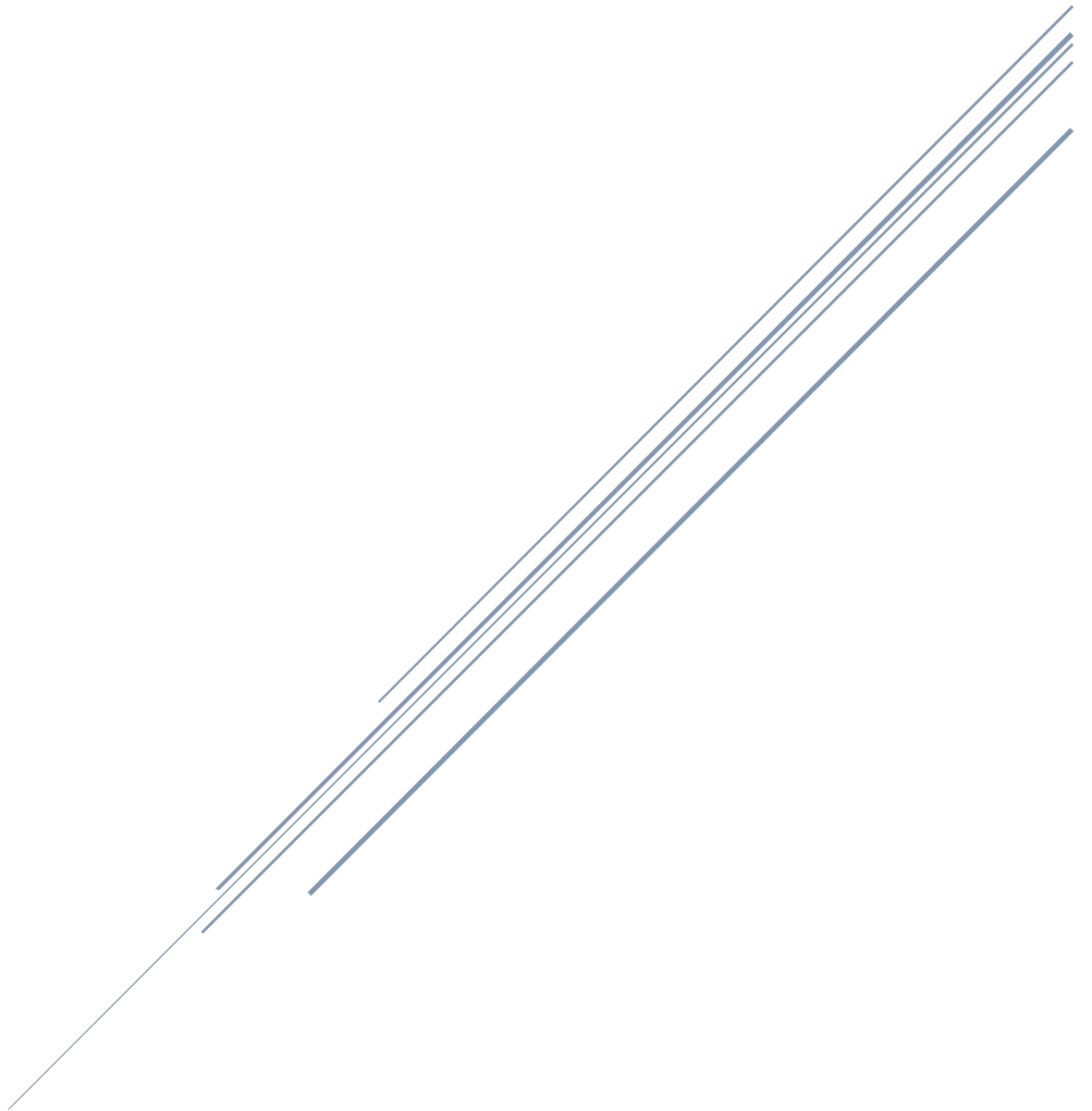
F. May 9, 2023

- i. Discussion of new proposals
 - BS in Homeland Security: Added a capstone with applied learning, moved one of the required classes to an elective, added approved electives - Approved
 - MEd in Special Education – High Incidence: Made the course requirements and applied learning more transparent - Approved
 - MS in Biomedical Engineering: added a project option (as an alternative to thesis) to complete the applied learning aspect - Approved
 - MA in Spanish: added language to reduce exceptions to language requirements - Approved
 - MEd Special Education – High Incidence, Alternative Certificate: Made the course requirements and applied learning more transparent - Approved
 - Minor in Cybersecurity: New minor, 16 hours open to everyone - Approved
 - MEd in Educational Leadership: Deleted a course and included applied learning in practicum - Approved
- ii. Discuss on committee composition for next year
 - Committee chair offered to step down if another committee member was interested in taking over. Committee members indicated they were happy with the Raina to continue as committee chair, and she agreed.
 - Rocio Del Aguila Carreno indicated she would be stepping down at the end of her term – the committee will need a replacement for the LAS Humanities slot.

4. Pending Issues:
 - A. No pending issues

5. Recommendations: as described above.

ACCESSABILITY/TECHNOLOGY COMMITTEE ANNUAL REPORT



WSU Faculty Senate Accessibility Committee 2022-2023 Annual Report

Committee Membership

| Name | College | Appt Term |
|---------------------------|-------------------------------|-----------|
| Shirlene Small* – Chair | Social Sciences | 2022-2025 |
| John Hammond * | Math/Natural Sciences/Physics | 2022-2025 |
| Donna Sayman | Applied Studies | 2022-2025 |
| Eylem Asmatulu | Engineering | 2020-2023 |
| Andrew Bowman | Humanities | 2021-2024 |
| Chris Stone | Business | 2021-2024 |
| Jeannine Russell | Fine Arts | 2020-2023 |
| Sarah Flora | Health Professions | 2020-2023 |
| Faye O'Reilly | University Libraries | 2020-2023 |
| John P Jones - ex-officio | Media Resources Center | |

*Second term

Committee Charges

1. Develop practices and standards that are consistent with the university's commitment to provide education that is accessible to all, and that also are consistent with academic integrity and academic freedom.
2. Develop and update guidelines for textbook and resource adoption.
3. Promote instructional practices for access and full inclusion.
4. Suggest evidence-based practices and standards for the use of Open Educational Resources (OERs) including free alternatives to traditional print textbooks.
5. Develop requests for necessary institutional support for instructional staff in the effort to make content accessible, including resources and expectations for support from the institution and resources for training faculty.
6. Participate in the work of the University Accessibility Committee organized by the Accessibility Coordinator.
7. Receive suggestions and maintain a system for receiving suggestions and complaints from faculty, students, staff, and visitors regarding the accessibility of university facilities including buildings, all their fittings and equipment, and web resources intended to support instruction and research, and the services associated therewith, and make recommendations to the administration regarding enhancing the participation of individuals with disabilities.
8. Provide feedback on Instructional Technology to relevant University offices and personnel

Meetings

The Accessibility Committee has a wide-ranging scope of charges. Early in late in Spring 2021, the Senate added the 8th charge, "Provide feedback on Instructional Technology to relevant University offices and personnel," which continues to serve as a focus of the committee

meetings this academic year. The committee met two times over Zoom to discuss topics including the transition to Blackboard Ultra, classroom technology, parking, and accommodations for faculty. Notably continued discussions were tables until further input from the university's Interim Accessibility Coordinator and Director of the Media Resources Center on outcome of the two-factor-authentication issues, the new university in-house "course quality" program with the Office of Instructional Resources, and visual accessibility with electronic textbooks and computer accessibility checkers.

As of Spring 2023, committee meetings were suspended while the Rules Committee reviews our charges as a committee. The decision to suspend our committee meetings until the committee has a clearer view of the committee's overall responsibilities/charges. Additionally, there have been no new agenda or action items for the committee to discuss/review. It was decided as the Chair of the committee that with no agenda items and/or actionable items holding meetings at this time would be a detriment to our time and focus. However, once a discussion with the Rules Committee occurs, with a clear understanding of the committee's actual charge. Committee meetings will resume.

Pending Issues

The committee discussed the need for further discussion on accommodations for students, faculty, and staff of the university. The discussion centered on the migration of MyWSU and the need for accessibility. Including a filter tool, easier loading of pages. A user friendlier search box, and finally concerns were discussed regarding the page magnifier and/or the display zoom not displaying properly as well as the search box not being properly displayed.

Additionally, the committee also discussed the need for improved accommodations for students, faculty, and staff of the university. The discussion centered on the learning management system (LMS) Blackboard and the need for both accessibility and functionality. One concern is the screen reader in the gradebook for Blackboard is defaulted on "Off" which can create issues as well as the tools that have been found to be functional in Blackboard, do not work in Blackboard Ultra creating some accessibility /technological issues.

Suggestion to the Senate

Given that the Senate wants this committee to be able to work in collaboration with the Media Resource Center and other centers for instructional technology, the chair suggests the committee no longer be identified as a Standing Committee but adjusted to be an Ad Hoc Committee to deal with accessibility/technological issues when necessary. It is further recommended that the Chair of the Committee collaborate with the Director of Media Resources to establish when the committee will need to meet to discuss agenda and/or actionable items.

Submitted by Shirlene Small – Committee Chair 3/1/2023

WSU Court of Academic Appeals
Annual Report for Year 2022-23

Members:

1. Gina Davis, College of Health Professions, Faculty Representative
2. Shaunna Millar, College of LAS (Social Sci), Faculty Representative
3. T.S. Ravigururajan, Engineering, Chair
4. Kerry Jones, College of LAS (Humanities), Faculty Alternate
5. Carl (Ed) Baker, Fine Arts, Faculty Alternate
6. Mahsi Maghsoudi, Applied Studies, Faculty Alternate
7. David Liu, SGA Undergraduate Representative
8. Balaji Karthikeyan, SGA Graduate Representative
9. Sophie Martins, SGA Undergraduate Representative Alternate
10. Jacqueline Villa, SGA Graduate Representative Alternate

Meeting Schedule and Committee Activities:

The Court meets whenever an appeal case is presented to be heard. A closed hearing is conducted after a careful review of the case documentation. The decision letter and the audio recording of each hearing are archived in the Office of the Associate Provost.

There were five student appeals were heard – one from CoE, 2 from CHP, and 2 from LAS.

The appeals were heard as per the established guidelines in a professional manner and student concerns as the focus.

Pending issues: Expecting new appeals

Recommendations: None

Faculty Support Committee Annual Report Academic Year 2022-2023

1. Current Members:

| Name | College | Appt. Ends |
|---|---|------------|
| Angela Beeler | Applied Studies | 2025 |
| Imran Musaji | Health Professions | 2025 |
| Bayram Yildirim – Chair (reappointed for 2022-2025) | Engineering | 2025 |
| Mehmet Barut | Business | 2023 |
| Greg Houseman | LAS Natural Sci | 2025 |
| Burcu Ozturk | LAS Social Sci | 2025 |
| Ethan Lindsay | University Libraries | 2023 |
| Ted Adler | Interim for Jennifer Ray while on sabbatical | 2022 |
| Jennifer Ray | Fine Arts | 2024 |
| Susan Sterrett | LAS Humanities | 2024 |
| Jana Henderson (Non-Voting) | Research | |
| Shelly Magee (Non-Voting) | Research | |

2. Meeting Schedule: The committee meets four to five times during the academic year depending on application due dates and committee availability.
3. Committee Activities: The committee oversees a fiscal year budget of approximately **\$116,400** to be used to fund three internal grant programs
 - the University Research/Creative Award (URCA),
 - the Multi-disciplinary Research Projects Award (MURPA), and
 - the Award for Research/Creative Projects in Summer (ARCS).

Committee members are also charged with reviewing applications for sabbatical leave and making recommendations to the Provost, as well as a WSU Foundation funded grant program: Flossie West, which awarded two grants this year for **\$36,280.00 each**.

During FY23, **18** internally funded grant applications, **27** nominations for faculty awards and **11** applications for sabbatical leave were reviewed and voted on by the committee. The committee recommended funding **16** of the internally funded awards for a total of **\$79,095.00**. The committee is responsible for recommending award winners from nominations submitted for the following Excellence Awards: Excellence for Creative Activity Award, Excellence Award for Community Research, Excellence in Research Award, Faculty Risk Taker, Young Faculty Risk Taker, Young Faculty Scholar, Excellence in Accessibility, Advancement in Teaching, Online Teaching and Excellence in Teaching.

The committee reviewed **11** applications for sabbatical leave and recommended sabbatical leave be granted for all applicants.

4. All recommendations for awards for Fiscal Year 2023 have been made. The committee has received 5 proposals for FY2024 URCA awards and will review and make recommendations to the Provost during this academic year.

THE GENERAL EDUCATION COMMITTEE REPORT TO FACULTY SENATE AY 2022-2023

COMMITTEE VOTING MEMBERS:

- Mathew Muether (LAS-Natural Sciences, Chair)
- Jan Wolcutt (Business, Secretary)
- Natalie Delacruz (Health Professions)
- Robin Folkert (Applied Studies)
- Julie Henderson (LAS-Humanities)
- Brittany Lockard (Fine Arts)
- Shaunna Millar (LAS- Social Sciences)
- Roy Myose (Engineering)
- Angela Paul (Library)
- Sandra Sipes (Basic skills)
- Mark Barlow (SGA Senate Member)

COMMITTEE NON-VOTING MEMBERS:

- Gina Crabtree (Registrar, Ex-Officio)
- Sally Fiscus (Associate Registrar, Ex-Officio)
- Linnea GlenMaye (Academic Affairs Provost Office, Associate Vice President, Ex-Officio)
- Aaron Rife (First-Year Seminar Coordinator, Guest)

COMMITTEE MEETINGS:

- The committee meets at 12:30 pm on the 2nd and 4th Mondays of the month.
- All meetings have been held via Zoom.
- Committee meetings were held on:

- September 12, September 26, October 10, October 24, November 14, November 28, December 12, January 23, February 13, February 27, March 27, April 10, April 24

COMMITTEE LEADERSHIP ELECTION RESULT FOR AY 2022-2023

- The committee elected a chair and secretary for AY 2023-2024 at the April 24th meeting.
 - Chair - Mathew Muether (Brittany Lockard was elected as vice-chair to assume roles if Mathew is unavailable.)
 - Secretary – Jan Wolcott

GENERAL EDUCATION COURSE PROPOSAL REVIEW

PROCESS:

- The committee meets to review the general education attribute on new and updated courses submitted through CIM throughout the AY.
- Applications are assessed for inclusion of General Education outcomes and associated assessments.
- As needed, the committee meets with instructors of the proposed courses.
- The committee included the FYS director in meetings involving FYS courses

COURSES REVIEWED, OUTCOMES, AND ACTIONS:

- The committee approved 20 General Education courses. 4 of the approved courses were FYS.
- The committee noted a high level of 300 level or above course being submitted for general education with some numbered at the 500 level.
- The committee found that some special topics root courses may have been attributed as Gen Ed, and subsequent courses stemming from these roots may carry the Gen Ed attribute without these courses going through the committee. It will not be an issue with new courses, as these courses must now go through the committee. The committee discussed ways to try to remove the Gen Ed attribute from courses that have not gone through committee.
- One submitted course had an upper-level status restriction which the committee recommended be removed for general course access.
- The committee discussed the GenEd approval process for Honors courses.
 - The committee met with Kim Engber on March 27th to discuss.

- The committee is recommending a non-voting representative from honors be assigned to the committee who attends as an ex-Officio member.
- The committee had discussion about the overall depth of the WSU general education catalog and whether those courses reflect the current University general education program appropriately, which should be continued in the next academic year. Three points were discussed.
 - Gen Ed courses attributed prior to recent policy changes.
 - Lack of clear guidance as to what a course not qualifying as Gen Ed would be.
 - Lack of clear process to de-attribute a course.
- The committee recommends that the WSU syllabus template be updated with language specific to Gen Ed (outcome and assessment requirements, etc).

DRAFTING OF NEW GEN ED POLICY TO COMPLY WITH UPDATED KBOR TRANSFER POLICY

PROCESS:

- On Aug 16, 2022 the Faculty Senate President with support from the Senate Executive Committee charged the general education committee to produce a new WSU GE policy which complies with the KBOR system-wide framework.
- A subcommittee consisting of Mathew Muether, Jan Wolcutt, Roy Myose, Brittany Lockard, Sally Fiscus, Linnea Glenmayer, and Patrica Phillips met this semester to draft a proposal for the University's GenEd Policy which would comply with the new KBOR Transfer Policy.
 - This subcommittee met on September 19, October 3, October 31, November 7, November 21, January 9

● OUTCOMES, AND ACTIONS:

- This policy proposal was approved on Jan 23, 2023, by the full GE committee to bring forward to the Faculty Senate for consideration (attached below.)
- The committee recommends the formation of a standing diversity committee to assess diversity attribution for courses going forward.

REVIEW OF GENERAL EDUCATION PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT

PROCESS:

- In the fall and spring semester, the General Education Committee gathers and assesses the data that has accumulated since the last review (i.e., learning outcomes, changes) and writes a report to the Faculty Senate.
- In the spring semester, the report with any recommendations for change is presented to the senate so that the senate has the time for thorough consideration prior to taking the recommendations to the general faculty later in the semester.
- Any changes approved by the general faculty will be instituted in the next academic year.

ACTIVITIES:

- Reviewed Assessment Report from University Assessment Committee.
 - Met with Ashlie Jack on April 10th.
- Discussed and reviewed library assessment from Angela Paul.
- Discussed and reviewed FYS Assessment Report including FYS director.
 - Met with Aaron Rife on March 27th.
- Meeting with OneStop Advising
 - Met with Aaron Hamilton and Kylie Johnson on March 27th
- Meeting with LAS Advising
 - Met with Patricia Philips on April 10th.

COMMITTEE ACTIONS

- No Actions taken this year
- No presentations to the Senate this year.

SUMMARY OF INFORMATION/DATA REVIEWED:

- The committee review the Fall and Spring 2022 FYS Students surveys.
 - The surveys are attached at the end of this report.
 - FYS tracks how many students fail FYS. Last year about 90 students failed FYS. Failing FYS is highly correlated with failing their other classes. A high percentage of failures are students who simply quit coming to class.

- 67% of students would recommend their FYS to others and 62% said the FYS course contributed to their success.
- The committee discussed evidence of FYS effects on student retention.
 - The conclusion is that little empirical evidence is available on this topic.
- Library Assessment
 - Instructors that make a library instruction request for their classes can expect to their students to receive a lesson relevant to assignments and research needs. A scaffolding schedule of information literacy skills has been created for library instruction for First-Year Seminar Classes, English 101, English 102, and other general education classes.
 - It is important to inform students about student success services within their first few months on campus to ensure they know what is available. Basic library services such as the facilities in Ablah Library, article searching, and Ask-a-Librarian reference help, and vocabulary such as “periodicals,” “peer-reviewed articles,” and “library databases” are promoted in FYS and other 100-level classes. These threshold concepts are reinforced in multiple classes. The Coordinator of Library Instructional Services has created a web page describing the [library instruction program at University Libraries](#).
 - First-Year Seminar Classes
 - Liaison librarians are matched with FYS courses based on subject expertise and reach out to FYS instructors to see if they would like to request a library instruction session. Classes receive some type of basic information about the library, which could be a library orientation to the library homepage, tour of Ablah, or otherwise learn about the facility, in-person and online library services, and/or library collections. Classes which assign a research project also learn how to locate and access sources for their project. Some classes come for multiple library sessions while the librarian helps students navigate their research topic, locate and evaluate sources, and cite sources.
 - The UL offers 9 asynchronous tutorials for FYS designed to introduce students to a wide range of library resources and review appropriate citation practices. Students usually locate the tutorials web guide via Blackboard, but here is a direct link to the [First-Year Seminar Tutorials](#). As you can see on the first page of this web guide, some librarians have created web guides for specific classes. These guides are usually used to facilitate library instruction, although the absence of a guide does not mean there was no library instruction for that class.
 - ENGL 101: English Composition I Classes
 - All classes receive a lesson with the objective of helping students

determine which services and sources are relevant to their information need. Students often get a brief tour of Ablah Library and orientation to the library homepage, a basic lesson about using SmartSearch to locate scholarly articles with a discussion about the various types of sources available in SmartSearch and which are appropriate for college-level research, and a comparison of Google to SmartSearch. A Jeopardy game is usually played to reinforce concepts learned in this lesson.

- ENGL 102: English Composition II Classes
 - All classes receive a lesson with the same objective of how to evaluate sources and fact-check information. All students complete a worksheet asking them to compare sources found in SmartSearch with sources found in a Google search. This worksheet may be completed before the library lesson as a warm-up task, or after the lesson as an assessment, depending on the date of the library lesson.
- Other 100-level General Education classes
 - Classes that come for library instruction receive a lesson to help with specific research assignments, which usually require general/multidisciplinary databases such as SmartSearch. However, some classes do learn to use specialized databases. Some classes may also learn how to cite sources in APA or MLA style.
- Other General Education classes
 - Classes that come for library instruction receive a lesson on more specialized databases to help with specific research assignments. For example, students learn how to locate engineering standards and reference sources about materials properties in ME 251 and use biology databases in BIO 210/211. Some classes may also learn how to cite sources.
- General Education Foundation Course Assessment, Fall 2022
 - Communication 111 Public Speaking was down slightly, with a decrease from 2.88 to 2.72, below the target of 2.75.
 - In Fall of 2022 we eliminated some of the reported elements in the rubric used to create the COMM 111 performance assessment to more accurately reflect general public speaking proficiency. This means that the 2021 and 2022 scores may not be comparable. To help with overall retention at WSU, we also did the following over the 2022-23 academic year:
 - To help ease students' natural fear of public speaking, GTA training (Comm 750) now includes a component to help students build confidence and overcome their fears.
 - Every class lecture now begins with a slide or two

highlighting one of the student resources on campus (ex. TRIO, CARE Team, Writing Center, Adult Learning, Math Lab, etc.). Each slide gives the name, a map to show where it is, a photo of the building, and a few bullet points of the resources available there.

- We adopted an Open Educational Resource textbook this Spring semester to lower costs and help with financial hurdles.
- English 101 pre-and post-test scores were up slightly, with a mean score increasing from 3.66 to 3.69, but were below the target of 3.75.
- English 102 pre-and post-test scores were up, with a mean post-test score increasing from 3.52 to 3.82. Pre-test scores were down very slightly from 3.13 to 3.06, so the post-test increase is notable.
- Math course completion rate (% ABC grades) for College Algebra was up with an increase from 65% to 71%. But this is below the target of 80%.
- WSU Foresight 2020 Student Learning Performance, including:
 - CLAN/A (was not administered in 2022)
 - NSSE
 - Undergraduate perception of critical thinking competency exit survey decreased very slightly from 93.0% to 92.7% but is still well ahead of the target goal of 80%.
 - Undergraduate perception of numerical literacy competency exit survey shows a decrease from 78.9% to 77.5%, with a target of 80%.
 - Freshman student presentation frequency is below the target of 2.2, with a score of 1.8.
 - Undergraduate perception of oral/written competency on exit survey is down slightly from previous year, from 90.1% to 89.5% and slightly below the goal of 90%.
 - Library literacy from exit survey shows a slight decrease from previous year from 69.6% to 69.2%, with a target goal of 70%.
 - Percent of undergraduates perceiving chosen degree useful to very useful in career exit survey was down slightly from previous year, from 88.2% to 87.3%, with a target goal of 90%.

RECOMMENDATIONS FOR NEXT ACADEMIC YEAR

- The General Education Committee will continue the Assessment Activities described above.
- The General Education Committee will monitor areas that showed decreased performance in the Foundation Course Assessment.
- The Committee should discuss process for review of existing Gen Courses.

Fall English 101 Pre and Post Test Diagnostic Scores

*to be eligible, classes must have 11 to 35 enrolled students who have completed both pre-test and post-test instruments

Table 1: Pre- & Post-test scores

| Test Scale ¹ | Fall 2020 | | | Fall 2021 | | | Fall 2022 | | |
|-------------------------|-----------|-------------------|------------------------|-----------|-------------------|------------------------|-----------|-------------------|------------------------|
| | Pre test | sig. ¹ | Post test ² | Pre test | sig. ¹ | Post test ² | Pre test | sig. ¹ | Post test ² |
| mean | 3.07 | *** | 3.88 | 3.13 | *** | 3.52 | 3.06 | *** | 3.82 |
| std dev | 1.12 | | 0.73 | 0.89 | | 0.79 | 0.99 | | 0.72 |
| student count | 335 | | | 254 | | | 356 | | |
| cm count | 19 | | | 14 | | | 19 | | |

¹ Numeric scale ranges from 1 to 5 (5=high); Post test statistically different from pre-test at the .000 level with a meaningful effect size.

Table 2: Letter grade equivalents

| Letter Grade: | Fall 2020 | | Fall 2021 | | Fall 2022 | | | | | | | |
|----------------|-----------------------|------------------------|-----------------------|------------------------|-----------------------|------------------------|------|-------|-----|-------|------|-------|
| | Pre-test ² | Post-test ² | Pre-test ² | Post-test ² | Pre-test ² | Post-test ² | | | | | | |
| total students | 335 | 100% | 335 | 100% | 254 | 100% | 254 | 100% | 356 | 100% | 356 | 100% |
| A | 50a | 14.9% | 129b | 38.5% | 25a | 9.8% | 44b | 17.3% | 40a | 11.2% | 105b | 29.5% |
| B | 91a | 27.2% | 139b | 41.5% | 87a | 34.3% | 116b | 45.7% | 88a | 24.7% | 174b | 48.9% |
| C | 68a | 20.3% | 40b | 11.9% | 64a | 25.2% | 59a | 23.2% | 99a | 27.8% | 48b | 13.5% |
| D | 90a | 26.9% | 25b | 7.5% | 61a | 24.0% | 29b | 11.4% | 96a | 27.0% | 29b | 8.1% |
| F | 36a | 10.7% | 2b | 0.6% | 17a | 6.7% | 6b | 2.4% | 33a | 9.3% | 01 | 0.0% |

² Values in the same row & sub table not sharing the same subscript are significantly different at p< .05 level; cross test proportions statistically different have a moderate to large Cohen H effect size.

Table 3: Outflow Mobility Table*

| Pre-Test Grade | Fall 2020 | | | | | | | | Fall 2021 | | | | | | | | Fall 2022 | | | | | | | |
|------------------|-----------|-----------------|--------|----------|-------|------|------|------|-----------|-----------------|----------|-------|-------|------|----------|--------|-----------|-----------------|------|--|--|--|--|--|
| | total | Post-Test Grade | | | | | | | total | Post-Test Grade | | | | | | | total | Post-Test Grade | | | | | | |
| | | A | B | C | D | F | F | A | | B | C | D | F | A | B | C | | D | F | | | | | |
| total | 335 | 129 | 139 | 40 | 25 | 2 | 2 | 254 | 44 | 116 | 59 | 29 | 6 | 356 | 105 | 174 | 48 | 29 | 0 | | | | | |
| A | 50 | 30 | 17 | 2 | 1 | 0 | 0 | 25 | 9 | 14 | 0 | 2 | 0 | 40 | 23 | 14 | 2 | 1 | 0 | | | | | |
| B | 91 | 37 | 38 | 11 | 5 | 0 | 0 | 87 | 13 | 44 | 23 | 6 | 1 | 88 | 43 | 37 | 5 | 3 | 0 | | | | | |
| C | 68 | 24 | 23 | 15 | 6 | 0 | 0 | 64 | 6 | 31 | 21 | 5 | 1 | 99 | 21 | 54 | 14 | 10 | 0 | | | | | |
| D | 90 | 26 | 43 | 8 | 11 | 2 | 2 | 61 | 13 | 23 | 9 | 15 | 1 | 96 | 16 | 51 | 21 | 8 | 0 | | | | | |
| F | 36 | 12 | 18 | 4 | 2 | 0 | 0 | 17 | 3 | 4 | 6 | 1 | 3 | 33 | 2 | 18 | 6 | 7 | 0 | | | | | |
| | | increase | static | decrease | | | | | increase | static | decrease | | | | increase | static | decrease | | | | | | | |
| | 335 | 197 | 94 | 44 | | | | 254 | 109 | 92 | 53 | | | 356 | 239 | 82 | 35 | | | | | | | |
| | 100% | 58.8% | 28.1% | 13.1% | | | | 100% | 42.9% | 36.2% | 20.9% | | | 100% | 67.1% | 23.0% | 9.8% | | | | | | | |
| change by grade: | | | | | | | | | | | | | | | | | | | | | | | | |
| A | 100% | 60.0% | 34.0% | 4.0% | 2.0% | 0.0% | 0.0% | 100% | 36.0% | 56.0% | 0.0% | 8.0% | 0.0% | 100% | 57.5% | 35.0% | 5.0% | 2.5% | 0.0% | | | | | |
| B | 100% | 40.7% | 41.8% | 12.1% | 5.5% | 0.0% | 0.0% | 100% | 14.9% | 50.6% | 26.4% | 6.9% | 1.1% | 100% | 48.9% | 42.0% | 5.7% | 3.4% | 0.0% | | | | | |
| C | 100% | 35.3% | 33.8% | 22.1% | 8.8% | 0.0% | 0.0% | 100% | 9.4% | 48.4% | 32.8% | 7.8% | 1.6% | 100% | 21.2% | 54.5% | 14.1% | 10.1% | 0.0% | | | | | |
| D | 100% | 28.9% | 47.8% | 8.9% | 12.2% | 2.2% | 0.0% | 100% | 21.3% | 37.7% | 14.8% | 24.6% | 1.6% | 100% | 16.7% | 53.1% | 21.9% | 8.3% | 0.0% | | | | | |
| F | 100% | 33.3% | 50.0% | 11.1% | 5.6% | 0.0% | 0.0% | 100% | 17.6% | 23.5% | 35.3% | 5.9% | 17.6% | 100% | 6.1% | 54.5% | 18.2% | 21.2% | 0.0% | | | | | |

* Outflow mobility tables are read left to right to display movement from pre-test grades to post-test grades; green cells demonstrate upward grade movement, yellow cells downward grade movement.

First-Year Seminar Student Survey, Spring 2022

First-Year Seminar students had the opportunity to respond to an anonymous survey that was emailed to them at the end of April and available through May 2022. 86 students completed the survey, out of an available 603 first-year students (14.26% response rate). They were asked to rate their FYS course according to topics covered, how prepared they felt for university, whether they learned about resources available at WSU, and their interactions with the course instructor. Students were also afforded the opportunity to provide open-ended feedback on their course (comments are attached).

The principal questions and their results are below.

My first-year seminar course helped me:

| # | Question | Strongly Agree | | Somewhat Agree | | Somewhat Disagree | | Strongly Disagree | | Total |
|---|--|----------------|----|----------------|----|-------------------|----|-------------------|----|-------|
| 1 | Think deeply about a difficult or interesting topic | 43.53% | 37 | 35.29% | 30 | 12.94% | 11 | 8.23% | 7 | 85 |
| 2 | Develop my writing skills | 17.44% | 15 | 46.51% | 40 | 18.60% | 16 | 17.44% | 15 | 86 |
| 3 | Develop my public speaking skills | 18.82% | 16 | 22.35% | 19 | 38.82% | 33 | 20.00% | 17 | 85 |
| 4 | Analyze and look for solutions to problems | 39.53% | 34 | 36.04% | 31 | 13.95% | 12 | 10.46% | 9 | 86 |
| 5 | Learn about a part of life, people's experiences, or the world | 52.32% | 45 | 33.72% | 29 | 9.30% | 8 | 4.65% | 4 | 86 |
| 6 | Learn how to use library resources and to do research | 38.37% | 33 | 40.69% | 35 | 11.63% | 10 | 9.30% | 8 | 86 |
| 7 | Develop a greater respect for global diversity | 39.53% | 34 | 30.23% | 26 | 15.11% | 13 | 15.11% | 13 | 86 |

Strongest 3 “agree” responses: Learn about a part of life/experiences/world (86%); Think deeply about a topic (81%); Learn how to use library resources (79%)

Strongest 3 “disagree” responses: Public speaking skills (58%); Writing skills (36%); Respect global diversity (30%)

To what extent did your First-Year Seminar address or contribute to the following areas?

| # | Question | Great | | Some | | Little to None | | Total |
|----|--|--------|----|--------|----|----------------|----|-------|
| 1 | Learning about opportunities available to me at the University | 59.30% | 51 | 29.07% | 25 | 11.63% | 10 | 86 |
| 2 | Learning about student support services on campus (e.g., OneStop Advising, Counseling and Prevention Center, Library, Career Development Center, etc.) | 56.98% | 49 | 29.07% | 25 | 13.95% | 12 | 86 |
| 3 | Feeling supported as a first-year student | 55.81% | 48 | 25.58% | 22 | 18.60% | 16 | 86 |
| 4 | Developing connections with other students in the course | 34.88% | 30 | 40.70% | 35 | 24.42% | 21 | 86 |
| 5 | Developing connections with the course instructor | 32.56% | 28 | 56.98% | 49 | 10.46% | 9 | 86 |
| 6 | Developing connections with my College/School | 17.44% | 15 | 34.88% | 30 | 47.67% | 41 | 86 |
| 7 | Making the transition to college | 32.56% | 28 | 26.74% | 23 | 40.70% | 35 | 86 |
| 8 | Opening my mind to new ways of thinking | 47.67% | 41 | 32.56% | 28 | 50.00% | 43 | 86 |
| 9 | Developing time management skills | 39.53% | 34 | 37.21% | 32 | 23.25% | 20 | 86 |
| 10 | Developing study skills | 37.21% | 32 | 34.88% | 30 | 27.90% | 24 | 86 |

Strongest 3 “great” responses: Learning about opportunities (59%); Learning about student support services (57%); Feeling supported (56%)

Strongest 3 “little to none” responses: Opening mind to new ways of thinking (50%); Connections with College/School (47%); Making transition to college (41%)

By being enrolled in this class:

| # | Question | Strongly Agree | | Somewhat Agree | | Somewhat Disagree | | Strongly Disagree | | Total |
|---|--|----------------|----|----------------|----|-------------------|----|-------------------|----|-------|
| 1 | I feel more connected with my first-year peers. | 18.60% | 16 | 38.82% | 33 | 38.82% | 33 | 4.65% | 4 | 86 |
| 2 | I feel more connected with the faculty on campus. | 24.42% | 21 | 32.56% | 28 | 29.07% | 25 | 13.95% | 12 | 86 |
| 3 | I am more aware of different engagement opportunities on campus. | 43.53% | 37 | 35.29% | 30 | 12.94% | 11 | 8.23% | 7 | 86 |

Strongest Agree: I am more aware of different engagement opportunities on campus (79%)

Strongest Disagree: I feel more connected with the faculty on campus **and** I feel more connected with my peers (43%)

Would you recommend your first-year seminar to other first-year students?

Yes: 61.63%

No: 38.37%

Overall, do you think this course contributed to your personal and/or academic success at WSU?

Yes: 53.49%

No: 46.51%

Open-ended positive feedback on FYS courses: Comments centered on engaging instructors, learning about campus resources, time management, making friends, preparing for college.

Open-ended negative feedback on FYS courses: the most common complaint was having to take an FYS class to begin with and wishing to take a major course instead. Other comments dispersed between seeing the specific course as a waste of time, complaints about individual instructors, homework load.

First-Year Seminar Student Survey, Fall 2022

First-Year Seminar students had the opportunity to respond to an anonymous survey that was emailed to them at the end of November and available through December 2022. 573 students completed the survey, out of an available 1130 first-year students (50% response rate). They were asked to rate their FYS course according to topics covered, how prepared they felt for university, whether they learned about resources available at WSU, and their interactions with the course instructor. Students were also afforded the opportunity to provide open-ended feedback on their course.

The principal questions and their results are below.

My first-year seminar course helped me:

| # | Question | Strongly Agree | | Somewhat Agree | | Somewhat Disagree | | Strongly Disagree | | Total |
|---|--|----------------|-----|----------------|-----|-------------------|-----|-------------------|-----|-------|
| 1 | Think deeply about a difficult or interesting topic | 34.97% | 199 | 39.37% | 224 | 12.48% | 71 | 13.18% | 75 | 569 |
| 2 | Develop my writing skills | 16.90% | 96 | 43.13% | 245 | 20.60% | 117 | 19.37% | 110 | 568 |
| 3 | Develop my public speaking skills | 17.57% | 100 | 38.66% | 220 | 23.02% | 131 | 20.74% | 118 | 569 |
| 4 | Analyze and look for solutions to problems | 36.97% | 210 | 37.32% | 212 | 13.56% | 77 | 12.15% | 69 | 568 |
| 5 | Learn about a part of life, people's experiences, or the world | 47.28% | 269 | 34.27% | 195 | 10.02% | 57 | 8.44% | 48 | 569 |
| 6 | Learn how to use library resources and to do research | 37.02% | 211 | 35.79% | 204 | 14.39% | 82 | 12.81% | 73 | 570 |
| 7 | Develop a greater respect for global diversity | 41.58% | 237 | 33.86% | 193 | 13.86% | 79 | 10.70% | 61 | 570 |

Strongest “agree” responses: Learn about a part of life/experiences/world (81.55%); Greater respect for diversity (75.44%); Analyze and look for solutions to problems (74.19%); Think deeply about an interesting topic (74.34%)

Strongest 3 “disagree” responses: Public speaking skills (43.76%); Writing skills (39.37%)

To what extent did your First-Year Seminar address or contribute to the following areas?

| # | Question | Great | | Some | | Little to None | | Total |
|----|--|--------|-----|--------|-----|----------------|-----|-------|
| 1 | Learning about opportunities available to me at the University | 56.32% | 321 | 33.33% | 190 | 10.35% | 59 | 570 |
| 2 | Learning about student support services on campus (e.g., OneStop Advising, Counseling and Prevention Center, Library, Career Development Center, etc.) | 52.28% | 298 | 32.28% | 184 | 15.44% | 88 | 570 |
| 3 | Feeling supported as a first-year student | 55.26% | 315 | 27.72% | 158 | 17.02% | 97 | 570 |
| 4 | Developing connections with other students in the course | 47.54% | 270 | 34.33% | 195 | 18.13% | 103 | 568 |
| 5 | Developing connections with the course instructor | 44.37% | 252 | 34.51% | 196 | 21.13% | 120 | 568 |
| 6 | Developing connections with my College/School | 42.11% | 240 | 40.70% | 232 | 17.19% | 98 | 570 |
| 7 | Making the transition to college | 44.56% | 254 | 32.98% | 188 | 22.46% | 128 | 570 |
| 8 | Opening my mind to new ways of thinking | 52.11% | 297 | 32.63% | 186 | 15.26% | 87 | 570 |
| 9 | Developing time management skills | 37.61% | 214 | 37.79% | 215 | 24.60% | 140 | 569 |
| 10 | Developing study skills | 33.86% | 193 | 37.72% | 215 | 28.42% | 162 | 570 |

Strongest 3 “great” responses: Learning about opportunities (56.32%); Feeling supported (55.28%); Learning about support services (52.28%)

Strongest 3 “little to none” responses: Develop Study Skills (28.42%); Time Management (24.6%); Transition to college (22.46%)

By being enrolled in this class:

| # | Question | Strongly Agree | | Somewhat Agree | | Somewhat Disagree | | Strongly Disagree | | Total |
|---|--|----------------|-----|----------------|-----|-------------------|-----|-------------------|-----|-------|
| 1 | I feel more connected with my first-year peers. | 27.64% | 157 | 39.61% | 225 | 18.31% | 104 | 14.44% | 82 | 568 |
| 2 | I feel more connected with the faculty on campus. | 24.65% | 140 | 34.86% | 198 | 21.65% | 123 | 18.84% | 107 | 568 |
| 3 | I am more aware of different engagement opportunities on campus. | 41.34% | 234 | 36.75% | 208 | 12.72% | 72 | 9.19% | 52 | 566 |

Strongest Agree: I am more aware of different engagement opportunities on campus (78.09%)

Strongest Disagree: I feel more connected with the faculty on campus (40.49%)

During the current school year, how often have you done the following?

| # | Question | Very often | | Often | | Sometimes | | Never | | Total |
|---|--|------------|-----|--------|-----|-----------|-----|--------|----|-------|
| 1 | Studied when there were other interesting things to do | 21.71% | 112 | 32.56% | 168 | 36.63% | 189 | 9.11% | 47 | 516 |
| 2 | Found additional information for course assignments when you did not understand the material | 24.42% | 126 | 36.82% | 190 | 29.84% | 154 | 8.91% | 46 | 516 |
| 3 | Participated in course discussions, even when you did not feel like it | 27.13% | 140 | 30.81% | 159 | 32.95% | 170 | 9.11% | 47 | 516 |
| 4 | Asked instructors for help when you struggled with course assignments | 23.30% | 120 | 23.50% | 121 | 37.28% | 192 | 15.92% | 82 | 515 |
| 5 | Finished something you had started when you encountered challenges | 40.39% | 208 | 37.86% | 195 | 19.61% | 101 | 2.14% | 11 | 515 |

Most common “grit” activity: Finished something you had started when encountering challenges (78.25%)

Least common “grit” activity: Asked instructors for help (53.2%)

How much confidence do you have in your ability to complete tasks requiring the following skills and abilities?

| # | Question | I have a lot of confidence | | I have some confidence | | I have little or no confidence | | Total |
|----|---|----------------------------|-----|------------------------|-----|--------------------------------|-----|-------|
| 1 | Critical thinking and analysis of arguments and information | 53.20% | 274 | 44.66% | 230 | 2.14% | 11 | 515 |
| 2 | Creative thinking and problem solving | 62.91% | 324 | 35.34% | 182 | 1.75% | 9 | 515 |
| 3 | Research | 54.17% | 279 | 38.45% | 198 | 7.38% | 38 | 515 |
| 4 | Clear writing | 52.04% | 268 | 41.75% | 215 | 6.21% | 32 | 515 |
| 5 | Persuasive speaking | 39.81% | 205 | 46.41% | 239 | 13.79% | 71 | 515 |
| 6 | Technological skills | 47.37% | 243 | 45.81% | 235 | 6.82% | 35 | 513 |
| 7 | Financial and business management skills | 26.02% | 134 | 53.79% | 277 | 20.19% | 104 | 515 |
| 8 | Entrepreneurial skills | 22.22% | 114 | 48.93% | 251 | 28.85% | 148 | 513 |
| 9 | Leadership skills | 43.77% | 225 | 46.11% | 237 | 10.12% | 52 | 514 |
| 10 | Networking and relationship building | 31.38% | 161 | 53.22% | 273 | 15.40% | 79 | 513 |

Strongest 3 “I have a lot of confidence”: Creative thinking and problem solving (62.91%); Research (54.17%); Critical thinking and analysis of arguments and information (53.2%)

Strongest 3 “I have little or no confidence”: Entrepreneurial skills (28.85%); Financial and business management skills (20.19%); Networking and relationship building (15.4%)

About your FYS instructor:

| # | Question | Almost always | | Frequently | | Sometimes | | Rarely | | Almost never | | Total |
|---|--|---------------|-----|------------|-----|-----------|----|--------|----|--------------|----|-------|
| 1 | Your instructor was well-prepared for class | 60.27% | 311 | 24.81% | 128 | 8.91% | 46 | 3.88% | 20 | 2.13% | 11 | 516 |
| 2 | Your instructor inspired interest in the subject matter of this course | 50.39% | 260 | 21.71% | 112 | 14.34% | 74 | 6.20% | 32 | 7.36% | 38 | 516 |
| 3 | Your instructor encouraged student participation in the class | 61.43% | 317 | 23.06% | 119 | 9.30% | 48 | 3.49% | 18 | 2.71% | 14 | 516 |
| 4 | Your instructor was available to communicate with outside of class | 57.48% | 296 | 23.69% | 122 | 11.65% | 60 | 3.88% | 20 | 3.30% | 17 | 515 |
| 5 | Your instructor seemed to care about you as an individual | 58.45% | 301 | 15.92% | 82 | 13.20% | 68 | 6.41% | 33 | 6.02% | 31 | 515 |

Strongest 3 “almost always/frequently”: well-prepared for class (85.08%); encouraged student participation in the class (84.49%); available to communicate with outside of class (81.17%)

Strongest 2 “rarely/almost never”: inspired interest in the subject matter of this course (13.56%); seemed to care about you as an individual (12.43%)

Would you recommend your first-year seminar to other first-year students?

Yes: 67.44%

No: 32.56%

Overall, do you think this course contributed to your personal and/or academic success at WSU?

Yes: 62.4%

No: 37.6%

Open-ended positive feedback on FYS courses: Comments centered on engaging instructors, learning about campus resources, time management, making friends, preparing for college.

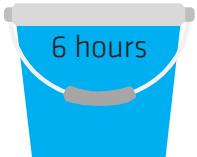
Open-ended negative feedback on FYS courses: Comments fluctuated between seeing the specific course as a waste of time, complaints about individual instructors, homework load. Most negative comments were a critique of first-year seminar and general education as requirements.



General Education Program

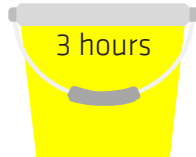
General Education (GE) Requirements at Wichita State follow the KBOR system-wide GE program framework and are comprised of 34-35 credit hours organized in six discipline-based “buckets” and an institutionally designated bucket. A student who satisfies all seven buckets will complete the GE program.

Bucket #1: English Discipline Area



English 100 or 101 and English 102

Bucket #2: Communication Discipline Area



Communication 111

Bucket #3: Mathematics & Statistics Discipline Area



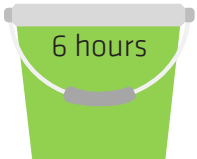
Math 111, 112 or 131* or any math/stat course that requires a MATH 111 or MATH 112 prerequisite. (123, 144, 242, 242H, STAT 370)

Bucket #4: Natural & Physical Sciences Discipline Area



Choose One Subject (must include a lab) :
Anthropology (101 with 106)
Biological Sciences (106 with 107, 210, 211, 220, 223)
Chemistry (103, 211, 212, 523, 531)
Geology (102 for 4 cr.hr., 111, 302, 312, 570, 574)
Physics (195 with 196, 111, 210, 213, 214, 313 with 315, 314 with 316)
Health Sciences (290)

Bucket #5: Social & Behavioral Sciences Discipline Area



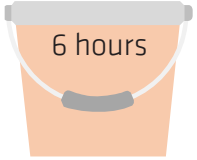
Choose from at Least Two Subject Areas:
Anthropology
Criminal Justice
Economics
Entrepreneurship
Ethnic Studies
Geography
Political Science
Psychology
Sociology
Social Work
(full course list on next pages)

Bucket #7: Institutionally Designated Area



3 hours of First-Year Seminar***
(May be satisfied by #5, #6 requirement.)
3 GE hours with Diversity designation
(May be satisfied by #4-#6 requirement)
If above requirements are satisfied in buckets #4-#6, students must take additional Gen Ed approved courses to reach a total of 6 cr. hr. in bucket #7. (May include disciplines not included in buckets #1-#6. See full list)

Bucket # 6: Arts and Humanities Discipline Area



Choose from at least Two Subject Areas:
Communication**
English**
History
Modern and Classical Languages
Linguistics
Philosophy
Religion
Women's Studies
Art History
Dance
Musicology / Composition Studio Arts
Theatre
(full course list on next pages)

*MATH 131 does not fulfill the prerequisite for any further math course. MATH 131 does not meet degree requirements in all colleges.

**Excludes courses from #1-#3

***Students who have earned an Associate Degree or 30 credit hours prior to high school graduation and before starting classes at WSU as a degree-bound student, may be exempt from taking a First-Year Seminar course.



GE Course List for Buckets 5-7

FROM SPRING 2023 GE LIST

Bucket #5: Social & Behavioral Sciences Discipline Area

| | | |
|--|---|--|
| AGE 404, 405, 512 ANTH 102, 103, 200, 303, 305, 318, 327, 335, 344, 352, 416, 511, 522, 528, 555, 613 ARTS 211, 211H, 312, 312H, 322, 324 CESP 334 CJ 191, 315, 351, 355, 394, 453, 513, 518, 593, 652 COMM 130 ECON 201, 201H, 202 EDUC 310, 310H ENTR 310, 327, 440 ETHS 100, 210, 330, 331, 332, 334, 360, 381AC, 381AD, 399, 512 FYAN 102AC, 102X FYCJ 102A, 102Q | FYEC 102B FYED 102A, 102B, 102C, 102D FYET 102A FYIM 102C FYIS 102E FYMGM 102C, 102D FYMK 102A FYPH 102B, 102C, 102D, 102G FYPS 102AB, 102AD FYSO 102A, 102Y FYSW 102A, 102T GEOG 125, 210, 530, 542, 550, 570 HNRS 106AB, 152F, 306G, 306I, 306J, 306K, 406A, 406B, 406C, 406D | IB 333 ID 300, 301 PHS 310, 326, 408, 408H POLS 121, 121H, 220, 226, 232, 232H, 305, 310, 315, 315H, 316, 319, 320, 336, 337, 337H, 352, 352H, 356, 356H, 380, 380H, 385, 390, 390F, 390G, 391E, 391L, 391M, 391MH, 391P, 391R, 395 PSY 111, 111H, 320, 321, 322, 323, 323H, 324, 324H, 325, 404, 406, 409, 410, 413, 413H, 414, 416, 508AH, 534 SCWK 201, 304, 385, 541, 571 SOC 111, 302, 306, 315, 316, 318, 319, 320, 322, 325, 326, 330, 332, 336, 337, 338, 346, 350, 405, 515, 516, 528, 534, 528, 539 WSUA 102AG WSUN 102A, 102E, 102G |
|--|---|--|

Bucket # 6: Arts and Humanities Discipline Area

| | | |
|--|---|---|
| ARTS ARTE 303 ARTH 103, 125A, 125B, 125C, 125D, 328, 346, 347, 387 ARTS 270 DANC 140, 225, 325 FA 110, 301, 321 FYMU 102A, 102B FYPP 102A, 102C HNRS 304F MUSC 113, 160, 161, 162, 334, 335, 346, 493 THEA 143, 221, 241, 243, 260, 385, 516, 517, 624 WSUN 102C | 285, 310, 315, 320, 322, 323, 330, 340, 343, 344, 360, 361, 362, 363, 365, 375, 377, 378, 379, 517, 518, 579 FREN 210, 210H, 223, 223H, 300, 300H, 540, 541 FYAR 102D FYCM 102D, 102R FYEN 102P FYET 102B FYHS 102AE, 102AZ, 102K, 102M, 102O, 102V, 102Z FYML 102C, 102E, 102F, 102G, 102I, 102N FYPL 102A, 102S FYWS 102AA, 102J GERM 210, 224, 300 HIST 100, 101, 102, 131, 132, 304, 305, 306, 307, 308, 309, 314, 317, 318, 319, 320, 321, 327, 330, 333, 340, 359, 362, 501, 502, 503, 504, 505, 507, 508, 511, 512, 513, 514, 517, 517H, 518, 518H, 522, 525, 528, 530, 531, 535, 536, 541, 543, 543H, 544, 550, 553, 559, 560, 562, 566, 567, 575, 576, 581, 582, 588, 589, 592, 593 | HNRS 105G, 305F, 305J, 305N, 305O, 305P, 305Q, 305R, 305S, 305U, 305V, 305W, 305X 351, 352, 405C, 405E, 405F, 405G JAPN 322, 324 LASI 300 LATN 223, 224 LING 151, 152, 315 PHIL 100, 105, 125, 125H, 144, 144H, 300, 302, 304, 305, 306, 307, 310, 312, 312H, 313, 315, 320, 322, 327, 331, 338, 341, 342, 346, 352, 354, 360, 361, 365, 385, 526, 530, 577 REL 110, 115, 301, 301H, 302, 327, 420, 576 RUSS 210, 224, 300 SPAN 210, 323, 323H, 400 WOMS 190, 287, 306, 316, 338, 361, 365, 385, 387, 389, 391, 392, 399, 420, 511, 513, 516, 530, 534, 541, 571, 588 WSUN 102D, 102F |
| HUMANITIES COMM 190, 221, 302, 312, 313, 321, 335, 430, 535, 631 ENGL 152, 230, 232D, 232E, 232I, 232K, 232L, 232M, 232OH, 232P, 232Q, 232R, 232S, 232T, 240, 241, 252, 254, 273, 274, 276, 277, 278, | | |

Bucket #7 Course List: Institutionally Designated

FYS Courses (Student must take 1 FYS course which may be satisfied in bucket #5 or #6)

| | | |
|---|---|--|
| BUCKET #5 FYAN 102AC, 102X FYCJ 102A, 102Q FYEC 102B FYED 102A, 102B, 102C, 102D FYET 102A FYIM 102C FYIS 102E FYMGM 102C, 102D FYMK 102A FYPH 102B, 102C, 102D, 102G FYPS 102AB, 102AD FYSO 102A, 102Y FYSW 102A, 102T | WSUA 102AG WSUN 102A, 102E, 102G | FYHS 102AE, 102AZ, 102K, 102M, 102O, 102V, 102Z FYML 102C, 102E, 102F, 102G, 102I, 102N FYPL 102A, 102S FYWS 102AA, 102J WSUN 102D, 102F |
| BUCKET #6 ARTS FYMU 102A, 102B FYPP 102A, 102C WSUN 102C | HUMANITIES FYAR 102D FYCM 102D, 102R FYEN 102P FYET 102B | OTHER FYBI 102A FYCH 102W FYGE 102U FYMP 102A FYMS 102F WSUH 102E |

GE Courses with Diversity Attribute (Student must take 1 Diversity course which may be satisfied in bucket #4, #5 or #6)

| | | |
|--|---|--|
| BUCKET #4 (NOT FYS) GEOL 102 | BUCKET #6 (NOT FYS) ARTS MUSC 113, 162, 346, 493 THEA 385 | FYS COURSES FYAN 102AC, 102X FYED 102A, 102B FYET 102A FYIS 102E FYMGM 102C, 102D FYMK 102A FYML 102E FYMP 102A FYPH 102D FYPH 102G FYPS 102E FYSO 102Y FYSW 102A, 102T WSUN 102C, 102D, 102E, 102F, 102G |
| BUCKET #5 (NOT FYS) ANTH 101, 102, 200, 303, 327, 356, 356, 416, 511, 522, 356H, 387 ARTS 211, 312, 324, 211H, 312H CESP 334 CJ 355 ENTR 327 ETHS 210, 330, 331, 332, 334, 360, 399, 512, 381AC, 381AD GEOG 210, 570 HNRS 106AB, 306K IB 333 PHS 512 POLS 220, 310, 320, 356, 385, 356H PSY 406, 416, 534 SCWK 304, 385, 541, 571 SOC 302, 306, 316, 318, 319, 326, 330, 346, 515, 516, 528, 534, 538 | HUMANITIES COMM 190, 335 ENGL 152, 241, 278 365 HIST 100, 317, 333, 511, 512, 513, 522 530, 531, 536, 553 HNRS 305S LASI 300 LING 152 PHIL 144, 300, 302, 306, 313, 327, 338, 354, 385, 144H REL 327, 420 WOMS 190, 287, 306, 316, 338, 361, 365, 385, 387, 389, 391, 392, 399, 420, 511, 513, 516, 530, 534, 541, 571, 588 | OTHER (NOT FYS) BIOL 360, 370 GEOL 200, 300 |

GE Courses Not in Buckets #1-#6 or FYS

| | | |
|---|--|--|
| ANTH 356, 356H BIOL 309, 309H, 310, 360, 370 CHEM 101, 514, 545, 661 GEOG 235 GEOL 200, 235, 300, 310, 574C | HNRS 153B, 153T, 307C HP 330 MATH 144, 242, 242H, 243, 243H, 344, 344H, 531 MLS 430 PC 105 | PHS 101 PHYS 131, 395 STAT 370, 460, 571, 572, 576 |
|---|--|--|



Differences From Current WSU GE

The committee found in reviewing the framework that WSU's existing GE program largely complied with the new policy. Below is a list of specific differences.

KBOR Framework Required Changes

- Each KBOR institution determines that a student has satisfied the system-wide GE requirements. KBOR mandates that a student transferring to WSU from any KBOR institution with this notation will have satisfied the requirements for GE at WSU. A student who transfers without this notation must meet WSU GE requirements.
- Total required GE credits hours are reduced from 36 to 34-35.
- The Fine Arts Discipline has merged with Humanities. Students now pick two subjects within this larger bucket.
- Math and Statistics have been separated to a distinct discipline from Natural Sciences.
- All students are required to take a NS Lab.
- There is no requirement for course number 300 and above, however they are not excluded and can still receive GE attribution.
- An additional 3 cr. hr. of social and behavioral sciences are required. Students must select from 2 subject areas in this bucket. FYS may fulfill this requirement.

Institutional Changes

- Institutional requirement of at least 3 GE cr. hr. of diversity designated coursework has been added. These may be satisfied through the discipline specific requirements including FYS.
- There is no restriction of the amount of major or program requirements which can be applied to GE, but students must fulfill the two subject requirement in buckets #5 and #6.



FAQ about Framework and Proposal

FAQ #1: What is the KBOR GE policy and what are its goals?

Full details about the KBOR Framework policy are at: https://kansasregents.org/academic_affairs/general-education.

“At the end of FY 2020, the Board expressed a strong desire to develop a more robust system-based approach to facilitate student transfer. Building on this vision, in FY 2021 and 2022, the Board established a goal to develop a system-wide general education (GE) package under a common framework. When framing this goal, the Board instructed Board staff to develop a system-based GE package that would maximize the application of credit throughout the system, simplify processes for transfer students, and remove barriers for transfer students.”

FAQ #2: Does WSU have to comply with this policy?

Yes. “State universities are required to comply with every aspect of both policies.”

FAQ #3: Do all programs need to comply?

There is an exceptions process which is detailed at https://kansasregents.org/academic_affairs/general-education/implementing-systemwide-ge for specific programs.

FAQ #4: Is an institution able to change or modify the bucket names?

“Common terminology and consistent themes help prospective students, current students, transfer students, academic advisors, and high school counselors connect the dots between multiple institutions. Thus, universal bucket names are a necessary component to provide an avenue to navigate GE requirements throughout the system. “

FAQ #5: What is the implementation timeline?

“At the latest, this will need to take effect on each campus for first-time students and transfer students who begin in the Fall of 2024.” “Nothing prohibits an earlier implementation.”

FAQ #6: What was the process to produce this proposal?

On Aug 16, 2022 the Faculty Senate President with support from the Senate Executive Committee charged the general education committee to produce a new WSU GE policy which complies with the KBOR system-wide framework. A subcommittee consisting of 4 members of the GE committee, a representative from the registrars office, the Associate VP for Academic affairs, and a representative from LAS advising was formed to produce the policy and met 5 times. This policy was then approved on Jan 23, 2023 by the full GE committee to bring forward to the Faculty Senate for consideration.

FAQ #7: What is the overall strategy in drafting the new policy?

The KBOR framework leaves little room for variation except in the institutional bucket (#7). In general we aimed for compliance and maximal flexibility while supporting the unique FYS and diversity components of our existing program.

FAQ #8: Does the University maintain its authority to approve individual courses for GE?

Yes. We will continue to approve GE coursework following the existing GE process. We also have the authority to set the discipline for each approved course.

FAQ #9: How will the diversity attribute be determined for GE courses?

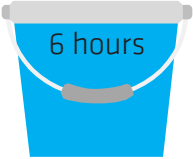
The GE committee recommends the formation of a standing diversity committee to review the diversity attribute for all courses including GE courses.



Sample GE Programs

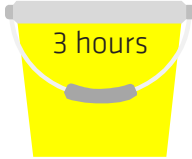
Sample General GE Completed at WSU

Bucket #1: English Discipline Area



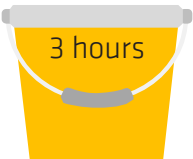
English 100 - 3 hours
English 102 - 3 hours

Bucket #2: Communication Discipline Area



Communication 111 - 3 hours

Bucket #3: Mathematics & Statistics Discipline Area



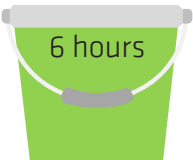
Math 111 - 3 hours

Bucket #4: Natural & Physical Sciences Discipline Area



GEOL 111 - 4 hours

Bucket #5: Social & Behavioral Sciences Discipline Area



Choose from at Least Two Subject Areas:
SOC 316 - 3 Hours (**DIVERSITY REQ.**)
PSY 111 - 3 Hours

Bucket #7: Institutionally Designated Area



Any approved GE - 3 hours
Any approved GE - 3 hours

Bucket #6: Arts and Humanities Discipline Area

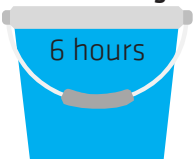


FYEN 102P - 3 hours (**FYS REQ.**)
PHIL 100 - 3 Hours

34 GE hours total, FYS and Diversity fulfilled in Bucket #5 and #6

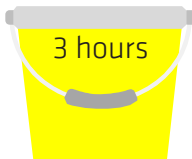
Sample Engineering GE Completed at WSU

Bucket #1: English Discipline Area



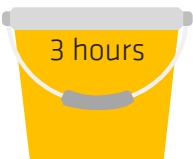
English 100 - 3 hours
English 102 - 3 hours

Bucket #2: Communication Discipline Area



Communication 111 - 3 hours

Bucket #3: Mathematics & Statistics Discipline Area



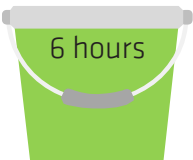
Math 242 - 5 hours
(REQUIRED BY ENG.)

Bucket #4: Natural & Physical Sciences Discipline Area



CHEM 211 - 5 hours
(REQUIRED BY ENG.)

Bucket #5: Social & Behavioral Sciences Discipline Area



ANY FYS (free choice for 91% of Engt, FYET 102 required only in ET & Cyber)

ANY S&BS (free choice for 70% Eng. ECON 201 required in AE, ET & Cyber)

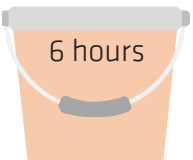
Bucket #7: Institutionally Designated Area



PHYS 313 - 4 hours
(REQUIRED for 95% of ENG.)

MATH 243 - 5 hours
(REQUIRED for 95% of ENG.)

Bucket #6: Arts and Humanities Discipline Area



PHIL 385 - 3 hours (**DIVERSITY REQ.**)
(REQUIRED BY ENG.)

THEA 143 - 3 hours

40 GE hours total, FYS and Diversity fulfilled in Bucket #5 and #6. 28 hours required by Engineering.

FACULTY SENATE LIBRARY COMMITTEE
ANNUAL REPORT AY 2022-2023

1. Committee Members

| Name | College | Appt. Ends |
|-------------------------|---------------------|-------------------|
| Jodie Simon - Chair | LAS Social Science | 2024 |
| Christine Porter | Business | 2024 |
| Mary Liz Jameson | LAS Natural Science | 2024 |
| Wei Wei | Engineering | 2025 |
| Barbara Smith | Health Professions | 2025 |
| Mary Waters | LAS Humanities | 2023 |
| <i>Rich Bomgardner</i> | Applied Studies | 2023 |
| <i>Claudia Pederson</i> | Fine Arts | 2023 |

2. **Meeting Schedule:** The committee conducted meetings primarily via email with at least one hyflex (Zoom) or in person meeting with ex officio members for both Fall 22 and Spring 23 semesters.

3. **Committee Activities**

- a. Met with the ex officio members throughout the year and were introduced to our newest faculty and staff.
 - i. Welcomed William Weare, Associate Dean of Academic Engagement
 - ii. Welcomed Ginger Williams, Coordinator of Collection Strategies and Development
- b. Dean Updates Included:
 - i. Increased Usage in the physical space as we transitioned post pivot year of COVID: reported there is about a 25%-30% increase in people coming into the library the first two months of this academic year

compared to last year. And the new focus rooms are heavily booked.

- ii. Renovation Report: Over the last year a library master planning project was completed. The \$39 million master plan indicates \$19 million is needed for deferred maintenance, \$3 million for interior repairs and upgrades, \$1.2 million for structural enhancements, and approximately \$16 million to cover general contractor, design, and state fee costs.
 1. Other Projects included: Installation of new HVAC system in Special collections to replace the 35-year-old system. Replacing the dock; remodeling underused faculty carrels to create seven additional reservable focus rooms; repurposing of the first-floor area into a Digital Scholars Commons with intentions to allow greater flexibility for public events and access to technology that complements the adjacent C-Space.
- iii. Budget Report:
 1. From 2009, the overall adopted GU budget has declined by approximately 4% with the adopted GU salary budget increasing by 1% and adopted OOE budget declining by 9%. The overwhelming majority of the OOE budget is used to support and grow the collections. Since 2009, serial price increases have occurred in all but one of the major disciplines.
 2. The UL's RU revenue budget has fluctuated over the years. Revenues from photocopying and printing continue to decline as more curricular activities are conducted digitally. A decline in revenues also occurred when, in 2020, the UL removed a student access barrier by eliminating daily late fees. The UL's greatest source of RU comes from reimbursement through the South-Central Kansas Library System based on ILL services provided and number of community user patrons registered.

c. Fall 2022 Activities:

- i. Addressed a concern brought to us by Ginger Williams, Coordinator of Collection Strategies and

Development regarding showcasing guest speakers and their work via our library. This request was brought before the Senate and each college tasked its deans with relaying the information to their respective colleges. We also included this information in WSU Today.

- i. Were advised on the White House Office of Science and Technology Policy (OSTP) new policy guidance that updates the 2013 Holdren memo on open access. The new guidance can be found at <https://www.whitehouse.gov/ostp/news-updates/2022/08/25/breakthroughs-for-alldelivering-equitable-access-to-americas-research/> When fully implemented this memorandum calls for the elimination of the 12-month publication embargo for federally funded peer-reviewed research articles and for improving the accessibility of research data associated with these articles.

- d. **Spring 2023 Activities:** Met with the search firm and senate executive committee to assist in the formation of the hiring criteria for the new dean.

4. Pending Issues

- a. Confirmation of new members.
 - i. Mary Waters (LAS Humanities) has expressed interest in returning for a new term.
 - ii. Claudia Pederson (Fine Arts) has expressed interest in returning for a new term.
 - iii. Rich Bomgardner (Applied Studies) has expressed interest in returning for a new term
- b. Continuing to represent the faculty's voices and interests and assist in onboarding our new Dean in Fall 2023 and Spring 2024.
- c. Consult with the library regarding their Book Return Policy for faculty members and potential proposal for extending the electronic process.

5. **Recommendations** – Improve our involvement with our student representatives via clearer communication from the senate and our committee about role expectations.

Planning and Budget Committee (PBC) Report

Members: Neal Allen, Susan Castro (Chair), Terence Decker, Jolynn Dowling, Terrance Figy, Brian Hepburn, Jeff Jarman, Adam Lynch, Jeff Pulaski, Mike Ross, Ginger Williams, Rhonda Williams

Note: As the chair of this committee is also the faculty senate president, these roles overlap.

PBC Charges:

1. Provide the Executive Committee of the Faculty Senate with reports as tasks are completed from their annual written charge of specific topics and projects to the Faculty Senate Planning & Budget committee.
2. Identify and define the most appropriate avenues for faculty participations [sic] in the planning and budget process.
3. Attend meetings of the President's Budget Advisory Committee and advise the faculty representative (President of the Faculty Senate) on faculty concerns and priorities related to budget policies.
4. Review all matters relating to university planning and budgets, and expenditures including budget policies and assumptions, for example, faculty compensation and budget allocation/recission decisions.
5. Make recommendations to the Faculty Senate and to the Administration in matters related to university planning and budgets, as needed.
6. Develop faculty priorities related to Mill Levy expenditures and present those priorities annually to the Board of Trustees for consideration.

The Planning and Budget Committee (PBC) met six times this academic year, and roughly monthly with the President's Budget Advisory Committee (see 3 below).

1. Per Charge 1: The President's Report was used in Faculty Senate meetings to keep Senators up to date about PBC activities and noteworthy developments. Note: Senators are expected to cascade information to their constituents and solicit feedback to the Senate and PBC.
2. Per Charge 2: In Fall 2022, PBC member Rhonda Williams conducted a Qualtrics survey of faculty to solicit their priorities. The PBC also held a town hall for faculty to discuss their priorities and concerns. Faculty participation in these was low, but we did learn that participating faculty did not feel they understood budget and funding processes at WSU well enough to develop priorities or advocate.
 - Focus for Charge 2: Improve opportunities for faculty to learn about WSU funding and budget processes.
 - David Miller, Executive Director of Budget and chair of the President's Budget Advisory Committee, was invited to give a presentation to the Faculty Senate.
 - David Miller was also invited to speak at the Academic Resources Conference on "What you need to know about the annual budget cycle". This session was recorded and made available.

We had a significant increase in New GU Funding proposals this year, which could possibly be related to David Miller's work to help spread the word about how our processes work and where faculty and staff have opportunity to influence decisions.

3. Per Charge 3-4: As part of our plan to increase engagement with university level decision-making, all members of the PBC attended the monthly President's Budget Advisory Committee meetings as often as they were able, participated in those discussions, and were included in email communications.
4. Per Charge 4: PBC Chair Castro and Chair-elect Dowling met monthly with Vicki Whisenant, Executive Director of Human Resources, and members of her team. HR representatives gave presentations in Faculty Senate and took questions on several matters related to faculty compensation (round two of Market Based Compensation, NTT faculty policy development, rollout of new HR software).
5. Per Charge 5: FS President Castro met roughly monthly with President Muma and Provost Lefever, and participated in other administrative meetings that potentially involve PBC business: President Muma (10), Provost Lefever (7), PET (3), KBOR debriefs (8), Legislative updates (5). FS President-elect Jolynn Dowling was also invited to several meetings, occasionally as substitute for Castro. These meetings provide occasion to make recommendations to the WSU Administration regarding planning and budget matters. (see also 1)
6. Per Charge 6: Senator Chase Billingham (not a PBC member) was appointed unofficial liaison to the Board of Trustees. We learned through 2 and other means that most of the Mill Levy funding is encumbered for decades, so there is little room at this time to advocate for any shift in priorities, e.g. to shift from capital development towards scholarships.

Note: Independently of PBC, President Muma conducted regular town halls to keep the WSU community apprised of development work, e.g. the Health Sciences project (also currently known as the Biomedical Campus). Faculty and staff were given the opportunity to ask questions.

Recommendations for AY 2023-24:

1. Continue work to educate faculty and solicit priorities. Try to sync these efforts with the budget cycle so that, for example, faculty might have more influence in determining priorities for the next round of Market Based Compensation.
2. Determine whether a formal liaison with the Board of Trustees is appropriate per charge 6.

Susan Castro, PBC Chair

RULES COMMITTEE
Annual Report 2022-2023

Committee Members

| NAME | COLLEGE | Appt TERM |
|----------------------|----------------------|------------------|
| Rajiv Bagai* | Engineering | 2020-2023 |
| Faye O'Reilly | University Libraries | 2020-2023 |
| Rodney Boehme | Business | 2020-2023 |
| Susan Sterrett* | LAS Humanities | 2021-2024 |
| Patrick Proctor | LAS Social Science | 2021-2024 |
| Jim Bann | LS Natural Science | 2021-2024 |
| Jeffrey Noble | Applied Studies | 2022-2025 |
| Theresa Cooper | Health Professions | 2022-2025 |
| Robert Bubp | Fine Arts | 2022-2025 |
| Jolynn Dowling-Chair | President Elect | |
| Roy Myose | Vice President | |

Frequency of Meetings

This committee met formally via Zoom or Hybrid 6 times this academic year and met multiple times via e-mail exchanges between the meetings. One member, Pat Proctor, on leave each spring due to legislative responsibilities.

Activities Completed by the Committee to Meet the Charges

1. Review the Senate rules and constitution every three years and recommend changes to the Senate. Will update rules and constitution as approved by the Senate.
 - No revisions this AY
2. Review and recommend changes to the bylaws of the University Faculty and updates the bylaws to reflect any changes made.
 - Bylaw change regarding online meetings and voting for the general assembly brought forward for vote and approved at the Faculty General Assembly meeting on March 31, 2023.
3. Recommend to the Senate procedures and policies for the Senate elections. The Vice President of the Senate conducts the elections.
 - Filled 4 Interim Senator Positions
 - Completed Spring Elections
4. Recommend to the Senate changes to the Senate committee structure and changes in the procedures for appointing faculty, administrators, and staff to these committees, and nominate candidates for the committees to the Senate for its approval. In making nominations the committee is not restricted to nominations from Senate categories or

committee preference forms but should strive to create the strongest and most effective committees.

- Filled one new standing committee and two new ad hoc committees September 2022:
 - Academic Integrity Policy Committee (Standing)
 - Teaching Evaluation Committee (Ad hoc)
 - Faculty Evaluation Alignment Committee (Ad hoc)
- Recruited new faculty to serve the Academic Integrity Committee to support SCCS with Academic Integrity grievances and hearings to represent all colleges for a total of 9 division faculty and 4 alternate faculty to serve the faculty pool (total 13).
- Recruited a total of 56 faculty to fill vacancies on university committees through the year.
- Approved exception to the two-term rule for University Libraries representation. May serve more than two consecutive terms.
- Surveyed faculty for committee interest with a rate of return of 57 faculty (university wide) prior to the spring committee recruitment.
- Conducted spring committee recruitment for 40 faculty with completed terms 2023 (some renewable) – in progress at the time of this report.

5. Review and suggest changes in the Faculty Grievance Procedure and coordinate its implementation, communicating with grievance committee Chairs to ensure that the timelines laid out in the grievance policy are followed.

- No activity related to this charge.

6. Interpret the Rules and Constitution of the Faculty Senate.

- No activity related to this charge.

Pending Issues

- NTT Appointment Policy – Chris Stone (Business) and HR revised to align appointments. This policy is currently with GC. Will need follow up for approval or further revision AY 23-24.

Recommendations

- Consider review of the Faculty Chair Policy 4.13 to align with the current definition of electorate and NTT Faculty. There are current division with predominantly NTT faculty who may or who could have a qualified faculty serve as Chair. Review and revise to eliminate disenfranchising faculty.
- Consider Review of Faculty Support committee to include NTT faculty support needs – especially related to research.
- Review the charges of the Academic Integrity Alignment Committee – to include SEAS processes, and other charges related to student persistence. Consider renaming this committee as Student Affairs or Student Persistence committee related to broader charges related to faculty support of students.
- Increase Academic Integrity Committee faculty pool to support SCCS (double or more – with increased Engineering faculty since that college has the most hearings)

Scholarship and Student Aid Committee

Annual Report 2022-2023

Committee Members

| Name | College | Term ends |
|-------------------------|----------------------|-----------|
| Victoria Koger | University Libraries | 2023 |
| Syet Raza | Engineering | 2023 |
| Mercy Umeri | LAS Social Sci | 2023 |
| Carol Bett* | Health Professions | 2024 |
| Rebecca Bechtold* | LAS Humanities | 2024 |
| Rich Bomgardner | Applied Studies | 2024 |
| Pattie Bradley* - Chair | Business | 2025 |
| Cristina Castaldi* | Fine Arts | 2025 |
| Li Yao* | LAS Natural Sci | 2025 |
| Laura Cunningham | Student | |

*Second Term

Frequency of Meetings

The committee has not convened since February 2021. This committee only convenes when there is a cancelation of an athletic scholarship.

Work Undertaken by the Committee

N/A

Any Pending Issues that will be on the Committee's Agenda for 2022-2023

There is no agenda for the academic year 2023-2024

Any Recommendations to Senate (as appropriate/needed)

The committee has no recommendations to the Faculty Senate for the Academic year 2023-2024.

Teaching Evaluation Taskforce

22-23 Year-end Report

18 meetings held; 90% of members in attendance

Attended 1 meeting with the Faculty Evaluation Alignment Committee

Members

Victoria Sherif - Applied Studies (2022-2024)

Rich Gilstrap - Business (2022-2024)

Lindsey Ott - Engineering (2022-2024)

Ted Adler - Fine Arts (2022-2024)

Brandy Jackson - Health Professions and Chair (2022-2024)

Carrie Dickison - LAS Humanities (2022-2024)

Nathan Thompson - LAS Natural Sciences/Math/Physics (2022-2024)

Shirlene Small - LAS Social Sciences (2022-2024)

Ex officio members:

Watermark CES Administrator - Sandy Ranney

Representative from Office of Instructional Resources - Carolyn Speer

Technical consultant - David Wright

Faculty Senate President or delegate - Susan Castro

Charge of the Committee:

1. Develop parameters for the configuration Watermark CES for deployment in Spring 2023.
 - a. Develop high quality course evaluation question set to implement evidence-based best practices for normed university-wide question set.
 - b. Develop initial standard practice parameters for Watermark CES use, e.g., confidentiality parameters, guidelines for instructors for course-specific questions.
 - c. Work with faculty piloting the software and solicit feedback from the broader faculty to tailor implementation to WSU needs and interests.
2. Review teaching evaluation policies, procedures, and practices and recommend updates for AY 2023-4.
 - d. Develop evidence-based guidelines for teaching evaluation, with focus on evaluation methods that are independent of student perceptions.
 - e. Work with T&P Committees and other institutional units as appropriate in the review and development of recommendations.
 - f. Recommend updates to university policy if/as needed.

Submitted by Brandy Jackson,
Chair 4/26/23

Work Accomplished

1. Developed Evaluation questions
2. Developed questions to elicit student input
3. Launched university-wide pilot in spring 2023
4. Developed initial standard practice parameters for CES
5. Launched [webpage](#) and online comment form
6. Conducted a university-wide faculty survey to elicit input from all faculty stakeholders
7. Presented an update to faculty senate
8. Networked with other universities regarding faculty evaluation processes
9. Reviewed WSU evaluation policies

Goals in 23-24

1. Update WSU policy 4.31 to reflect CES
2. Explore evidence-based guidelines for teaching evaluation that are independent of student perceptions
3. Work with T & P committees as appropriate
4. In-depth review of WSU policies with recommendations for updates as needed
5. Update website as needed
6. Review data from student questions
7. Update evaluation questions and criteria as appropriate

UNDERGRADUATE RESEARCH COMMITTEE REPORT 2023

Committee Members

| Name | College | Term ends |
|--------------------------|----------------------|-----------|
| Kelly Anderson-chair | Health Professions | 2023 |
| Abu Asaduzzaman | Engineering | 2023 |
| Rannfrid Thelle | LAS Humanities | 2023 |
| Anthony May | Business | 2023 |
| Shirlene Small | LAS Social Science | 2024 |
| Andrew Swindle | LAS Natural Science | 2024 |
| Susan Matveyeva | University Libraries | 2024 |
| Heidi VanRavenhorst-Bell | Honors College | 2025 |
| Kim Wilson | Applied Studies | 2025 |
| Monowar Hasan | Engineering | 2025 |
| David Liu | Student member | |

Frequency of Meetings

Fall of 2022, the committee met November 3rd. Updates were conducted via email spring 2023. Discussion was centered around nomination of a new chair, judge recruitment for spring event, and areas of improvement needed for spring event. After the spring event of 2022, the judges were sent a Qualtrics survey to report on areas of improvement. Committee members were encouraged to recruit judges in the spring via email correspondence.

Work Undertaken by the Committee

I. Undergraduate Research Committee: 2022-2023 Charge

The charge of the Undergraduate Research (UR) Committee was to organize, administer, and review the Annual Undergraduate Research and Creative Activity Forum (URCAF) that took place on Friday, April 7, 2023. The UR Committee was assisted greatly in its URCAF charge by Nora Martinez, Conference Coordinator in Office for Workforce, Professional & Community Education. Dominic Canare, Human Factors Psychology Department was instrumental in developing and implementing the electronic judge platform that GRASP has been using as well. It went seamlessly and the judges shared positive feedback.

II. WSU Student Participation in the 2023 URCAF

The UR Committee focused its attention during the 2022-2023 academic year on URCAF submission recruitment across the University's Colleges. There were 54 presentations which was similar to AY 2022. The College- and category-specific submissions are presented in the following table:

| WSU Senate division | Oral Presentations | | | | Poster Sessions | | |
|--|---------------------|---------------------|------------------|-----------------|---------------------|---------------------|-----------------|
| | NS & E ^a | SS & H ^b | E&P ^c | AS ^d | NS & E ^a | SS & H ^b | AS ^d |
| College of Business | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| College of Education | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| College of Engineering | 4 | | 0 | 0 | 15 | 1 | 2 |
| College of Fine Arts | 0 | | 4 | 1 | 0 | 1 | 0 |
| College of Health Professions | 1 | 0 | 0 | 1 | | 0 | 2 |
| College of Applied Studies | 0 | | 0 | 1 | 0 | 2 | 3 |
| Fairmount College of Liberal Arts and Sciences | 0 | 2 | 0 | 0 | 6 | 6 | 2 |
| Cohen Honors College | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Across Colleges | 5 | 2 | 4 | 3 | 21 | 10 | 9 |

^aNS & E = Natural Sciences and Engineering. ^bSS & H = Social Sciences and Humanities. ^cE & P = Exhibition and Performances. ^dAS= Applied Sciences

III. 2023 URCAF Highlights

- There were 35 judges. Recruitment of judges began earlier this year in December of 2022. Ultimately, we ended up with the same number of judges as last year with less attrition than last year.
- Rubrics were redesigned like GRASP rubrics which have been vetted for many years. They seemed to flow easier for the judges to interpret.
- We had one concurrent high school student enter and received high scores.
- Judges were surveyed from 2022 and changes were made on their feedback. Overall, they had very positive feedback and enjoyed the event in 2022.
- Judge assignments were very carefully placed in ensuring that each judge had no more than 8 evaluations. This allowed ample time to interact with the students and score accordingly on their electronic devices. Only with 35 or more judges can this be achieved.
- Judges had an online orientation on March 24th prior to the event. This time was spent showing the rubrics, giving advice on how to interact with students in an encouraging manner, and answering questions prior to the event. This was done to decrease the confusion the morning of the event with judges having many questions. They were more prepared this year.
- There were Oral presentation in Applied Sciences for the first time this year.
- There were more Exhibition and Performance entries this year which were well received.
- The University Libraries awarded a first and second place award for using their resources.
- Awards were given amounted to \$2100.

2023 Undergraduate Research and Creative Activity Forum Winners

Applied Sciences Poster Presentation

First place \$250

An Extra Mile for a Healthy Smile

Brooke Stover, Shelly Dang, Bryana Loisranoi, Haley Ward

Faculty Mentor: Natalie Delacruz

Second place \$100

Survey on the Acceptability of a Fetal Monitoring Device

Anna Brake

Faculty Mentor: Nikki Keene Woods

Applied Sciences Oral Presentation

First Place \$250

Choirs for Adults with Neurological Disorders: A Review of Benefits and Local Interest Survey Results

Julia Edmondson

Faculty Mentor: Erin O'Bryan

Second Place \$100

Teachers Take the Test

Keely Orr

Faculty Mentor: Daniel Bergman

Natural Sciences & Engineering Poster Presentation

First Place \$250

Designing a reliable and effective fetal ECG extraction algorithm based simulated abdominal ECG signals with different pregnancy cases

Kaylyn Booker

Faculty Mentors: Youngkuk Lee, Nikki Keene Woods

Second Place \$100

Microbial Growth and Distribution in Layered Ices Relevant to Mars

Bao Nhu To

Faculty Mentor: Mark A. Schneegurt

Natural Sciences and Engineering Oral Presentation

First place \$250

Modeling Conductor Elongation in Overhead Transmission Lines

Kylie Meier

Faculty Mentor: Ehsan Salari

Second Place \$100

Defining the interface between palladin and actin using crosslinking mass spectrometry

David Liu

Faculty Mentor: Moriah Beck

Social Sciences & Humanities Poster Presentation

First place \$250

Positive Family and Peer Influence on LGBTQ+ Young Adults

Elisabeth Benteman

Faculty Mentor: Jennifer Pearson

Second place \$100

Effect of Repeated Maze Treatment on Sentence Formulation Accuracy and Response Time

Logan Hutchens

Faculty Mentor: Erin O'Bryan

Exhibition and Performance

First place \$250

Sandmon Does Movedance

Molly Kay Wenzel

Faculty Mentor: David MacDonald

Second place \$100

Nocturne

Lucas Hofer

Faculty Mentor: David MacDonald

Recommendations

- More involvement of committee members in organizing the event.
- Reimbursement or licensing agreement to Dominic Canare who developed the software for URCAF and GRASP.
- A full debrief will take place on May 19th with the Conference Center and recommendations will be considered.
- Overall, the event went very smoothly.

University Exceptions Committee Report to the Faculty Senate
University Exceptions Committee (UEC) 2022-2023 Annual Report

Members: Brigitte Roussel (Chair, LAS Humanities); Susan Bray (Applied Studies); Perlekar Tamtam (Engineering); Terri Core (Health Professions); Patty Bradley (Business); Rachel Crane (University Libraries); Peer Moore-Jansen (LAS Social Sciences); William Ingle (LAS Social Sciences); Ed Baker (Fine Arts); Mary Elizabeth Thornton (student representative).

The committee met 13 times this AY, including during the summer months. Meetings were held on the following dates: August 18; September 15; October 13; November 17; December 15; January 11; January 12; February 16; March 23; April 13; May 11; June 15; July 13.

In the last academic year, the committee continued to review student petitions, with meeting agendas comprised of petitions ruled on by the college-level exceptions advisory committees, including rulings on readmissions, late drops, late/medical withdrawal requests, academic forgiveness, grade change, and other exceptions to established rules.

The primary issues this past academic year have been:

1. Reviewing Academic Forgiveness.

An Academic Forgiveness petition was presented at a UEC meeting and approved but was then put on hold in the RO as they reviewed the policy. During the meeting, the RO noted that Academic Forgiveness and Transition Semesters are already “exceptions” policies and students need to fulfil all the requirements as listed. Gina Crabtree was in agreement and provided information to the Chair of the UEC. Because of further discussion within the UEC, Gina then worked directly with Provost Lefever to clarify the policy.

The new Academic Forgiveness policy was updated in the 2023-2024 Catalog:

<http://catalog.wichita.edu/undergraduate/academic-information/academic-progress/probation-dismissal-withdrawal-etc/#academicforgivenessstext>

Here is the text from the catalog:

Academic Forgiveness

Students who have accumulated a grade point average below 2.000 prior to a minimum four-year gap in enrollment may request that all previous college credits and grades be forgiven.

Students must meet the following requirements to be granted academic forgiveness:

1. Must have been out of a degree program of college studies for at least four years; and
2. Must have completed a semester of college coursework, with a minimum of at least six graded hours and a GPA of at least 2.000, after the period of non-enrollment.

If these requirements are met, all college courses and grades prior to the required four-year period are marked on the transcript with a notation indicating the credits and grades are not counted due to academic forgiveness. No exceptions to the above qualifications may be considered/approved; eligibility for academic forgiveness may not be petitioned to the university exceptions committee.

The policy may be applied to Wichita State University enrollment as well as to work at other colleges. When implemented, the policy waives all credits and grades prior to the four-year period except in the case of credits and grades earned at WSU in a nondegree-bound status.

2. Section addition to the Exceptions Forms for Students.

In August 2022 the School of Business added a section for students on the informed consent part of their Exceptions petition. Everything else remained the same, but adding this section allowed the student to be aware that their information has the potential to be sent to certain WSU offices that are designed to help them. If students wish for the information that they share with the various Exceptions Committees to not go anywhere beyond the Exceptions committees, they are welcome to check that box and opt out. Then college administrators will NOT send the students' information to Care Team or Disability Services or Counseling Offices or anywhere else on campus. If the box is left blank, that is a sign that students are giving consent to allow their name and WSU ID to be sent to whichever office the various Exceptions Committees feel could benefit the student the most.

The School of Business suggested that other colleges adopt this section on their Exceptions forms for the sake of consistent consent university-wide from all students who go through the Exceptions process. Other colleges are in the process of considering this addition to their forms.

3. Flexibility for online students regarding the First-Year Seminar.

A petition was presented to the UEC regarding an exception to the rule of in-person only for the FYS. Not having had such a request before, the UEC got input from the RO, who stated that “it is not standard operating procedure to waive the FYS course just because a student is pursuing an online major. Students who don’t live here can request an exception and the college can seek approval through the University Exception Committee. We should follow this procedure for all further requests to wait the FYS based on being in an online major.” The RO added that they were copying the online advisors and OneStop, so they are all aware this is the expectation.

Following further discussion within the UEC, the UEC Chair contacted Provost Lefever who asked Associate Vice President for Academic Affairs GlenMaye to respond to the question about the requirement for FYS classes to be in person. Even though there appears to be no written policy mandating that, it’s been the understanding that the goals and purposes of the First Year Seminar are best met by traditional classroom instruction since so much of the class is focused on getting students connected to each other (capped at 25 students) and connected to the campus community through participation in on-campus activities. So, because of that, virtually all of the classes were in-person, but that was not the case during the Covid shutdown. In any case, the central administration thinks that there can be a justification for providing an exception for a student who is enrolled in an online program or for some other unique situation where the student is not able to take an in-person class or who is not able to fulfill the requirements because of inability to participate in on-campus events. Therefore, even if a student lives locally, they could have a valid reason for not taking an in-person class. In view of these potential circumstances, the administration believes the Exceptions Committee can make a reasoned decision to support students who have these kinds of unique situations.

So, what the RO recommended stands: The UEC is the committee allowed to consider and rule on petitions for an exception to the in-person rule for the FYS.

Pending Issues: As listed above.

Recommendations: None.

Respectfully submitted,

Brigitte Roussel, Chair

May 5th, 2023