

**Washburn University
Meeting of the Faculty Senate
September 16, 2019
3:00 PM – Forum Room, BTAC**

- I. Call to Order**
- II. Approve minutes of the Faculty Senate Meeting of August 26, 2019 (pp. 2-4)**
- III. President’s Opening Remarks**
- IV. Report from the Faculty Representative to the Board of Regents**
- V. VPAA Update—Dr. JuliAnn Mazachek**
- VI. Faculty Senate Committee Reports**
 - **Receive minutes of Academic Affairs Meeting of April 8, 2019 (p. 5)**
 - **Receive minutes of Academic Affairs Meeting of April 22, 2019 (pp. 6-14)**
- VII. University Committee Reports**
- VIII. Old Business**
 - **20-1 Change to WTE Community Service name and requirements (15-21)**
- IX. New Business**
- X. Information Items**
 - **Path to WUBOR**
- XI. Discussion Items**
 - **Presentation about demographic and enrollment trends for the future (Mazachek)**
- XII. Announcements**
- XIII. Adjournment**

**Washburn University
Meeting of the Faculty Senate
August 26, 2019
3:00 PM – Forum Room, BTAC**

Present: Barker, Beatie, Brooks, Byrne, Cook (M), Cook (S), Dodge, Douglass, Friesen, González-Abellás, Friesen, Grant, Huff, Krug, Mazachek, Menager, Menninger-Corder, Miller, Morse, Pierce, Prasch, Romig, Sainato, Schmidt, Smith, Stevens, Todwog, Vandalsem, Wasserstein, Woody, Zwikstra

Absent: Jones, Juma, Ricklefs, Watson

Guests: Ball (J), Grospitch

- I. Call to Order 3:02**
- II. Approved the minutes of the Faculty Senate Meeting of May 6, 2019**
- III. President's Opening Remarks**
 - Two Washburn faculty were honored as Women of Influence on August 22nd. Danielle Hall received an award for being a distinguished mentor. Maria Stover was honored for education.**
 - Welcome. Just a reminder the senate is the voice of the faculty. Make sure you check the agenda and discuss with colleagues before meetings. The policy and academic issues affecting both students and faculty are discussed here. Check the constitution if you are interested in better understanding the process.**
 - Note that the constitution will likely change by year end. Schmidt is chairing these efforts. There is a need for someone from nursing faculty to serve on the task force in charge of this to ensure there is someone from all academic units.**
 - Academic affairs will be moving forward with the freedom of expression policy this semester. Modifications to hybrid courses and changes to the community service WTE will be going through as well.**
 - Faculty affairs will examine rules regarding children on campus. Student and staff councils will be joining in this discussion. Parental leave and open resource policies will also be examined.**
 - There is a need for volunteers for interdisciplinary studies and promotion and tenure standards committees. Krug volunteered to remain on the board of student media committee. Schmidt volunteered to replace Thor on the handbook committee.**
 - Path to WUBOR will be sent out, as well as attached as an information item on the next agenda.**

IV. Report from the Faculty Representative to the Board of Regents

- **Barker explained that in June, the Chartwells contract was extended until 2030 with no faculty consulted prior to making this decision. There will be a discount for student organizations, though nothing has been determined regarding what this looks like. Menninger-Corder asked about the choice of Papa John's rather than something local. Barker suggested it was the price point and that it may be possible to make adjustments again, as this contract had been adjusted before it ended.**

Wasserstein added that Chik-fil-a will be added to the offerings on campus. Some student groups will not be / are not pleased with this decision, as they had been consulted prior.

- **Emeriti Shirley Dinkel and Carolyn Szafran were recognized at the June meeting.**
- **The five year computer refresh program was passed.**
- **Five new programs were approved, including Bachelor of Education, Biology Secondary Education; Bachelor of Education Mathematics Secondary Education; Bachelor of Musical Arts; Bachelor of Science, Forensic Biology; and Game Design (minor).**

Budget was presented – in July it was approved to include a tuition increase for a raise in January

V. VPAA Update—Dr. JuliAnn Mazachek

- **Jennifer Ball is taking up the work on freedom of expression to bring it back to the forefront and add direction.**
- **Senate committee for the constitution will be working to provide recommendations in the spring. Mark Fried, Jim Martin, and Mazachek have been working on bylaws which have policies overlapping with the handbook and policy and procedures manual. There will be more information provided in the September or October meetings.**
- **OER will be very important here and statewide, as KBOR had created a task force for this in the spring.**
- **The budget was approved at the end of June with more work done in July. Currently in the process of looking at enrollment and how it compares to the budget – more details on this in the next three weeks, which will be provided as they arrive. Enrollment may be down more than had been budgeted. A salary program was part of the budget at two percent, though distribution is not specified. It has been marked for all units on campus.**
- **There has been some discussion regarding modalities. Ball will be gathering information on this.**
- **Thank you for welcoming Jennifer Ball as Interim Associate VP.**

- **Byrne asked about the policy from student life requiring freshmen to live on campus which had been announced last fall. He saw a sign in the union that announced this, though no one he spoke to at the business school / faculty elsewhere on campus were informed. Mazachek explained that the board voted upon this in the fall. There is a process for exemption for local students. Grospitch followed up that it is for first time full time students, unless of a certain age, married, living at home, or if there are monetary constraints. Students may also live in Greek housing with certain rules in place. This was clearly communicated to students and families when they came to campus. Cook (S) asked how this has affected capacity. Grospitch reported that we are even with where we were last year, maybe down by two beds. Mazachek reminded senate the reason for the policy is to increase the success rate of students. Morse noted that she remembered the conversation during the fall 2018 senate meeting left many of our questions unanswered.**

VI. Faculty Senate Committee Reports

VII. University Committee Reports

VIII. Old Business

- **Approved membership for Faculty Affairs, Academic Affairs, and Electoral Committees**

IX. New Business

- **The Constitution of the Board of Student Media of Washburn University was received.**
- **The Policy for Student Media of Washburn University was received.**

X. Information Items

XI. Discussion Items

- **Academic Affairs, Faculty Affairs, and Electoral Committees will need to get together following the meeting to determine who will be chair.**

XII. Announcements

- **Prasch announced the showing of Easy Rider on August 28th at 7 pm in Henderson 112 to memorialized Peter Fonda.**

XIII. Adjournment 3:38

Academic Affairs Committee
Washburn University
4/8/2019
Minutes

Present: Beatie, Fredrickson, Grenus, Hickman, Jolicoeur, Jones, Juma, Morse, Ricklefs
Staff: Aileen Ball
Guests: Kelly Huff; Kevin Charlwood; Jason Emry; Joshua Smith

1. Morse called to order at 3:30 pm
2. Meeting minutes: Approval of 3/27/19 minutes moved and seconded. Motion carried.
3. Program approval:

New program-Bachelor of Musical Arts: Kelly Huff presented the program proposal to the committee. Ricklefs moved and Jolicoeur seconded approval. Motion carried.

New program-Bachelor of Education, Mathematics Secondary Education: Kevin Charlwood presented the program to the committee. The committee requested the section of the narrative titled "Financial Implications" be updated to reflect the content of the pro forma and the pro forma be adjusted to account for an annual tuition growth rate of 4.27% (based on the Washburn's previous 5 year average of tuition rated increase). With those modifications, Juma moved and Fredrickson seconded approval. Motion carried.

New program-Minor, Game Design: Kevin Charlwood presented the program to the committee. The committee requested the section of the narrative titled "Financial Implications" be updated to reflect the content of the pro forma and the pro forma be adjusted to account for an annual tuition growth rate of 4.27%. Additionally, the committee requested inclusion of language that would allow for hiring of new faculty/adjuncts/instructors should growth in the program warrant. With those modifications, Ricklefs moved and Jones seconded approval. Motion carried.

New program-Bachelor of Science, Biology Secondary Education: Jason Emry presented the program to the committee. The committee requested the pro forma be adjusted to account for an annual tuition growth rate of 4.27%. With those modifications, Hickman moved and Jolicoeur seconded approval. Motion carried.

New program-Bachelor of Science, Forensic Biology: Joshua Smith presented the program to the committee. The committee requested the pro forma be adjusted to account for an annual tuition growth rate of 4.27% as well as the ongoing annual costs of accreditation in terms of FEPAC dues. With those modifications, Jolicoeur moved and Ricklefs seconded approval. Motion carried.

4. Adjourn: Juma moved and Fredrickson seconded to adjourn. Motion carried. Adjourned at 4:40 pm.

Academic Affairs Committee
Washburn University
4/22/2019
Minutes

Present: Grenus, Hickman, Jones, Juma, Morse, Tate
Staff: Aileen Ball

1. Morse called to order at 3:30 pm
2. Meeting minutes: Quorum not present
3. Old business
 - a. none
4. New Business
 - a. None
5. Discussion item
 - a. Alan Bearman presented to the committee the STAR program end of term report, Fall 2018 (appended)
6. Meeting adjourned at 4:00 pm.



STAR End of Term Report Fall 2018

Drew P. Burks, Ph.D.
STAR Program Coordinator
January 2, 2019

PART 1: FALL 2018

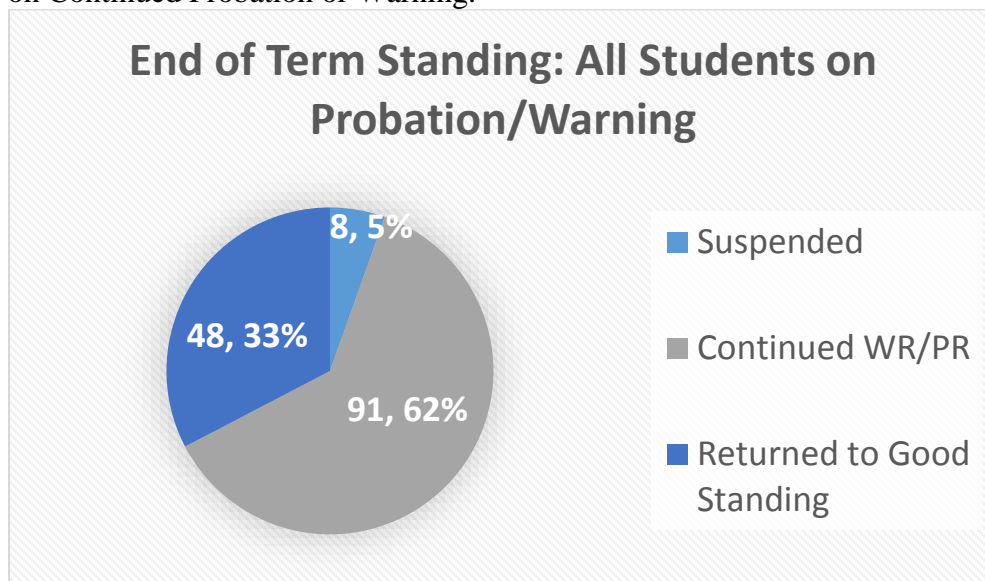
Student Participation

Between August 18 and December 14, 194 students were eligible to participate in the STAR Program based on their GPA and attempted hours. Of these, 147 students persisted to the end of the term on Academic Warning or Probation.

Among those who persisted, 94 students (64%) participated in the STAR program. I have defined “participants” as students who met with me or a member of the Center for Student Success or attended STAR programming at least once, and “active participants” as students who met with me or another member of the CSSR three or more times (47 students). Of those that were active, 28 students met with CSSR staff 5 or more times. This represents a 10% increase in the number of students that attended 5 or more meetings from the Spring 2018 semester. This is due in large part to the use of the scheduling and reminder capabilities within the EAB Navigate software, which Washburn began using this semester.

End of Term Standing

Among all students on Academic Warning or Probation (including STAR non-participants), 32.6%, or 48 students, returned to Good Academic Standing after the Spring semester. The Suspension Committee only separated 8 students from the university, and 91 students (62%) remained on Continued Probation or Warning.



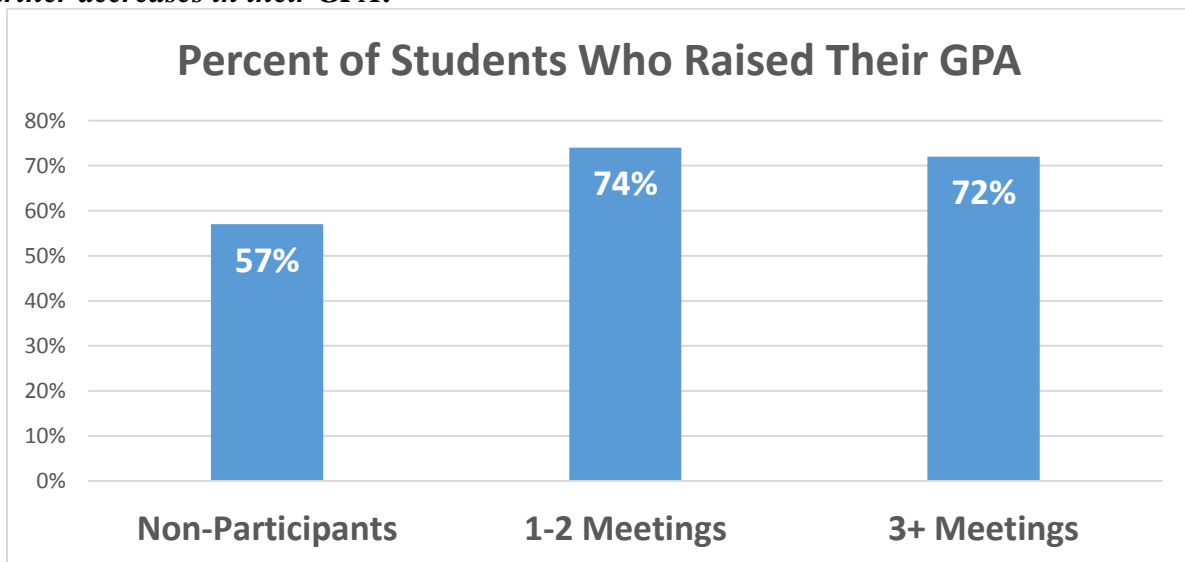
Amongst STAR participants, 31 (33%) returned to Good Standing. While these numbers are roughly the same as the overall percentages of students on Academic Warning or Probation returning to good standing, the impact of the STAR Program can be felt more in the area of GPA increases.

Increases in Student GPAs

Because many students come to the STAR Program with GPAs that cannot be repaired in one semester, return to Good Standing should not be the only measure of success. Rather, students' ability to improve their GPA, and the rate of improvement, should also be considered.

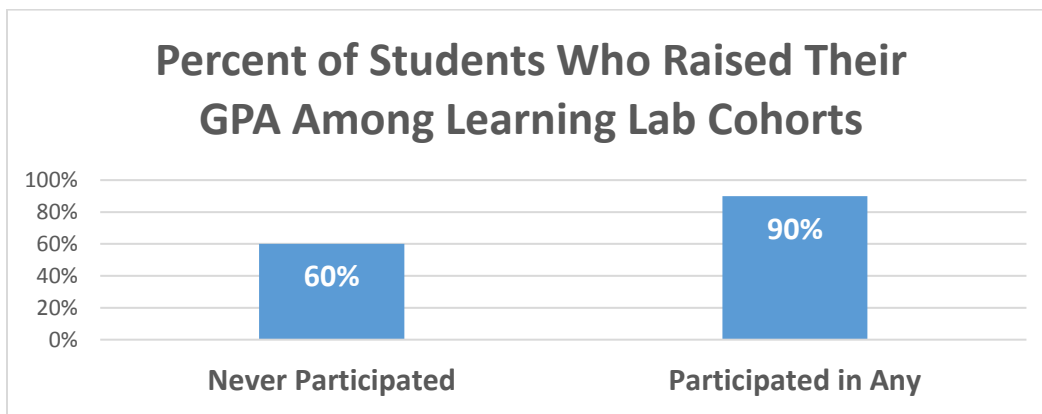
This semester, students who participated in STAR were 15% more likely than non-participants to raise their GPA. Among active participants (students who met with me 3 or more times) 72% raised their GPA, and 73% of students who attended 1-2 meetings improved their GPA.

Compare these results to students on Academic Warning or Probation who did not participate in the STAR program: ***only 57% of them were able to raise their GPA on their own, and 35% saw further decreases in their GPA.***



In the Spring 2017 semester, the STAR Program added another layer of academic support for students on Probation called Learning Labs. These weekly workshops/ study halls help students build the skills they need to succeed in college, and they continue to be highly effective in helping students raise their GPA.

Among students who attended any of the Learning Labs this semester, 90% raised their GPA and only two of them saw a decrease, both less than 0.06 points.



During the course of this semester, voluntary study hall hours (using the new EAB system) were instituted as a way for students wishing to improve their GPAs to show effort and to document their time in the library. Of the students eligible for the STAR Program, 30 logged hours in the study hall tracking system. Students that participated in study hall hours in the library were able to raise their GPAs 0.70 points on average. One student completed nearly 30 hours, which is all the more impressive considering he was not a student athlete, and did not have to complete mandatory study hall hours. The use of the study hall hours function in the EAB Navigate system will continue to evolve as a part of the STAR Program in future semesters.

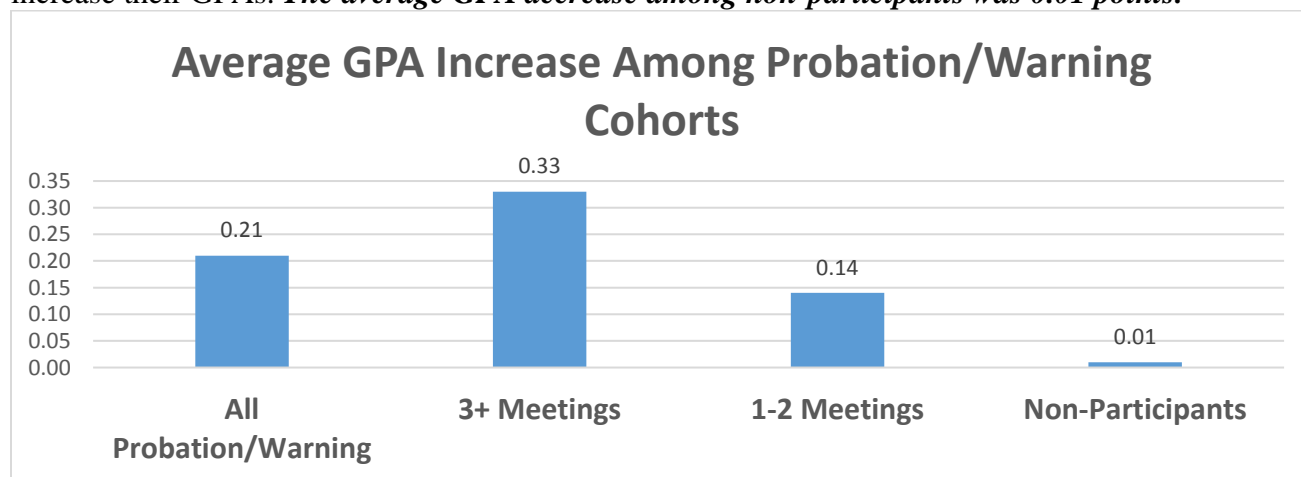
Average GPA Increase

Not only did STAR participants improve their GPAs, the rate of increase was proportional to their level of participation in the program.

Among STAR participants who attended three or more individual meetings, the average GPA increase was 0.33 points, **more than 10% higher** than all students on Warning or Probation (.21).

The most impressive data came from our Learning Lab cohorts. **Students who attended Learning Labs this semester increased their GPA by an average of 0.76 points**, more than double the average for all students on Warning or Probation.

This semester provided further evidence that non-participants, as a whole, do not significantly increase their GPAs. *The average GPA decrease among non-participants was 0.01 points.*



Summary of Fall 2018 Results

The success of the STAR Program is measured by the overall student participation rate, the number of students who returned to Good Standing, and students' average GPA increase. Our rate of participation for the Fall 2018 term was 64%. **STAR returned 33% of its participants to Good Standing and helped 72% of them raise their GPA.** Among students who fully completed the program (attending 3 or more individual meetings), students on Academic Warning raised their GPA 0.13 points, and students on Academic Probation increased their GPA by 0.50 points. Students in the lowest academic standing category (on academic probation and subject to immediate dismissal, below a 1.00 GPA) increased their overall GPA an (astounding) average of **1.32 points!**

This provides further evidence that the interventions of the STAR Program are not only effective; they are crucial for helping academically distressed students persist at the university and achieve academic success.

This semester **the STAR Program saw a record number of eligible students for a Fall semester and only a slight decrease in participants.** The continued overall high number of participants without a proportional increase in resources, however, meant that students were only able to meet with the STAR Coordinator around once a month instead of the consensus best practice of every other week. To address these conditions for our most vulnerable students, those on Probation, we maintained weekly Learning Labs to give them regular contact with the STAR Coordinator. Additionally, as mentioned above, STAR students had the option of participating in study hall hours, which the program coordinator monitored.

This highlights both the innovation of the STAR Program, but also its changing needs in the future. Larger freshmen classes combined with our open access mission means that the number of eligible students and participants in Washburn's STAR Program will only continue to grow.

The use of the EAB Navigate system this semester has decreased the number of missed meetings by STAR participants due to the students' ability to schedule their own meetings and the number of automated reminders the students get prior to the scheduled meeting time. The added efficiency of the EAB scheduling system resulted in a 32% increase in the number of students attending more than 3 scheduled STAR meetings from Spring 2018 to Fall 2018 semesters. Additionally, the added level of feedback provided within the EAB system after quarterly grade checks and whenever an instructor submits an alert also results in a higher level of student awareness of where they stand throughout the semester. While these types of notifications were previously handled through email and by phone by the STAR Program Coordinator, the EAB notifications are less likely to be ignored/deleted by the students receiving them, thus resulting in more awareness. This benefits all students on Academic Warning or Probation, whether or not they choose to participate in the STAR Program, and it streamlines some of the duties of the STAR Program Coordinator.

PART 2: SEVEN SEMESTER PROGRAM REVIEW

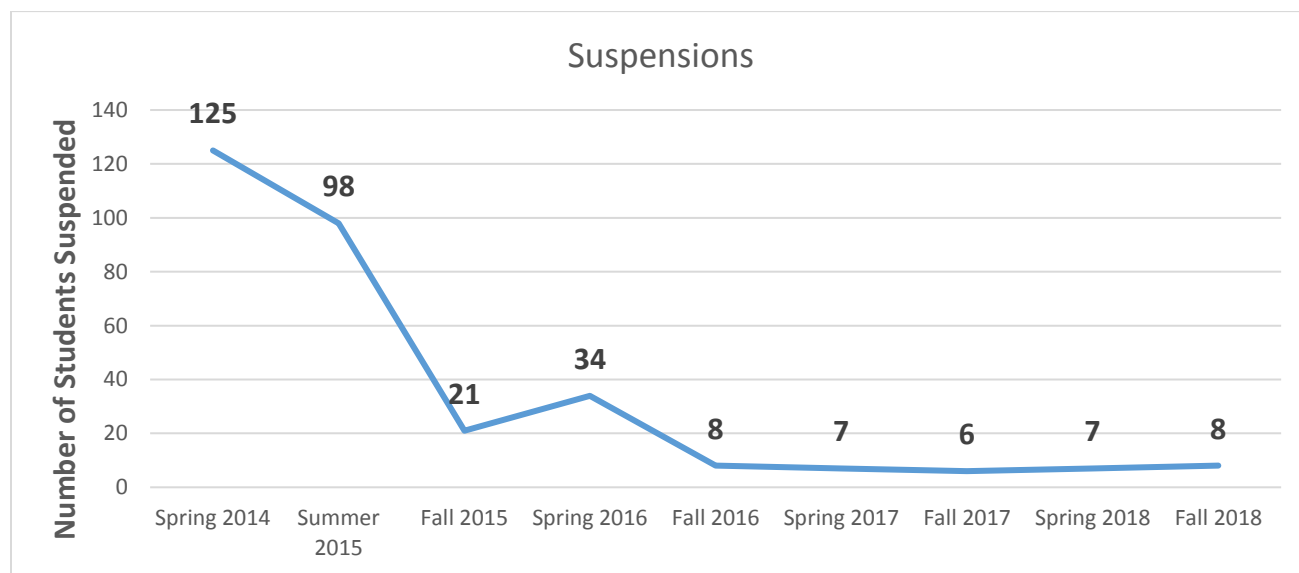
Progress Since Fall 2015

Since its inception after the revision to the Academic Standing Policy in June 2015, STAR has been under the leadership of three different coordinators. Because of inconsistencies in evaluating STAR's results, the best measures to track STAR's progress over time are the number of suspensions, the rate of participation, the number of students STAR is returning to Good Standing, and the percentage of students who increased their GPA.

Suspension Numbers

The number of suspensions has continued to decline since Spring 2014. That semester, 125 students were separated from the university, or **38.46%** of all students on Academic Warning or Probation.

After the inception of the new academic standing policy in June 2015, suspensions dropped to 21 students at the end of the Fall 2015 semester—the first semester of the STAR Program. Since Spring 2016, these numbers have continued to dramatically decline. This semester, only 8 students were separated from the university, 5% of all students on Academic Warning or Probation.

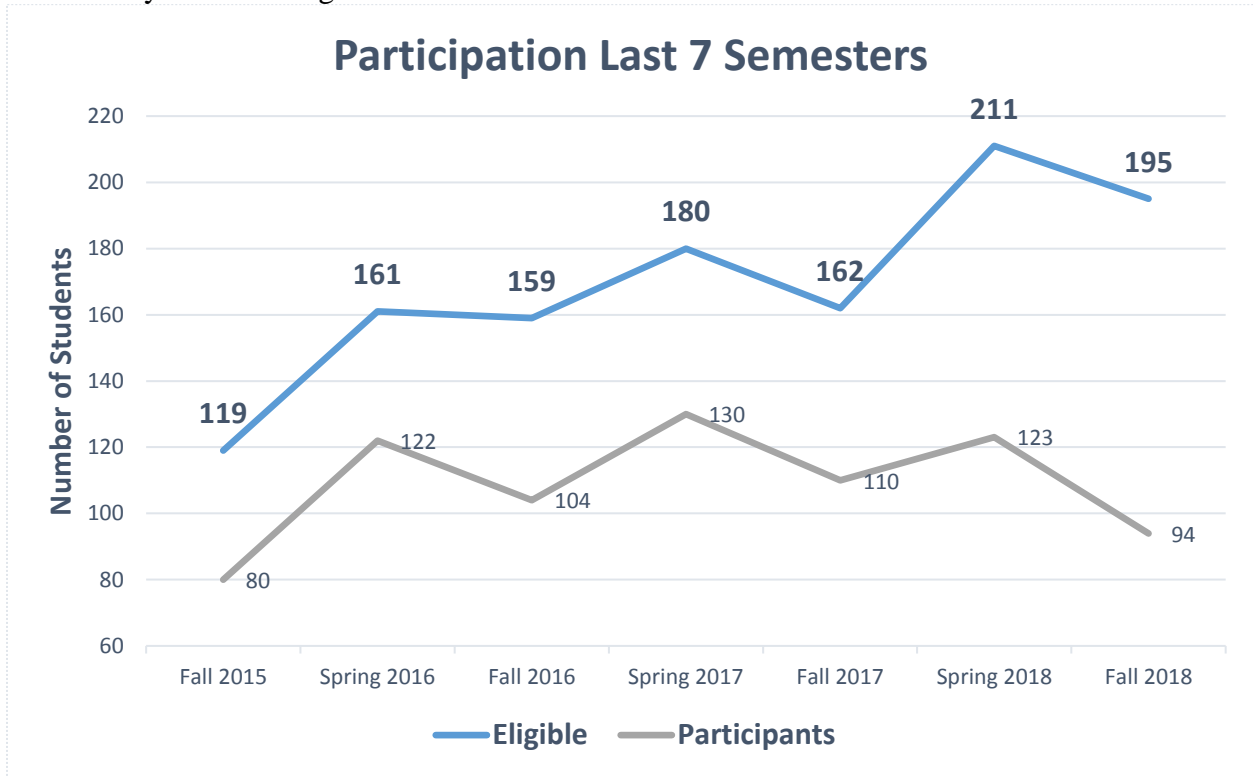


Participation Rates

Participation rates in STAR have held steady around 60-80% for the life of the program. However, several patterns have emerged over the past four semesters.

- 1) First, there are always more students eligible for STAR in the Spring semester, as many first-time freshmen go on Academic Warning or Probation.
- 2) Second, Spring participation is always higher than Fall, perhaps because many of these first-time freshmen are eager to repair their GPAs.

- 3) Third, the number of eligible participants has **exploded** since the inception of the STAR Program, growing from 119 in Fall 2015 to an all time high for a fall semester of 195 in Fall 2018. **Despite this 64% growth rate, participation rates have not faltered.**
- 4) Finally, if the past seven semesters are any predictor, the number of eligible students will only continue to grow.

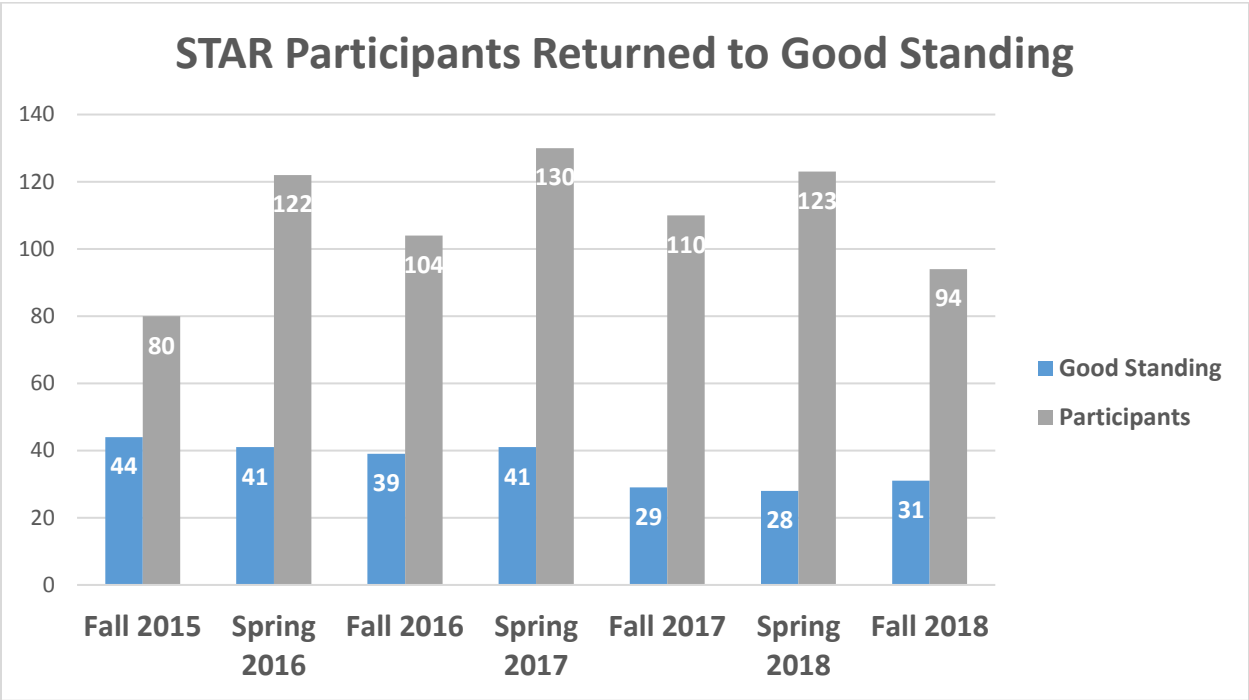


This means that STAR is serving more students than ever without an increase in fiscal or personnel resources.

Academic Standing

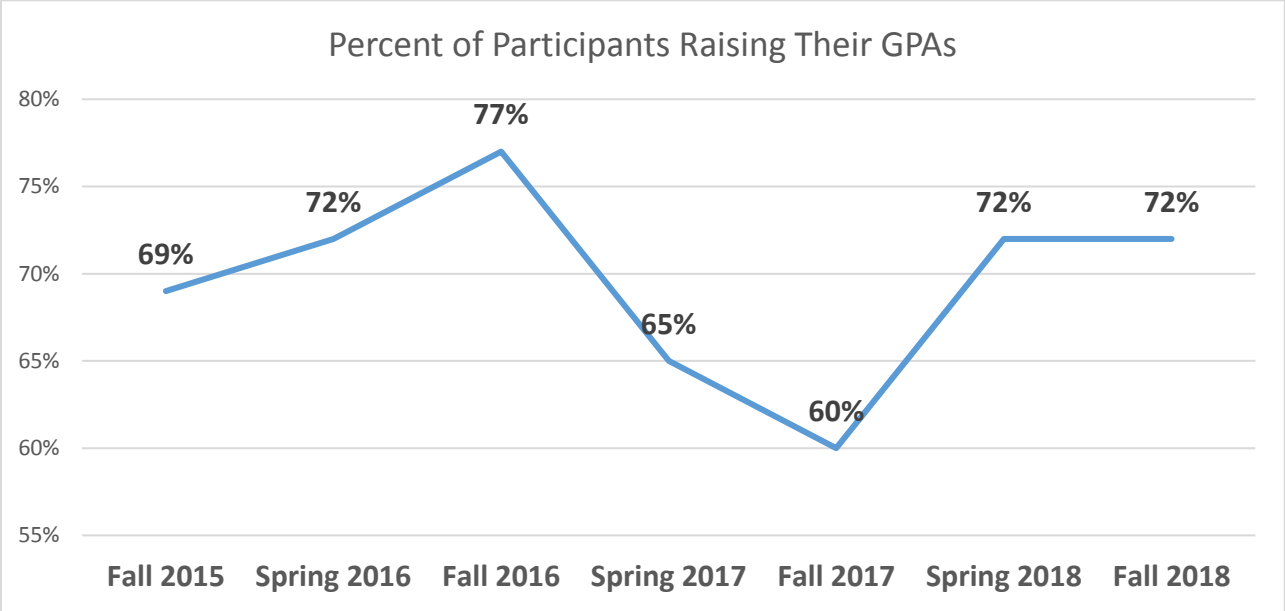
The data from the past four semesters suggests that the STAR Program in its current structure and resources may be running at maximum capacity in terms of the number of students it can serve well.

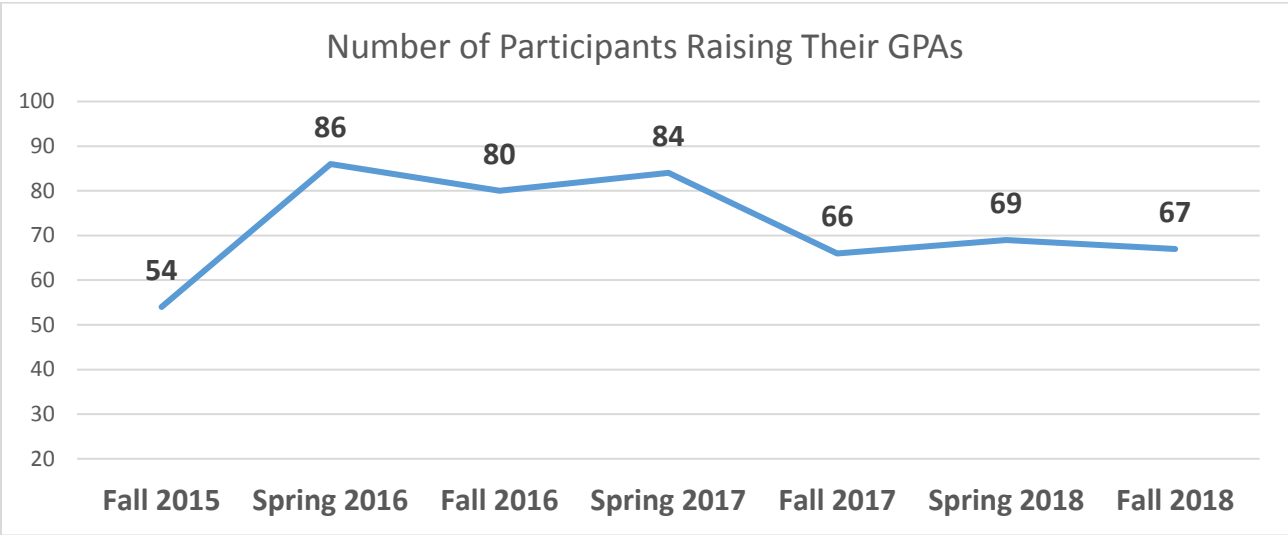
One of the most interesting data trends that has emerged is how many students are returning to Good Academic Standing each semester. Despite the increased number of eligible students and with only a slight decrease in participants in the Fall 2018 term, STAR returned three more participants to Good Standing this semester compared to the Spring 2018 semester. This meant that the proportion of participants who returned to Good Standing has increased slightly after decreasing in both the Fall 2017 and Spring 2018 semesters. The data from the 2015-16 academic year also bears out this trend. Together, the past seven semesters of data suggest that **one Coordinator can only help a maximum of 40 participants return to Good Academic Standing each semester.**



GPA Increase

The percentage of students increasing their GPAs mirrors this pattern. While the proportion of students increasing their GPA in the STAR Program has seen modest growth over the initial three semesters, that proportion shrank across the Spring and Fall 2017 semesters. This semester the percentage of students who raised their GPAs was 72%. However, when measured by the raw number of students increasing their GPAs, those numbers continue to hold steady between 65-80 students. Again, **this suggests that one STAR Coordinator can only realistically help between 65 and 80 students increase their GPA each semester.**





Summary

In sum, suspensions have declined to less than 10 per semester, and are holding steady. Our participation rates are holding strong, even while the number of eligible students continues to hit new highs and the number of STAR participants continues to hold steady. Over the last seven terms, STAR has succeeded tremendously in getting more and more students back on track. Without our help, almost 40% of students on Warning or Probation were being suspended before Fall 2015. Further evidence of the efficacy of the STAR Program is that non-participants continue to see GPA declines and get suspended at higher rates.

However, the STAR Program’s capacity appears to continue to plateau in terms of the raw number of students that one Coordinator can help. As we anticipate growing numbers of STAR-eligible students in the future, increasing the proportion of students who return to Good Academic Standing and raise their GPA may require additional personnel.

FACULTY AGENDA ITEM

Date: August 21, 2019

Submitted by: Dr. Richard Ellis

SUBJECT: Change to WTE Community Service name and requirements

Description:

Name Change: The Community and Civic Engagement Transformational Experience

Purpose: Students who have engaged with faculty members and other students in significant, meaningful community and civic engagement activities, and who have been guided to reflect on the power and purpose of these experiences, graduate from the University as citizens who are not resigned to accepting the community as it is but have a vision for how they can help make the community better.

Students participating in the community and civic engagement transformational experience are required to complete 300 hours of combined community engaged activities and meaningful discussion in facilitated seminars, meetings and/or classes related to those activities. A faculty or staff mentor will guide each student or group of students through this WTE. The expectation is that the community engagement will complement their interests and academic pursuits. While engaged in direct service, capacity building or other projects that meet a community identified need, students will meet with a mentor and other students at least five times per semester to engage in civic dialogue and reflect on their experiences.

Each student will conclude the experience with a final presentation that not only describes the community engaged work, but what was learned from the experience, and how the experience has affected the students' view of the community and their role in it. This presentation of the experience and its impact on both the student and the community can take a number of different formats, but it is expected that it will be presented to an audience appropriate for the project.

Rationale: The name change of the Community Service WTE to Community and Civic Engagement WTE is to be consistent with the current language in the field of Community Engaged Learning. The changes in the number of hours is twofold: 1). As the assessment data has been reviewed it has become clear through the pre and posttest that those students completing 300 hours over at least a full year show a significant increase in their perception of their role in involvement in civic responsibility (i.e. voting, seeing the connection between the community issues and political involvement in change) 2.) Research in the field of community engaged learning shows that the amount of time the students can spend in reflection seminars (once a month for ten months vs only four months) has a significant impact on both retention and graduation rates.

In order to ensure that faculty across the campus are aware of these changes and how the various department might begin to include these changes the faculty members of LinC will reach out across campus to meet with the Departments as requested to update their faculty. Additionally, LinC will work with C-TEL to develop faculty development programs related to the community

and Civic Engagement WTE. These workshops will include ideas on reflection, how to include on campus lectures as trainings for the WTE students; as well as understanding the conceptual ideas related to community engagement. LinC will also produce a handbook on the process and procedures of the Community and Civic Engagement WTE.

Financial Implications: None

Proposed Effective Date: Spring 2020

Request for Action: *Approval by AAC/.FAC/FS/ Gen Fac, etc*

Approved by: *AAC on date 9/9/2019*

FAC on date

Faculty Senate on date

Attachments Yes No

Proposed Changes to the Community Service Washburn Transformational Experience (WTE)

Submitted January 14, 2019

Rationale

In 2006, Washburn University implemented a new university requirement, the Washburn Transformational Experience (WTE). The WTE required all undergraduate students seeking a four-year degree to complete a project in at least one of four areas prior to graduation: Community Service, Creative and Scholarly Research, International Study Abroad or Leadership. Management and oversight for the Community Service WTE fell to Learning in the Community (LinC): The Center for Community & Civic Engagement. As the WTE was a requirement for all students on campus, LinC was tasked with coming up with parameters that any student could easily complete in one semester. This resulted in the following description:

Community Service: The objective of the Community Service WTE is to graduate citizens who have a vision for how they can help make the community what it could be and not be resigned to accepting the community as it is. Students engage with faculty members and other students in significant, meaningful community service and are guided to reflect on the power and purpose of these experiences. Students participating in the community service transformational experience are required to complete 150 hours of service. The students are also required to complete a pre and post experience survey related to their experience. A mentor will guide each student through this WTE. While engaged in direct service, students will meet with a mentor and other students at least four times per semester to reflect on their experiences.

(<https://washburn.edu/admin/vpaa/facultysenate/TE/WTETotalPacket18WithAttachments.pdf>)

While this was a reasonable description at the time, the culture and understanding of community service at Washburn University has significantly changed in the years since the WTE was implemented. This includes changing the WTE from a requirement to an option and the university's transformation into a high impact community engaged campus. The one thing that has not changed is the perception that the Community Service WTE is an easy way to get a medal to wear at graduation and that anything can count as long as it is a service to someone. It is this diluted view that we hope to alleviate through some minor changes to the wording of and requirements for the Community Service WTE.

Proposed Changes

The proposed wording and requirement changes, as well as the details for why these changes are being submitted, are included below. If accepted, these changes would take place starting with the 2019-2020 academic year. Any student who started this WTE prior to August 2019 would be grandfathered in under the previous requirements.

Community & Civic Engagement Washburn Transformational Experience (WTE)

The objective of the Community & Civic Engagement WTE is to graduate citizens who have a vision for how they can help make the community what it could be and not be resigned to accepting the community as it is. To achieve this, students engage with faculty, other students and the community in significant, meaningful engagement and are guided to reflect on the power and purpose of these experiences. Students participating in the Community & Civic Engagement WTE are required to complete at least 300 hours of engagement and training/enrichment/reflection activities in not more than three years.

In order to ensure that faculty across the campus are aware of these changes and how the various department might begin to include these changes the faculty members of LinC will reach out across campus to meet with the Departments as requested to update their faculty. Additionally, LinC will work with C-TEL to develop faculty development programs related to the community and Civic Engagement WTE. These workshops will include ideas on reflection, how to include on campus lectures as trainings for the WTE students; as well as understanding the conceptual ideas related to community engagement. LinC will also produce a handbook on the process and procedures of the Community and Civic Engagement WTE.

Please see the Appendix attached to this document for the information that will be included on this webpage as text and links. While it is presented here as an outline, we will be turning the information into a short handbook for faculty and students as a reference to help them successfully navigate a meaningful Community & Civic Engagement Washburn Transformational Experience (WTE).

Detail of Changes

1. Change the name from Community Service WTE to Community & Civic Engagement WTE – This change reflects both the current language used across the campus to describe interactions with the community as well as the correct name of the unit that oversees this WTE area.
2. Change the hour requirement from 150 hours to 300 hours – This change is being proposed for several reasons:
 - a. True transformation and understanding cannot happen in one semester. This is true for all of the WTEs. For example, Creative and Scholarly Research projects are the culmination of years of study within a discipline, Leadership projects are richer with more depth of understanding after multiple semesters of study and practical experience, and International Study Abroad experiences are more life changing when they include a semester of context and research before travel occurs and follow-up reflection mentored by a faculty member.
 - b. The original number (150 service hours) was chosen when the WTE was mandatory so that someone who waited until the last semester of their senior year could still finish it by doing not more than 10 hours of service a week for a semester. It was, therefore, set up to

be the “catch-all” for students who put off doing the requirement for one reason or another. Additionally, because of this, there was pressure to get those students through with a Community Service WTE so that they could actually graduate which led to a sometimes-watered-down experience with no benefit to the student or the community. In fact, at times it could be argued that it had a negative effect on all involved. This perception of lack of rigor, depth and meaningfulness is one that seems to persist among the faculty as we receive submissions from students with faculty mentors from other units that do not meet the spirit of the WTE on a regular basis.

- c. The original number was strictly for direct engagement hours and did not include things like trainings, reflection and mentorship. While this does not constitute the entirety of the extra 150 hours, it will constitute between 10-20% of the total hours depending on how long the student takes to do their community/civic engagement project (i.e. someone who completes the project in one year will have fewer opportunities to receive trainings, reflection and mentorship time than a student who takes three years to complete).
- d. Currently, the majority of students completing this WTE are already meeting or exceeding 300 hours. This includes LinC Bonner Scholars who complete at least 1100 hours in three to four years, LinC Community Corps members who typically complete between 300 and 400 hours per year, Social Work Practicum students who complete at least 350 hours per year, and Civic Engagement-Poverty Studies Minor students who complete at least 310 hours in a year. For the minority of student projects that would have previously counted under the old requirements, it has been determined that they could easily be adjusted to meet the new requirements through both the training/enrichment/reflection requirement and extending their work to more fully meet a community need and/or ensuring the sustainability of a project.
- e. This will bring the three one hour classes associated with this WTE into compliance with the requirements for the Poverty Studies Minor Internship which requires 300 hours of community engagement work and training related to that work. The catalog copy currently indicates that a student completing the minor may either take the internship class for 3 credit hours or take each of the three 1 hour WTE classes to meet the internship requirement. The issue with this is that the 1 credit hour courses list the requirement as only being 50 hours of community engagement work.

Costs and Benefits of the Changes

Costs: The primary cost of these changes is that it will likely reduce the number of students who complete the Community & Civic Engagement WTE each year. We anticipate that this reduction in numbers will be minimal as it will only affect short-term, one semester projects that were many times not meeting the spirit of this WTE. While the potential reduction in numbers of completers is a concern given that our unit has been given an expectation of increasing the number of students that graduate with this WTE each year, we believe that it is offset by the benefits of these changes. As our unit has been told that credit hour production is not a priority for our unit, and we made the credit bearing class optional for this WTE based on this approximately three years ago, there is no anticipation that there will be a loss of tuition bearing credit hours to the university.

Benefits: Benefits include a more meaningful experience for students related to their academic major and professional goals that creates a sense of responsible citizenship; and a greater impact on the community because more time in the community and mentored reflection translates into understanding, ongoing commitment to issues and more capacity for the organization.

Appendix:

Community & Civic Engagement Washburn Transformational Experience (WTE) Requirements

I. Pre-WTE

- A. Declare a Community & Civic Engagement WTE
- B. Complete the Community & Civic Engagement WTE pre-engagement survey*
- C. Identify an appropriate community/civic engagement experience and/or project
 1. the engagement experience and/or project must primarily be for the benefit of the off-campus community
 2. the engagement experience and/or project must meet a community identified need
 3. the engagement experience and/or project must affect a social justice issue, an underserved population or the environment, and/or a community need (pre-engagement discussions to determine the experience or project the student will engage in and/or an interview with the identified community partner may count toward the 300-hour requirement)
 4. the engagement experience and/or project cannot violate Washburn University's EEO statement and/or requirements for federal or state funding
- D. Complete the Community & Civic Engagement WTE Activity Plan
- E. Ensure that the Community & Civic Engagement WTE Activity Plan has been approved by both the Mentor and WTE Area Director before starting the engagement experience and/or project

II. During WTE

- A. Complete at least 240 hours of documented direct engagement activities related to the identified experience and/or project (not more than 90% of these hours can be used to meet the requirement of this WTE—i.e. at least 10% and not more than 20% of the total hours must come from training/enrichment/reflection activities associated with the experience and/or project)—allowable activities include, but are not necessarily limited to:
 1. pre-engagement discussions of the experience and/or project and/or required interview process to be at a site
 2. site orientation and/or regular check-ins/mentorship time with a site/project supervisor
 3. direct service
 4. research or data collection/organization/analysis
 5. fundraising/obtaining in-kind donations
 6. developing program materials/curriculum, social media posts, awareness campaigns, newsletters, events, etc.
- B. Engage in at least 30 hours of documented training/enrichment/reflection activities associated with the experience and/or project that occurs throughout the entire time the direct engagement activities are occurring (at least 10% and not more than 20% of the total hours must come from training/enrichment/reflection activities associated with the experience and/or project; and it is unacceptable to stop engaging in this part of the WTE partway through just because the maximum allowable has been met) —allowable

activities include, but are not necessarily limited to:

1. approved seminars offered through the LinC office
2. conference sessions/workshops related to the engagement experience and/or project
3. classroom time directly related to the engagement experience and/or project (must include at least 50% of time on reflection, understanding of civic responsibility and/or training on community issues—i.e. cannot solely be about preparing students to be professionals in the field)
4. campus or community lectures or panels on a topic directly related to the engagement experience and/or project
5. in-service trainings offered by the organization

III. Post-WTE

- A. Complete a final presentation of learning with either an oral or poster presentation
- B. Complete the WTE Final Assessment and Completion form
- C. Complete the Community & Civic Engagement WTE post-engagement survey*

*Social Work Practicum students are exempt from this requirement. In 2009, when the WTE changed from a mandatory graduation requirement to an optional opportunity, the Social Work Department saw the benefit of having their undergraduate students engage in the Community Service WTE and made it a graduation requirement at the departmental level. Through an agreement between LinC and the Social Work Department at that time, and based on the ongoing training and reflection that these students receive both before and during their practicum experience, there are some requirements that are waived. Specifically, the pre- and post-engagement survey results would be skewed unless all Social Work majors declared and took the pre-engagement survey when they enrolled in SW100 (they currently declare the WTE at the beginning of their practicum experience) so they do not do this.