

**Washburn University**  
**Meeting of the Faculty Senate**

April 9, 2007  
3:30 PM Kansas Room, Memorial Union

- I. Call to Order
- II. Approval of Minutes of the Faculty Senate meeting of March 12th, 2007.\* p. 2-3
- III. President's Opening Remarks
- IV. Report from the Faculty Representatives to the Board of Regents.
- V. Faculty Senate Committee Reports.\*
  - A. Academic Affairs Committee meeting: minutes of March 5th, 2007. pp. 4 – 5
  - B. Faculty Affairs Committee meeting: minutes of March 26th, 2007. p. 6
- VI. University Committee Minutes.\*
  - A. Minutes from the Small and Major Research Grant meetings of April 5, 2006, April 18, 2006, October 26, 2006, and November 2, 2006. pp. 7 – 13
  - B. Minutes from the International Education Committee meeting of March 8, 2007. Hard copy was distributed to Senators.
- VII. Old Business.\*
  - A. Change in wording of Sabbatical Policy (05-02 rev). p. 14
  - B. WASHBURN UNIVERSITY DUAL DEGREE PROGRAM School of Law (J.D.) & School of Business (M.B.A.) and MBA Curriculum Revision Proposal. pp. 15 – 26
- VIII. New Business. None.
- IX. Information Items.\*
  - A. Collegiate Learning Assessment (CLA) pp. 27 – 29
  - B. Comparison of the proposed Conflict of Interest policy and current Grievance policy. p. 30
- X. Discussion Items.
  - A. New policy – ITS no longer scoring tests
- XI. Announcements
- XI. Adjournment

\*Attachments

**Faculty Senate**  
**Washburn University**

*Minutes of March 12, 2007 Meeting*  
*Kansas Room, Memorial Union*

Present: Boyd, Camarda, Dick, Godman, Jacobs (President), Lalonde (visitor), Liang, Lockwood, Manske, Martin, Meador, Munzer, Nobo, Ockree, Patzel, Pownell, Ray, Renn-Scanlan, Roach, Russell, C. Schmidt, S. Schmidt, Shald (President WSGA), Shipley, L. Smith, C. Sullivan, S. Sullivan, Walker, Wasserstein (VPAA proxy)

- I. The meeting of the Faculty Senate was called to order at 3:33 PM.
- II. The minutes of the February 12th, 2007 Faculty Senate meeting were approved.
- III.. President's Opening Remarks.
  - A. With respect to the VPAA search, President Jacobs reported that approximately 40 applications had been received and that the committee is checking on the references of about 17 of the applicants. On-campus interviews should occur mid- to late-April.
  - B. Assistant Vice President Nancy Tate informed President Jacobs of the formation of the Faculty Technology Advisory Committee, which is expected to help address the technological concerns of faculty members. David Pownell, a member of this new committee, agreed to have the minutes of that committee forwarded to the Faculty Senate.
  - C. In terms of overhead projectors, it was reported that the current machines would be maintained. Of concern still is what happens when the machine is irreparable.
  - D. Mike Gunter provided the costs associated with implementing software and hardware for a university wide exam analysis procedure. Those in attendance believed that the estimated costs seem excessive. For one reason, freeware has been used previously to perform item analysis of exams. President Jacobs will seek to obtain further information on this topic.
- IV. Report from the Faculty Representatives to the Board of Regents. There was no Board of Regents meeting since the last Faculty Senate meeting.
- V. Faculty Senate Committee Reports.
  - A. The minutes of the Academic Affairs Committee meetings of 02/05/2007 and 02/19/2007 were accepted.
  - B. The minutes of the Faculty Affairs Committee meetings of 01/19/2007 and 02/19/2007 were accepted.
  - C. Meador, Chair of the Electoral Committee, updated those in attendance about the upcoming election. To date, only a single individual has been asked to be put on the ballot for the open position of At-Large member.

VI. University Committee Minutes. There were no University Committee minutes.

VII. Old Business.

A. Following slight changes to the wording of the Consolidation of Planning Documents proposal (07-01), the motion was made to approve the proposal. The motion was seconded and passed.

VIII. New Business. There was no New Business.

IX. Discussion Items.

A. Boyd reported that the Math & Natural Sciences division, like the Faculty Senate, had voiced interest in restoring the faculty research fund back to its previous level. Two motions related to the restoration of research funds were proposed, seconded, and passed:

- i. The Faculty Senate asks the President (Farley) to enlist the Washburn Endowment Association to make research fundraising a priority.
- ii. The Faculty Senate requests of the Washburn Endowment Association to make faculty research funding one of the options of the annual faculty-staff giving campaign.

X. The meeting was adjourned at 4:30 PM.

Respectfully submitted by Mike Russell, Secretary to the Faculty Senate

ACADEMIC AFFAIRS COMMITTEE  
MINUTES  
MARCH 5, 2007

Jorge Nobo, chair, convened the Academic Affairs Committee at 3:33 pm in the Boswell Room of the Memorial Union. Members present were: Pat Munzer, David Pownell, Bill Roach, Steven Elisha, Patricia Renn-Scanlan, Shaun Schmidt, and Loran Smith. Guests were: Dr. Ron Wasserstein and Dr. Howard Faulkner, Chair of the English Department.

Dr. Nobo introduced the topic of today's meeting: What recommendations should the Committee make regarding the English University requirement? He asked Dr. Faulkner for his impressions of Dr. Royer's presentation. Dr. Faulkner said that EN 100 used to be taught regularly, the department had a placement exam, and taught it in blocks with EN 101 so students could shift from one to the other if necessary. The course fell into disuse but it is being taught in Fall, 2007. The English Dept. is going to try "guided self-placement." He is in the process of writing a letter to all prospective students, developing a brochure, and will be involving advisers in CUSP. All of which has to happen rapidly because the first Blueprint will be in April.

Smith said that too often evaluation of new programs is impressionistic or subjective and urged that Dr. Faulkner gather data regarding number of students, their academic backgrounds, performance in EN 100, etc. He felt that one of the most persuasive elements of Dr. Royer's presentation was that he had statistical evidence or data to support his points. Also, Smith urged that faculty advisors involved in Blueprint should be informed about guided self-placement.

Dr. Faulkner said that he had made a proposal to the Dean to increase the writing faculty and perhaps institutionalize an expository writing program that would include EN 100, EN 101, EN 200, and EN 300 and, if all goes well, to then go to a public grading (norming) system in the future.

Dr. Nobo called for a straw vote among committee members regarding their general support of guided self placement and some attempt at norming the evaluation of expository writing. The committee strongly supported both concepts in the informal poll.

**MOTIONS:**

1. To formalize the straw poll and the actions of the English Department to this point, Smith moved that Dr. Faulkner be requested to provide a report to the Academic Affairs Committee at its first meeting in the Fall on the progress, success, and areas of needed improvement of the Guided Self-Placement Program during its initial implementation.  
MOTION WAS APPROVED.

2. Smith then moved that the Academic Affairs Committee is supportive of the idea of norming the evaluation of expository writing. MOTION WAS APPROVED.

Dr. Nobo suggested that we might also wish to discuss some requirement of Writing Intensive Courses as part of General Education. Smith said he would like to see some specific proposal rather than just a vague concept. Dr. Wasserstein said that Writing Intensive courses should probably be considered as part of the whole General Education program rather than discussed separately.

Next Meeting Scheduled for April 2, 2007. The PE requirement will be the agenda item.

Meeting Adjourned at 4:33 pm

**Washburn University**  
**Faculty Affairs Committee**

Minutes of March 26, 2007 Meeting  
3:30pm Rice Room, Memorial Union

Present: Brenda Patzel (Chair), Lee Boyd, Andrew Evans, Mo Godman, Park Lockwood, Kandy Ockree, Mike Russell, Sharon Sullivan.

- I. The meeting was called to order.
- II. The Conflict of Interest policy and procedures were discussed. The current revision of the COI policy was compared with the current Grievance policy. Due to the similarities between these two policies, it was proposed that both policies be presented as an information item to the Faculty Senate for further discussion. Strengths and weaknesses were discussed and will be listed on the COI / grievance information item in order to provide a starting point for discussion.
- III. Sabbatical application procedures and guidelines were discussed. These procedures will be presented at the next Faculty Senate meeting as an action item. The FAC continues to discuss the sabbatical review process and will review sabbatical application forms and criteria for accepting sabbaticals at the next meeting.
- IV. There was a brief discussion regarding insurance benefits for partners. The FAC will examine similar policies at peer institutions. Upon review of these policies, the FAC will revisit this issue.
- V. The faculty retention and appeal process for promotion and tenure was discussed. The FAC reviewed this process at other universities and found it to be very detailed and extensive. This issue will continue to be discussed as the FAC will review Washburn's policy and compare it with that of other universities.
- VI. Meeting was adjourned at 5:15pm.
- V. Next meeting will be April 16<sup>th</sup> at 3:30pm in the Rice room.

Submitted by Park Lockwood, Secretary of the Faculty Affairs Committee

**NOTES****Major Research Review Grant Committee Meeting**

April 5, 2006

Members Present:

Nancy Tate, Chair

Michael Rettig

Kay Rute

Brad Borden

Wanda Hinton, secretary

Rob Hull sent comments

Maryellen McBride sent comments

Six proposals had been received for review by the committee. Each proposal was discussed.

WAGNER/WAGNER: "Effects of Carbon Dioxide Re-breathing on the Kinetics of Lactate Transport and Exercise Performance of Healthy Male College Students"

- Do they have IRB approval?
- The update was not comprehensive.
- They have received prior awards

The committee decided that it was approved to go forward for funding consideration if Drs. Wagner and Wagner are approved by the IRB committee.

YOUNG: "Puff Adder Surgical Suite"

- Safety is a concern.
- Timeline is prior to July 1, 2006.
- Has received prior funding

The committee decided that it was approved to go forward for funding consideration if Dr. Young can modify his timeline to start the project after July 1, 2006.

WOOD: "Archaeological Investigations at Nicodemus, KS"

- Well written proposal.
- Project did receive funding from the National Park Services
- Project involves many students and would be a great transformational experience.

The committee decided that it was approved to go forward for funding consideration.

ANGEL: "Mechanism of Solid State Organic Synthesis"

- Well written proposal.

- He did receive funding in FY 2005, however he was not able to purchase the equipment so the funds were returned so that they could be used for other research.

The committee decided that it was approved to go forward for funding consideration.

BJERKE: "Interaction of Herpes Simplex Virus Type 1 proteins with Human Lamin Associated Proteins"

- Well written proposal
- New faculty member, first time applicant.
- Evaluation plan did not address project as a whole.

The committee decided that it was approved to go forward for funding consideration.

PETERSON: "A Complicated and Useful Life: The Unorthodox Story of Arthur Fletcher"

- Well written proposal
- Concern over no budgetary details
- First stage is prior to July 1, 2006, this would have to be delayed.

The committee decided that it was approved to go forward for funding consideration, if Dr. Peterson can modify his timeline and provide a more detailed budget.

The Committee supports these applications to go forward for funding consideration with the above mentioned revisions.

**NOTES****Research Grant Committee Meeting**

April 18, 2006

Members Present:

Comments:

Nancy Tate, Co-Chair

Margaret Wood

James Eck

Wanda Hinton, secretary

Members not Present but gave

Mike Mosier

Deborah Altus

Nancy welcomed and thanked everyone for attending the meeting today. She informed the committee that today's review is for the fiscal 2007 year starting July 1, 2006. The new balance is \$40,000. Please remember at the last meeting the committee had decided to award half of the funds now so that half would be available for funding in the Fall, 2006 semester

**MAJOR RESEARCH APPLICATIONS**

Wagner/Wagner: Requested funds in the amount of \$8,915.00 for research project, "Lactate Kinetics: Effects of Carbon Dioxide Transport of Lactate into Erythrocytes." Application deferred at this time.

Young: Requested funds in the amount of \$9,981.00 for research project, "Puff Adder Surgical Suite." Application deferred at this time.

Wood: Requested funds in the amount of \$4,162.00 for research project, "Archaeological Investigations at Nicodemus, KS." Application partially awarded in the amount of \$3,162.00

Angel: Requested funds in the amount of \$8,400.00 for research project, "Mechanism of Solid State Organic Synthesis." Application deferred at this time.

Bjerke: Requested funds in the amount of \$7,710.00 for research project, "Interaction of Herpes Simplex Virus Type 1 Proteins with Human Lamin Associated Proteins." Application awarded fully.

**SMALL RESEARCH APPLICATIONS**

Wagner/Wager: Requested funds in the amount of \$2,980.00 for research project, "Effect of Hypoxia on Cyst formation and recovery in *Naegleria gruberi*." Application not approved.

Dinkel/Patzel: Requested funds in the amount of \$950.00 for research project, "A Measure of Homophobia among Nursing Students and Faculty."

Application partially awarded in the amount of \$650.00.

Rettig/Dye/Pownell/Moore: Requested funds in the amount of \$935.00 for research project, "Teaching partner-focused questions to students who use augmentative communication to initiated and lengthen their communication experiences."

Application awarded fully.

Sharafy: Requested funds in the amount of \$2,980.42 for research project, "Liquid Painting: Developing a new process in transparent painting using colors layered within gel surfaces."

Application awarded partially in the amount of \$2,000.00

Lunte: Requested funds in the amount of \$2,180.44 for research project, "The Catholic Bohemian German of Ellis County, KS USA: A Unique Bavarian Dialect."

Application not approved.

Beatty/Peterson: Requested funds in the amount of \$899.75 for research project, "Political Communication as a reflection of Kansas Values: A content analysis of Political Ads in KS from 1974-2004."

Application awarded in the amount of \$900.00

Patzel/McBride: Requested funds in the amount of \$997.15 for research project, "The Lived Experience of Partners of National Guard Members who have been deployed more than Once."

Application awarded in the amount of \$998.00.

Eck: Requested funds in the amount of \$600.00 for publishing journal article, "The Impact of Culture on the Purchase of Life Insurance in Latin America and the Caribbean, in the International Business and Economics Research Journal."

Application awarded fully.

Nizovtsev: Requested funds in the amount of \$3,000.00 for research project, "An Empirical Study of Factors Affecting the Disclosure of Vulnerabilities in Software Products."

Application awarded partially in the amount of \$2,520.00.

Perret: Requested funds in the amount of \$2,807.98 for research project, "Prairie Earth: A collaborative project with Washburn design students and art faculty at Wichita Art Museum."

Application not approved.

The amount of funds awarded is \$19,475.00. This leaves a balance of 20,525.00 to be awarded at the Fall, 2006 meeting.

**NOTES****Major Research Review Grant Committee Meeting**

October 26, 2006

Members Present:

Nancy Tate, Chair  
mail

Michael Rettig, sent comments via e-

Ron Ash

Rob Hull

Wanda Hinton, secretary

Three proposals had been received for review by the committee. Each proposal was discussed. The two members in attendance thought that each proposal was worthy for consideration for funding.

WAGNER/WAGNER: "Effects of Carbon Dioxide Re-breathing on the Kinetics of Lactate Transport and Exercise Performance of Healthy Male College Students"

YOUNG: "Puff Adder Surgical Suite"

ANGEL: "Mechanism of Solid State Organic Synthesis"

Since there were very many members at the committee meeting, it was decided to ask the committee to rank the proposals, 1 being the highest priority and 3 being the lowest, by e-mail.

The results of the priority ranking is:

Angel: 9

Young: 12

Wagner(s): 9

Since the priority ranking was so close, it was decided to forward all three proposals to the research committee for consideration of funding.

**NOTES****Research Grant Committee Meeting**

November 2, 2006

Members Present:

Comments:

Nancy Tate, Chair

Courtney Sullivan

Cynthia Turk

Karen Camarda

Martha Imparato

Wanda Hinton, secretary

Members not Present but gave

Jim Eck

Kim Harrison

Nancy welcomed and thanked everyone for attending the meeting today. She informed the committee that today's review is for the remainder of fiscal 2007, which ends June 30, 2007. The balance remaining is \$30,525.

**MAJOR RESEARCH APPLICATIONS**

Wagner/Wagner: Requested funds in the amount of \$8,915 for research project, "Lactate Kinetics: Effects of Carbon Dioxide Transport of Lactate into Erythrocytes." Application not approved.

Young: Requested funds in the amount of \$9,981 for research project, "Puff Adder Surgical Suite." Application approved.

Angel: Requested funds in the amount of \$7,118 for research project, "Mechanism of Solid State Organic Synthesis." Application approved.

**SMALL RESEARCH APPLICATIONS**

Crews: Requested funds in the amount of \$3,000 for research project, "Crime in Context: Theories of Criminal Behavior". Requested funds for student assistance and to travel to a conference. The committee awarded funds for the student assistance.

Application approved partially in the amount of \$1,200.

West: Requested funds in the amount of \$3,000 for research project, "The Research Process". Requested funds for student assistance and to travel to a conference. The committee awarded funds for the student assistance.

Application approved partially in the amount of \$1,200.

Lunte: Requested funds in the amount of \$2,065 for research project, "The Catholic Bohemian German of Ellis County, KS USA: A Unique Bavarian Dialect."

Application approved.

Elisha/Elisha: Requested funds in the amount of \$2,390 for research project, "The Evolution of the Violin-Cello Duo: An Informace of Zoltan Kodaly Duo, Opus 7".

Application awarded partially in the amount of \$2,000.

Williams: Requested funds in the amount of \$2,950 for research project, "Fragmentation Pathways of Cyclic Peptides with Metal Ions and Crown Effects". Application awarded.

Childers: Requested funds in the amount of \$2,427.83 for research project, "From Tractorcades to Frisbee Throwers: An analysis of the American Agriculture Movement's Creation and Evolution".

Application awarded fully in the amount of \$2,428.

Thomas: Requested funds in the amount of \$1,780 for research project, "Astrophysical radiation sources and their impact on life splinter meeting at 210<sup>th</sup> meeting of the American Astronomical Society in Honolulu, HI. This is for travel expenses to a conference to meet researchers to lead to collaborations.

Application not approved.

Schmidt: Requested funds in the amount of \$992 for research project, "Methodology for the Synthesis of Symmetric Azamacrocycles using Catalytic Ring Closing Metathesis".

Application approved.

Young/Wagner: Requested funds in the amount of \$1,092 for research project, "Electrophysiology of the Facial Pit Organ in Rattlesnakes".

Application not approved.

Landrum: Requested funds in the amount of \$1,464.74 for research project, "Using Wildlife cameras to gather biodiversity, behavioral, and population data of area wildlife".

Application not approved.

Schmiedeler: Requested fund in the amount of \$242.25 for research project, "Maps and Diagrams for Manuscripts".

Application approved in the amount of \$243.

Perret: Requested funds in the amount of \$1,595.46 for research project, "The Yellow Wallpaper: A Multimedia Installation."

Application not approved.

The amount of funds awarded is \$30,177.00. This leaves a very small balance of \$348.

**Faculty Senate Agenda Item**Number: 05-02 rev

SUBJECT: Change in wording of Sabbatical Policy

DESCRIPTION: After review of the Guidelines Regarding Faculty Sabbaticals, it was suggested that the current language be revised.

FINANCIAL IMPLICATIONS: \$13,000.00 for the hiring or use of adjunct faculty to teach six courses, which is viewed as the maximum number of adjuncts needed to accommodate the new policy with the current number of faculty.

RECOMMENDATION: The Faculty Affairs Committee requests that Section 5 of the Faculty Handbook regarding the Sabbatical Leave Program read as follows:

The Academic Sabbatical Leave Program at Washburn University is designed to allow faculty members the opportunity for research and study, which will enable them to enrich substantially their teaching effectiveness and/or engage in a substantial scholarly project. Faculty members may use academic sabbatical leave to develop expertise outside their own academic discipline for the purpose of enhancing teaching abilities. The program is not designed for study programs leading to terminal degrees required for promotion and tenure. The maximum number of sabbaticals granted in a particular year shall be equal to 4% of the full-time eligible faculty, excluding the Law faculty. Exceptions may be made by the Board of Regents if a larger number of well-qualified applications are received immediately following a year in which this limit was not reached. The number of sabbaticals that may be granted to Law faculty shall be determined annually by the Dean and the VPAA based on the School of Law budget and the needs of the Law School. Leaves are not awarded automatically however, but are evaluated according to the merits of the proposals submitted. The Academic Sabbatical Committee shall give to unsuccessful applicants a brief narrative outlining the strengths and weaknesses of their sabbatical proposals.

Date: 3/30/07

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Brenda Patzel, Chair

**WASHBURN UNIVERSITY DUAL DEGREE PROGRAM**  
**School of Law (J.D.) & School of Business (M.B.A.)**

Recognizing that legal and business studies complement each other and that real-world problems often require solutions from both legal and business perspectives, Washburn University has developed a dual degree program to encourage students to obtain J.D. and M.B.A. degrees during their course of study at Washburn.

On its own, the J.D. program at the Washburn University School of Law requires 90 credit hours; the M.B.A. program at the Washburn University School of Business requires 30 credit hours of upper-level courses.<sup>1</sup> Thus, pursued separately, the two degrees would require 120 credit hours. Under the dual degree program, certain courses are accepted for credit by both schools: six credit hours of business-related law school courses may count toward the M.B.A., and six credit hours of business school courses may count toward the J.D. Students can therefore obtain both degrees with a total of 108 credit hours.

Law school courses that transfer to the business school are those that are business-related (as determined by the business school); business school courses that transfer to the law school are core courses in which the student earns at least a “B.” (Grades will not transfer between schools; for the transferee school, the courses will be treated as credit/no-credit.) No credits for business school courses will transfer to the law school until the student has obtained 12 credits of upper-level MBA (950 series) business school courses.

Students may choose to begin either their legal studies or their business studies first. Whenever they start the law school program, students must take the full first-year curriculum, all of which consists of required courses, without interruption. Students will not be permitted to take business school courses during the first year of law school. After completing the first year of the law school curriculum, if students simultaneously take courses in both programs, the total number of credits enrolled in at one time must stay within the parameters required by the American Bar Association’s standards governing accredited law schools. Students are also required to participate in the various orientation and assessment activities of both programs.

Students must separately apply to and be accepted by both schools. Students will indicate to each school, at the time of application, that they are applying to the dual degree program. Students will pay tuition for law school courses at the normal rate for that school and will pay tuition for business school courses at the normal rate for that school.

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<sup>1</sup> The M.B.A. program also requires up to 30 credit hours of foundation-level courses. This requirement is met either through the completion of undergraduate courses or by taking 920 level courses offered by the School of Business.

## **MBA Curriculum Revision Summary**

This proposal results from a review of the MBA Program and curriculum, which was undertaken by the MBA Committee due to relevant directives from the AACSB notification letter of May 16, 2006. The revisions were made after consultation with WU MBA Program stakeholders (members of the local business community, MBA Alumni, current MBA students, and graduate faculty) and research of current high-quality MBA programs. The existing MBA Program, as specified in the 2006-07 University catalog, remains the same except for the following revisions.

A revised vision statement and its associated student learning outcomes:

“Washburn MBA graduates will be able to identify, gather, and analyze relevant information, in order to make effective decisions and improve organizational processes.”

A student who has completed the MBA Program will be able to:

- construct and explain effective business strategy to stakeholders, which include employees, customers, suppliers, financial markets, investors, etc.,
- demonstrate effective business communication and presentation skills, both orally and in written correspondence,
- demonstrate an understanding of the components of a good IT/IS system and how to use the system for effective management,
- perform analysis and interpretation of accounting statements for effective decision-making,
- demonstrate knowledge of financial analysis, modeling and forecasting,
- model other business processes and decisions such as production, supply chain, etc.,
- demonstrate an understanding of modern human resource management – an understanding of what different age cohorts (e.g., Gen-Xers and Gen-Yers) find fulfilling, and how these groups work effectively with more mature workers,
- demonstrate proficiency in identifying marketing issues for a variety of firms and utilize current marketing literature and thought in creating theoretically and practically sound business solutions
- identify if an organization is "ethical" and how an employee charts a smart course of action when he or she suspects unethical behavior

The MBA Core Courses and Elective Courses were revised as follows:

- A suggested sequence for core courses was added,
- BU 951 Legal and Ethical Issues was removed as a required course,
- EC 952 Managerial Economics was added to the core. This is a renumbering of the former elective EC972 Managerial Economics,
- BU952 Human Resources was renumbered to the elective BU972 Human Resources,
- BU958 Managerial Skills and Professional Experiences was created and added to the core,

- The elective BU982 Environmental Law & Policy will be removed from the list of MBA elective courses.

Student orientation and closure experiences have been added.

The final revision is to use student portfolios as an assessment of learning methodology for the MBA Program and as a requirement for the MBA degree.

These modifications are presented in detail and justified in the attached report. Available upon request, there is a packet of data and information to support these modifications

## **MBA Curriculum Revision Proposal**

### **Introduction**

The MBA Committee has concluded that the WU MBA Program needs revision. These finding results from a review of the MBA Program and curriculum, which was undertaken by the committee due to relevant directives from the AACSB notification letter of May 16, 2006 stated below.

- Initiate a review of the MBA curriculum and develop and implement assessment processes of its undergraduate and graduate (MBA) programs (Assurance of Learning Standards 15-18).
- Review the MBA curriculum (Standard 15: Management of Curricula and Standard 18: Master's Level General Management Learning Goals).

The review of the program and curriculum included consultation with WU MBA Program stakeholders (members of the local business community, MBA Alumni, current MBA students, and graduate faculty) and research of current high-quality MBA programs. Following are the results of this process.

### **Outline of Document**

<a href="#"><u><b>MBA Curriculum Revision Proposal</b></u></a> .....	1
<a href="#"><u><b>Introduction</b></u></a> .....	18
<a href="#"><u><b>Vision Statement for the Revised WU MBA Program</b></u></a> .....	19
<a href="#"><u><b>Structure of the Revised WU MBA Program</b></u></a> .....	20
<a href="#"><u><b>MBA Program Orientation Experience</b></u></a> .....	20
<a href="#"><u><b>MBA Core Courses</b></u></a> .....	21
<a href="#"><u><b>Suggested Course Sequence</b></u></a> .....	21
<a href="#"><u><b>Core Courses</b></u></a> .....	21
<a href="#"><u><b>MBA Electives</b></u></a> .....	22
<a href="#"><u><b>MBA Program Closure Experience</b></u></a> .....	23
<a href="#"><u><b>Assessment Methodology for the Revised WU MBA Program</b></u></a> .....	23
<a href="#"><u><b>Portfolio Logistics</b></u></a> .....	24
<a href="#"><u><b>Summary of and Rationale for Program Revisions</b></u></a> .....	24

## **Vision Statement for the Revised WU MBA Program**

Washburn MBA graduates will be able to identify, gather, and analyze relevant information in order to make effective decisions and improve organizational processes.

This vision implies a set of student learning outcomes. These are specified below along with a course or set of courses whose objectives directly address the student learning outcome.

A student who has completed the MBA Program will be able to:

- construct and explain effective business strategy to stakeholders, which include employees, customers, suppliers, financial markets, investors, etc., (BU959)
- demonstrate effective business communication and presentation skills, both orally and in written correspondence, (All Courses)
- demonstrate an understanding of the components of a good IT/IS system and how to use the system for effective management, (BU956)
- perform analysis and interpretation of accounting statements for effective decision-making, (AC954)
- demonstrate knowledge of financial analysis, modeling and forecasting, (BU955)
- model other business processes and decisions such as production, supply chain, etc., (BU953)
- demonstrate an understanding of modern human resource management – an understanding of what different age cohorts (e.g., Gen-Xers and Gen-Yers) find fulfilling, and how these groups work effectively with more mature workers, (BU958)
- demonstrate proficiency in identifying marketing issues for a variety of firms and utilize current marketing literature and thought in creating theoretically and practically sound business solutions (BU957)
- identify if an organization is "ethical" and how an employee charts a smart course of action when he or she suspects unethical behavior (BU958, et. al.)

This vision statement is consistent with the MBA Program Mission Statement.

“To provide management education of recognized high quality through an evening MBA program for current and future business professionals in the area. Our goal is to assure that our students have the knowledge and skills to enable them to succeed in general management and leadership roles and to contribute to the success of their organizations and of their local and regional economies.”

In addition, the competencies supporting the vision statement are consistent with those suggested by AACSB for MBA programs. These are summarized below.

### **AACSB MBA Competencies and Courses Addressing Them - 2006**

1. Realize ethical and legal responsibilities in organizations and society. (BU958 and others)
2. Knowledge of financial theories, analysis, reporting, and markets. (BU955)
3. Creation of value through the integrated production and distribution of goods, services, and information.(BU953)
4. Understand group and individual dynamics in organizations. (BU958)
5. Statistical data analysis and management science as they support decision-making processes throughout an organization. (EC 952)
6. Information technologies as they influence the structure and processes of organizations and economies, and as they influence the roles and techniques of management. (BU956)
7. Domestic and global economic environments of organizations ( EC 952)
8. Other management-specific knowledge and abilities as identified by the school. (See previous section)

Learning at the master's level is developed in a more integrative, interdisciplinary manner than undergraduate education.

The capacities developed through the knowledge and skills of a general master's level program are the following:

- Capacity to lead in organizational situations.
- Capacity to apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines.
- Capacity to adapt and innovate to solve problems, to cope with unforeseen events, and to manage in unpredictable environments.

### **Structure of the Revised WU MBA Program**

The MBA Program has been revised in the following way: the inclusion of a MBA Program Orientation Experience, the modification of the MBA Core Courses list, and the inclusion of a MBA Program Closure Experience. Each is presented below.

#### **MBA Program Orientation Experience**

Before the start of the fall semester, all students admitted for the previous spring, summer and current fall semesters are required to attend the MBA Program Orientation. The purpose of this orientation is to set the expectations of students and faculty regarding the student's MBA experience. This is accomplished through the presentation of the MBA Vision Statement and set of exercises designed to promote interaction among students and faculty. In addition, the students are encouraged to form a cohort group through participation in WMBAA, the Washburn MBA Student Association.

Finally, the orientation session provides an opportunity to explain the use of an academic portfolio to assess student performance and how their portfolio will be used as part of their closure experience. These student academic portfolios are to be used to assess the

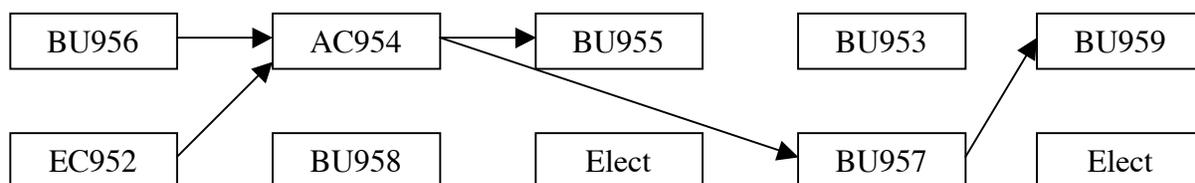
MBA Program. The initial contribution to the student's academic portfolio is assigned at this time. This initial contribution is an attempt by the student to write out her or his expectations of the MBA Program. As part of the closure experience, presented below, the student will be required to assess the extent to which the MBA Program met his or her expectations. This will provide useful information about the MBA Program.

### **MBA Core Courses**

The competencies suggested by the MBA Vision statement are satisfied by the MBA Core Courses. The following diagram provides an overview of the MBA Core Courses and the ideal sequence for a student to take courses. However, given the schedule and time constraints on the students we admit to our program, this is a suggested sequence rather than required. Though this sequence is proposed primarily to familiarize students with the material they need to perform more effectively in subsequent courses, it is also suggested in order to build student cohorts, which strengthen student learning, team working skills, and camaraderie.

### **Suggested Course Sequence**

This is a suggested course sequence and is not mandatory.



### **Core Courses**

EC952<sup>2</sup> Managerial Economics - Management problems from an economic point of view. The content focuses on the applications of economic theory to day-to-day managerial decision making.

BU953 Product Systems - Management of integrated production and marketing systems.

AC954 Management Accounting Analysis – In depth study of the uses of management accounting tools and their impact on the contemporary business organization. Emphasis is on case studies and research

BU955 Financial Strategies - Analytical skills in corporate financial management are developed. Topics include security valuation, capital budgeting, capital structure, options, dividends, mergers, and financial ratio analysis.

BU956 Computer-based Information Systems - Computer-based systems for supporting management decisions

<sup>2</sup> This is the former EC972 Managerial Economics course renumber to indicate it is now a required core course.

BU957 Strategic Marketing Management – This presents an analytical approach to the marketing function of the firm. Development of competitive marketing strategy in a dynamic environment

BU 958<sup>3</sup> Managerial Skills and Professional Experiences will be composed of two components. The first, Manager Skills, students will acquire a set of skills to manage the group and individual dynamics in organizations. The second, Professional Experiences will consist of local and regional CEOs, CIOs, CFOs, and middle managers presenting seminars addressing managerial issues they encounter in their professional lives. The emphasis of these seminars will be the legal and ethical responsibilities of organizations.

BU959 Strategic Analysis - Study of approaches for defining, analyzing, and resolving complex strategic problems facing the profit and not-for-profit organization.

### **MBA Electives**

BU972<sup>4</sup> Human Resources - The roles of top management and line managers in shaping organizational success

BU974 International Business - The study of international business and the multinational corporation. The environment of international business is analyzed, including political and economic factors. Financial, marketing, and human resource management in the international context is addressed.

BU979 Investments - Introduction to the theory of investment and portfolio evaluation. Topics include: Bonds, Preferred Stock, Common Stock, Puts, Calls and Mutual Funds.

BU996 Research Project - Individual study of selected problems in the field of business or economics as conducted through extensive reading and research. Approval of the project proposal must be obtained before enrolling in the course. Approved project proposals are to be filed with the Director of Graduate Programs.

AC997 Research Project - Individual study of selected problems in the field of accounting or tax as conducted through extensive reading and research. Approval of the project proposal must be obtained before enrolling in the course. Approved project proposals are to be filed with the Director of Graduate programs.

BU998 Special Topics in Business - Special topics announced in advance.

AC999 Special Topics in Accounting or Tax - Special topics announced in advance.

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<sup>3</sup> This is a new course approved by the MBA Curriculum Committee. Its syllabus is included in the appendix to this document.

<sup>4</sup> This is the former BU 952 Human resources course renumber to indicate that it is now an elective course.

## **MBA Program Closure Experience**

The closure experience will provide the student an opportunity to synthesize the academic information that has been contributed to their academic portfolio. The closure experience will take the form of both written and oral presentations requiring the student utilize the contents of their portfolios. The writing component of the closure experience will be a reflective essay based on the contents of the portfolio. The purpose of this essay is described in the next section of this document. Suggested scenarios for oral presentation include a mock job interview, formal presentations to graduate faculty, etc. Whatever the scenario given to the student they will have to rely on the contents of their portfolio in order to complete the experience.

### **Assessment Methodology for the Revised WU MBA Program**

The assessment of learning methodology for the MBA Program will utilize student portfolios.

The closure experience will allow an opportunity for the faculty to assess the degree to which each student has achieved the competencies suggested by the MBA Vision Statement. The students' performance on the closure experience will allow the faculty to acquire information that can be used to improve the quality of the courses making up the students' curriculum of study.

The students' portfolio, which is based on their initial contribution at the MBA Orientation, will allow them to assess the degree to which the MBA Program met their expectations when they first entered the program. This will also provide the faculty with information that may be used to improve the program.

The portfolios will be used to determine if individual course goals and objectives are being met as well as program goals. For each course the student is required to submit a representative sample (cases, papers, exams, assignments) of their work that demonstrates they have met the goals and objectives of that course.

### **Portfolio Contents**

A student's portfolio will contain at least one sample of work selected by the course instructor for each core course. The student is free to select up to two additional samples of his or her work from core and elective courses. These samples should not be rewritten or revised beyond the version that was graded by the professor. For assessment purposes, these portfolio contributions will be used to document the extent to which the MBA Program competencies are being met by the core (and possibly some elective) courses.

For every contribution required by the instructor, that instructor will provide an evaluation rubric that will map the course objectives to the required contribution. For example, if an instructor gives a comprehensive final exam, the questions that address particular course objectives will be matched to those objectives.

The instructor will also provide an evaluation of each student's required contribution for the course. The evaluation may be the instructor's original grades and comments on the contribution. Alternatively, the instructor may simply specify how well the student's performance achieved the course objective. This specification will take the form of

“exceeded the objective”, “achieved the objective” or “failed the objective” for each element of the contribution that illustrates a course objective.

### **Reflective Essay:**

In a maximum of five pages, double-spaced, the student will describe how the portfolio's contents demonstrate the student's success in achieving the vision of the MBA program. The student may write about how each contribution meets one or more of the "Competencies for the MBA Program" implied by the vision statement. Alternatively the student might write how they meet the AACSB MBA Competencies. There is no specific approach or format for the Reflective Essay. However, it will be read as one of the student's most mature and developed statements of their education. An additional purpose of the reflective essay is for the student to recognize that their work fits into a coherent whole and that core courses and electives are not simply a random selection but do have an overall purpose. Also the student will evaluate how well their expectations, as specified in their initial contribution to their portfolio, were met.

The reflective essay will be completed during finals week of the student's graduation semester.

### **Portfolio Evaluation**

Each student's portfolio will be evaluated by the MBA Portfolio Committee, which will be composed of three members of the MBA faculty. The contents (reflective essay & contributions) will each be evaluated as: Unacceptable, Acceptable, or Outstanding. The contributions will be evaluated as a whole and the reflective essay will be evaluated on the basis of how well it succeeds in achieving its purpose. In order to receive the MBA degree a student's portfolio must be evaluated as at least "Acceptable" by the MBA Portfolio Committee. These portfolio evaluations will be completed during finals weeks of the student's graduation semester. After all graduating student portfolios have been evaluated the MBA Portfolio Committee will report to the MBA faculty the degree to which the graduating class achieved the MBA Program goals. This report will guide the MBA Committee in its efforts to improve the quality of the MBA program.

### **Portfolio Logistics**

The details of the logistics of maintaining student portfolios are undecided at this time; however, as much of the process as possible will be implemented electronically.

## **Summary of and Rationale for Program Revisions**

The first revisions are the addition of a mandatory orientation, a closure experience, and a suggested core course sequence. The purpose of these is to establish the feeling of a cohort going through this experience together. There are benefits associated with a cohort based program (see PPT of 12-5-2004). The graduate faculty also discussed the suggested core course sequence and agreed that it was ideal (although it will not be mandatory in cases of courses without other MBA course prerequisites).

The next revision is the requirement of Managerial Economics as a core course. The purpose of this revision is to add more quantitative rigor and problem-solving skills to the MBA experience in order to reinforce decision making (see PPT of 12-5-2004, slide 19, Corporate Perspective). All of our stakeholders have expressed the importance of these skills. The 2004-2005 exit survey shows that problem solving is one of the most important skills students use in their jobs, yet the graduates have indicated that our

program had only moderately increased their skill in this area. Representatives from the business community on the MBA Advisory Council stressed that quantitative and problem solving skills were “givens” for good manager (see transcript from 11-11-2005 and 3-31-2006 meetings). Graduate faculty members agree that these skills are “absolutely must haves” for our graduates (see graduate faculty meeting outcomes, “Business Knowledge”).

The addition of Managerial Economics into core required the revision of the removal of the course BU951 Legal and Ethical Issues from the curriculum. While preparing the SER for AACSB accreditation it became apparent the majority of the issues discussed in BU951 are addressed in the other courses currently in the core. The following is adapted from the SER report.

“Ethical issues are addressed in several core classes. BU927 (Marketing Concepts) covers ethical issues by discussing the primary criticisms leveled at the marketing function by consumers, consumer advocates, and government agencies. Students are also introduced to varying perspectives on what constitutes socially responsible marketing and are asked to explore their own belief systems in this regard. AC954 (Management Accounting Analysis) covers ethical issues by discussing ethics guidelines for management accountants issued by the Institute of Management Accountants. These issues are also discussed with respect to preparation of financial statements, performance measurement, and rewards for superior performance. BU955 (Financial Strategies) covers ethical issues in its presentation of agency theory, which includes discussion of how firms monitor their agents to ensure they behave properly. BU956 (Computer-based Information Systems) covers ethical issues as part of discussions of computer security, privacy, and acceptable use policies. BU957 (Strategic Marketing Management) covers ethical issues in most of the weekly case studies. These cases involve such topics as international relations and promotional policies. BU959 (Strategic Analysis) covers ethical issues with a case study and case debate designed to help students identify and be sensitive to ethical issues.

Legal issues are also covered in several core courses. BU927 (Marketing Concepts) covers political, legal, and regulatory issues by discussing specific laws, government agencies, and pressure groups that influence and limit marketing organizations and initiatives. Social issues are covered by discussing how societal values and norms significantly affect consumer preferences for products and the acceptance or rejection of marketing messages. Environmental issues are covered by discussing the natural resources that are needed as inputs for marketers, and trends that increased environmental concerns in the United States. AC954 (Management Accounting Analysis) covers legal and regulatory issues by discussing the implications of the Sarbanes-Oxley legislation, and by presenting cases that involve non-profit and governmental organizations. Management accounting issues that have behavioral implications within organizations such as setting budgetary goals and management incentive compensation are also discussed. BU957 (Strategic Marketing Management) covers legal issues to the extent that they impact the pricing, promotional, product, and distribution strategies of several small and large firms presented in weekly case studies.

BU959 (Strategic Analysis) covers legal and regulatory issues in the context of case studies and debates.”

Another revision was moving BU952 (now BU 972) Human Resources to the elective category and designing a new core BU958 Managerial Skills and Professional Experiences. The purpose of this course is to provide the MBA students with firsthand experiences in the “soft skills” side of management. Our Advisory Council agrees with the findings of researchers at AACSB and reports in the *Wall Street Journal* that attributes such as interpersonal communications, teamwork, and leadership abilities are in high demand (see PPT of 12-5-2004, slide 19, Corporate Perspective, WSJ article 9-13-03, and transcripts of Advisory Council meetings). These skills are what set great managers apart from good ones.

The value of this change is that it not only provides necessary managerial skills and professional experiences in BU 958, but it now creates an elective (BU 972) in a specialty area and that elective can be offered on regular basis. At this point in the MBA program it is in need of established electives.

The final revision is the use of student portfolios as the methodology to assess the MBA Program with respect to outcomes of learning. We also expect these portfolios will be useful to students in marketing themselves to potential employers.

In addition to these direct program revisions there are three additional auxiliary program changes that will be used to assess and develop the MBA Program. These three changes provide a mechanism for the feedback from our stakeholders.

The first is the establishment of a MBA Advisory Council composed of members from the area business community. This council will provide input from the business community to the MBA Committee regarding the effectiveness and utility of the MBA Program in providing graduates who will enhance their businesses.

The second change is the establishment of the SOBU Graduate Faculty entity that will meet periodically to review the MBA Program and provide direction to the MBA Committee.

And finally is the establishment of the MBA student organization, WMBAA (Washburn MBA Association). This organization will provide student input to the MBA Committee regarding the effectiveness and utility of the MBA Program. In time, WMBAA will also connect with MBA alumni for enhanced networking and continuous input for the MBA Program.

These revisions are based on the results of consulting with the stakeholders in the WU MBA Program, investigation of other MBA programs, discussions with other MBA programs developers, and researching the expectations of the stakeholders in the business community regarding the MBA degree.

### About Collegiate Learning Assessment

The CLA begins with conceptions of collegiate quality that are based on improvements in student learning, with three key elements serving as the project's foundation: the institution, value added, and campus comparisons.

**Institution** The CLA uses the institution (rather than the individual student) as the primary unit of analysis. This means that the focus is on how the institution as a whole contributes to student development. Therefore, the CLA does not present another high-stakes test for individual students, but rather it aggregates the information to better understand the institution's role in promoting learning.

**Value Added** The CLA focuses on the value added provided by colleges and universities. When institutional quality is based solely on the students' scores on entrance examinations, there is no way to know what was learned after they matriculated; again, when student ability is only measured upon graduation, there is no way to determine the students' relative growth without knowing their starting point. It is only by comparing what students know when they start college with what they know when they finish that it is possible to assess the learning that actually occurred while in college.

**Comparisons** This approach also allows for inter-institutional comparisons of overall value added. CLA results can be combined with institutional data to determine factors that promote student learning and growth. [About the CLA Measures](#)

The CLA focuses on a set of common areas that comprise what is central to most notions of collegiate education. These areas are:

- critical thinking
- analytic reasoning
- written communication

The CLA combines two types of testing instruments:

**Performance Tasks** Students must complete a “real-life” activity (such as preparing a memo or policy recommendation) by using a series of documents that must be reviewed and evaluated. Completion of these instruments does not require the recall of particular facts or formulas; instead, the measures assess the demonstrated ability to interpret, analyze and synthesize information.

**Writing Prompts** Evaluate students' ability to articulate complex ideas, examine claims and evidence, support ideas with relevant reasons and examples, sustain a coherent discussion, and use standard written English.

Administration	Results
<p>Each academic year, a sample of 100 freshmen and 100 seniors are assessed. Total testing time for each group is only 90 minutes.</p>	<p><b>CLA Student Reports</b> – Students receive their scores by the end of the quarter/semester. With their permission, you may also receive a copy. The scores compare how the student performed compared to other students who completed the same test.</p>
<p>In order to make the results for your campus useful, each participating campus will:</p>	<p><b>CLA Institutional Report</b> – Campuses</p>

- Identify an appropriate sample of students
- Recruit the students (materials including recruitment suggestions will be provided by CAE; some campuses have found it beneficial to provide participating students with a small honorarium, but other incentives also work at other institutions)
- Proctor the test-taking in a computer lab with Internet access (no special software is needed)
- Provide CAE with registrar data (including SAT or ACT scores)

receive two reports; the first in mid-winter after testing of freshmen that provides an insight into your incoming class, and the final report during early summer after testing of seniors.

**CLA Interactive Database (Available in 2007)** – An online database of information collected from all participating institutions (note: institutions will remain anonymous in the database). This database will enable individual campuses to conduct their own comparisons and analyses.

### Testimonials

"Studies that measure the value added of college are the gold standard of higher education assessment. The CLA is taking a most valuable step in the right direction."

Dr. Ernest Pascarella

*Mary Louise Petersen Professor of Higher Education, University of Iowa*

"With the mission of doubling the rate of Latinos earning their college degrees, the Hispanic Scholarship Fund (HSF) is committed to showing the benefits of investing in the higher education of our Hispanic community. CAE continues to provide us with innovative research that develops direct measures of student learning."

Sara Martinez Tucker

*President, Hispanic Scholarship Fund*

"I believe the CLA initiative will be important to Johnson & Johnson. As a supporter of numerous institutions of higher education, we are interested in this critical aspect of higher education reform."

Russell C. Deyo

*Vice President, General Counsel, Johnson & Johnson*

"Evidence-based reasoning is one of the most important outcomes of a good liberal education. By focusing on students' analytical, integrative and communication abilities, the CLA will help campuses tie their assessment programs to intellectual gains that have lasting value – both for students and for a knowledge-intensive society."

Dr. Carol Geary Schneider

*President, Association of American Colleges and Universities*

"Deans and provosts will embrace the additional information the CLA instruments provide, which when combined with existing institutional data, can be used to determine which academic program areas should especially be encouraged to improve."

Dr. Roger Benjamin

*President, Council for Aid to Education*

## Major Project Funders

Carnegie Corporation of New York  
Ford Foundation  
Christian A. Johnson Endeavor Foundation  
William and Flora Hewlett Foundation  
Lumina Foundation  
Teagle Foundation

We will pilot the CLA in Fall 2007 with at least 100 Freshmen and 100 seniors.

## Information Item

TOPIC: Comparison of the proposed Conflict of Interest policy and current Grievance policy.

The current revision of the COI policy was compared with the current Grievance policy. Due to the similarities between these two policies there has been a discussion in the FAC as to whether one of these policies or a combination of the two be accepted. In order to receive further input, this issue is being presented to the Faculty Senate for discussion. The following strengths have been listed for each policy to provide a starting point for this discussion:

### Grievance policy

- Well defined and established.
- Stood the test of time.
- Has already been approved.
- Will not raise any “red flags”.

### Proposed COI policy

- May be needed as a separate policy as a conflict of interest may not clearly fit within the terms and conditions of employment addressed by the Grievance policy.
- Faculty Senate as a representative body has a voice within the COI policy (but not the Grievance policy).
- Provides a second opportunity within an official process to address the issue without resorting to litigation.
- Formalizes preconditions before going to the Grievance Committee.