



Faculty Senate Archives

Faculty Senate

Academic year 1991-1992

Volume V

Agenda and Minutes of the Meeting of April 06, 1992

AGENDA
Faculty Senate
The Wichita State University

Room 126 CH

3:30 p.m.

Meeting Notice: Monday, April 6, 1992

- I. Calling of the Meeting to Order
- II. Informal Proposals and Statements
- III. President's Report
- IV. Old Business
 - (a) Charge and composition of ad hoc Task Force on Administrative Evaluation (Attachment 1)
 - (b) Resolutions concerning bonded indebtedness and faculty consultation regarding mill levy allocations (continued from March 30 meeting)
 - (c) Objections to recommendations of Regents Task Force on Teaching Evaluation from University of Kansas (Attachment 2)
- V. New Business
 - (a) Consideration of options for improving faculty/administrative relations (Attachment 3)
 - (b) Proposals for faculty consideration of non-college degree proposals (Attachment 4; blue)
- VI. Committee and Council Reports
 - (a) Statement on faculty development by the Council of Faculty Senate Presidents
 - (b) Annual Report of the Honors Committee
 - (c) Annual Report of the Academic Affairs Committee
- VII. As may arise

AD HOC FACULTY SENATE TASK FORCE ON ADMINISTRATIVE EVALUATION

Membership

Art Sweney, Barton School
Elmer Hoyer, Engineering (chair)
Walter Mays, Fine Arts
John Hartman, Fairmount College, Social Sciences
Sue Bair, Education
Robert Wherritt, Fairmount College, Natural Sciences
Carla Lee, Health Professions
John Koppenhaver, Fairmount College, Humanities
Nancy McCarthy Snyder, Urban Affairs

Charge

1. Define the faculty's expectations with respect to the performance of deans and other administrators, and formulate criteria of evaluation in light of these expectations
2. Consider the merits of doing an independent faculty survey or poll to determine faculty opinion about administrative performance, and develop an appropriate survey or poll, if indicated
3. Determine the appropriate distribution of the results of any such survey or poll
4. Determine the appropriate means of including former faculty members among those surveyed or polled
5. Determine whether or not to conduct a preliminary survey or poll this spring
6. Report findings and recommendations to the Senate no later than May 1, 1992

Text of the Senate Resolution (adopted March 23, 1992)

The Faculty Senate shall establish a task force to develop an instrument to accomplish a Faculty Perception of Administrative and Academic Leadership review of all Deans, Associate Vice Presidents, Vice Presidents, and the President, and to develop a procedure for involving all faculty in the unit administered by the person being reviewed. This procedure should include at a minimum the reporting back to the constituency the compilation of the results of the survey. The Senate Executive Committee is to bring the task force charge and the suggested membership to the Senate for ratification at the first Senate meeting following the adoption of this resolution.

Senate approval of this Resolution followed agreement that former faculty members should be included among those surveyed, and that survey results should be reported to the administrative superior of the persons being reviewed. The task force is to consider legal issues related to its charge.



KANSAS BOARD OF REGENTS

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March 27, 1992

MEMORANDUM

To: Members, Council of Chief Academic Officers
Members, Council of Faculty Senate Presidents

From: Martine Hammond-Paludan *M.H.P.*
Director of Academic Affairs

Re: Concerns Expressed by KU Faculty Senate on Norm-Referenced Student Rating Instruments

I have asked Charles Burdsal and Gerald Hanna, faculty members who served on the Regents Task Force on Faculty Evaluation to respond to the concerns expressed in a letter from Professor Ingemann regarding the norm-referenced student rating instruments. They wish to make the following points regarding the reservations and concerns raised by the University of Kansas Faculty Council.

Two members from the School of Education who are knowledgeable in the matter of teaching evaluation pointed up the difficulties of establishing norms and the misleading conclusions which might be drawn from improper norms. One objected to the use of "norms" for institutional decision-making and for the accommodation of external accountability. He stated that "the same faculty members could receive quite different ratings when teaching different content to students in the same department."

Several issues seem to be involved here. First is the technical matter of establishing norms, a reasonable concern. Fortunately, however, the Task Force recommendations do not require institutions to establish norms; rather, universities are urged to use well-developed instruments. Good instruments can be purchased from several sources. (The recommended technical advisory committee would be a resource that institutions might wish to consult on this matter.)

Next, is the issue of improper interpretations. True, in the hands of inexperienced users, dangerously misleading conclusions can be drawn from any instrument, norm-referenced or criterion-referenced. The remedy is to be found in qualification of users.

Third, is the issue of external accountability. This concern goes far beyond any use recommended by the Task Force. What was suggested was a departmental use of student ratings as one (of several) data sources by which to evaluate instructional effectiveness.

Finally, is the point that student ratings can vary from class to class. Indeed they can. That is why having ratings from several classes is important. It was also correctly noted that ratings may vary systematically by kind of course. This is a very important point. Differing student motivation can have systematic impact from course to course; this should be taken into account. That is precisely why the Task Force urged statistical adjustments for student motivation (or similar variables). Such adjustments can only be achieved when prior normative data are available. Thus, concern for this very issue was one of the central reasons behind the Task Force's recommendation to use instruments on which normative data are available.

Another Council member mentioned that because of the multitude of factors unrelated to good teaching that can influence the outcome of the evaluation, it was unlikely that adequate norms could be developed. Something seems to have been lost in summarizing this statement. The meaning is unclear. Contaminating factors can surely impact any data source, including student ratings. (that is a major reason why multiple data sources are important.) However, these contaminating factors have nothing to do with the establishment of normative information about an instrument. Possibly the speaker was confusing the term "norm" with "standard". In the measurement jargon, the terms share no common meaning (as they do, of course, in Standard American English).

Other members observed that a university-wide instrument with norms had been developed some years ago, but this rating system had since been abandoned, leading them to the conclusion that the process was not considered useful. Without more detail, it is not possible to comment on this historical information. It might be mentioned, however that both WSU and KSU have for many years had well established norm-reference instruments available for faculty use. Indeed the one developed at KSU is used nationally.

Although the recommendations in the report do not make a norm-referenced instrument mandatory, one person expressed concern that some faculty still might feel that they must use it. Faculty who seek annual merit raises are obliged to supply credible evidence of merit. Student ratings on appropriate, professionally developed norm-referenced instruments are one of the very best sources of information about teaching adequacy. It does indeed seem likely that those seeking to make a credible case for merit will want to avail themselves of this important source of information.

We hope these comments and explanation will serve to (a) clarify the rationale behind the Task Force's recommendations, and (b) reduce some of the concerns expressed.

I hope Charlie's and Gerry's comments will ameliorate any concerns regarding the norm-referenced student rating instrument. The Task Force Report will go to the Board at the April Board meeting.

MHP:eld



The
Wichita
State University
Faculty Senate

April 1, 1992

TO: Faculty Senate
FROM: Executive Committee
SUBJECT: Faculty/Administration Relations

In light of Senate discussion on March 30th, we have identified the following options for the Senate to consider:

- I. Instruct the Executive Committee to meet with President Armstrong and/or Provost Cottle to address continuing problems.
- II. Invite President Armstrong and/or Provost Cottle to meet with the Senate in Executive Session to discuss continuing problems.
- III. Exercise Option II in open session.
- IV. Instruct the Executive Committee to make a complete and detailed report on continuing problems to the Senate in Executive Session.
- V. Other.



The
Wichita
State University
Faculty Senate

6.4

April 1, 1992

TO: Faculty Senate
FROM: Executive Committee
SUBJECT: Approval Process for Non-college Degree Programs

As reported earlier to the Senate, we have been exchanging ideas with the Provost's office on this issue for some time. Attached are the latest versions of how we might consider non-college degree programs from the Provost's office and from the Executive Committee (offered in reply to the Provost's position).

In nearly all respects, the proposals are identical. For the most part, the Executive Committee agrees that it would be appropriate to insert deadlines for action at various stages in the process.

The primary issue still under discussion is the extent to which action by the proposed University Curriculum Committee would be final. The Executive Committee has sought, throughout the discussions, to retain the principle that some general faculty body retains final authority. In other words, we do not think that any committee should have the sole authority to grant faculty approval to a degree program. The Provost may now accept this general principle (see his Note #3). Earlier, he opposed our view in this matter.

Both the Provost and the Executive Committee agree that a Senate curriculum committee should be created to deal not only with non-college degrees, but also with other issues involving coordination between the colleges, and, perhaps, general curricular issues.

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WICHITA STATE UNIVERSITY

PROVOST DRAFT

ACADEMIC AFFAIRS

March 16, 1992

TO: *Jay Mandt*

FROM: *Rex Cottle / RC*

SUBJECT: *Approval Process for Non-College Degree Proposals*

Thanks for your memo of Feb. 21, 1992. I am sorry not to have responded sooner, but I wanted to discuss your proposal with Gerry and Peter. I wish to recommend a slight modification of your proposal:

APPROVAL PROCESS FOR NON-COLLEGE DEGREE PROPOSALS

1. Draft proposal is circulated to all departments that offer courses in the program. The departments should comment on the effect the proposal would have on the department and general academic issues related to the proposal.
2. Proposers of the program review departmental responses and revise proposal as appropriate.
3. Proposal is submitted to the University Curriculum Committee for discussion and recommendation. [I assume here the committee will vote to approve or disapprove or modify the proposal.]
4. University Curriculum Committee's recommendation is sent to the Provost for transmittal to the President and to the Board of Regents. [I assume here that the proposal must be approved by the Provost and the President before it can be sent to the BOR.]

NOTES AND COMMENTS

1. I assume that the Faculty Senate will have to create the University Curriculum Committee and establish a charge for the committee that separates its responsibilities from committees like

Academic Affairs, Honors, and General Education.

2. The University Curriculum Committee should have broad distribution--a faculty member from each of the 8 faculty areas, 1 from academic services, and the Provost or designee who can speak from the university perspective.
3. I suggest you delete item #4. Article III, Section 5 of the Faculty Senate Constitution allows any Senate matter to be appealed to the General Faculty.
4. Because we may have to respond somewhat quickly to requests from our partners in the consortium, would you establish a timetable for committee action comparable to the grievance procedure?
5. Until the University Curriculum Committee is established, I propose that we continue the process used with the Associate of Applied Science.

Note to Item 3 above:

The "item #4" referred to above is from an earlier Executive Committee draft proposal, which read as follows:

4. University Curriculum Committee approval of a proposed non-college degree program is sufficient unless the approval is appealed to the General Faculty by petition. In that case, the General Faculty will exercise final faculty responsibility.



LATEST EXECUTIVE COMMITTEE

DRAFT

The
Wichita
State University

Faculty Senate

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TO: Rex Cottle, Provost
FROM: Jay Mandt, Senate President
DATE: March 24, 1992
SUBJECT: Approval Process for Non-College Degree Proposals

Thank you for your memo of March 16th. If we understand your revisions of our earlier draft, we are in substantial agreement on most issues. We are not clear about the implications of your "note 3." We offer the following draft.

APPROVAL PROCESS FOR NON-COLLEGE DEGREE PROPOSALS

1. Draft proposal is circulated to all departments that would offer courses in the proposed program. Departments should comment on the effect of the proposal on the department and general academic issues related to the proposal. Departments should respond within two weeks of receipt of a proposal for review unless special circumstances justify additional time.

2. Proposers of the program review departmental responses and revise the proposal as appropriate. (Note: We should not specify a time limit here. The revisions needed must be made, whatever time is required to work them out. External constituents for the program may have to be consulted about proposed revisions. Presumably the proposing group will develop the proposal as quickly as they can.)

3. The proposal is submitted to the University Curriculum Committee for discussion and recommendations. As part of its consideration, the Committee will hold an open meeting to which all members of the faculty and interested parties will be invited and given an opportunity to offer comments on the proposal. The Committee will notify the Faculty Senate, the colleges, and relevant departments of its proposed recommendations and provide two weeks in which they may respond before final committee action. (Note: The University Curriculum Committee will be a Senate committee, with representation from all colleges. Its charge will include other matters than issues related to non-college degree programs. It will serve as the curriculum committee for non-college programs that are established, with the same authority that college curriculum committees have within the colleges. It is understood that one of the actions that may occur in the two week period before final committee action is that some group of faculty will challenge the suggested recommendations in a petition to the General Faculty. In the event of such a challenge, the General Faculty's action will constitute final faculty action on the

proposal. We do not think that a time limit on committee consideration can be specified, since it must be allowed the time necessary to review the proposal and arrive at reasonable conclusions. Since this committee review will ordinarily be the only general faculty review a proposal undergoes, it must be thorough. If the proposers face deadlines, they can urge quick action, but cannot be permitted to compel it. A well-conceived proposal, supported by appropriate evidence, can expect an early decision. We suggest the provision for an open meeting to assure that faculty have ample opportunity to comment on a proposal that will carry our collective imprimatur but will not have the weight of a regular college faculty behind it.)

4. The University Curriculum Committee recommendations are forwarded to the Provost for approval and transmittal to the President. After receiving the President's approval, a proposal is submitted to the Board of Regents for its consideration.

We do not agree that the procedures employed in the pending Associate of Applied Science degree proposal should remain in place until this new procedure is developed. We do not accept that the procedures employed in the pending case provided for appropriate faculty consideration and approval. There is no reason that we cannot have a new procedure in place before the end of the current semester.

It is our understanding that the procedures we are developing will apply to all degree programs proposed that would be housed outside the colleges of business, fine arts, education, engineering, health professions, and liberal arts. Additional tracks in the Associate of Applied Science degree, if proposed, would go through this procedure.

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COUNCIL OF FACULTY SENATE PRESIDENTS

STATEMENT ON FACULTY DEVELOPMENT

Presented at the meeting of the Board of Regents, March 19, 1992

As Regents institutions seek to be more effective and efficient in accomplishing their missions, success will increasingly depend on the quality of their faculties. Faculty performance is crucial to each aspect of the university mission: teaching, research and service. In recent years, much of the effort aimed at improving educational quality, efficiency and productivity has been focused on developing better methods for evaluating faculty performance. Such evaluation may measure, but it does little to improve. For this reason, the Regents institutions need to have comprehensive faculty development programs designed to support and enhance faculty achievement.

The Board of Regents has recognized the importance of faculty development in its strategic plan. The Board needs to assure that institutional planning incorporates faculty development into institutional strategies for achieving mission objectives.

Today's university teachers must deal with the rapidly changing educational needs of students. These needs include not only subject matter but student expectations with regard to the ways and means through which they will be taught. Universities have been slow to respond. Programs must be developed to assist faculty in achieving and maintaining instructional effectiveness. Business and industry have long recognized the need to upgrade the knowledge and skills of their employees as well as to provide them with better equipment for accomplishing their tasks. Regents institutions should make similar efforts to ensure that their faculty are given the assistance needed to foster high quality and high productivity.

A faculty member's effort to upgrade and develop his or her knowledge and skills constantly is the single most demanding and time-consuming activity of his or her professional life. Unfortunately, it rarely receives attention proportionate to its significance since it cannot be measured directly as time spent in the classroom or counted as an additional publication or satisfy some other statistical measure of productivity. However, without continuing professional development, a faculty member's teaching, research and public service will inevitably decline.

Unfortunately, most current policies treat support of development as a reward for achievement rather than a means of promoting it. It is important that all faculty have access to means for improvement.

The faculties of the Regents institutions represent an enormous public investment. The average tenured faculty member has spent more than seven years in professional apprenticeship as a graduate student and six additional years as a probationary faculty member. Faculty members' value to the university increases over their working lives as they become more knowledgeable, more skilled, and more experienced. Universities need to capitalize on the faculty's potential for greater productivity by providing direct support of it. Faculty development can be one of the most cost-effective means of achieving the objectives outlined in the mission plans of the Regents institutions.

In the coming months we will be suggesting examples of components that go into an effective faculty development program.

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EMORY LINDQUIST HONORS PROGRAM
Faculty Senate Honors Committee Report to Senate
April 1, 1992

Members of the 1991-92 committee are: Sandra Houts, LAS-Sociology; Richard Laptad, Education; Peter Sutterlin, LAS-Geology; Michelle Wolff, Academic Services-Music Library; Alicia Huckstadt, Health Professions; Raj Hjashmi, SGA-Student. Ex Officio members are: James McKenney, Honors Program Director; Ellen Myers, Honors Program Counselor; Peter Zoller, Academic Affairs Liaison.

The committee will have held twelve business meetings by the end of the academic year. In addition, members will have participated in the September Honors picnic, Honors Convocation in October, Truman Scholarship interviews in November; Honors holiday reception in December, Goldwater Scholarship interviews in January, Distinguished Student Competition Honors Program introduction/interview session in February; and the Emory Lindquist Scholars recognition to be held April 27.

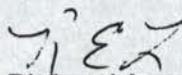
Agenda items at the business meetings included: enrollment data and their implications; a proposed four-year core course schedule; brainstorming the importance, purpose, and extension of the Honors program; progress of the Honors Mentors Program; and advising and counseling students for scholarship application.

Special reports were presented by Dr. Ellie Shore and Ellen Myers. Dr. Shore reported her views of the success of Psychology 508H - "The Volunteer and the Community." As the first Honors course of its kind, it is of particular interest to the committee because it raises the possibility of adding such a course or equivalent volunteer experience to Honors core curriculum. Ms. Myers reported on sessions she attended at the National Collegiate Honors Conference, Oct. 31-Nov. 3 in Chicago, including one concerning student qualification and application for national scholarship competitions and graduate study opportunities.

Tasks completed or to be completed by the end of the academic year include: approval of Honors courses and course schedules, resolution of the volunteer service component question, completion of a goals assessment project, and the three-year evaluation of the Honors director which will be given the Provost to assist him deciding whether to reappoint the current director for a second three-year term.

The Honors Director's reports are available, should the Senate wish any additional information. The committee has no outstanding issue to be brought before the Faculty Senate.

Respectfully submitted,


Richard Laptad, Chair

"We decided to leave the responsibility for the above two items with Continuing Education in view of your statement in your mission document, 'The Center does, however, exercise its right to approve content and appropriateness of its non-credit course offerings.'"

FACULTY SENATE
The Wichita State University

Minutes of the Meeting of April 6, 1992

MEMBERS PRESENT: Alexander, R. Armstrong, Bair, Bajaj, Baxter, Behrman, Benson, Bereman, Bernhart, Burk, Campbell, Carroll, Cavarozzi, Christensen, Clark, Daugherty, Duell, Erickson, Farnsworth, Gosman, Griffith, Gythiel, Hawley, Hay, Horn, Hoyer, Jeffers, Kitch, Koppenhaver, Lee, Mandt, Merriman, Muth, Olivero, Parkhurst, Paske, Perel, Rogers, Romig, Wherritt, Widener, Zytchow

MEMBERS ABSENT: Allen, Billings, Brady, Carper, Hubbard, Kahn, Martin, Masud, Murdock, Parker, Sethi, Sweney, Yeager

GUESTS: Brunner, Wahlbeck, Zoller

Summary of Action Taken

1. Motion passed on Charge and Composition of Ad hoc Task Force on Administrative Evaluation.
2. Motions tabled on Resolution on Bonded Indebtedness & Faculty Consultation on Mill Levy Allocations.
3. Motion passed on KU's Objections to Recommendations of Regents Task Force on Teacher Evaluation.
4. Motion passed to make substitute motion main motion regarding Faculty/Administrative Relations.
5. Motion passed on Proposals of Non-College Degrees.

I. CALL THE MEETING TO ORDER. Meeting called to order by President Mandt at 3:30.

II. INFORMAL PROPOSALS AND STATEMENTS.

- A. Faculty Senate '92-'93 election results distributed.
- B. Senator Hoyer announced a meeting of the AAUP Friday, April 10 at 2 pm in the CAC. He said Jay Mandt was elected President Elect of the state AAUP.

III. PRESIDENT'S REPORT.

- A. Regent Sabatini was at WSU to meet with faculty representatives. There was a promising discussion. He seemed interested in faculty concerns.
- B. Fred Suderman has reported that the fiscal budget passed the House and is on the Senate floor. It is essentially the House bill. Regents Sabatini said the legislative budget committee is pleased with the planning going on.
- C. Senator Gosman asked if there was any progress with Faculty Senate Presidents having input into the Board of Regents. President Mandt said a proposal for participation has been made. It parallels the Student Advisory Council one which exists by state statute.
- D. AVP Zoller's memo requests faculty for committee for review of Dean Frye. The Executive Committee is to supply a short list. It will be approved by the College of Education Senators. Any objection to any name will mean the name is struck off the list.
- E. Senator Rogers asked how WSU was progressing in regard to the state windfall of money. President Mandt said the Governor's plan may carry.

IV. OLD BUSINESS.

A. Ad hoc Task Force on Administrative Evaluation.

1. Senator Daugherty said it seems the problem in evaluating administrators is the infrequent contact with them. She said it would be wise for the committee to have space for narrative, etc., and not spend an inordinate amount of time on statistics. She said if we don't evaluate chairpersons, we won't have an evaluation of the person we have the most contact with.

2. Senator Alexander said the Faculty Handbook stipulates yearly evaluations of chairs. He said that most faculty are involved in college governance and are in a position to evaluate deans. Senator Burk agreed that most faculty are aware of the impact of a Dean's decision. Senator Bajaj asked who does chair evaluations? And if evaluations aren't implemented, who takes care of this? Senator Rogers said the faculty in the departments should insist it occurs.

3. Senator Carroll said she questioned former faculty members being involved in evaluation. President Mandt said the suggestion came from Senator Bair. Former faculty may reflect on personnel issues, and Dean's central issues. Senator Carroll asked if we open ourselves up with students who drop courses for various reasons. President Mandt said many surveys do that.

4. Senator Gosman said the motion asks for ratification. What does that mean? President Mandt said it meant to approve the charge and send to committee to work on.

5. Senator Paske said the Senate voted overwhelmingly its dissatisfaction with the Provost's evaluation process. Had there been any response? President Mandt said no. Senator Paske said it was unfortunate the Senate has to do this. It is unfortunate the administration has not acknowledged the Senate's dissatisfaction.

6. Senator Muth said the Provost's plan doesn't make public results. Senator Carroll asked if that meant teaching evaluations would be public if these were. She said she thought there was faculty input in the Administration's plan. President Mandt said Senator Gosman was on the committee. Concerns were expressed about the plan, but the Provost had different views. Senator Carroll asked if this was an attempt on the administration's part to get it done, or to by-pass the faculty. AVP Zoller said it was finished in September. Senator Gosman and Professor Graham were on the committee. It went to the Executive Committee in October. In February President Mandt sent to the Provost a copy of the plan by the Definitions Committee in 1991. It was looked at by the President and Vice Presidents and they rejected it. That put us back to the document by the Provost. AVP Zoller said they were honestly waiting for the Faculty Senate to submit something to them. What they received was not so much a 'how to do it' but a 'how to direct it.'

7. President Mandt said the Definitions Committee approved in principle in Spring, 1991, and it was accepted by the President. And this was submitted to the Provost. There were discussions of the review policy before the committee was appointed by the Provost. AVP Zoller said when he discovered there was a proposal he phoned VP Breazeale, and this was a private discussion, but in his view he had been part to that definition. President Mandt said VP Breazeale was chair of the committee that made the policy recommendation.

8. Senator Paske asked if this was a temporary measure, with the administration expecting to revise it in relation to the Senate's concerns. AVP Zoller said it was being used to evaluate the Honors Program, and we have attempted to modify by job description. Senator Campbell asked who he meant by "we". AVP Zoller said the committee he works with. Senator Horn said the procedure was going smoothly. Considerable changes were involved. Senator Wherritt asked if the various criteria were the same for the Director of Honors as well as the Deans. Senator Horn said the committee had not

attacked that part of the procedure.

9. Senator Gosman said the committee that formulated the original document had meetings concerned with what kind of evaluation it should be. After discussion and argument, the document was to measure outcomes of agreement between Dean and Provost. The document is for the Provost to use to evaluate, and not something faculty would have interest in. AVP Zoller said that the Provost wanted the forms signed, and Senator Gosman wanted them anonymous, and they are to be anonymous. This particular survey is an attempt for the Dean to establish goals with the Provost and work with the college to meet them. Senator Gosman said outcomes is not what the faculty needs.

10. President Mandt said he had met with the Provost and AVP Zoller, and twice with AVP Zoller. The concerns he expressed were: 1. Any committee with faculty needed approval of faculty in the college. 2. The faculty expects Deans to be accountable not only to Provost, but also to their faculty. 3. Goals between the Provost and Dean don't involve faculty in the process. 4. There is no provision for accountability to faculty. 5. There is no provision for accountability for faculty rights. President Mandt said he had reiterated these points with AVP Zoller who went to the Provost. AVP Zoller said he didn't think that on that score we were going to get very much. President Mandt said that until faculty can participate in defining the goals that affect faculty lives, the evaluations don't accomplish what faculty need.

11. Senator Carroll said she was concerned that the Senate seemed to only fight over final copy. Senator Hoyer said this document was brought to the Senate after approval, and we weren't asked to approve. He said he doesn't think we need to be worried about dual processes. Senator Benson said the CAC in LAS evaluated the Dean. Senator Paske said he thought in order for the Senate to function, it needed a strong President and Executive Committee, but he is not worried about dual process, but is concerned with two evaluations that could be a joint project. Faculty and the Administration are drifting apart.

12. Senator Campbell said that her concern was not the entire form. The teaching--research--service components were based on what faculty did. The Dean should facilitate the faculty in those areas, and that means the faculty should evaluate.

13. Senator Rogers moved adoption of the charge and composition. Senator Perel seconded. Senator Romig asked if the recommendation would come to the Senate and would the General Faculty be informed. Senator Mandt said that it would come to the Senate. Senator Baxter asked if this was to be reconsidered at the end of one year, or is this permanent. Senator Hoyer said until #6 takes place, we don't know what to do. The questions called. The motion passed.

B. Resolution Concerning Bonded Indebtedness and Faculty Consultation Regarding Mill Levy Allocations.

In light of the Senate discussion President Mandt said the Executive Committee recommended both motions be tabled. Senator Farnsworth asked if the Executive Committee was making a motion to table. President Mandt said yes. Senator Perel asked if the chair can make a motion. President Elect Griffith moved to table. The motions were tabled.

C. Objections to recommendations of Regents Task Force on Teaching Evaluation from University of Kansas.

President Mandt said that questions were raised about norm based teaching services by the K.U. Faculty Senate. Senator Rogers said he had a particular concern with p. 3, Paragraph 1. He said he was the chair of the Faculty Senate Committee on Teaching Evaluation and evaluations by professional colleagues, syllabi, texts used, and some form of evaluation outside teaching performance was part of the evaluations. In the absence of these, the student forms carry too much weight. President Mandt said the full policy statement is cognizant of that. Senator Clark moved that the Senate request the Senate Presidents to find an appropriate way to forward Senator Roger's statement to the Regents. Senator Hawley seconded. Senator Romig said he agrees. He thought it telling that the sentence before says "Faculty who seek merit raises are obliged to supply credible evidence of merit. He said the implication is this is crucial data, and he objects to that. Senator Farnsworth asked if the statement from the K.U. faculty was distributed. President Mandt said yes. The motion passed unanimously.

V. NEW BUSINESS

A. Faculty-Administration Relations Questions.

1. Senator Erickson moved that the order be #1 and then #3. Senator Perel seconded. Senator Kitch said that #4 makes sense as a first step, and then try to address the problems with #4 as #1. Senator Rogers said we need to know progress and problems. He agreed with Senator Kitch. Senator Duell said she supports #4, and then make a decision where to go. She made a substitute motion that #4 be addressed, then decide as the Senate sees fit. Senator Bereman seconded. The motion to make the substitute motion the main motion passed.

B. Non-college Degree Proposal.

President Mandt said that there hasn't been any communication since 3-24 about this. AVP Zoller said there hasn't been time to deal with it. Senator Lee said the proposal presumes a University Curriculum Committee. President Mandt said yes. President Mandt said the proposal needs at least a straw vote. Senator Rogers moved the Senate find this a satisfactory movement in the right direction and the Executive Committee continue with its work. Senator Lee seconded. Senator Alexander asked about the ability of the general faculty to petition for a general faculty meeting for review of curricular proposals. AVP Zoller said that is not in dispute. Provost Cottle was not familiar with the Constitution, and there is no question about that right, although it may not be in this document. Senator Romig asked about the first sentence. If Vo Tech proposes a change at their end, but not ours, do we go through this? President Mandt said that if a different title occurs or curriculum changes, it is handled in colleges. But if other applied science degrees are proposed, they will be reviewed as new degree programs. Senator Duell asked if they would also need to be approved by the Board of Regents. AVP Zoller said the Board of Regents say they must approve each specific degree. The motion passed.

VI. COMMITTEE AND COUNCIL REPORTS

Three reports are attached to the Senate agenda. At the next meeting there will be comments with B and C. Senator Hoyer moved to receive the reports with thanks to the committees. Senator Rogers seconded. The motion passed.

The meeting was adjourned at 5:00 pm.

Respectfully submitted,
Joyce Cavarozzi, Faculty Senate Secretary