WICHITA STATE UNIVERSITY

FACULTY SENATE

AGENDA

Room 107 CH

Meeting Notice: Monday, May 13, 1996

Order of Business:

I. Calling of the Meeting to Order

II. Informal Statements and Proposals

III. Approval of Minutes

IV. President's Report

V. Committee Reports
   A. Annual Reports (green attachments)
      Planning & Budget Committee
      Honors Committee

VI. Old Business
   A. Faculty Evaluation Guidelines (4/8/96 attachment)
   B. Chronic Low Performance Statement (4/22/96 minutes)
   C. Faculty Response to State of University (5/6/96 attachment)

VII. New Business
   A. Student Academic Integrity Policy (4/8/96 attachment)
   B. Honors Program Transfer & Transition rules (blue attachment)

VIII. As May Arise

EXECUTIVE COMMITTEE

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<td>Jolynne Campbell, President</td>
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<td>Joyce Cavarozzi, Past President</td>
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<td>Helen Hundley, Vice President</td>
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<td>Jean Eaglesfield, Secretary</td>
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<td>Donna Hawley, President-Elect</td>
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<td>Keith Williamson</td>
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<td>Sue Bair</td>
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<td>Appointed by President</td>
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<td>Walter Horn</td>
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ANNUAL REPORT
Faculty Senate Planning and Budget Committee

Members of the Faculty Senate Planning and Budget Committee:
Donald Byrum, Art and Design (Chair, Spring '96)
Jay Mandt, Honors Program (Chair, Fall '95)
Sue Bair, Physical Education
Karen Brown, Biological Sciences
Jolynne Campbell, Medical Technology
Donna Hawley, Nursing
Elmer Hoyer, Electrical Engineering
Douglas Sharp, Accountancy

The Faculty Senate Planning and Budget Committee met 7 times between May 24, 1995 and May 1, 1996. The committee met with Vice President Bobby Patton and his staff 3 times and Associate Vice President Mary Herrin 2 times. Among the topics discussed were:

- The 1995-96 Academic Affairs budget reduction of $281,000.
- WSU "shrinkage" reduction from 2.8% to 2.28%. The effect of $200,000 increase in the base budget will be used to operate the downtown and westside centers.
- Academic Affairs expects to reduce the 1997 budget by $547,000.
- Merit increase allocation for faculty of 2.5% which would start in January 1997.
- The Academic Affairs restructuring and internal reallocation project will collect $767,984 from the colleges and be reallocated after reviewing proposals from deans.
- The Chair of the Senate Planning and Budget Committee will represent the President of the Faculty Senate at the Spring meeting of the University Budget Committee.
- The charge to the committee as described in the Faculty Handbook was reviewed for possible change recommendations.

Members of the committee recommends the following revisions to the Faculty Handbook section on Faculty Senate Planning and Budget Committee. In Chapter 2, page 26, the committee recommends the following wording changes:
FACULTY SENATE PLANNING AND BUDGET COMMITTEE

Composition: 8 members
1 Faculty Senate President
1 Faculty Senate President-Elect
6 Members elected from the Faculty Senate (three-year-term)

Selection: Standard for the six members elected from the Faculty Senate, two to be elected by the Senate each year to serve a three-year-term. Each of the elected members must be from a different Senate division.

Charge: The functions of the Faculty Senate Planning and Budget Committee shall be to:
1) provide the Executive Committee of the Faculty Senate with reports as tasks are completed from their annual written charge of specific topics and projects to the Faculty Senate Planning and Budget Committee;
2) identify and define the most appropriate avenues for faculty participation in the university planning and budget processes;
3) advise the faculty representatives to the University Budget Committee (President of the Faculty Senate and President-Elect of the Faculty Senate-Vice President for Academic Affairs), on faculty concerns and priorities related to budget policies;
4) review all matters relating to university planning, budgets and expenditures, including budget policies and assumptions;
5) provide input from the faculty point of view into the strategic planning process of develop the faculty perspective on strategic issues and direction of the University, through direct participation in with the Vice President of Academic Affairs, college deans, department chairs, Faculty Senate, and appropriate university-level planning groups or discussions;
6) participate in the development of the legislative budget request;
7) meet and confer with representatives of the Board of Regents and state agencies as they may request;
8) review the revision/reallocation which occurs after the legislature determines the actual budget allocation to the University, including the allocations of salary increase funds held by the Vice President for Academic Affairs;
9) provide the Faculty Senate with regular reports on the activities of the committee, including reports regarding developments in the planning and budget preparation process;
10) make recommendations to the Faculty Senate and to the administration in matters related to university planning and budgets;
11) advise and consult with the President of Faculty Senate and the President-Elect of the Faculty Senate on budget matters before their scheduled meetings with the Vice-President of Academic Affairs.

Staff: The work of this committee will be supported by a half-time graduate assistant position in the Faculty Senate budget.
Committee members: Margaret Fast, Brandi Fisher (student, first semester), Sandra Houts, Jay Mandt (Director), Mira Merriman, Ellen Myers (Counselor, first semester), Bobby Patton, Ben Rogers (Chair), Joan Wagnon (student, second semester), Keith Williamson, Bill Terrell

Traditionally, the Honors Committee has met once a month. This year, to carry out its special charge, it has met 18 times, 11 in the first semester, 7 in the second. In addition, committee members attended several Honors functions.

Last year Vice President Patton appointed an Honors Program Task Force. The recommendations it sent to Dr. Patton paralleled those sent to the Senate by the Honors Committee. One recommendation was that the Director of the Honors Program be a full-time position. A second recommendation was that the Honors curriculum be substantially revamped. Dr. Patton accepted the first recommendation, and after a campus-wide search, Jay Mandt was appointed to the full-time position of Director. He was given the mandate to get the Honors Program on the road to success.

The Honors Committee then this year took on the task of reviewing the Honors curriculum and proposing specific changes to implement the general curriculum recommendations of the Task Force and last year's Honors Committee. The heavy meeting schedule of the first semester and the early part of this reflect the effort turned to this task. Vice President Patton from the first strongly supported the concept of change, first by promising resources to support the Program and by his personal participation in the vigorous discussions on possible curricula.

A semester of debate, thought, and cooperation within the Committee eventuated in the proposal for a new Honors curriculum presented to the Senate on December 11, 1995. The Senate passed an interim proposal on January 29, 1996 which approved the bulk of the recommendations for curriculum change forwarded from this committee.

The principal work of the committee in the latter part of this semester has been seeing to implementation of the new program: approving catalog copy implementing the changes, reviewing and approving the first of the new Honors Freshmen seminars, considering transition procedures for students presently in the Honors Program as we move into the new program, and considering rules governing admission to the Program for transfer students.

The new program has been extremely well received by incoming freshmen. See the Director's report for details. Initiated by the Senate three years ago, and supported conspicuously by the administration this year, a new start has been made!
April 17, 1996

TO: Faculty Senate
FROM: Jay Mandt, Honors Director
SUBJECT: Transfer and Transition Rules
          Program Update

Attached you will find two items. The first, "The Emory Lindquist Honors Program," is the new program profile being provided to interested students. The text will be the basis for new program brochures this summer.

The second item, titled "Transfer Rules," is offered by the Honors Committee for your approval.

There are two categories of students that need to be accommodated. The first group are students entering the University from other institutions. The second are WSU students electing to join the Honors Program after enrolling and earning WSU credit. The chief issue in both cases is how much of our structured curriculum to require of these students. We have elected to require a substantial commitment to our Honors Curriculum from all students wanting recognition as WSU Honors Graduates, while making some allowance for transferring or counting other credits.

We have also designed rules allowing current honors students to complete requirements under the new curriculum if they wish.

At Quick Start Orientation on April 5th, 110 new freshman eligible for the program were on campus; 68 signed up for the program. We anticipate approximately 360-400 eligible freshman this fall, suggesting a potential freshman honors enrollment of as many as 200. Honors enrollment for the past 6 years has been steady at around 90 annually. Clearly, the new curriculum has appeal. We are organizing additional freshman seminars to accommodate demand.

It is also worth noting that although Honors English and speech classes no longer satisfy honors requirements, our strong recommendation that qualified students enroll in them anyway resulted in substantial enrollment. One section of Honors English closed; the single speech section for fall is half full. The English department has added an additional section at our recommendation. Many students are electing to do more demanding work than we require of them, and even more than the Honors Curriculum requires.

University College Orientation staff were very cooperative in helping us get out the honors message. Student response to it suggests that perhaps it is time to rethink advising university-wide to emphasize the need for all students to work up to their capacity and challenge some of their past limitations.
Transfer Rules

1. Students transferring to WSU from another accredited college or university may enter the Honors Program if they meet certain conditions.

2. To enter the Honors Program, transfer students must have at least a 3.25 GPA for all hours accepted for transfer to WSU.

3. Honors course work at other colleges or universities will substitute for courses required in the WSU Honors Curriculum provided that:
   a) the course satisfies WSU general education requirements
   b) the student earned a grade of "B" or better in the course

4. Regardless of honors credits transferred, transfer students must earn at least 12 hours of honors credit for work completed at WSU, including 6 hours of Senior Project in their major, in order to be designated as graduates of the Emory Lindquist Honors Program.

5. Transfer students are not eligible for selection as Lindquist Scholars unless they complete a minimum of 15 hours of honors work and 60 hours overall at WSU.

6. Transfer students without honors credits from another institution may elect to join the Honors Program if they have a 3.25 GPA for all college work transferred. For each two General Education Basic Skills courses these students have completed with a grade of "B" or better, they will be excused from one freshman/sophomore seminar. Such students must enroll in the appropriate course in the Honors Curriculum during their first semester at WSU.

7. Transfer students whose academic background and study plans do not permit them to complete the WSU Honors Program may become "affiliated students" of the Honors Program.

Students Entering Honors Program After Enrolling at WSU

1. WSU students who wish to enter the Honors Program may do so on the basis of the regular admissions criteria if they have completed fewer than 9 hours of college work at WSU. Students who have completed 9 or more hours of college work may enter the Honors Program if they have earned at least a 3.25 GPA for all college-level work.

2. Students with fewer than 15 hours of college work must complete the entire Honors Curriculum. Students with 15-30 hours of college work will be excused from Seminar I if they have completed 6 hours
of WSU Basic Skills courses with a grade of "B" or better, including at least one semester of English composition. Students with more than 30 hours of college credit will be excused from Seminar I and Seminar II if they have completed all Basic Skills requirements with a grade of "B" or better.

3. WSU students with at least a 3.25 GPA may become "affiliated students" of the Honors Program.

**Definition of Affiliated Student**

Students unable to complete the required Honors Curriculum but wishing to participate in the Honors Program may do so as "affiliated students." Affiliated students must have either a 3.50 high school GPA, a composite score of 26 on the ACT test, or a 3.25 GPA for all college-level work, and must maintain at least a 3.25 GPA to continue as affiliated students. To become affiliated students, students must apply to the Honors Program.

Affiliated students are eligible to enroll in all honors courses other than freshman/sophomore seminars on a space-available basis. They are also eligible to complete an Honors Senior Project in their major.
Wichita State University's Honors program was founded in 1957 when the institution was still the University of Wichita. After his retirement from the University presidency, the program was named after the late Emory Lindquist. Throughout its history, the program has sought to provide an enriched university experience to outstanding students.

Today, it offers seminars, honors colloquia, and honors sections of regular classes. It also extends opportunities for independent study and sponsors academic enrichment activities such as lectures, field trips, and participation in regional and national honors organizations.

The Emory Lindquist Honors Program is an active member of the National Collegiate Honors Council and the Great Plains Regional Honors Council.

A new Honors Curriculum will be inaugurated in Fall 1996.

ADMISSION TO THE PROGRAM

Freshman are admitted to the program if their composite score on the Enhanced American College Test (ACT) is 26 or higher, or if their high school grade point average is 3.50 or higher as certified by the University.

Transfer and continuing students may enter the program if they have achieved a minimum grade point average of 3.25 in university-level studies and if they satisfy other transfer and admissions criteria established by the program.

Students who satisfy the minimum grade point average requirements but who are
not members of the program may enroll in honors courses if they have the permission of the Honors Director.

To be admitted to the program, a student needs to submit an Honors Program Application and meet with a program representative.

THE HONORS CURRICULUM

The Honors Curriculum offers students an honors track for completing University general education requirements. A student is also required to complete an approved Senior Project in their major department.

Freshman/Sophomore Seminars. In each of their first three semesters at the University, honors students substitute an honors seminar for one of their required general education distribution courses. Enrollment in seminars is limited to 15 students.

Seminars are offered in Fine Arts, Humanities, Social and Behavioral Sciences, and Natural Sciences and Mathematics. Each seminar has a specific topic.

Students submit a Seminar Request Form to indicate in which seminar they would like to enroll. Generally, students will be assigned to their first or second choice.

In honors seminars students can expect to work closely with fellow students and the professor. Seminars are designed to stimulate learning by introducing students to basic questions in various fields of study, the methods of inquiry developed to deal with these questions, and the connections between different branches of knowledge. Many seminars are interdisciplinary. Seminars emphasize the development of learning skills, including writing, oral communication, library research, and laboratory methods.
Honors Issues and Perspectives Seminars and Further Studies in the Disciplines. The University requires all students to take 3 upper division General Education courses, including 1 or 2 "Issues and Perspectives" courses and 1 or 2 "Further Studies in the Disciplines" courses. Honors students satisfy this requirement by taking at least one Honors Issues and Perspectives seminar and either a second seminar or an Honors upper-division course in an appropriate general education discipline during the sophomore, junior, or senior year.

Senior Project. To complete honors requirements, a student designs a six hour senior project in consultation with his or her major department. A Senior Project may take the form of a senior paper, laboratory research project, independent study project, internship, departmental seminar, other appropriate studies, or a combination of these. Each department determines what is appropriate for its majors. Students submit a Senior Project Study Proposal approved by their major department when they become seniors.

Additional Honors Courses. Additional honors courses are offered regularly, including Independent Study (Honors 410) and honors sections of English composition, oral communication, and calculus. While not required parts of the Honors Curriculum, students are strongly encouraged to enroll in these sections as they complete other University requirements. Grades earned in these classes are included in a student's honors grade point average.

ACADEMIC RULES AND REGULATIONS

Like all University programs, the Honors program has certain rules and regulations designed to deal with problems that arise. Since participation in the Honors program...
is both a privilege and voluntary, our academic rules and regulations are mostly concerned with defining a student’s successful progress through it.

Honors students are expected to remain in good standing by maintaining at least a 3.25 grade point average overall, a 3.00 grade point average in honors course work, and by making normal progress towards completion of the Honors Curriculum. Students whose performance falls below these expectations will be placed on probation with the honors program.

A student whose overall or honors grade point average falls below program requirements will be put on probation for the next semester of enrollment.

A student will be removed from probation if grade point requirements are satisfied for work taken during the next semester of enrollment.

In the semester following that, the student’s overall and honors grade point averages need to satisfy program requirements or the student will be dismissed from the program. Students may appeal dismissal to the Faculty Honors Committee by demonstrating compelling reasons why they should be permitted to continue as an honors student.

Normal Progress towards completion of the Honors Curriculum is defined as follows:

* complete Seminar I within the first 15 credit hours at WSU
* complete Seminar II within the first 30 credit hours at WSU
* complete Seminar III within the first 45 credit hours at WSU
* submit a Senior Project Study Proposal approved by the major department after achieving senior status.
GRADUATING IN HONORS AND WITH HONORS

To graduate with the notation "Honors Program Graduate" on his or her transcript, a student must satisfy the following requirements:

* complete the required Honors Curriculum
* achieve an overall grade point average of at least 3.25
* achieve a grade point average of at least 3.25 in all honors courses.

Graduation Honors. In addition to recognition awarded by the University to all students achieving outstanding academic records, Honors program graduates are eligible for additional recognition.

Students who satisfy Honors Graduation Requirements receive the notation "Honors Program Graduate" on their transcripts and are recognized at Commencement.

The highest ranked Honors Program Graduates each year are named Emory Lindquist Scholars and are recognized at Commencement.

With department approval, honors program participants completing a Senior Project earn Departmental Honors at graduation.
1995-1996 Report
of
The Faculty Senate Committee on General Education

Committee Members

Voting
Dharma DeSilva, Business
Linda Bakken, Education
Jim Steck, Engineering
Jim Jones, Fine Arts
Pam Larson for Betty Sullivan (sabbatical), Health Professions
Wilma Detjens, LAS Humanities
Ron Matson, LAS Social Science, Chair
Phillip Wahlbeck, LAS Math/Natural Science

Non-voting
Stephen Brady, College Algebra Director
Katherine Hawkins, Elliot School
Robert Rozzelle, University College
Diane Quantic, English Comp Director
Marilyn Schad, Library

Peter Sutlerlin, General Education Coordinator

Meeting Schedule
The Committee met monthly through the fall and spring semesters of the 1994-1995 school year. Most meetings were for 90 minutes.

Committee Activities
The 1994-1995 year's activities were much lighter than during the preceding two years. Mostly, we worked on assessment, deciding about new courses or course changes in the General Education curriculum, and worked in a focused way to put the Honors Program into the General Education scheme.

Some additions to the "further course" lists were also made.

More complete publication of the General Education courses was managed in both the Catalog and the Schedule of Courses.

Peter Sutlerlin, Coordinator of General Education, will continue next year.

Pending Issues
The issues which remain for the committee are 1) to elect a new chair of the committee for the 1996-1997 academic year, and 2) notification of the Senate Rules Committee to work on replacing Matson (Social Science) and Steck (Engineering) and Sullivan/Larson (Health Professions) early next year.
The Honors Program will continue to need some special attention from General Education as a more complete listing of courses is put in place by the Honors Committee. The agreement between VP Patton, LAS Dean Glenn-Lewin, Honors Director Mandt, General Education Coordinator Suttlerslin, and General Education Chair Matson was to put Honors under LAS as a unit thus allowing General Education to accomplish the goals for General Education designation of Honors courses without creating problematic exceptions in the General Education structure and procedure. All the parties had agreed to this, but it has yet to occur officially.

Recommendations
Complete the placement of Honors under the College of Liberal Arts and Sciences.

Maintain faculty awareness of the General Education Program and prepare faculty and advisors to work with students who have enrolled since the Fall of 1994.
SUMMARY OF ACTION:
1. Accepted the annual report and change in the charge of the Planning and Budget Committee.
2. Accepted the annual report of the Honors Committee.
3. Accepted the annual report of the General Education Committee and referred recommendations of that committee to the Executive Committee for resolution.
4. Elected Vernon Yenne as Senator to represent Fine Arts, and elected Brian Stone as Senator to represent Education to replace Ruth Hitchcock who had resigned.
5. Passed the University Faculty Evaluation Policy.
6. Passed a statement on Chronic Low Performance.
7. Passed Faculty Senate Resolution 11, "State of the University, Faculty Response" to be placed in the University Time Capsule.
8. Accepted the Student Academic Integrity Policy of the Curriculum Committee and referred it to Executive Committee for further consideration.
9. Accepted Transfer and Transition Rules of the Honors Program and referred the document to the Executive Committee for further disposition.

I. CALL OF THE MEETING TO ORDER:
President Campbell called the meeting to order at 3:05pm.

II. INFORMAL STATEMENTS AND PROPOSALS:
President Campbell thanked Senators for their hard work and achievements this year. She acknowledged the number of Senators who would not be returning. She thanked Senator Leland who was leaving the University. She called special attention to Senator Erickson who, after many years of service, would be retiring at the end of the year. Senator Murphey made a motion to acknowledge Senator Erickson's many years of service to the University and to the Senate. The motion was seconded by Secretary Eaglesfield. Senator Mandt amended the motion to add that the wardrobe and buttons would be particularly missed. The motion and amendment passed unanimously.

III. APPROVAL OF MINUTES:
Senator Murphey moved, and Senator Hoyer seconded a motion, to approve the minutes of May 6. Senator Coats corrected her statement on p. 5 to read: "Senator Coats noted that her school did not have the personnel to administer the surveys."
The minutes were approved as corrected.

IV. PRESIDENT'S REPORT:
President Campbell stated that she appreciated working with Senate this year and that it was a privilege to serve as President. She thanked the Senators for all their efforts.

V. COMMITTEE REPORTS:
A. Annual reports:

Planning and Budget Committee. Senator Byrum, Chair of the Committee, presented the Annual Report and recommendations for changes in the Charge and Staff of the Committee. He explained that the Committee did not envision their role as mere commentors on the University budget but rather to be more active in explaining the budget to the faculty and in offering ideas to the administration.

Senator Paske questioned the need for the change in #3 of the Charge, that he had misgivings about the calling of the Vice President of Academic Affairs a representative of the faculty. Senator Byrum explained that it was the Committee's recommendation that the Vice President would act as a faculty voice on the University Budget Committee. Senator Mandt suggested that item #3 be changed to read: "advise the faculty representative to the University Budget Committee (President of the Faculty Senate) and the Vice President for Academic Affairs, the administrative representative of the faculty, on faculty concerns and priorities related to budget policies;"

Senator Murphey asked for clarification as to why the number of faculty representatives on the University Budget Committee had been reduced to one. Senator Byrum explained how the change to one representative had occurred.

It was agreed to accept the changes recommended by the Committee along with the friendly amendment offered by Senator Mandt. Vote was taken. Motion passed and the report and recommendations as changed were accepted.

Honors Committee. The Annual Report was accepted.

General Education. Senator Matson, as Chair of the Committee, offered the report and two recommendations. Senator Bair asked Senator Mandt, as Director of the Honors Program, if recommendation #1, to complete the placement of Honors under the College of Liberal Arts and Sciences, were acceptable to him. Senator Mandt answered that the main concern of honors is that this remain an all-university program and not a liberal arts controlled program. He suggested that administrative changes be carefully made. President Campbell asked if the issue should be referred to the Executive Committee for further action.
Senator Terrell moved to refer the recommendations of the General Education Committee to the Senate Executive Committee for further resolution. Seconded by Senator Schommer. Vote was taken. Motion passed and recommendations were referred to the Executive Committee.

B. Rules Committee. Vice President Hawley stated that Vernon Yenne was elected Senator to represent Fine Arts and Brian Stone was elected Senator to represent Education, replacing Ruth Hitchcock, who had resigned.

Recommendations were approved.

VI. OLD BUSINESS:
A. Faculty Evaluation Guidelines. President Campbell directed that discussion be resumed on the peach-colored document attached to the April 8 agenda and she summarized the conclusions of the discussion of May 6.

Senator Terrell moved to strike out all portions of E2 that were so outlined on the peach document. Motion was seconded by Senator Burk. Vote was taken. Motion passed.

Senator Terrell called for a reconsideration of the vote taken at the previous meeting on paragraph E3a and to restore the clause "do not have access to blank survey forms and they" to the paragraph. He so moved and the motion was seconded by Senator Burk. Senator Swan spoke to the flexibility issue. He stated that he would reconsider this if the administration were to have a courier service to handle the evaluation forms. Senator Terrell gave examples of infractions of the evaluation process that had happened in the past.

Senator Bair called the question. Vote was taken and motion passed.

The vote on Senator Terrell's motion to reinstate the original wording of E3a was taken. Motion passed and E3a was changed.

Discussion next moved to Section C. Senator Cavarozzi moved to accept C1 as amended. Seconded by Eaglesfield. Vote was taken and motion passed.

President Campbell explained why the original C2 had been taken out and a new C2 had been written. Senator Terrell moved to delete "a prioritized" from the sentence. Senator Kukral asked for reasons why "if such resources are available." was part of the sentence. Senator Terrell moved that this be taken out and it was seconded by Senator Hoyer. Senator Horn explained that a distinction should be made between two types of moneys. Senator Cavarozzi stated that there always has been money; the issue was how it was to be used. Senator Williamson stated that the Chair must always rate the department.

Vote was taken on acceptance of the wording of C. to be: "Chairs shall transmit departmental pay recommendations to their dean along with a prioritized list of departmental faculty they recommend for additional salary increases." Motion passed.

Discussion moved to Section D. Secretary Eaglesfield summarized all the actions taken at the last discussion of this section. Senator Eaglesfield moved to strike paragraphs 6 and 7 and to accept the rest of Section D as changed on May 6. Seconded by Senator Bair. Motion passed.

Senator Byrum moved that the title be changed to "University Evaluation Guidelines." Seconded by Senator Burk. Senator Terrell asked if it could be amended to read "University Evaluation Policy," in order to be consistent with Regents practice.

Senator Mandt suggested that in effect this document was really three statements: a statement about faculty evaluation, a set of procedures and teaching evaluation guidelines which applies to anyone who teaches. He stated that if this were true, the document should be reorganized. Such an organization would be: Section A, general policy; Sections B through D, procedures; and Section E would become guidelines on the evaluation of teaching which would apply to all teaching personnel. He offered this idea as a friendly amendment.

Senator Mandt offered to amend the amendment to change the sections as follows: Section 1 would be Section A, general policy; Section 2 would be "Procedures" and would include sections B through D;
and Section 3 would be Section E which would be guidelines on teaching evaluation and this section would include an introduction saying that this applied to all personnel who teach.

Vote was taken on the reorganization. It passed.

Vote was taken on changing the title: "University Faculty Evaluation Policy." It passed.

B. Chronic Low Performance Statement. VPAA Patton distributed a statement written by Regents staff member John Welsh that was to be discussed later that week by the Board. He summarized that this statement included a definition of chronic low performance, and noted that only Kansas State and Pittsburg State had written definitions to date. VPAA Patton stated there is a point of gross negligence that everyone agrees is the basis for terminating faculty. The issue is on the middle ground of chronic low performance, that a faculty member might be held accountable with remedial action taken and that there would be a threat that the person's position would be in jeopardy if the chronic low performance were to continue. Is there a faculty responsibility to define an area, other than gross incompetence, that might constitute a basis for not competing in a faculty role--this is the issue at hand stated VPAA Patton.

Senator Paske directed attention to page 71 of the document, to the paragraph describing actions/statements of the University of Kansas. He urged the Senate to pass the same statement and so moved. Senator Bair seconded the motion. Senator Murphey noted that the current dismissal for cause policy does not address this issue adequately. Senator Paske stated that current policy had worked adequately for 50 years at WSU and the problem the Regents were asking the University to address was a pseudo problem. VPAA Patton called attention to p. 67 in which the Regents state University of Kansas has no policy. Senator Paske called attention to p. 65, bottom paragraph, and that those opposed to tenure would be pleased with such a statement.

President Campbell stated that there are two alternatives, first the original statement as drafted by the Executive Committee and the other being the amended Senator Murphey version, as suggested at the April 22 Senate meeting.

Senator Horn asked about the deadline and consequences of inaction. AVPAA Davis directed the Senate to p. 67 of the Regents document, to "Next Steps for Activity in faculty Evaluation and Development," the implication being that the Regents would continue to work with this university on this issue.

Senator Cavarozzi stated her belief that the Regents wanted a universal document on faculty performance and pointed out that such actions have negative implications for the universities.

Senator Paske repeated his motion, as stated on p. 71 "Discussions with Faculty governance to define chronic low performance and examine dismissal policies resulted in a decision to retain current rules and regulations. The Faculty Senate of WSU believe that cases calling for dismissal can be brought under existing standards of moral turpitude and gross incompetence."

Vote was taken. Motion passed.

There was question as to the relation of this vote with that of April 22 in which Senator Baxter's motion to view the statement after seeing it in writing had been accepted. Senator Hoyer requested the Parliamentarian to rule on the legality of the motion of April 22. Parliamentarian Benson stated that the Baxter motion was no longer valid and thus, the Paske motion as passed, would be the statement on chronic low performance.

Vote was taken on the Paske motion. The vote was unanimous in support of the motion.

C. Faculty Response to State of University. President Campbell called attention to the statement on the May 6 agenda, The State of the University, Faculty Response, Faculty Senate Resolution 11. She called for approval of the resolution and approval to place it in the University Time Capsule. Senator Hawley so moved. Secretary Eaglesfield seconded. President Campbell read the resolution. The vote was taken. The motion passed. President Campbell asked all Senators to sign the resolution.
VII. NEW BUSINESS:

A. Student Academic Integrity Policy:
President Campbell called attention to the policy, as attached to the April 8 agenda. She noted that if this were accepted, certain changes in university procedures would be required. She commended Kirk Lancaster, of the Curriculum Committee, for doing an excellent job in drafting the policy. Senator Murphey questioned the wisdom of passing this quickly, without more careful discussion. President Campbell recommended that the report could be accepted and referred to the Executive Committee for more careful consideration. Senator Hoyer so moved and Senator Burk seconded. Vote was taken and the policy was accepted and referred.

B. Honors Program Transfer and Transition rules:
Senator Mandt recommended that this document be transmitted to the Executive Committee for further disposition. Vote was taken. It passed and the document was sent to the Executive Committee for further action.

VII. AS MAY ARISE:
Senator Murphey asked for a round of applause for the outgoing president.
The meeting joyously adjourned at 4:35.

Respectfully submitted,
Jean Eaglesfield, Secretary