Volume XIV

Agenda and Minutes of the Meeting of September 11, 2000

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WICHITA STATE UNIVERSITY

FACULTY SENATE

AGENDA

MEETING NOTICE: Monday, September 11, 2000
Room 107 CH 3:30 p.m.

ORDER OF BUSINESS:
I. Call of the Meeting to Order
II. Informal Statements and Proposals
III. Approval of the Minutes
IV. President's Report
V. Committee Reports
   A. Rules Committee - Jeri Carroll, Chair
VI. Old Business
VII. New Business
   A. General Remarks from Vice President for Academic Affairs & Research Kindrick
VIII. As May Arise

EXECUTIVE COMMITTEE

Will Klunder President 3150 Box 45
Barbara Hodson Vice President 3240 Box 75
Kirk Lancaster Secretary 3982 Box 33
Jeri Carroll President Elect 3322 Box 28
A. J. Mandt Past President 3375 Box 102

ELECTED BY THE SENATE
Lawrence Davis 6690 Box 14
Victor Markovich 3103 Box 53

APPOINTED BY THE PRESIDENT
Diane Huntley 5625 Box 144
Accountability Planning Matrix
Your Guide to Its Use
How to Use the Accountability Planning Matrix

Introduction and Philosophy:

The matrix is a tool for budgetary analysis and strategic goal planning. For the purposes of budgetary analysis, you will be reviewing and analyzing your fiscal budget by determining what percentages of your budget are devoted to (expended upon) each of the primary university objectives activities and will analyze in detail how those amounts are invested in those activities by each employee in your organization.

In the Goals, Action Plans, Evaluation and Decisions section, you will determine exact goals and outcomes toward which you will be working and for which you will budget to support, draft the action plans you will employ to achieve those goals/outcomes, evaluate the effectiveness or outcomes actually achieved by the actions, and make decisions about next steps.

It may be neither accurate nor appropriate for every single box to contain information. If you do not have any employees in your function that perform those actions for that end-user, you will not have any information there. The analysis of your organization’s functions will determine which boxes will contain information reflective of your work group(s). For example, if your group (or one or more employee) performs functions that have as their purpose research, you will provide budgetary information in the “Encourage intellectual exploration” box. If you perform functions that have as their purpose to support students, you will have budgetary information for that area, etc.
Definitions for the Accountability Planning Matrix

Goals are those longer-term outcomes that result from or will be the outcome of work product. These goals support the six "primary university objectives".

Actions are those activities (actionable objectives, steps) that you will take towards meeting each Goal.

Evaluation means the measurement or assessment of how effective those actions were, or how well met the goal was.

Decisions: this is the point at which the manager decides on an appropriate action. Decisions may include: continue the activity and evaluate again in a specified time; change the actions to include or delete certain activities; enhance one or more activities; goal was met in its entirety and is now ready to take to a next level.

Primary University Objectives are the desired activities that support the growth, improvement, and continued success of the university.

Recruit, Retain, Support, Enhance Learning, Encourage intellectual exploration, and Encourage excellence are primary university objectives. Each of these six (6) objectives has a possible recipient or end-user (customer). The end-user (or consumer/customer) of these objectives are students, faculty, staff, and community.

Encourage intellectual exploration is research.

Encourage excellence includes, growth and development activities such as an employee or faculty member attending continuing education and training opportunities.
I. Snapshot of your current activities
   1. What activities do we do?
   2. Who does them?
   3. Why do we do them? For what purposes?

   Provides data about current time and money uses

   Gives information about what might be appropriate for future actions

II. Determine which actions are performed by:

   Which actions do they do:
   - Faculty
   - Retain
   - Support
   - Enhance Learning
   - Encourage Intell. Exploration
   - Encourage Excellence

   Which actions do they do:
   - Recruit
   - Retain
   - Support
   - Enhance Learning
   - Encourage Intell. Exploration
   - Encourage Excellence

   Constituents (for whom the activity is directed):
   - Students
   - Faculty
   - Staff
   - Alumni & Community

III. Long-term Planning Efforts to Determine Desired Outcomes:
   1. The Goals to support them
   2. Actions to support and achieve the Goals
   3. Evaluate the efforts and results

   And: Make decisions about the next steps
Steps for Completing the Planning Matrix
Analysis of current budget allocations (Steps I and II)

1: Review and analyze the activities of your organization.

Analyze what your organization does, the functions it performs. For example, using very general terms, your organization may: provide academic instruction to students in a specific field of study; create, communicate and administer policies for employees or students; process and track forms or applications for a specified purpose; oversee and guide the procedures being conducted by students as part of their academic preparation; and counsel students and/or employees, etc. In turn, each of these activities may be comprised of numerous, more detailed actions that are needed to execute the larger, more general, activities.

2: List and categorize the activities of your organization.

List those activities (both the larger/general ones as well as the more detailed) and categorize them into common themes wherever possible. In many instances a department may be able to categorize activities into four (4) to six (6) themes, but that will vary by function. As you define the activities, you will determine which of the primary university objectives they represent.

3: Analyze employee manpower (head-count).

Analyze the composition (i.e., head-count) of your employees by dividing it into the categories of "faculty" and "staff". Then further divide "Staff" numbers into either classified or unclassified staff.

For example, your organization's head-count may be comprised of 30 faculty, 5 undassified professional, and 3 classified.

4: Prorating time and moneys invested.

At this point, you will be ready to determine the portion of time that is devoted by each of the employee populations to that activity for that end-use.  
This is the data you will enter and report for the appropriate box(es) on the matrix. Time is 100%, regardless of the number of hours the employee is physically at work. Make that determination for each of the university primary objectives. For example, if 100% of your unclassified employees perform duties that are designed to support faculty and they do that/those duties 100% of their time while at work, you will use 100% of their budgeted salary for the "support faculty" box. Another example: if 50% of your classified employees divide their time between support activities for faculty and the other half of their time in support activities for other staff, you will ratio one quarter of the total (classified) amount between those two boxes.
Summary of Steps to Analyze Current Budget Allocations

Determine which actions are performed by Faculty, Classified, or Unclassified
For Students, Faculty, Staff, or Alums & Friends

<table>
<thead>
<tr>
<th>Customer/Targeted User:</th>
<th>Students</th>
<th>Faculty</th>
<th>Staff</th>
<th>Alums &amp; Community</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruit</td>
<td>F, U</td>
<td>U</td>
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<tr>
<td>Retain</td>
<td>U</td>
<td>U</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support</td>
<td>C</td>
<td>U, C</td>
<td>F, U</td>
<td></td>
</tr>
<tr>
<td>Enh. Lrng.</td>
<td></td>
<td></td>
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<tr>
<td>Enc. ExClnc.</td>
<td>F</td>
<td>U, C</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example: You have $360,000 in your fiscal budget for salaries.

![Budget Allocations for Salaries by Group]

You have $60,000 in your budget for classified salaries. You have determined that ¼ (25%) of the work time of the classified employees ($15,060) is spent in activities to support students, 2/3 (67%) of their time ($39,960) is to support faculty, and 1/12 (8%) of their time ($4,980) is devoted to encouraging excellence among staff. Your budget for Classified salaries would be invested as illustrated:

![Budget Allocations for $60,000 Classified Staff]
Goals, Actions, Evaluation, Decision
Goals-Planning After Analysis of Actions (Step III)

To Determine Future Strategic Action Goals:

1. Review and consider the primary university objectives of Recruitment, Retention, Support, Enhancing Learning, and Encouraging intellectual exploration. These are the activities and desired behaviors identified as being necessary for WSU to remain a viable educational institution and to grow and remain competitive.

2. Ask and answer key questions, such as:
   - What activities should my organization undertake to support the primary university objectives?
   - What results do we need or desire for a point in time in the near future?
   - What actions will we need to take to achieve those results?
   - How can we make those needed results achievable?
   - How can we measure those actions?
   - If they are effective, how will we know that? What measurement will tell us the actions were effective?

Long-term Planning Efforts include:
1. For the Goals to support:
   What activities should my organization undertake to support the primary university objectives?
2. For the Activities to support:
   What results do we need or desire for a point in time in the near future?
   What actions will we need to take to achieve those results?
3. To Evaluate the efforts:
   How can we make those actions measurable?
   If they are effective, how will we know that? What measurement(s) will tell us they were effective?
4. Make Decisions about next steps:
   If the desired outcomes were/are achieved, what are the next goals and steps? Are any changes appropriate?
MEMBERS PRESENT: Bajaj, Bakken, Blocher, Byrum, Campbell, Carroll, Celestin, Davis, DeLillo, DeSilva, Hershfield, Herzog, Hodson, Hoek, Hoyer, Hundley, Huntley, Iacovetta, Kabagrama, Klunder, Kohan, Kraft, Kuhn, Lancaster, Lause, Lescoe-Long, Long, Markovich, Matson, Mau, May, Miles, Miller, Murphey, Myers, Paarmann, Riordan, Rokosz, Smith-Campbell, Swan

MEMBERS ABSENT: Cheraghi, Lawless, Ravigururajan, Scheuerman

MEMBERS EXCUSED: Brooks, Feleppa, Hazen, Liera-Schwichtenberg, Mandt

Ex-OFFICIO MEMBERS PRESENT: Kindrick

SUMMARY OF ACTION:

1. Accepted the appointment of the following:
   Innes Vilalpando, Education -1yr term, Undergraduate Research Comm.
   Prem Bajaj - 2 yr re-appointment to Court of Traffic Appeals
   Dwight Murphey - 3 yr appointment to Honors Comm.
   Phil May - Academic Affairs Comm.
   Don Christensen - 2 yr appointment to Court of Academic Appeals

I. CALL TO ORDER: President Klunder called the meeting to order at 3:30 p.m.

II. INFORMAL STATEMENTS & PROPOSALS:

Senator Hoyer informed the Senate of a problem which exists in the College of Engineering Electrical department. He stated that in 1989 the department had 18 full time faculty positions and approximately 500 undergraduate majors and 50 graduate students. Now the department. Currently the department has two undergraduate programs with about 400 majors, plus the graduate program has 180 and 25 in a PhD program and only 11 full time faculty. He urged the administration to adequately fund and staff the programs.

Senator Davis requested a cost-benefit analysis of the satellite centers. Senators Byrum, Campbell, Carroll, Davis, Hoyer, Lancaster, Long, and Swan and VPAAR&R Kindrick contributed to an interesting discussion. It was decided the matter would go to the Executive Committee for discussion and a possible charge to a Senate committee.

III. APPROVAL OF THE MINUTES: Minutes of 8/28/00 accepted as presented.

IV. PRESIDENT'S REPORT:

President Klunder reported on two topics:
1. Kansas Board of Regents meeting will be 9/19-20 at Ft. Hays State University.
2. The committee is working on the re-draft of the Intellectual Property Policy and this will be coming before the Senate later this year.

V. COMMITTEE REPORTS:

   **A. Rules Committee** - Jeri Carroll, Chair, presented names for appointment to committees (see Summary of Action). She also requested that LAS Math/Natural Sciences and LAS Social Science Senators meet immediately following the meeting.

VI. OLD BUSINESS: None

VII. NEW BUSINESS:

   **Vice President for Academic Affairs and Research Robert Kindrick** addressed the Faculty Senate about the following three topics:
   1. The Accountability Matrix
   2. Graduate Education
   3. General Education.

He invited comments from the Faculty Senate on the issue of Faculty salaries, including the Post Professorial Incentive Review, and addressed numerous questions after completing his prepared remarks.

Dr. Kindrick discussed advantages of the accountability matrix and its use in the planning process, plus it is an excellent method of informing the public and each other of all that is done by the faculty and university. He noted that the various academic units of the university would discuss and help mold preliminary versions of the matrix and offered the Faculty Senate a role in providing input in shaping the final version of the matrix.

With respect to graduate education, Dr. Kindrick noted that Graduate Dean Michael Vincent had left the university to accept a position as the Academic Affairs Vice President at the American University in Paris and therefore this is an auspicious time to examine the structure of the Graduate School and of graduate education. He invited the Faculty Senate to participate in the discussion of this issue.

Dr. Kindrick requested the Faculty Senate examine the General Education program to determine if the current program is meeting its expressed goals. He noted that he does not assume the Gen. Ed. program was "broken", but programs such as this must be reviewed periodically.

Vice President Kindrick then addressed questions from different Senators. Some of the issues raised concerned: the relationship between the accountability matrix and the current allocation of faculty effort in terms of teaching, research, and service, the progress in the various Colleges in developing versions of the accountability matrix, and the changing nature of university education and the increasing diversity of the university community.

Vice President Kindrick noted that those College Deans whose colleges were further along in the "matrix development process" would be sharing their experience and information with the university community. He emphasized that this should be a "bottom up" process in which faculty play a major role in developing the preliminary version(s) of the matrix.
VIII. AS MAY ARISE: None

The meeting was adjourned.
Respectfully Submitted
Kirk Lancaster
Secretary