



Faculty Senate Archives

Faculty Senate

Academic year 2000-2001

Volume XIV

Agenda and Minutes of the Meeting of April 23, 2001

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WICHITA STATE UNIVERSITY

FACULTY SENATE

AGENDA

MEETING NOTICE: Monday, April 23, 2001
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. Annual Reports from: (*peach attachments*) (**action required)
 1. Faculty Support
 2. General Education
 3. Rules **
 4. Tenure & Promotion **
 5. Undergraduate Research
- VI. Old Business
 - A. WSU Thesis & Dissertation Sequestration Policy (*yellow attachment 4/9/01*)
- VII. New Business
 - A. Foundation Support to the University –
Vice President, University Advancement, Elizabeth King
- 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

Report: Faculty Support Committee AY2000-2001

1. Members:

David Duncan (LAS Library) (Chair)
Larry Blocher (Fine Arts Music) (Vice-Chair)
Dwight Murphey (Business Finance, Real Estate, and Decision Sciences)
Anthony Gythiel (LAS Humanities)
Michael Long (Health Professions Health Sciences)
Nancy McKellar (Education Administration, Counselling, Educational and School Psychology))
Erach Talaty (LAS Math/Natural Sciences)
Paul York (Engineering Electrical and Computer Engineering)
Sam Yeager (LAS Hugo Wall School of Urban and Public Affairs)

Dr. Gerald Loper (ex-officio)
Carole Robarchek (support staff member)
Emily McReynolds (support staff member)

2. Approximate Meeting Schedule:

We met on Thursday afternoons between 1 and 3PM six times during the Fall semester and seven times during the Spring semester.

3. Description of Committee Activities

The committee critiqued, judged, and made recommendations on these awards competitions: URCAs, MURPAs, Young Faculty Scholars Award, Excellence in Research award, ARCS, sabbaticals, and the Excellence in Creative Activity award. During the Fall semester, a subcommittee comprised of Dr. Sam Yeager, Ms. Emily McReynolds, and myself looked at the guidelines contained within the sabbatical applications and made recommendations for changes in the guidelines to the committee and then, ultimately to Dr. Loper and Vice-President Kindrick. In January, the group looked at the charges of the committee and made recommendations as to which of these items might no longer be under our jurisdiction (due to other groups' efforts in this regard). During March, the committee as a whole looked over the competitions' guidelines and crafted recommendations for potential changes to be considered by Drs. Kindrick and Loper.

The competitions were as follows:

Competition	Submitted	Recommended	Awarded
New Faculty URCAs	5/\$14,465	5/\$14,465	5/\$14,465
Senior faculty URCAs	5/\$22,014	5/\$22,014	5/\$22,014
ARCS	13/\$46,000	11/\$39,000	8/\$29,000
MURPAs	4/\$20,000	2/\$10,000	2/\$10,000
Sabbaticals	18	18	18
Young Faculty Scholar	3	1	1
Excellence in Research	16	1	1
Excellence in Creativity	4	1	1

4a. Items to be done this year:

The committee has one more meeting upcoming on April 26th. At that time, Dr. Rosalind Scudder, the director for the Center for Teaching Excellence, will be on hand to talk with us concerning the future relations between the committee and the CTE (and in so doing fulfilling the idea presented to us by Dr. Klunder back in the Fall semester).

4b. Items to be carried over to next year

Certainly, there are more issues to discuss. The relations between the committee and the CTE need to be developed in the coming years. Also, in terms of the New Faculty Orientation, a subcommittee comprised of members from both the committee and Academic Affairs needs to look at the issues and make recommendations to Dr. Kindrick so that all affected constituencies have a voice.

ANNUAL GENERAL EDUCATION COMMITTEE REPORT
to the
FACULTY SENATE
April 2001

The present document is a summary of the activities of the University General Education Committee appointed by the Faculty senate. The Committee is charged, at least in general, with the maintenance and review of the existing general education program, including setting and maintaining proposal guidelines and procedures, hearing and adjudicating course proposals, assessment of the existing program, and communicating program and proposal guidelines to the university community.

The past year has included many challenging demands in all areas of program development and review and the committee has met frequently and with determination to meet the challenges set before us. At the conclusion of my term as Chair of the Committee, I recognize that the Committee is short of achieving the goals that it set for itself at the outset of the past period. Yet I must credit the Committee and its membership with several significant achievements during the past and previous years.

In accordance with the given charge and guidelines (appendix A), the committee has dedicated considerable effort to review, adjudicate, and respond to course proposals submitted from across the university colleges.

So far, the Committee has integrated the program mission with the statement of objectives and reformulated the program structure developing guidelines for Introductory, Further Study, and Issues and Perspective Courses. The Committee also addressed the issue of assessment and began to focus on ways to address the question of how to assess the program. The Committee concluded that meaningful assessment required a well define program structure thus the Committee proceeded to address further the framework for course proposals and proposal review.

The Committee met for regular bi-weekly meetings throughout the spring and fall semesters. Each meeting agenda comprised evaluations of proposals for new and occasional re-evaluations of existing Introductory, Further Study, and Issue and Perspective Courses. The Committee proceeded to enforce its guidelines for all levels of courses and some time was spent meeting with faculty to communicate these guidelines and processes (appendix B).

It is clear that additional efforts are required to educate the general faculty and advisors, colleges and students about the structure and processes of the general education program at WSU. Following his discussion with Bob Rozelle, the chair of the committee gave a presentation to the Advising Center about general education. The chair and other members of the Committee worked with faculty to clarify questions about and procedural processes for proposal submission. Several faculty members were invited to present their proposals before the committee to provide them with an opportunity to discuss directly with the Committee, their course proposal in the context of the General Education program. Recently members of the Committee drafted a General Education survey involving faculty and advisors (appendix C). The purpose is to identify the current state of understanding/awareness, or lack there of, of the program. Ultimately this survey can serve the Committee to better address faculty concerns and lead to better communication about and understanding of the program.

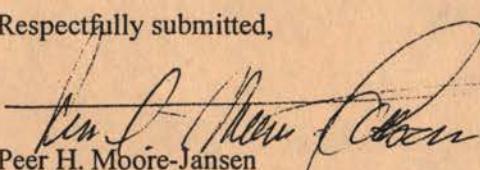
During the year, the Committee was directed by the faculty senate to dismiss the administrative liaison to the committee. The re-arrangement of the Committee required additional meetings between the Committee chair and director and administrative liaison for purposes of gaining information about assessment tools and resources (support and data). Also, the committee has suffered from the senate's failure to follow through on a substitute appointment request for one member on leave of absence. Also, student participation on the Committee has been lacking (students have not appeared regularly). No response has been received from students when notification was made of the scheduled meetings.

The workload of the Committee has been considerable. To re-distribute the workload on the Committee the Chair instituted at least three sub-committees among the membership. Two committees, three members each, are charged with previewing and preparing proposal presentations to the overall Committee. The subcommittees have presented their comments pertaining to the program qualifications of the proposal in written form to the full Committee. The full Committee reviews the comments of the subcommittee and is able to more efficiently proceed to discussions of a broader programmatic assessment of the suitability of the course in the general education program. A list of course proposals reviewed and the action taken is enclosed (appendix D). The third subcommittee is addressing the issue of assessment.

The Committee has worked diligently to maintain a focus on, not only the qualifications of each proposal, but especially on their role in the program as a whole. Many more courses qualify for general education status than can be included in the current program structure. Sometimes departments find this difficult to appreciate. To manage the existing curriculum and even reduce the content to a manageable number of options, the Committee has sought to follow the philosophy that a good course does not have to be a general education course and topics of proven value to all students in a general education program does not necessarily have to come "in all shapes and sizes" (I will be happy to clarify this at a later time).

At present, the Committee is initiating work on a plan to assess the program. The Committee (appendix E) is scheduled to receive names of potential consultants to assist with this process. The committee chair has also gathered student data (with the assistance of Marty Shawver, Bill Wynne and Diane Barnes) to evaluate the efficiency of the implementation of the program. The Committee also discussed the issue of the transfer student in the general education program and how it affects the assessment process.

Respectfully submitted,



Peer H. Moore-Jansen
Committee Chair General Education

ADDENDUM

The Committee chair is taking the liberty to address the senate directly about some issues that have come up during this members work on the Committee during the past three years. The chair begs the senate's indulgence. The following comments are the assessment of the chair and although these were voiced to the rest of the Committee on different occasions, they should be taken strictly as the thoughts of this member. Although other members have indicated various levels of agreement with some or more of the statements presented, no one member of the Committee other than the chair is to be held responsible for the statements.

During the recent past there has been a great deal of debate over the assessment of the general education program. The Committee has often voiced their views on this at meetings throughout the year. They discussed the need for improved communication about the guidelines for the program.

The issue of a need for a more clearly defined program structure and justification to enhance student options and recognition of why they take general education courses. The term "smorgasbord" has been applied on several occasions with reference to the relaxed structure and "enforcement of the program". Speaking for the chair, it is imperative that students be made more aware of the general education choices of course and why they should take them. As it stands, the current structure does not serve the students well. In particular because it does not define to the student a context in which they can always identify with the general education courses in which they enroll. Students in college need not only the broad exposure expressed in the mission statement of the program. They also need to be able to establish an educational "identity" within the curriculum that they are being asked to take part of. This will require more disciplined advertising and the structure of the program and the process by which it is completed will require change.

The existing program consists of an unmanageable giant of course offerings grouped into Introductory, Further Study, and Issues and Perspective Courses. Students can select from a massive collection of courses offered in almost every department in the competition for the coveted general education credit hours with which several departments fear that they will face losses in faculty positions and other resources. The course offerings number in the several hundreds and there is no real way in which a course in the program can be monitored to assure their continued applicability to the program. Students who seek to find their way through the general education maze at WSU often refer to how they struggle to make sense of the program and they question what they actually gain by the program. At present no option appears to have clear focus and no option in the general education program seem to "associate" itself with an "educational" identity". Clearly this can be helped, but the question is how. Can the program be readjusted to meet this need or is a new format required?

An alternative version to consider is a structural model that can be derived from the existing program following some significant restructuring. This will involve reducing "general education" courses and integrating the curriculum across majors and disciplines by requiring students to be more disciplined about their selection of "clusters" of education. The goal of broadening a student's exposure is still achieved and the student may also find more meaning to the "clusters" chosen by them. Thus giving them the educational identity referred to above.

A restructuring alternative is with more structure and "identities" is a college curriculum of 124 credit hours that encompasses general education model requiring "basic" skills and makes the

student "select" a major and two minors, or alternatively two majors. A hypothetical example is presented below:

1. Basic skills (introduction to the University ###, Engl 101& 102; introductory math (Math 111 or 112 or alternative); one course in philosophy, cultural studies or fine arts, and one course each in biological and natural science (not Math) add 1 hr lab. Use existing gened intro curriculum as source. = 7 courses and a lab (22 credits). Each course is taught at the introductory level from the perspective of the major (department in which it is offered) but an emphasis is made to broaden the focus and the perspectives in accordance with existing guidelines.
2. Language (15 credits)
3. Major in chosen field of study (30-45 credits depending on the major)
4. First minor – must be in an (LAS) division separate from the chosen major (15 credits)
5. Second minor – must be in an (LAS) division in a division different from the first minor (15 credits)

The above alternative or some version thereof has the potential of better facilitating the objectives of the existing program. This structure would add strength both structurally and educationally; to the program and students are more likely to identify with their coursework, as it is chosen by them as clusters of interest rather than "scattered" academic exposure. While they are able to identify better with their education, students also maintain a freedom to choose fields of study, albeit a "structured" freedom, addresses the diversification of the opportunities to students as they work on their education. They along with their advisors are free to plan their college education by selecting a major and three minors. The three minors must be selected from at least two divisions in LAS and the third minor is open to any division.

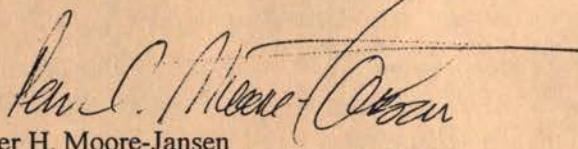
Students will be exposed to critical thinking, culture and philosophy and science and basic skills, a foreign language, a major in their chosen field and two separate areas (minors) chosen by the student. Each minor should have a focus in subject related to the student's interest. Indeed, "interdisciplinary" degrees are likely to be accomplished (as per the current objectives) and students are guaranteed a broadened college experience and they are more likely to graduate with an integrated and perhaps more fulfilling degree more meaningful to the student and the aim they have for a career path.

	<u>Min</u>	<u>Max</u>
Basic	22	22
Language	15	15
Major	30	45
Minor1	15	15
Minor2	15	15
Electives	27	12
Total	124	124
Or		
Major2	30	45

Electives	27	0
Total	124	127

The general education program is in need of well-structured revisions. There needs to be more meaning embedded in this structure and elegant mission statements must be based in reality. Students and advisors must be made to identify with the purpose of the gened program and the faculty must communicate these objectives across the curricula. The majors must be emphasized in the curriculum throughout the major and minor elections/options. General education can be handled at the introductory level but students should leave college with substance behind their ideas and substance that requires the strengthening the focus on the majors/minor clusters. I propose that a version of the proposal presented here can accomplish this. Obviously there is considerable discussion to follow but it is my hope that the senate and future committees will consider the issues raised here.

Respectfully submitted,



Peer H. Moore-Jansen
Committee Chair
General Eucation

**Faculty Senate Rules Committee
Annual Report to Faculty Senate**

Spring 2001

Committee Members: Jeri Carroll, President Elect of the Senate (Chair); Barbara Hodson, Vice President of the Senate, David Wright LAS SS, Denise Celestin FA, Dharam Chopra LAS Math, JoLynn Campbell Health Professions, Jay Price LAS History

Description of Committee Activities: The committee met 3 times during the year to (a) review 4 grievances which were sent to grievance committees, (b) select and recommend members of the grievance pool, (c) to select and recommend committee members to fill vacancies for 2000-2001 university committees, and to (d) select and make recommendations to the Faculty Senate for the committee members for the 2001-2002. In addition, the Vice President, as a member of the Rules Committee worked to (a) conduct the Senate elections, and (b) nominate candidates for committees. The Chair worked with the VPAAR's office to appoint and train members of the grievance pool and conveners.

Recommended changes to the University Faculty Handbook

Current

Conveners will be drawn from a panel of six faculty members. This panel will be selected by the Agenda Committee of the Senate in consultation with the Chairperson of the Rules Committee and the Vice President for Academic Affairs. Panel members will serve three year staggered terms.

Recommended Change

Conveners will be drawn from a panel of six faculty members. This panel will be suggested by the Rules Committee and selected by the Faculty Senate Executive Committee in consultation with the Chairperson of the Rules Committee and the Vice President for Academic Affairs and Research. Panel members will serve three year staggered terms.

2000-2001 Annual Report to the Faculty Senate University Tenure and Promotion Committee

7 Chairpersons of College Tenure and Promotion Committees

Business, Cindy Claycomb
Education, Linda Bakken
Engineering, Don Malzahn, Chair
Fine Arts, Andrew Trechak
Health Professions, Alicia Huckstadt
LAS, Sarah Daugherty
Library, Michael Kelly, Secretary

2 Faculty -at-large

Lawrence Davis
Donald Byrum

1 Student (non-voting)

Lisa Aragon resigned the appointment and no replacement was provided

2 Ex officio (non-voting)

VP Academic Affairs and Research, Robert Kindrick
Interim Dean, Graduate School, Susan Kovar

The University Tenure and Promotion Committee (UTPC) met December 12, 2000 to elect a chair and secretary, set the calendar for deliberations, and to clarify the process for review of candidates. During the week of January 2, the committee spent 4 days to review and make recommendations on 10 cases for tenure, 1 case for promotion to assistant professor, 10 cases for promotion to associate professor, 12 cases for promotion to professor, and 10 cases for professor incentive review (PIR). A summary of those actions appears at the end of this report.

In two subsequent meetings the committee reviewed the processes and policies for tenure and promotion and formulated recommendations to be sent to Faculty Affairs Committee (attached). The committee also reviewed college guidelines and criteria for tenure and promotion for the Barton School of Business. The result of this review was shared with the dean.

The chair wishes to thank all members of the committee for the work they completed during this academic year and give a special thanks to Sue Dutton for her support throughout this year.

2000-2001 Results of Tenure and Promotion Decisions

College	Cases	#	Department				College				University				Pres	
			Comm		Chair		Comm		Dean		Comm		VPAA			
			Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Business	Tenure	3	3	0	3	0	2	1	2	1	2	1	2	1		
	Assoc.	2	2	0	2	0	2	0	2	0	2	0	2	0	2	0
	Prof.	2	2	0	-	-	0	2	2	0	1	1	1	1	1	
	Incentive	0														
CHP	Tenure	0														
	Assistant	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0
	Associate.	0														
	Professor	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0
	Incentive	0														
Education	Tenure	0														
	Assoc.	0														
	Prof.	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0
	Incentive	1	1	0	1	0	1	0	1	0	0	1	1	0		
Engineering	Tenure	0														
	Assoc.	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0
	Prof.	4	4	0	4	0	4	0	4	0	4	0	3	1		
	Incentive	0														
Fine Arts	Tenure	0														
	Assoc.	0														
	Prof.	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0
	Incentive	0														
LAS	Tenure	6	6	0	6	0	5	1	6	0	5	1	5	1		
	Assoc.	6	6	0	6	0	5	1	6	0	4	2	5	1		
	Prof.	3	3	0	2	0	3	0	3	0	3	0	3	0		
	Incentive	9	9	0	8	0	9	0	9	0	7	2	8	1		
Library	Tenure	1	-	-	1	0	1	0	1	0	1	0	1	0	1	0
	Assoc.	1	-	-	1	0	1	0	1	0	1	0	1	0	1	0
	Prof.	0														
	Incentive	0														
Summary	Tenure	10	9	0	10	0	8	2	9	1	8	2	8	2		
	Assistant	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0
	Associate.	10	9	0	10	0	9	1	10	0	8	2	9	1		
	Professor	12	12	0	9	0	10	2	12	0	11	1	10	2		
	Incentive	10	10	0	9	0	10	0	10	0	7	3	9	1		

**Comments and Recommendations Regarding
the University Tenure and Promotion Process
2000-2001**

A significant number of the concerns and recommendations of this year's committee are the same as those presented by previous committees. The corrective actions taken have not resolved the issues.

1. Access to tenure and promotion policies and procedures is confusing at best. Hard copies of the policies should be available for faculty without internet access. There are three *different* versions of tenure and promotion policies accessible on the University's web site with multiple links to them.
 - a. Handbook for Faculty
<http://www.twsu.edu/~handbook/>
 - b. Policies and Procedures Manual
<http://www.twsu.edu/~inaudit/tablepp.htm>
 - c. Faculty Senate "Policies and Related Forms"
<http://www.twsu.edu/~senate/t&p>
2. A formal statement of the criteria for the Professor Incentive Review should be developed and communicated. We have two years of experience to use in the development of a policy. We believe that PIR is a valuable process that may not achieve its potential through inconsistent application. In particular, the policy should address:
 - a. The role of administrative service for PIR.
 - b. Problems in documenting teaching effectiveness for mature faculty who may not have retained documentation.
 - c. Potential conflict of interest at the department level in the consideration of department chairs for PIR. Small departments may also find a conflict because of the effect of "outside funds" increasing the department's base budget.
 - d. The UTPC questions the appropriateness of PIR reviews at the department level, both committee and chair.
3. College representatives on the UTPC are to serve two-year staggered terms and at-large are to serve three-year terms. The continuity and institutional memory that this policy is to provide has not been realized. For a variety of reasons, the rotation of faculty representatives through the committee is unbalanced. This was the first year of service for both at-large members and the first year for both of the administrative ex-officio members.
4. Consideration for tenure is for "All full-time faculty with 50 percent or more responsibility for teaching, librarianship, research, scholarship, and/or creative activities..." There are faculty who have formal appointments with more than 50% externally funded release for program administration. They may be teaching

and performing research at an overload level, but they officially have less than 50% faculty appointment.

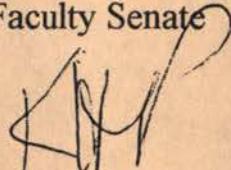
5. Although there has been significant improvement in the recognition of differential criteria used for unusual or nontraditional appointments, troubling issues remain. There can be conflicting criteria stated in the original letter of appointment, the chair's role statement, the candidate's narrative, and the department's or college's criteria. A clear procedure for defining and communicating expectations is needed.
6. Informal external reviews were included as part of the deliberations of administrators. These were not conducted using procedures stated in our policies. There are concerns as to the role that these reviews do and should play in considerations at following levels.
7. Deans must insure that each candidate's dossier contains the required material before transmitting files to college committees (the chair's non-evaluative statement and annual evaluations).
8. Deans and department chairs should note the distinction between the chairperson's non-evaluative statement of the candidate's role and the separate chairperson's evaluation of the candidate.
9. Deans and department chairs should insure that annual reviews and rebuttals are included as part of the primary documents for all candidates for tenure. Numerous cases contained no annual reviews or placed them in the secondary dossier.
10. If student numerical evaluations of teaching are submitted, they should be normed in some way.
11. Candidates should be encouraged to provide descriptive and evaluative information regarding their record of teaching, scholarship, and service.

SINCE 1863
WICHITA STATE UNIVERSITY

Department of Physical Therapy

MEMORANDUM

March 30, 2001

TO: Willard Carl Klunder
President, Faculty Senate
Box 111

FROM: Ken Pitetti
Chair, Undergraduate Research Committee
RE: 2000-2001 Committee Report

1. Attached is the list of committee members, present and past.
2. We have met 6 times during the year.
3. Enclosed is the "Undergraduate Research Forum" purpose, date of conference, eligibility and requirements of student participation. Also are the "Guidelines" for student participation. All this is the product of our meetings. Also attached is the program for the first Undergraduate Research Forum.
4. Meetings will be held following the forum to evaluate the first Forum and make recommendations for the second Forum to be held in the spring of 2002.

UNDERGRADUATE RESEARCH FORUM COMMITTEE

PRESENT MEMBERS

Innes Villalpando
Curriculum and Instruction
#6970
Box 28

Jan Twomey
Industrial and Manufacturing
Engineering
#5908
Box 35

Jeffrey Hershfield
Philosophy
#3125
Box 74

Rosaline Scudder
Center for Teaching &
Research Excellence
#3209
Box 75

Larry Ramos
Director, McNair Program
#3139
Box 199

Gerald Loper
Director of Research
#3285
Box 7

Silvia Herzog
School of Music
#6268
Box 152

William Hendrey
Biological Sciences
#6086
Box 26

Michael Palmiotto
Criminal Justice
#6524
Box 135

Ken Pitetti
Physical Therapy
#5635
Box 43

J. Mandt
Honors Director
#6459
Box 102

Jim Kelley
Dean of Operation & Personnel
#3023
Box 8

WICHITA STATE UNIVERSITY FACULTY SENATE MINUTES - April 23, 2001

MEMBERS PRESENT: Bakken, Behrman, Byrum, Campbell, Carroll, Celestin, Davis, DeLillo, deSilva, Ericson, Feleppa, Hazen, Hershfield, Herzog, Hoek, Hundley, Huntley, Iacovetta, Klunder, Kraft, Kuhn, Lancaster, Lause, Lawless, Lescoe-Long, Long, Mandt, Markovich, Mau, May, Miller, Myers, Ravigururajan, Riordan, Scheuerman, Smith-Campbell, Swan, Twomey

MEMBERS ABSENT: Bajaj, Clark, Hughes, Kabagrama, Matson, Rokosz

MEMBERS EXCUSED: Blocher, Hodson, Liera-Schwichtenberg, Paarmann

Ex-OFFICIO MEMBERS PRESENT: Kindrick

SUMMARY OF ACTION:

- 1. Accepted resignations of David Kohan & Elmer Hoyer as Senators**
- 2. Accepted nominations of David Hiltner(replace Kohan) & Marlene Schommer-Aikins (replace Hoyer) as Senators**
- 3. Accepted annual reports from the following Faculty Senate Committees:
Faculty Support, General Education, Rules, Tenure & Promotion and Undergraduate Research**
- 4. Accepted Senate Resolution 19 - Alternate parking availability during sporting events**
- 5. Accepted the WSU Thesis & Dissertation Sequestration Policy**

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

II. INFORMAL STATEMENTS & PROPOSALS:

Senator Hundley discussed a problem with parking on "game" nights. After a discussion she presented (2nd by Mandt)the following Resolution which was accepted unanimously:

WHEREAS, the availability of parking for students and faculty on the campus of Wichita State University is limited;

WHEREAS, this limitation is exacerbated during sporting events held on campus;

THEREFORE, BE IT RESOLVED, that the administration of Wichita State University provide adequate notice to students and faculty when a sporting event will disrupt the availability of parking during classes and final examinations,

THEREFORE, BE IT RESOLVED, that Wichita State University police directing traffic as such events be prepared to inform students and faculty of the availability of alternative parking.

Senator Hershfield mentioned a letter to student organizations announcing a draft food policy which will restrict options of such organizations with regards to bake sales, food fairs etc.

Senators Behrman, Byrum, Davis, Hershfield, Kuhn, Long, Mandt, Smith-Campbell, Swan and others discussed this situation. Mandt moved (2nd Lancaster) that *the Senate urge the Committee to slow down the process and prior to formulating a policy, they consult widely with interested parties.* Accepted unanimously.

III. APPROVAL OF THE MINUTES: Minutes of 4/9/01 accepted as presented

IV. PRESIDENT'S REPORT:

President Klunder discussed the April Board of Regents meeting at Kansas State University. The budget situation is uncertain and SB 345 funding is at risk. Senators deSilva, Feleppa, Kraft, Long, Markovich, Swan, and others, as well as VPAARR Kindrick offered comments, concerns, and suggestions. He also discussed meetings of COCAO, COPS, and COFSP. Among the items discussed was the core performance indicators. He presented charts which were attached to the Regents agenda showing the number of full time Regents faculty by rank, number eligible for tenure and the resignation rate by rank for the information of the Senate. A discussion involving Senators Ericson, Feleppa, Hundley, Mandt, and others, as well as VPAARR Kindrick, followed. President Klunder noted that three new Distinguished Regents Professor titles would be established. One faculty member at each of KSU, KU, and WSU will receive this title. President Klunder discussed the issue of tuition and noted that three models for the timing of decisions on the level of tuition were being considered.

V. COMMITTEE REPORTS:

A. Rules- Jeri Carroll, Chair, presented the names of David Hiltner to complete the term vacated by David Kohan (Fine Arts, School of Art & Design) and Marlene Schommer-Aikins to complete the term of Elmer Hoyer(At Large). Both will serve 1 year terms and both were accepted.

B. Annual Reports from Faculty Support, General Education, Rules, Tenure & Promotion and Undergraduate Research were accepted. Rules and Tenure & Promotion action items were referred to Executive Committee.

VI. OLD BUSINESS:

A. WSU Thesis & Dissertation Sequestration Policy - 2nd reading. Senator Kuhn moved (2nd Lancaster) the acceptance of the WSU Thesis & Dissertation Sequestration Policy. Accepted unanimously.

VII. NEW BUSINESS:

Elizabeth King, Vice President, University Advancement, presented an update of the WSU Foundation to the Faculty Senate. VP King mentioned an incident illustrating the value of faculty to endowment activities. She then discussed the WSU endowment, including its expenditures and current funds. A discussion involving Senators Davis, deSilva, Hershfield, Long, Mandt, Murphey, and others and VPAARR Kindrick followed.

VIII. AS MAY ARISE:

President Klunder stated that an Ad Hoc committee is being formed at the request of President Beggs and VPAARR Kindrick to look at the Centers. Nominations to serve on this committee must be made to the Office of the Faculty Senate before 5:00 p.m., Monday, 4/30/01.