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Volume XXII

Agenda and Minutes of the Meeting of April 28, 1986

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THE WICHITA STATE UNIVERSITY SENATE

AGENDA

Meeting Notice: April 28, 1986, 126 Clinton Hall, 3:30 p.m.

Order of Business:

I. Calling of the Meeting to Order

II. Informal Proposals and Statements

III. Approval of minutes for the meeting of April 14, 1986 (Vol. XXII, no. 11).

IV. Old Business:

Rules Committee Report on Committee Restructuring--Gary Greenberg, Chair. (Attachments to agendas of February 24, March 24, and April 14, 1986).

V. New Business:

Curriculum and Academic Planning Committee Report--Phillip Wahlbeck, Chair. (Attachment A)

Faculty Handbook Committee Report--Gerald Hoag, Chair. (Attachment B)

Library/MRC Policy Committee Report--Helen Halstead, Chair. (Attachment C)

Academic Standards and Practices Committee Report--John Bish, Chair. (Attachment D)

University Research Committee Report--Lloyd Benningfield, Chair. (Attachment E)

Faculty Data Base Survey--Charles Burdsal, Chair (Attachment F)

VI. Adjournment

AGENDA COMMITTEE

Name	Box	Phone
William Terrell, Senate President	78	3220
Robert Feleppa, Senate Vice President	74	3125
Kathy Downes, Senate Secretary	68	3582
Gary Greenberg, Senate President-elect	34	3171
Eunice Myers, Elected by Senate	11	3180
Donald Blakeslee, Elected by Senate	52	3195
Albert Gosman, Appointed by Senate President	35	3402

ATTACHMENT A
To agenda 4-28-86

Document 30

To: University Senate

From: Phillip G. Wahlbeck, Chair of University CAPC

Date: 15 April 1986

Subject: ANNUAL REPORT OF ACTIVITIES OF THE UNIVERISTY CURRICULUM AND ACADEMIC PLANNING COMMITTEE

1. No items were referred to the University CAPC by the Senate.

2. No items were referred to the University CAPC by the Administration.

3. The CAPC met once during the Fall semester and decided that the committee would not initiate any studies.

4. The CAPC will meet on 23 April 1986 to hear a report on telecourses offered by the University. This report to the CAPC has been done annually since the CAPC initially approved the offering of telecourses.

Document 31

ATTACHMENT B
To agenda 4-28-86

REPORT TO THE UNIVERSITY SENATE

FROM THE

UNIVERSITY HANDBOOK COMMITTEE

The Handbook Committee has kept an updated file of needed and suggested additions and revisions to the University Handbook for Faculty. It has also placed a notice in Inside WSU calling for further suggestions.

The high cost of printing the revisions prepared and approved during 1984-1985 has given the committee second thoughts about the Handbook format and the means of keeping it current. In view of the fact that major policy revisions are under consideration, such as those in committee structures and in grievance and tenure procedures, it seems likely that a new edition will be in order in the near future. In light of these considerations, the committee proposes that the changes required to update the Handbook in 1985-1986 be photocopied referentially as an addendum to the current loose-leaf folder, rather than having the changes incorporated by reprinting whole pages and sections, as was done last year. For the same reasons, the committee has postponed its plans for an index.

The following proposed changes fall into three categories: revisions and additions already reviewed by the University Senate, which will simply be listed here; minor "housekeeping" changes and corrections, also listed here in brief form; and additions that are submitted for Senate consideration at this time.

1. Already reviewed by the Senate:
   Statement on Copywright Policy
   Committee restructuring

2. Housekeeping changes:
   Senate Constitution, pages 44-48, Appendices B and C (changes to conform with current procedures)
   Library service extension numbers, section 7.01
   Heskett Center name, section 7.09
   Appendix O, page 73: "academic" to read "administrative" in last paragraph
   Policy on Radiation Sources and Policy on Hazardous Chemical Materials, sections 6.12 and 6.13: changes indicating that roles of the University Radiation Safety Officer and the University Hazardous Chemical Materials Officer have replaced the roles of former committees

3. Additions submitted for Senate consideration:

   A. Employment Oath
      Kansas law requires that all state employees sign the following Employment Oath:

over

I do solemnly swear (or affirm) that I will support the Constitution of the United States and the Constitution of the State of Kansas, and faithfully discharge the duties of my office or employment. So help me God. (The final sentence may be deleted.)

The oath is included in papers that must be signed at the time of employment. It must be on file before any checks in payment of salary or wages may be issued by the state treasurer.

B. Termination Procedures

Prior to final departure from campus, terminating faculty members are expected to return all keys assigned to them through general University procedures, and to return all library and other materials and equipment checked out or assigned to them. Faculty members are responsible for making arrangements for determining final grades of their students. A terminating faculty member should clear with the benefits officer and the insurance clerk in the Office of Personnel Services concerning termination dates of insurance coverage, conversion of life insurance, and withdrawal of retirement contributions.

C. Section 4.035: delete "General Liability Insurance" and the following paragraph. Add:

Professional Liability Coverage under the Kansas Tort Claims Act

Suits against state employees, including faculty and staff, are governed by the act K.S.A. 75-6101 to 75-6118. Legal representation by the state is initiated by the employee who has been sued. The law provides that an employee must make a request for legal defense to the attorney general within fifteen days after being served with process. Subject to certain exceptions, a request will result in the state providing a defense to the claim. If the request is not made within the fifteen-day time period, it is in the state's discretion whether or not to provide such representation.

Members of the University Handbook Committee for 1985-1986 are as follows:

Marilyn Myers
Curt Terflinger
Barbara Mawhiney (ex officio)
Gerald Hoag (chair)

Respectfully submitted,

Gerald Hoag

Document 32

ATTACHMENT C
To agenda 4-28-86

THE WICHITA STATE UNIVERSITY
SENATE LIBRARY/MRC POLICY COMMITTEE

1985-86 Annual Report

COMMITTEE CHARGE: "Concerned with policies and procedures affecting the operations of the University Library. . ."

COMMITTEE ACTIVITIES FULFILLING CHARGE:

Review of functions and budget of Library/MRC
Promotion of faculty interaction with Library/MRC
Review of 5 year plans of Library and MRC
Consideration of alternative sources of support for Library/MRC
Participation in Library activities, e.g., Ground-breaking, LUIS/NOTIS, Book Fair, Faculty Orientation
Support of continuance of Library/MRC committee
Support letters to legislators in behalf of Library/MRC
Exploration of expansion of Library orientation for students with Dr. Jay Mandt and Dr. Peter Zoller
Official Graduate Council representative added to committee, Dr. Elena Bastida
Committee Chairperson attended selected meetings of administrative meetings of Library and MRC.

SELECTED LIBRARY ACCOMPLISHMENTS:

1. All Library positions filled for the first time since 1978, with attrition of only one person
2. On Line with NOTIS/LUIS
3. Adoption and beginning implementation of 5 year plan
4. Addition of approximately 400 journal subscriptions
5. Addition of approximately 27,500 volumes
6. Construction begun on Library expansion
7. Development of a plan to provide continuous Library service during construction
8. New equipment has been added
9. Review of Job descriptions for Dean and Associate Dean of Library/MRC
10. Evaluation of Dean of Library/MRC

SELECTED MRC ACCOMPLISHMENTS:

1. Increase 8% in educational support services for faculty
2. Increase in credit hour production through Channel 13 (In collaboration with academic departments and continuing education, 23 telecourses were delivered totaling 3228 credit hours. More students enrolled in telecourses than any other Regent's institution.)
3. Adoption and beginning implementation of 5 year plan

over

SELECTED MRC ACCOMPLISHMENTS:

4. Services reflecting new and emerging instructional technologies, e.g. microcomputer, portable video recording camera, satellite delivered instructional television including foreign language programming for the language lab
5. Addition of 75 titles to the film/video collection in support of specific teaching objectives.
6. Construction progressing on new MRC facility, with occupancy projected for November 1986.
7. Publication of a Newsletter informing faculty of MRC services and resources.
8. Top honors in two divisions of the Tri-Conference Media Festial in Topeka.
    a. Division winner in the professional nation media category.
    b. Division winner in the College student nation media category.

NUMBER OF MEETINGS: 8

Committee Members: Name	College	Percentage of Attendance
Russell Adkins, (ex officio)	Media Resources Center	71
Elena Bastida (appt. 1/86)	Graduate Council	50
James Eller, (ex officio)	Library Services	100
Helen Halstead, (Chair)	Health Professions	86
Judy Hays	Liberal Arts and Sciences	100
Jinoos Hosseini	Business Administration	71
James Klingsporn, (Chair of Library Appeals Committee)	Liberal Arts and Sciences	29
Pamela Krug, (Student)	Student	100
Walter Mays	Fine Arts	29
Nancy McKellar	Education	71
Gregory Meissen	Liberal Arts and Sciences	71
Virgil Pangburn, (Student)	Student	100
Phillip Parker	Liberal Arts and Sciences	100
Sidney Rodenburg	Administration	43
Jasper Schad, (ex officio)	Dean, Libraries/MRC	100
Michael Vincent, (Vice Chair)	Liberal Arts and Sciences	86

LIBRARY APPEALS COMMITTEE:

Chaired by Dr. James Klingsporn
Handled approximately 60 appeals with 11 upheld, 7 fines reduced, and 42 denied. Met 4 times, with an anticipated meeting during summer session.
Composed of D. Sharp, D. Crum, J. Klingsporn, P. Krug, T. Kneil, V. Pangburn, and D. Moore

AGENDA ITEMS FOR FUTURE LIBRARY/MRC COMMITTEE:

1. Seek continued support by the university for expanded funding to facilitate realization of the 5 year plans delineated by the Library/MRC. This is necessary to achieve a quality "research library with a regional presence" and to provide faculty easier access to techniques and services that enable innovating high quality academic programs.

2. Encourage continued effort by university faculty and Library/MRC faculty and staff to facilitate utilization of the Library/MRC.

3. Continue strategies to promote interaction among university faculty and Library/MRC faculty and staff in the pursuit of scholarly goals.

4. Give further study to structural relationships between the Library and MRC.

5. Explore further expansion of student knowledge and skills in library utilization.

6. Review of Library/MRC policies and procedures.

Document 33 ATTACHMENT D
To agenda 4-28-86

Senate Committee on Academic Standards and Practices

Annual Report

April 21, 1986

For the 1985-86 academic year, the Academic Standards and Practices Committee is chaired by John Bish. Jeri Carroll is committee secretary. This committee has convened for 12 meetings; two were scheduled in the last part of the first semester with the remainder in the second semester. The items of business acted upon or considered are as follows:

1. The University Senate charge to "study the unresolved issues raised by the ad hoc committee" (Ad Hoc Committee on Grade Devaluation Report).

2. The University Senate charge to "investigate the drop-add fee policy, propose any changes in that policy that the committee views as justifiable and report (the committee's) recommendations to the Senate Agenda Committee".

3. A request to study policies under which a student may be dismissed from a college but not be dismissed from the University.

4. A proposal for implementation of a study day for summer sessions.

5. A proposal for awarding "retrocredits".

6. A request for examination of statements of policy regarding academic honesty published in the University Catalog and the Faculty Handbook.

After electing committee officers, the Academic Standards and Practices (ASP) Committee established a priority ranking of items then on the agenda. Study of the unresolved issues raised by the Ad Hoc Committee on Grade Devaluation Report was given top priority with other items ranked below. As accumulation of information and studies of the issues raised by the report of the Ad Hoc Committee on Grade Devaluation (AHCGD) report was in process, other items were placed on the agenda of scheduled meetings whenever time was available for study and discussion of these items.

On February 14, 1986, the University Senate charge to investigate the drop-add fee policy and propose any justifiable changes was added to the agenda in response to a request transmitted by President Terrell. A subcommittee of the ASP Committee was formed to study drop-add policies with consideration given to those points suggested by the University Senate Agenda Committee.

ACTIONS TAKEN AND RECOMMENDATIONS

Item 1. Unresolved issues raised by the report of the Ad Hoc Committee on Grade Devaluation.

The Senate charge to study the unresolved issues raised by the report of the Ad Hoc Committee on Grade Devaluation (AHCGD) involves a number of separate policies and/or recommendations. To initiate this study, a

summary of past actions and recommendations of the Academic Standards and Practices Committee, the University Senate and the Council of Deans was prepared. A member of the committee, Jeri Carroll, volunteered to review records in the University Senate Office to prepare this summary. (See Appendix A)

In a second preliminary step, the different recommendations and items of study of the AHCGD Report were placed into different categories. The first category included recommendations approved and implemented as policy, i.e., elimination of the Cr/NCr grading options and increasing the minimum grade point average to 3.5 (12 credit hours minimum enrollment) for the Dean's Honor Roll. In the case of these two recommedations of the report, the committee found no reason to propose recommendations contrary to those accepted and adopted as policy. The second category included recommendations of the AHCGD Report on which the University Senate and the Council of Deans have taken different positions. Recommendations placed in this category include those affecting policies on repeat of courses including the process by which repeat grades are entered to derive the grade point average, and policies regarding audit of courses. The third category included items recommended for further study in the AHCGD Report.

The first recommendation of the report of the AHCGD considered and acted upon by the Academic Standards and Practices (ASP) Committee was that concerning repeat of courses. After considering this recommendation, the ASP Committee approved the following recommendation regarding the policies for repeat of courses as outlined on page 10 of the 1985-86 Wichita State University Catalog.

* MOTION 1

The Academic Standards and Practices Committee moves approval of the following revision of University policy:

Item 2 of the policy on repeats would be replaced with:

"2. Any course may be repeated. Beginning on June 1, 1986, all grades will be included in the computation of the grade point average except for the grades that had already been replaced under the previous repeat policy."

NOTE: The first paragraph describing the R prefix and items 1, 3, and 4 remain unchanged.

(See Appendix B)

Regarding the recommendation of the AHCGD concerning audits and auditing of courses, the ASP Committee approved the following:

* MOTION 2

The ASP Committee moves approval of the following statement:

"There should be no change in the current policy for audits, including repeat of audits and audits taken later for credit."

The AHCGD Report recommended further study of that policy setting the placement of the deadline for withdrawal from a course with a W in the semester schedule. Studies of the ASP Committee regarding this policy focussed on several key points. First, we found no clear indication that decreasing the time for a student to withdraw with a passing grade would diminish grade inflation. Second, a survey of the withdrawal policies of in-state and out-of-state universities in this region reveals that the deadline for withdrawal with a W at this institution is quite similar to those of these institutions (See Appendix C). Third, inquiries regarding that time in the semester when a student may receive a midsemester "down" and the last date for withdrawal revealed that a student has approximately one week from the time that midsemester grades are received and to the deadline for withdrawal with a W.

* MOTION 3
The ASP Committee moves approval of the following statement:

"That present University policy regarding placement of the last day to withdraw with a W in a semester be retained."

Other issues raised by the AHCGD Report included 1) plus/minus grading for providing subdivisions of the A, B, C, and D grades, 2) effects of student evaluations on grade devaluation, 3) support of faculty, curriculum and grade devaluation in general. These issues were examined by an ad hoc committee of the ASP Committee. In the discussion of these issues, considerable time was devoted to examination of various aspects of a plus/minus system of grading. Implementation of such a system has a number of ramifications ranging from problems in making the transition to such a system in the recording of grades to questions about articulation of this grading system at the undergraduate level with grading systems used by the graduate school. It appears that some of these potential problems should be addressed before this item is referred once again to the ASP Committee or its successor.

Further, grade inflation cannot be solved by any number of recommendations of any particular committee or the University Senate or, for that matter, approval and publication of policies if individual faculty or academic units within the University choose to ignore those policies or apply them in a non-uniform fashion. Consequently, the ASP Committee voted to modify the recommendations of the report of the sub-committee studying plus/minus grading and factors such as student evaluations, curriculum, support for faculty, and the issue of grade devaluation in general and approved the following recommendation which is submitted herewith as a motion.

* MOTION 4
The ASP Committee moves approval of the following recommendation.

"The University Senate charge the College Curriculum and Academic Planning Committees of the different colleges to refer the unresolved issues of 1) plus/minus grading, 2) effects of student evaluations of faculty on grade inflation, 3) support for faculty, review of the curriculum, and grade inflation in general to their colleges and departments for study and

discussion during the 1986-87 academic year. Further action by the University Senate or the ASP Committee or its successor will be considered based upon recommendations coming from these committees or colleges."

Item 2. Drop-Add Fee Policy.

A sub-committee composed of Maurice Phannesteil (convener), William Wynne, and Carl Goossen met to investigate the current drop-add fee policy of Wichita State University using some of the points suggested by the Agenda Committee as guidelines. A copy of the report made by that subcommittee to the ASP Committee is included as an attachment to this report. (See Appendix D).

This subcommittee brought to the ASP Committee a recommendation that the drop-add fee policy be retained in its present form. Discussion involved questions relating to possible differences in tuition refund policies at the different state universities, effects of "overload" registration on space in classes, the step by step processes that occur in a drop or drop-add, and the costs of such transactions (exclusive of the impact of these transactions at the department level).

* MOTION 5
The ASP Committee moves approval of the following statement.

"The present drop-add fee policy should be retained unchanged."

Item 3. Dismissal Policy - College and University

W. Wynne brought to the attention of the Committee that dismissal from a college does not necessarily constitute dismissal from the University. There have been instances in which a student is dismissed from one college but, because of differences in policies for dismissal between colleges, may enroll in another college. There are indications of one college serving as a "dumping ground" for students dismissed from another college adhering to different standards for dismissal. This mechanism for bypassing dismissal subverts the intent of the dismissal and may lead the student into even deeper academic difficulty.

* MOTION 6
The ASP Committee moves approval of the following statement as an revision of University policy statements regarding dismissal.

"Amend to college catalog policy of dismissal (pg. 14, 1985-86 Catalog) to read: 'Dismissal from a college also constitutes dismissal from the University.'"

Item 4. Study day(s) for the Summer Session

A student request for consideration of addition of a study day for summer sessions was brought before the ASP Committee for study and consider-

ation. Studies of this request focussed on the number of study days required (1 for each 4 week session), the minimum number of instructional hours required in a session, the effects of incorporating a study day on total hours of instruction in the summer session, the July 4th holiday, the present arrangements of scheduling final exams in summer sessions, and possibilities for extending summer session to permit the inclusion of a study day. Although introducing a study day into the summer sessions would make the study day policy universal for all semesters or sessions, the summer schedule does not have the flexibilty to designate a day of instruction as a study day without reducing the minimum hours of instruction below the designated number.

* MOTION 7

The ASP Committee moves approval of the following recommendation:

"The present structure of the summer session schedule does not allow for scheduling study days in either of the four week or the eight week summer sessions."

Item 5. Award of retrocredits.

The Department of Modern and Classical Languages and Literatures brought to the ASP Committee a proposal for award of "retrocredits". This proposal would provide qualified students an opportunity to earn college credit for previous foreign language experience by successful completion with a grade of B or better a language course at their appropriate level, rather than taking credit by examination. Such college credits (retrocredits) would be ungraded credit hours. Student candidates for retrocredits would consult with a (MCLL) department advisor and subsequently enroll at their predicted entry level.

This proposal was presented with a request for support of the ASP Committee. After the presentation and a question-answer period, members of the Committee voiced a number of concerns including 1) the open ended aspect of the retrocredit proposal, 2) the effect of implementation of the proposal of BA and BS degrees granted, 3) difficulties in judging language experience and possible complications for students, 4) granting college credit for high school course credits used to fulfill requirements for graduation from high school

ACTION TAKEN

The following motion was passed: "The Academic Standards and Practices Committee expresses its reservations about the proposal for the award of retrocredits as presently written."

Item 6. Review of the Statements and Policies Concerning Academic Honesty.

A member of the committee relayed the request of a member of the faculty for review of statements and policies concerning academic honesty.

Discussion of policies relating to academic honesty resulted in committee approval of two recommendations.

* MOTION 8
The ASP Committee moves approval of the following recommendations:

Recommendation 1.

"That the Faculty Handbook Committee clarify and update Appendix G, Student Bill of Rights." (See Article V)

Recommendation 2.

"That the Council of Deans institute the following policies:

1. Instructors be advised to clarify policies on academic honesty to students at the beginning of each course each semester.

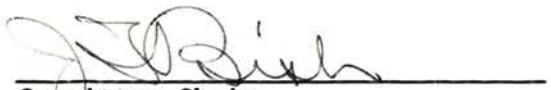
2. Students be advised to seek clarification when in doubt about what constitutes academic dishonesty.

3. University administration affirm the right of faculty to give course grades of F to students who plagiarize, cheat or violate polices of academic honesty.

Recommendations to the Successor of This Committee

RECOMMENDATION

That the Academic Standards and Practices Committee (or its successor) "investigate the advisability of requiring the completion of the basic skills portion of the General Studies Program as a condition for transfer into any college".



Committee Chair

Appendix A

A S P C 5 - year Summary

Jeri Carroll

Topic	Years Examined	No Change	Suggested Change	Senate Rejects	Instituted Change	Needs Further Study
Graduate Teaching Assistants	1981	X				
Withdrawal Policy						
Personal	1981	X				
	1982	X				
	1984	X				X
Administrative	1982					X
Final's Process	1981		X		X	
	1984		X	X		
Prerequisites						
Student Responsibility	1981		X		X	
Administrative Withdrawal	1981		X			X
Student/Absences on	1981	X				
University Bs	1985-86					X
Honor Roll						
Part Time Students	1981					X
	1982		X			
Policy Revision	1982		X			
	1985		X			
Transition Semester	1982		X		X	
A/Pass/Fail	1982		X		X	
Reexamination Policy	1982		X		X	
Changing Fs after Is becomes Fs	1982	X				
+/- Grading	1983	X		X		X
Cheating	1983					X
Probation/Academic Dismissal	1984		X		X	
Policy for examination						
Cheating	(1983)					
Withdrawal	(1984)					
Grade Inflation	(1984)					
Repeating Courses	(1985)					
Student Absent on Univ. Business	(1986)					

Appendix A

1/28/86

Academic Standards & Practices Committee
5-Year Review
Fall 1986

Jeri A. Carroll

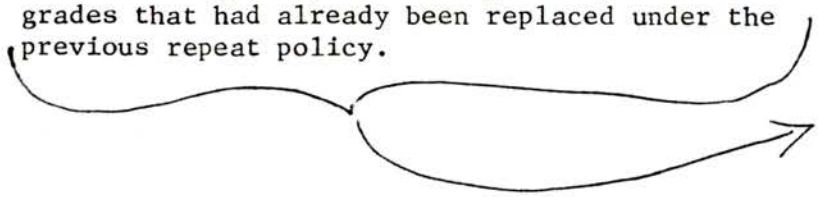
Topic	Year	
Use of GTA	1981	Concern of misuse Questionnaire - Dean Benningfield Results: few misuses No new policy required.
Drop Policy	1981	(1979 referral) F 79/F 80 studied. Policy of 10-week drop period is appropriate to WSU.
Finals Process at request of Senate Agenda Committee	1981	Recommended a study day to be instituted Sp. 81.
Prerequisites at request of Student Academic Court	1981	Recommended changes in catalog under St. Responsibility & Administrative Witdrawal (1985-86 catalog does contain a a statement under Student Responsibility but does not contain anything under Administrative Withdrawal) Recommended: 7. The student fails to complete successfully all prerequisites for those courses in which the student is enrolled.
Student Absences for University Business Requested by Dean Konek	1981	Forward to deans. Apprise faculty of university concern that all faculty should deal responsibility with students who miss work on university business.
Honor Roll for Part Time Students Requested by Dean Konek	1981	To be studied.
Honor Roll Part time students Policy revision	1982	6-11 hrs 3.75 (to Dean's Council) 12 hrs, 3.50, No Is or Is subsequently changed.
Transition Semestester Registar's Office	1982	Continuing Ed. students recommended eligible.
A/Pass/Fail Registar's Office	1982	Recommend Catalog change. 1 semester completed would mean 12 hrs. Guest students should be eligible.

Reexamination Policy Dr. Snyder	1982	Policy was that "reexaminations shall not be given" but faculty were ignoring that. Committee recommends policy change to reflect faculty practices. Current catalog(g) states "Reexamination shall be permitted only with the consent of the faculty when reexamination is deemed to contribute to the academic objectives of the course."
Withdrawal Policy Dr. Thomann	1982	Committee feels that the policy in effect should be strictly enforced, requiring instructor's signature on drop slip.
Administrative Withdrawl Dr. Alley Dr. Ronek	1982	Committee to study 1. Are the stated grounds for administratively withdrawing a student justified or legally defensible? 2. What constitutes an administrative withdrawal for academic reasons? 3. Who has the authority to administratively withdraw a student? (Dr. Alley knows nothing. Policy change not made.)
Changing Grades after Is are Fs Dr. Alley	1982	20-25 petition each year. Keep current policies/procedures.
+/- grading	1983	No change recommended. Senate amends & suggests +/- grading to begin fall 1984.
Cheating Student Academic Court	1983	Requested workshops for faculty. Tom Maher/Jim Rhatigan for Sp. 83. Requested Jim Rhatigan develop Handbook of Student Rights & Responsibilities. Once cheating is defined it will be appropriate to delimit penalities.
Probation/ Academic Dismissal University College	1984	University can place students on probation earlier & dismiss them earlier with poor academic performance. Recommend change in Transistion Semester Now subject to academic performance the subsequent semester. Adopted by senate.
Final Exam Week Senate Agenda Committee	1984	Recommended change for handbook to Senate. Senate rejected - wants current policy enforced.
Withdrawal University Senate	1984	Review other institutions. Recommends no change. Committee will continue to study Grade Inflation will also be reviewed by this committee.

1/28/86 ACADEMIC STANDARDS & PRACTICES Ad Hoc Committee Study Sheet Jeri Carroll

Topic	84-85 Ad Hoc Committee	Senate Action	Dean's Council
Honor Roll	the minimum grade point average for honor roll be raised to 3.5 for a mimimum of 12 hours.	Passed 4/29/85	To be discussed by Mr. Sharp, Mr. Rodenberg and Mr. Chaffee 11/12/85 Dr. Braezealle reports the Dean's council does concur
Repeating Course			
# to be repeated	students at WSU be allowed to repeat up to five courses, all of which will replace the previously earned grade.	students at WSU be allowed to repeat up to and no more than 5 courses, all of which will replace the previously earned grade 4/29/85	Dean's Council prefers an Honest Transcript no courses with grades of C or better being repeated.
# of times a course can be repeated	each course may be repeated twice.	Passed 4/29/85	
What courses can be repeated	students may repeat only courses in which they have been graded D, F, U, NCr or W.	Passed 4/29/85	
	there will no longer be the allowance of repeat for any course which has already been counted toward an earned Bachelor's	Passed 4/29/85	
S/U	Cr and NCr be eliminated.	Passed 4/29/85	Passed 11/12/85
	courses previously audited cannot be repeated for credit. An exception to this might be allowed if student changes major fields and needs credit in the previously audited course.	Passed 4/29/85	Rejected 11/12/85 Dean's Council prefers Honest Transcript.

2. Any course may be repeated. Beginning on June 1, 1986, all grades will be included in the computation of the grade point average except for the grades that had already been replaced under the previous repeat policy.



may be made in writing by the chairperson of a student's major department.

2. Any previously completed course may be repeated. In the computation of the grade point average the grades students receive in repeated courses will replace previous grades up to a maximum total of five such repeats beginning on June 1, 1976. Only two of these five repeats can be used on any one course, since a single course may not be repeated more than twice. The grade W does not replace the previous grade, and it does not count as one of these five repeats. Beginning with the sixth repeat, all grades are included in the computation of the grade point average except for the grades that have been previously replaced. The semester in which students complete the fifth repeat may include additional repeats. In this case, the repeats (within the total of five) are selected so that the grade point average is maximized.

Transfer students are also eligible to repeat courses and replace the previous grades five times, beginning with the first repeat course taken at any college or university after June 1, 1976.

3. A course being repeated may not be taken under the A/Pass/Fail option but must be taken for a letter grade. (See *Catalog* section on A/Pass/Fail option.)

4. Students may audit the same course any number of times.

CrE Credit by examination or by credentials in lieu of formal enrollment in college course work. The symbol CrE is used for College Board Advanced Placement (AP) credit, for College-Level Examination Program (CLEP) credit, for course credit awarded on the basis of the American College Test (ACT), for credit by departmental examination, and for credit by credentials (military and similar background). Credit given; no credit points.

R Repeat. A prefix to other grading symbols indicating that the course is a repeat of one taken earlier, such as RA, RB, RC, RD, RF, RW, or RI. The R prefix has no evaluative function but is used for information only. The following provisions concern repeats:

1. No course may be attempted more than three times. For this policy a repeat of an audit does *not* count as an enrollment, but a W counts as an enrollment. Exceptions

Courses may not be changed from one status to another—for example, graded to audit—after the enrollment period (through the drop/add week), except through petition to the University's Committee on Admissions and Exceptions.

Other special terms are used in reference to grading, as described below.

Grade Point Average (GPA). The grade point average (also called grade point index) is computed by dividing the total number of credit points by the total

Office of the Registrar
THE WICHITA STATE UNIVERSITY

SURVEY - WITHDRAWAL WITH A "W" GRADE

Institution	Calendar	Can Drop With a "W" Through:
Emporia State University	Semester	End of 10th week
Ft. Hays State University	Semester	End of 10th week
Kansas State University	Semester	End of 10th week
Pittsburg State University	Semester	End of 11th week
University of Kansas	Semester	End of 10th week
Colorado State University	Semester	End of 8th week
University of Colorado	Semester	Up until day before finals, with instructors signature, dean's signature and if in good standing
University of Nebraska	Semester	End of 12th week
University of Missouri	Semester	End of $13\frac{1}{2}$ weeks
Oklahoma State University	Semester	End of 15th week (drop through end of 10th week will not appear on transcript)
Central State University	Semester	End of 8th week
University of Oklahoma	Semester	WP or WF through end of semester
University of Tulsa	Semester	End of 12th week

FROM Sub-committee of B. Wynne, C. Goossen, M. Pfannestiel March 19, 1986

TO Members of the Academic Standards and Practices Committee

SUBJECT Drop-Add Fee Policy

The sub-committee met Tuesday March 18 to examine recent concerns, both pro and con, relevant to the current WSU drop-add fee policy. The discussion focused upon issues articulated by both the University Senate President and those of the Student Senate.

Drop-Add Fees at other Regents Institutions

A search of college catalogs revealed late-registration fees at both KSU and KU. As other fees are listed in a publication separate from their college catalog, no information was directly available as to whether other Kansas Universities had drop-add fees. It was suggested by Mr. Wynne that another University in Kansas was considering implementing drop-add fees to curtail the significant number (problem) of drop-add transactions.

Administrative Rationale

Tuition is a fixed amount if a student enrolls in 15 credit hours or more. Without a drop-add fee there is no monetary cost incurred by a student who registers for an overload, e.g., 21 credit hours, and then drops 6 credit hours in the first five weeks of the semester. This overload registration followed by drops deprives other students of limited space in many classes, particularly limited seating space at prime class times when classes are most likely to close.

The $10 drop transaction fee discourages the overload registration followed by drop(s) practice.

It is a type of user fee only imposed on those making schedule changes during the first five weeks of the semester.

The fee revenue roughly covers the Registrar's and Controller's costs to process drop and add transactions (ignoring costs incurred by Records Offices in the various Colleges).

The transaction fee needs to be applied during the late registration and enrollment period, i.e., the first two weeks of the semester, in order to effectively discourage overload registration and subsequent schedule changes and to cover the processing costs of schedule changes.

Waiver of Fees Policy

The $10 transaction fee (and in some cases the more significant 20 percent tuition loss during weeks one and two or the 60 percent tuition loss during weeks three to five) can be waived for valid and exceptional reasons with the approval of a College Dean. Significant hardship or inequity can thereby be alleviated.

If a Department or College makes schedule adjustments (such as canceling a class) after the semester's beginning, it is common practice to waive the drop fee and to remit all tuition for that class.

In instances where students initiate the waiver requests, the policy of fee waiver appears to be administered quite conservatively, and therefore does not afford an easy opportunity for students to avoid appropriate drop fees.

Public Relations

The drop-add-late registration fee policy is well publicized, clearly stated, and available to all students prior to enrollment. As such, the drop-add fee policy was not considered detrimental to WSU public relations.

Processing Cost and Handling Procedures

The process of handling schedule changes has not significantly changed during the past few years. A student with a schedule change (a) must clear with the appropriate College records office, (b) clear with the Registrar's Office, and (c) clear with the Business Office. If these steps are not completed satisfactorily, additional paper work is necessary. Letters are sent to students informing them that corrective action is necessary or the proposed change will not be in effect.

Document 34

ATTACHMENT E
To agenda 4-28-86

FY 86
ANNUAL REPORT TO THE UNIVERSITY SENATE
FROM THE
UNIVERSITY RESEARCH COMMITTEE

I. GENERAL INFORMATION

The University Research Committee for FY '85 consisted of the following persons:

Lloyd Benningfield, Chairman
Frederick Sudermann, Secretary

Tina Bennett-Kastor - '86	Abu Masud - '86	Peter Sutterlin - '87
Gerard Carvalho - '87	Michael McKenna - '88	William Thomson - '87
Donna Hawley - '88	Arthur Rohn - '86	Samuel Yeager - '88

Meetings of the Research Committee during FY '86 were held as follows:

April 29, 1985	First FY '86 Awards Meeting
October 28, 1985	Second FY '86 Awards Meeting
December 16, 1985	Meeting to Establish Guidelines and Deadline for Summer Faculty Research Awards Competition
February 17, 1986	Summer Faculty Research Awards Meeting

The Committee continues to be a source of significant support for the research and scholarly work of the faculty. With the announcement of the Summer Faculty Research Award (SFRA) Program by President Armstrong in August 1985, a new dimension was added to the Committee's support through the provision of limited summer salary support for the first time. Guidelines for this program were established late in the Fall Semester, and the Committee awards session, to select the first ten recipients of SFRA awards was held in February 1986. The intent is to make appropriate revisions to the guidelines as experience with the program is developed. The purpose of the program, as understood by those working with its development and administration, is to allow a period of time during which faculty members are to devote concentrated effort to research and scholarly projects. Frequently the many conflicting demands on faculty time during regular semesters are not conducive to productive research and scholarly work; therefore creating a need for a time when focused effort is possible.

Clearly, the large number of proposals received (43) for the first SFRA session indicated an urgent need for such a program. This session was the most intensively competitive the Committee has ever faced, in terms of the limited number of awards which could be made and the generally very good quality of the proposals. The Committee will continue to evolve guidelines for the SFRA Program and to seek funding for additional awards, so as to encourage quality faculty research and scholarly work.

All of the comments made in the FY 85 Annual Report of the Committee about the general research awards sessions continue to be applicable. These comments are repeated here for the purposes of reference and reiteration.

1. The apparent misperception by some faculty members that the University Research Committee is a source of funding for total, long-range, research programs continues to be a problem. In reality the Committee does not have funding sufficient to provide long-term support for total research programs, or even for meritorious, but short-term, large-scale projects (more than $5,000), and it has not operated in such a fashion.

   The Committee has typically tried to use its limited funds for: (a) seed monies to encourage research project start-ups (particularly where there is some reasonable possibility of subsequent external funding); (b) new faculty members' efforts to establish research programs; (c) matching funds where meritorious proposals receive partial non-university support; (d) occasional redirections and retooling of experienced faculty, and (e) occasional limited support of experienced faculty where there is real evidence of efforts to obtain funding from other sources, and where peer judgements have been supportive, even though funding may not have been obtained. The Committee will continue to reassess its operation and policies, and to try to encourage the development of research and scholarly work on a broad basis across the campus.

   The factors of (a) perceived proposal quality and impact on the field; (b) the faculty member's record of research and scholarly work, or other indicators of te ability to do the work proposed, and (c) the manner in which any previous funding was used and accounted for will continue to remain of major importance in the Committee's judgement about award of funding.

2. The increasing number of requests for large amounts of funding for graduate research assistants without any well developed connection between the project time requirements for assistance and the time the GRAs are expected to spend on the project raise frequent questions.

3. The amounts of travel and per diem funding requested and the relationship of this support to the research or scholarly work proposed, as well as the ability of the Committee to continue to fund such projects, cause frequent discussions and concerns. Such matters are of particular concern where the travel occurs during the sabbatical leaves of faculty members.

4. The failure of proposers to adequately document or relate their requested budgets to the project work continues to present problems. Basically, the Committee needs somewhat shorter technical discussions and more definitive information demonstrating that adequate thought has also been given to management and operation of the project. Too frequently, the proposals received represent hurried or even frantic efforts to just write something and ask for money. In such cases, the Committee tends to feel that the project is not deemed important enough by the investigator to plan ahead or provide faculty peers on the Committee an adequate basis for assessing the merits of the case.

One final point which needs to be made pertains to the small difference between the $99,817 funding shown as budgeted and the $99,297 awarded. This latter amount does not include the funding for the Summer Faculty Research Awards, some of which need to come from the funding available to the committee. Arrangements for funding for the Summer '86 SFRA program are being finalized between the Dean of Graduate Studies and Research and the Vice President for Academic Affairs. Considerably more than the original $99,817 will be provided through the Research Committee's activities in support of research and scholarly work. No funds are lost due to non-expenditure by the end of the fiscal year.

II. RESEARCH COMMITTEE BUDGETARY INFORMATION

The activities of the University Research Committee are funded totally separately from externally sponsored research and training activities with the source and amount of funding budgeted for FY '85 being as follows:

State General Use Funding	$99,817
TOTAL	$99,817

III. PROPOSAL STATISTICS

University Research Awards

Award Date	Number Submitted	Dollars Requested	Avg. $/ Proposal	Number Funded	Dollars Funded	Avg. $/ Award	Proposals Funded
Spring '85	35	$ 78,289	$2,237	25	$ 46,465	$1,859	71.4
Fall '85	23	54,563	2,372	13	26,035	2,003	56.5
Intermeeting Awards	--	--	--	10	26,797	2,680	--
TOTALS	58	$132,852	$2,290	48	$99,297	$2,069	

An analysis of the size of proposals is presented in the following table:

$ Range	Number of Requests	% of Total	Number of Awards	% of Total
50 - 500	4	07.0	5	10.4
501 - 1,000	6	10.3	5	10.4
1,001 - 1,500	8	13.8	13	27.1
1,501 - 2,000	8	13.8	6	12.5
2,001 - 2,500	13	22.4	8	16.6
2,501 - 3,000	6	10.3	2	04.2
3,001 - & over	13	22.4	9	18.8
	58	100.00	48	100.0

An analysis of the distribution of awards by department is as follows:

Aeronautical Engineering	1	Management	1
Anthropology	2	Mechanical Engineering	2
Chemistry	3	Medical Technology	1
Communicative Disorders	2	Music	2
Computer Science	2	Nursing	3
Economics	2	Personnel Services	2
English	2	Political Science	2
FREDS	1	Physical Education	1
Health Administration	1	Physical Therapy	1
Health Sciences	2	Physics	3
Industrial Engineering	2	Psychology	3
Instructional Services	2	Sociology	1
Languages	2		

Summer Faculty Research Awards

Number Submitted	Dollars Requested	Avg. $/ Proposal	Number Funded	Dollars Funded	Avg. $/ Award	Proposals Funded
43	$145,270	$3,378	10	$34,020*	$3,402	23%

*Fringe Benefits of $6,000 figured on the $3,000 stipend awards bring the total allocated to $40,020

An analysis of the distribution of awards by department is as follows:

Anthropology	1	Philosophy	1
Computer Science	1	Physics/Chemistry	1
Mathematics & Statistics	3	Religion	1
Mechanical Engineering	2		

UNIVERSITY RESEARCH - FISCAL YEAR 1986

3601-22	86U-0001	Robert D. Zettle, Psychology. "Group Treatment of Depression: A Comprehensive Distancing vs. Cognitive Therapy.	4,570
3602-22	86U-0002	James C. Ho, Physics. "Collaborative Studies on Materials Science and Technology."	1,200
3603-22	86U-0003	Gerald D. Loper, Physics. "Positron Lifetime Study of Tin Alloys."	2,800
3604-22	86U-0004	Kamal Fatehi-Sedeh, Management. "International Business Risks: The Elements of Global Strategy."	2,250
3605-22	86U-0005	Elsie R. Shore, Psychology. "Mental Health Professionals' Attitudes Toward Self-Help."	541
3606-22	86U-0006	Patrick J. Kenney, Political Science. "Sorting Out the Effects of Divisiveness."	1,200
3607-22	86U-0007	Jharna Chaudhuri, Mechanical Engineering. "Superconducting Transitions in Metastable Phases Produced by Epitaxy."	2,000
3608-22	86U-0008	Steven Beckman and Joshua Foreman, Economics. "A Keynesian Market Experiment."	4,200
3609-22	86U-0009	M. Gawad Nagati, Aeronautical Engineering. "Improvement of Edge Condition for the Numerical Prediction of the Vortex Sheet Geometry."	2,475
3610-22	86U-0010	Ellen C. Holmes , Gerontology, and Lowell D. Holmes, Anthropology. "Family Response to Dementia in the Aged."	774
3611-22	86U-0011	Pochara Theerathorn, FREDS. "Measurement Errors in the Published Bond Yields."	1,500
3612-22	86U-0012	Nasser S. Fard, Industrial Engineering. "An Algorithm for Determining Reliability of Complex System."	2,100
3613-22	86U-0013	Myrliss Hershey, Instructional Services. "Project ATTUNE."	1,250
3614-22	86U-0014	Margaret R. Edwards, Nursing. "Factors Influencing the Decision for Cremation."	2,225
3615-22	86U-0015	Tina Bennett-Kastor, English. "Data and Method in Child Language Research."	1,070

UNIVERSITY RESEARCH - FY 1986

3616-22	86U-0016	Gary Greenburg, Psychology. "Travel Support for Sabbatical Leave Residence at the Zoological Station, Naples, Italy."	1,015
3617-22	86U-0017	James F. Sheffield Jr., Political Science. "Interest Groups, Civil Rights Policy Making, and Policy Outcomes."	1,925
3618-22	86U-0018	William M.Shirley, Chemistry. "The Characterization of Supported Transition Metal Carbonyls."	800
3619-22	86U-0019	Carl Adamson, Modern and Classical Languages and Literature. "Computer Program Design in Foreign Language Applications."	1,500
3620-22	86U-0020	Francine H. Nichols, Nursing. "Measuring Postpartum Adaptation."	2,250
3621-22	86U-0021	Mohammad R. Naji, Mechanical Engineering. "An Experimental Analysis of the Roller Chain Load Distribution."	2,200
3622-22	86U-0022	Ginette Adamson, Modern and Classical Languages and Literature. "Pierre Emmanuel: un essai de bibliographie."	2,500
3623-22	86U-0023	Trong Wu, Computer Science. "Space Saving Matrix Computation."	920
3624-22	86U-0024	David Alexander, Physics. "The Atmosphere of Giant Red Stars."	2,000
3625-22	86U-0025	Harrison Boughton, Music Performance. "Observing and Interviewing Prominent Choral Directors."	1,200
3626-22	86U-0026	Jerry Cranford, Communicative Disorders and Sciences. "CDS Research Equipment."	5,000
3627-22	86U-0027	Christopher Moore, Communicative Disorders and Sciences. "CDS Research Equipment."	5,000
3628-22	86U-0028	John Hansen, Physical Education. "Acquisition of a Spirometer/Residual Volume Analyzer."	2,000
3629-22	86U-0029	Jack McCormick, Chemistry. "Acquisition of an NMR Spectrometer."	5,000
3630-22	86U-0030	James A. Jackson, Medical Technology, and Ronald E. DeMeersman, Health Sciences. "A New Method for Collecting Physiologic Data During a Stress Test."	911

UNIVERSITY RESEARCH - FY 1986

3631-22	86U-0031	Ronald E. DeMeersman, Health Sciences. "Post-exercise Catecholamine Dynamics."	1,905
3632-22	86U-0032	Anthony P. Gythiel, English. "The Eastern Anchorites of late Antiquity--a translatlion of Direction spirituelle en Orient autrefois."	1,287
3633-22	86U-0033	Barbara S. Smith, Physical Therapy. "Male-orientation of mitotic figures in murine trisomy 1 eye	3,660
3634-22	86U-0034	Zhixi Fang and Xiaobo Li, Computer Science. "Parallel Algorithm for Image Processing."	2,450
3635-22	86U-0035	Kim Schneider, Anthropology. "The Skeletal and Dental Biology of Fourche Maline Valley (Okla.) Prehistoric Amerindians."	1,830
3636-22	86U-0036	Sonja Johansen, Health Administration. "Computer Aided Modelling in Health Policy Decisions."	1,000
3637-22	86U-0037	Raymond L. Calabrese and M. Claradine Johnson, Personnel Administration. "Comparative Levels of Institutional Alienation of Male and Female School Administrators."	1,440
3638-22	86U-0038	Ruth Hitchcock, Counseling and School Psychology. "Counselor Perceptions of Content Areas and Variables Critical to Counseling Effectiveness."	1,060
3639-22	86U-0039	Dong W. Cho and Gerald S. McDougall, Economics. "The Demand for Turboprop General Aviation Units: A User-Cost Approach."	2,650
3640-22	86U-0040	R. Cameron Dorey, Chemistry. "A System for Clinical Analysis of Lactate Dehydrogenase Iso-enzymes by Differential Thermal Stability."	6,067
3641-22	86U-0041	Nancy Blume, Nursing. "Grief Response: A Descriptive Study of Hospice Bereavement Intervention in an Urban Setting."	400
3642-22	86U-0042	Abu S. M. Masud, Industrial Engineering. "Know-ledge-based Systems and Multi-objective Decision Making."	1,375
3643-22	86U-0043	Douglas A. Lee, Music. "The Carl Philipp Emanuel Bach Edition."	450

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3644-22	86U-0044	Kathleen O'Flaherty, Sociology. "Establishment of Data Set to Study Current Trends in Suburbanization."	310
3645-22	86U-0045	Joe Carrithers, Medical Technology. "An Investigation of Crystallin Production in the trisomy 1 mouse eye."	400
3646-22	86U-0046	Louis Goldman, Instructional Services. "Nuclear War and Peace Education."	500
3647-22	86U-0047	Brett Larson, Biological Sciences. "Acquisition of Research Laboratory Equipment."	4,700
3748-22	86U-0048	Kim Schneider, Anthropology, and Collette Burke, Geology. "Acquisition of Stero-Microscope."	3,437
		TOTAL	$99,297

RESEARCH COMMITTEE MINUTES
October 28, 1985
Room 202 Jardine Hall

PRESENT: Dr. Lloyd Benningfield, Chairman; Dr. Tina Bennett-Kastor; Dr. Randolph Ellsworth; Dr. Donna Hawley; Dr. Abu S. M. Masud; Dr. Arthur Rohn; Dr. Peter Sutterlin; Dr. J. William Thomson; Dr. Samuel Yeager; Mr. Frederick Sudermann, Secretary; Ms. Jackie Helstrom Cummins, Recording Secretary.

1. **The Minutes of the April 29, 1985, meeting were approved as distributed.**

2. **The Committee Chairman, Dr. Benningfield, reported that $33,000 to $35,000 from fiscal 1986 funding of almost $100,000 remained to be awarded at this meeting. He also reported that funding from the Research Committee had not been reserved in the current fiscal year for the new Summer Stipend faculty grant program, recently announced, but that the half of the funding coming from academic resource development would be available to make grants for the coming summer. He reported he was in the process of defining preliminary guidelines for the program, and that a meeting of the Committee would be called later in the semester to establish operating guidelines and to define the grant competition.**

3. **The following commitments of Research Committee funds toward the purchase of research laboratory equipment made since the April 29, 1985, meeting were concurred in by the committee.**

   (1) Jerry Cranford's application for $5,000 for partial funding of an approximately $73,000 package for new research laboratories in the Department of Communicative Disorders and Sciences.

   (2) Christopher Moore's application for $5,000 for an additional share in the same package for the Department of Communicative Disorders and Sciences.

   (3) R. Jack McCormick's application for $5,000 to add to a package of $220,000, including $100,000 from the National Science Foundation, for the purchase of a new Nuclear Magnetic Resonance Spectrophotometer (NMR) for the Department of Chemistry.

   (4) John Hansen's application for $2,000 for half the cost of a Spirometer/Residual Volume Analyzer for a new research lab in the Department of Health, Physical Education and Recreation.

4. **The following research applications before the committee were approved.**

   (5) James A. Jackson and Ronald E. DeMeersman's application, "A New Method for Collecting Physiologic Data During a Stress Test," for $911.

   (6) Ronald E. DeMeersman's application, "Postexercise Catecholamine Dynamics," for $1,905.

   (7) Anthony P. Gythiel's application, "The Eastern Anchorites of late Antiquity—a translation of Direction spirituelle en Orient autrefois," for $1,287.

   (8) Barbara Smith's application, "Maleorientation of mitotic figures in murine trisomy 1 eye," for $3,660.

(9) Zhixi Fang and Xiabo Li's application, "Parallel Algorithm for Image Processing," for $2,450.

(10) Kim Schneider's application, "The Skeletal and Dental Biology of Fourche Maline Valley (Oklahoma) Prehistoric Amerindians," for $1,830.

(11) Sonja Johansen's application, "Computer Aided Modelling in Health Policy Decisions," for $1,000.

(12) Raymond L. Calabrese and M. Claradine Johnson's application, "Comparative Levels of Institutional Alienation of Male and Female School Administrators," for $1,440.

(13) Ruth Hitchcock's application, "Counselor Perceptions of Content Areas and Variables Critical to Counseling Effectiveness," for $1,060.

(14) Dong W. Cho and Gerald S. McDougall's application, "The Demand for Turboprop General Aviation Units: A User-Cost Approach," for $2,650.

(15) R. Cameron Dorey's application, "A System for Clinical Analysis of Lactate Dehydrogenase Isoenzymes by Differential Thermal Stability," for $3,767.

5. The following applications were tabled pending further action by Research Committee Chairman Dr. Benningfield.

(16) Abu S. M. Masud's application, "Knowledge-based Systems and Multi-objective Decision Making," for $1,375.

(17) Nancy Blume's application, "Grief Response: A Descriptive Study of Hospice Bereavement Intervention in an Urban Setting," for $400.

6. The following application was tabled with the understanding that Dr. Benningfield would consider other sources of support.

(18) Kathleen M. O'Flaherty's application, "Establishment of Data Set to Study Current Trends in Suburbanization."

7. The following applications were rejected with the understanding that they would be referred back to the College of Engineering to explore the possibilities of funding from energy research funds provided by the state.

(19) Gary C. Thomann's application, "Making the EPRI Program, 'Electric Generation Expansion Analysis System' (EGEAS), Operational at WSU."

(20) James A. Harris' application, "Heat Transfer through an Annual Medium that Conducts Heat and Absorbs, Emits, and Anisotropically Scatters Radiation."

8. The following applications were not supported.

(21) JoLynne Campbell and James A. Jackson's application, "Incidence of symptomatic and asymptomatic Chlamydia."

(22) Susan Tork's application, "Sensation in the Right Wrist and Metacarpophalangeal Joints of Subjects with Rheumatoid Arthritis."

(23) Christopher P. Staley's application, "Provocative Clay Vessels."

(24) Cihan H. Dagli's application, "Conceptual Design of a Framework for Interactive Computer Aided Decision Making System."

(25) Patrick J. Kenney's application "Testing the Jacobson and Kernell Thesis."

(26) Will Beachey's application, "Assessing the Need for Multicompetent Allied Health and Nursing Education."

(27) Elsie R. Shore's application, "Assessment of Professional Women's Perceptions and Experiences in the Work Place."

9. Interim grants awarded after the April 29, 1985, meeting.

(28) Trong Wu's application, "Space Saving Matrix Computation," for $920.

(29) David Alexander's application, "The Atmosphere of Giant Red Stars," for $2,000.

(30) Harrison Boughton's application, "Observing and Interviewing Prominent Choral Directors," for $1,200.

RESEARCH COMMITTEE MINUTES
December 16, 1985
Room 202 Jardine Hall

PRESENT: Dr. Lloyd Benningfield, Chairman; Dr. Tina Bennett-Kastor; Dr. Gerard Carvalho; Dr. Randolph Ellsworth; Dr. Donna Hawley; Dr. Abu Masud; Dr. Peter Sutterlin; Dr. J. William Thomson; Dr. Samuel Yeager; Mr. Frederick Sudermann, Secretary; Ms. Jackie Helstrom Cummins, Recording Secretary.

1. **The committee approved guidelines and established an applications deadline of Monday, February 3, for the newly instituted Summer Faculty Research Awards that will be awarded by the committee early in the Spring Semester.**

RESEARCH COMMITTEE MINUTES
February 17, 1986
Room 202 Jardine Hall

PRESENT: Dr. Lloyd Benningfield, Chairman; Dr. Tina Bennett-Kastor; Dr. Gerard Carvalho; Dr. Donna Hawley; Dr. Michael McKenna; Dr. Abu Masud; Dr. Arthur Rohn; Dr. Peter Sutterlin; Dr. J. William Thomson; Dr. Samuel Yeager; Mr. Frederick Sudermann, Secretary; Ms. Jackie Helstrom Cummins, Recording Secretary.

Committee chairman, Dr. Benningfield, reported that the committee was meeting to consider applications for 1986 Summer Faculty Research Awards. Announced last fall by President Warren B. Armstrong, the committee would be making Summer Faculty Research Awards for the first time at this meeting.

1. **Arthur Rohn, a member of the committee, requested that the committee withdraw from consideration his application, "Kansas Prehistory Book."**

2. **The following applications before the committee were approved.**

   (1) Alan Elcrat's application, "A Mathematical Study of Some Problems in Minimal Surface Theory and Fluid Mechanics," for $3,500.

   (2) Zhixi Fang's application, "A Translating Approach for Parallel Computer Vision Algorithms among SIMD Machines," for $3,000.

   (3) Robert Feleppa's application, "Normative Aspects of Translation and Ethnography," for $3,420.

   (4) Buma L. Fridman's application, "Universal Manifolds and Applications," for $3,120.

   (5) James A. Harris' application, "Heat Transfer through an Annular Medium that Conducts Heat and Absorbs, Emits, and Anisotropically Scatters Radiation," for $4,000.

   (6) James C. Ho's application, "Intermediate-Temperature Heat Capacities of Solids," for $3,000.

   (7) Michael C. Kalton's application, "Korean Neo-Confucian Intellectual History," for $3,000.

   (8) Phillip E. Parker's application, "Sectional Curvature on 3-Manifolds," for $3,000.

   (9) Kim N. Schneider's application, "The Williams I and II (34Lf-24) Site: An Intensive Investigation of the Fourche-Maline Focus Type Site," for $3,980.

   (10) Jorge E. Talia's application, "Construction of an Air-Blast Type Erosion Apparatus," for $4,000.

3. The following applications were not supported.

(11) Carlos Alcerreca-Joaquin's application, "Organizational Culture and Financial Performance."

(12) Linda Bakken's application, "Adolescent Personality Characteristics and Family Lifestyles."

(13) Mark Travis Bassett's application, "Resources for Teaching Composition on a Word Processor."

(14) William D. Bischoff's application, "Stability of Magnesite."

(15) Nancy A. Brooks' application, "Family Perceptions of Self-Care Technology Utilized by Chronically Ill Adults."

(16) Anthony J. Cardenas' application, "The Libro del saber de astrologia: Glossary."

(17) Dong W. Cho's application, "Individual Retirement Savings Plans and Household Financial Behavior."

(18) James E. Clark's application, "Evaluating the Benefits of Computer-Based Classroom Instruction."

(19) Nasser S. Fard's application, "Reliability Growth and Decay Evaluation."

(20) Stephen Hathaway's application, "FREEDOM BIRD, A Novel."

(21) Jinoos Hosseini's application, "Decision Processes and Detectability of Correctness."

(22) Frank S. Kastor's application, "John Milton, C. S. Lewis, and the Inklings (Phase II)."

(23) Patrick J. Kenney's application, "Reassessing the Theory of Surge and Decline."

(24) Gerald D. Loper's application, "A Study of the Defect Structure of LiA1 by Positron Annihilation Spectroscopy."

(25) Denise C. Maseman's application, "Assessment of Patients' Dental Hygiene Needs and Dental Needs."

(26) Almer J. Mandt's application, "Kant, Marx, and the Philosophy of History."

(27) James W. McKenney's application, "Risk Taking and Intelligence Collection, Assessing the Impact on U.S. Foreign Policy."

(28) Dorothy Matthew's application, "The Effect of a Computerized Dental Health Education Program on Clients' Dental Self-Care."

(29) Gergory J. Meissen's application, "Psychological Characteristics and Reactions of those at Risk for Huntington's Disease using Presymptomatic Testing."

(30) Maurice Penner's application, "Patient-to-Physician Reports of Medication Use."

(31) Dieter Saalman's application, "Literary Architecture in Twentieth-Century German Belles Lettres."

(32) M. H. Safizadeh and Pochara Theerathorn's application, "Analysis of Investment Alternatives via Conjoint Analysis."

(33) William M. Shirley's application, "Nuclear Magnetic Resonance Relaxation Studies in Heterogeneous Catalyst Systems."

(34) Elsie R. Shore's application, "The Effect of Changes in the Kansas Driving Under the Influence Law."

(35) Jimmy M. Skaggs' application, "Completion of Clipperton Manuscript."

(36) David E. Soles' application, "Locke's Account of Meaning and Signification."

(37) Syed M. Taher's application, "Magnetic Susceptibility and Crystal Field Effects in Rare Earth Sulfides."

(38) Pochara Theerathorn's application, "Sources of Error in Bond Yield Data."

(39) James L. Tramill's application "An Investigation of Social Characteristic Differences in LD and Non-LD Adolescents."

(40) John E. Stanga's application, "Partisanship within the American Electorate, 1952-1984."

(41) Erich R. Talaty's application, "A Novel Synthesis of Heterocycles and Related Open-Chain Compounds" and "A Theoretical Study of Shapes and Energies of Isomeric HAB Type of Molecules Containing Ten Valence Electrons and their Fluorine Analogues."

(42) William F. Woods' application, "A History of Composition Teaching in America."

ATTACHMENT F
To agenda 4-28-86

Document 35

An Examination of Sex Discrimination in Salaries at The Wichita State University

Prepared for Presentation to the University Senate

by

The Members of the Multivariate Research Design Class

Department of Psychology

The Wichita State University

April 21, 1986

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Under the Supervision of Charles Burdsal

Introductory Note

The entire Multivariate Class participated in the developing of this report as a class project, including the developing of the model, analysis of the data and the interpreting of the results. I am personally quite pleased with the quality of the work carried out by this class and believe you will find it reflected in the quality of the report.

This paper was prepared primarily from the paper submitted by Eric Dey for part of the class requirements. His paper was selected because of its high quality and because he already had it on floppy diskette, which made the editing job much easier.

C. Burdsal

In addition to moral and ethical considerations, legal obligations mandate that all institutions of higher education pay their faculty in a fair and equitable manner. The sources of these legal obligations to avoid all types of discrimination include: (1) The equal protection clause of the Fourteenth Amendment to the United States Constitution; (2) Federal statutes such as Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and the Equal Pay Act of 1963; and, (3) Executive Order No. 11246 which mandates the establishment of programs of affirmative action to discontinue discriminatory employment practices for all corporate entities receiving federal funding (Hendrickson & Lee, 1983; Pezzullo et al., 1978: Sinclair, 1979; Lindgren et al., 1984).

Thus, there is impetus for institutions to address salary inequities. Effort has been concentrated on examining and explaining non-economic job factors that may contribute to the appearance of salary inequities (Allard, 1984). Nationwide, women tend to hold faculty appointments at lower rank than do men and at least one study indicated that pay differentials actually increased between 1973 and 1977 (Sandler, 1979). The rate with which women and men are hired for tenure track positions differ to the disadvantage of women, and there is an unusually low percentage of women who hold the senior rank of full professor, due in part to the fact that men and women differ in the rates at which they are promoted (Exum, Menges, Watkins, & Berglund, 1984; Nielson, 1979; Sandler, 1979; Bayer & Astin, 1975). Men gain salary increases that are double those received by women, and men also gain twice the monetary rewards received by women from serving in administrative capacities (Bayer et al., 1975; Dorfman, 1975).

While relationships such as these appear to show discrimination against women, other researchers have concentrated on examining possible legitimate explanations for lower female salaries. Research has indicated that important predictors of salary levels for both sexes include: (1) degree level; (2) productivity as measured by published research output; (3) age; (4) years of service to the institution; and (5) years spent in institutional administrative capacities (Darland, Dawkins, Lavasich, Scott, Sherman, and Whipple, 1973; Bayer & Astin, 1975).

As does The Wichita State University, most colleges and universities attempt to utilize a merit based salary plan. A merit based plan tends to promote equity since differences in pay are tied to "differences in professional attainment" (Gray, 1983, p. 116). A problem with merit based plans is that performance evaluation and the determination of meritorious achievement is difficult to accomplish with faculty, especially so when comparing individuals from disparate academic disciplines. Exum et al. mentions "the reliance on precendence and custom" and the "use of ambiguous criteria" as being characteristic of the closed decision-making that occurs in many institutions (1984, p. 305). This degree of ambiguity increases the possibility of sexually based evaluation bias which masks the existence of discrimination against women (Schwab & Wichern, 1983; Ruble, Cohen, & Ruble, 1984). Another problem in examining possible salary inequities is the exclusion of relevant factors that are difficult to measure, quality of research being but one example (Pezzullo et al., 1979; Allard, 1984).

Another problem in examining possible pay discrimination against women is related to the abundance of confounding effects and mediating variables. Male

and female faculty may differ on some job related attributes that are beyond the control of the institution. Some researchers have concluded that sexually based pay differentials may be due in part extent to society based influences that translate into differing levels of geographic mobility and family responsibilities for males and females (Bayer et al., 1975; Lester, 1975; Maxwell, Rosenfeld & Spilerman, 1979).

Given a level of concern regarding the possibility of sexually based discrimination, the purpose of this study was to examine faculty salaries at The Wichita State University and determine if such discrimination is evident. The faculty pay model developed in this study included factors legitimately used in the salary determination process. In addition, a sex variable was included to allow examination of the effect sex has upon faculty salaries and whether sexually based inequities do indeed exist.

Method

Subjects

The subjects used in this study included all members of The Wichita State University teaching faculty, 583 in number. Twenty-three individuals were deleted from the analysis due to the nature of their duties, usually administrative, which fall beyond those performed by average teaching faculty. Those individuals in developmental and remedial areas of instruction whose positions were funded from non-state sources were excluded from further analysis to eliminate introduction of any possible salary variations caused by funding sources. Thus, the total number of faculty members included in this study was reduced to 560.

Materials and Procedures

Faculty information utilized in this study was provided by the Office of the Executive Vice President for Academic Affairs. The faculty data included information regarding departmental membership, degree level, academic rank, full-time equivalent employment, length of current months of appointment, fiscal year 1985-86 salary, chairpersonship, directorship, endowed professorship, year of initial appointment, and sex. These data were collected from official university sources such as faculty personnel records and The Wichita State University budget in the fall of 1985. Data records were identified only by subject number, ensuring the anonymity of individual faculty members.

All fiscal year 1985-86 salaries were converted to 9-month, full-time salary equivalents. Chairperson and Director variables were combined into a single administrative category reflective of their additional duties. Years of experience were calculated by subtracting the the year of initial appointment from the current year. An additional variable, measuring market differential, was counteracted using departmental information. Faculty found in the College of Business with the exception of Business Education, the College of Engineering, and the departments of Computer Science and Communicative Disorders and Sciences were coded as being in high market areas. This allowed analysis of the effect of belonging to an academic discipline that enjoys the benefit of a competitive external market environment. A list of the variables used in this study and their coding values may be found in Table 1.

Table 1

Variables Related to Salary Equity

Variable	Values
Academic rank	6 - Professor 5 - Associate Professor 4 - Assistant Professor 3 - Instructor 2 - Assistant Instructor 1 - Other
Degree level	3 - Doctorate 2 - Masters 1 - Below Masters
High Market Area	(1=yes, 0=no)
Endowed Professorship	(1=yes, 0=no)
Administrative Assignment	(1=yes, 0=no)
Experience	(in years)
Sex	(1=male, 2=female)

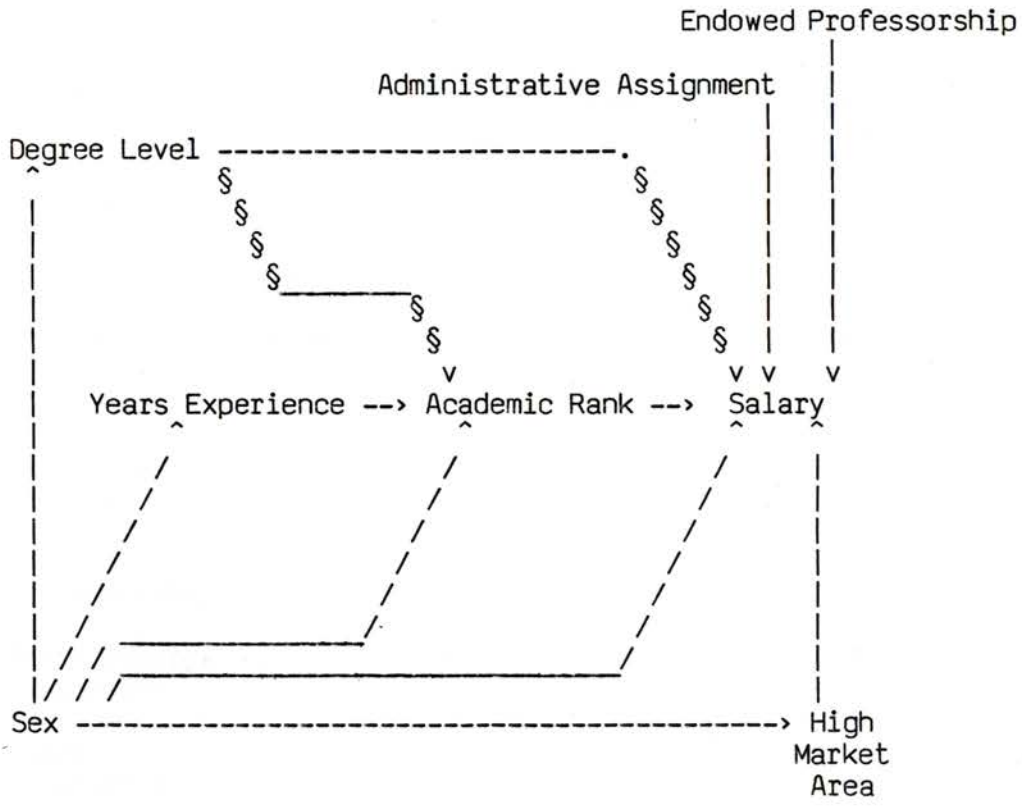
A stepwise multiple regression was performed with adjusted salary as the dependent variable. This technique was used to determine and quantify the relative contribution that each variable made to faculty salaries. While the results obtained from a stepwise regression analysis may mislead by not accurately describing the dynamics found in a factors variance, in this case it does allow a gross estimation of the contribution each factor makes to the overall salary of individual faculty members.

Following the stepwise regression, a path analysis was undertaken. A path analysis is a linear regression based causal modeling technique that allows estimation of the "magnitude of the lineages between variables" and the use of "these estimates to provide information about the underlying causal processes" (Asher, 1976. p. 29). In path analysis, a model of the process being studied is developed and constructed using considerations and assumptions that are theoretically based. The model is then tested by calculating several multiple linear regressions and using the resultant regression coefficients to determine if the theoretically based paths can be empirically observed and validated in the population under study (Asher, 1976; Blau & Duncan, 1967; Pedhauzer & Kerlinger, 1973).

In this study, the theoretically based model can be found below in Figure 1.

Figure 1.

Theoretical Model of The Wichita State University Faculty Salaries



The model was based on findings in the literature. Estimates of the coefficients found among variables in the general causal model described in Figure 1 were obtained through the use of multiple regression. The major focus of the study was on the effect of sex on faculty salaries. Sex, administrative assignment, and endowed professorship variables were treated as exogenous and as such, assumed to be determined by factors outside the model. All other variables were treated as endogenous, affected by other variables within the causal model.

The resulting model required the solution of five structural equations. Each structural equation was solved by simultaneously regressing each endogenous variable on the exogenous variables theorized as having an influence (Pedhauzer et al. 1973). These coefficients may be interpreted as direct causal effects after controlling for all other variables in the equation. The beta weights indicate the amount of change in the dependent variable for each standard deviation change in the independent variable (Asher, 1976; Pedhauzer et al, 1973).

The total effect of sex on faculty salary was calculated by using the estimated path coefficients obtained through the multiple regression procedure described above. The total effect was then divided into the component parts of direct and indirect effects since "neither direct nor indirect effects are inherently more important in assessing the impact of a variable on some outcome. By estimating both, however, one obtains a more precise understanding of the process by which a particular variable impacts on a particular outcome" (Pascarella, Terezini, and Wolfle, 1986, p. 163; Pedhauzer et al., 1973).

Results

Table 2 displays the means, standard deviations, and intercorrelations for all variables in the model.

Table 2

Means, Standard Deviations and Intercorrelations Among Variables

Variables	M	SD	2	3	4	5	6	7	8
1. Academic rank	4.38	1.08	.63	.13	--	.19	.52	-.40	.75
2. Degree level	3.63	0.55		.20	--	.12	.24	-.38	.48
3. High Market Area	0.28	0.45			--	-.04	-.08	-.17	.38
4. Endowed Professorship	0.02	8.25				--	--	--	--
5. Administrative Assignment	0.12	0.33					.08	-.07	.29
6. Years Experience	10.20	8.33						-.23	.39
7. Sex	1.33	0.47							-.40
8. Adjusted Salary	28817.31	8462.14							

Note: Intercorrelations with Endowed Professorship variable not calculated due extreme low number of such positions.

Adjusted average salaries broken down sex, college, and market area can be found in Table 3. Ordinal-level variables and their frequencies and percentages can be found in Table 4. As a result of the descriptive analysis, the endowed professor variable was discovered to be extremely skewed and was subsequently dropped from the salary model. Although most typically used in predictive research, a stepwise regression analysis was performed to determine the contributions each independent variable made to faculty salaries. Table 5 contains the stepwise summary information.

Table 3

Summary Statistics for Adjusted Salary Broken Down By Sex, College, and Market Area

Salary Variable Results in Dollars	Male			Female			Overall		
	M	SD	N	M	SD	N	M	SD	N
Adjusted	31190	8522	377	23929	5847	183	28817	8462	560
Business	35513	11415	63	26623	6582	29	32711	10925	92
Education	30157	8014	30	24108	3430	10	28761	7626	40
Engineering	37592	6067	41	31400	0	1	37445	6068	42
Fine Arts	26427	5627	41	22393	4383	19	25150	5560	60
Health Prof	28751	5599	16	24875	4395	50	25814	4960	66
LAS/Humanities	28611	7027	67	23563	6305	36	26846	7173	103
LAS/Nat Sci	30960	7875	71	19529	6480	25	27983	9041	96
LAS/Soc Sci	29914	6454	46	25477	5345	13	28936	6455	59
High Market	35834	9459	124	26852	6697	31	34038	9654	155
Regular Market	28914	6992	253	23333	5495	152	26819	7007	405

Table 4

Frequencies and Percentages for Ordinal Level Predictor Variables Broken Down By Sex

(N = 377, Female N = 183, Total N = 560)

Variable	Male			Female			Overall	
	N	%Male	%Total	N	%Female	%Total	N	%Total
Academic Rank								
Professor	94	24.9	16.8	4	2.2	0.7	98	17.5
Associate Professor	114	30.2	20.4	25	13.7	4.5	139	24.8
Assistant Professor	138	36.6	24.6	92	50.3	16.4	230	41.1
Instructor	24	6.4	4.3	53	29.0	9.5	77	13.8
Assist Inst /Other	7	1.9	1.3	9	4.9	1.6	16	2.9
Degree Level								
Doctoral	304	80.6	54.3	67	36.6	12.0	371	66.3
Masters	63	16.7	11.3	110	60.1	19.6	173	30.9
Less than Masters	10	2.7	1.8	6	3.3	1.1	16	2.9
High Market Area	124	32.9	22.1	31	16.9	5.5	155	27.7
Administrative Assignment	51	13.5	9.1	16	8.7	2.9	67	12.0
Endowed Professorship	9	2.4	1.6	0	0.0	0.0	9	1.6

Table 5

Summary Results of Stepwise Regression Analysis

Variable entered	b	S.E.	beta	R^2	F to enter
Academic rank	4806.13	242.95	.615	.5569	698.60
High Market	5692.55	478.25	.301	.6389	128.00
Administrative Assignment	3975.18	648.42	.153	.6611	36.42
Sex	-1417.39	485.68	-.079	.6667	9.21
Years of Experience	65.89	29.53	.065	.6696	4.98

Of the variables included in the model, variation in rank provided the single best explanation of the variance found in adjusted faculty salaries. Four other variables were also significant predictors of faculty salary. These were, in order of predictive ability: High market area, administrative assignment, sex, and years of experience. Combined, the significant variables explained 66.9 percent of the variation found in faculty salaries.

Figure 2 shows the empirical model of faculty salaries as determined by the path analysis results.

The empirical model, using the six predictor variables, explained 66.8 percent of the variance. With the exception of degree level, all theorized paths proved to have significant direct effects on faculty salaries after controlling for all other related variables in the model.

Sex had a significant direct effect on all endogenous variables included in the model. These direct effects mean that female faculty at The Wichita State University on the average hold less rank, have a lower degree level, are less likely to be in high market areas, have less experience, and receive less pay than do male faculty, even after controlling for the effects of all other variables.

Indirect, direct and total effects were calculated for the model and appear in Table 6. Only three variables had significant indirect effects on salary: sex, degree level, and years of experience. Degree had the strongest indirect effect while sex and years of experience were less strong.

Figure 2.

Empirical Model of The Wichita State University Faculty Salaries

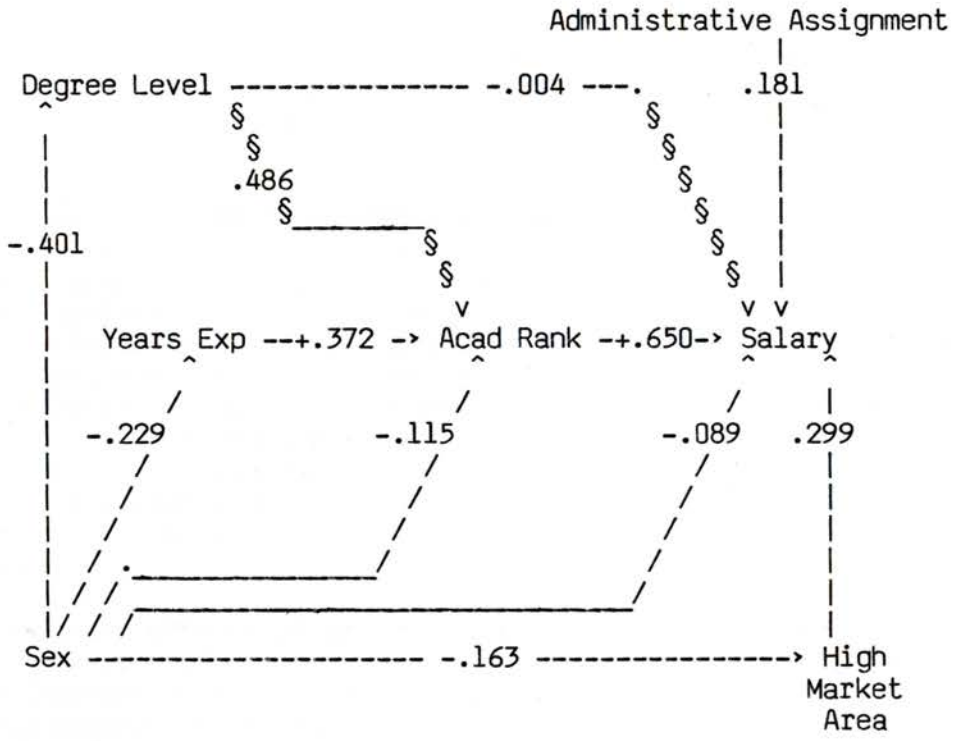


Table 6

Breakdown of the Total Effect of each Variable on The Wichita State University Faculty Salaries

Variable	Direct Effect	Indirect Effect	Total Effect	Rank of Total Effect
Sex	-.089	-.304	-.393	3
Degree Level	-.004	.405	.401	2
Academic Rank	.650	----	.650	1
High Market Area	.299	----	.299	4
Administrative Assignment	.181	----	.181	6
Year of Experience	----	.242	.242	5

Discussion

This study sought to test, within a theoretical causal model, the influence of several faculty attributes on faculty salaries at The Wichita State University. Sex was the primary attribute of interest used to explore the possibility that sexually based salary discrimination exists at The Wichita State University.

This study does not find meaningful amounts of sexual discrimination at The Wichita State University. The total effect of sex upon adjusted faculty salary was the third strongest, following only rank and degree in strength. The largest and most important part of this effect, however, was indirect. This is especially true when comparing it to the magnitudes of direct effects caused by the other variables having a direct effect on salaries. Of the significant variables, sex has the weakest direct effect upon salary. Results seem to indicate that the salary differential (based upon sex) is the result of pre-university discrimination; i.e., lack of educational opportunities for females due to cultural norms against women entering traditional male occupations, which also tend to have higher market value than traditional female occupations.

The indirect effects of sex on salary pose some difficult but interesting questions when trying to determine if sexually based discrimination exists. The large indirect effect of sex on salary is caused by the direct effect sex has on legitimate variables. These legitimate variables have, in turn, a strong influence upon faculty salaries. In this case, being female has a strong effect on degree level and employment in high market areas. These differences are probably due to society based factors having a differential effect between males and females on level of degree attainment and choice of academic discipline and are beyond the control of the University. However, being female also seems to have a strong effect on factors controlled by the institution.

Being female is negatively correlated with both institutional longevity and promotion. One possible explanation is that tenure and promotion policies of the University as set down in The Wichita State University Faculty Handbook (1985) have the effect of promoting sexually based discrimination, which in turn, cause salary inequities to occur. On the other hand, the length of service and degree differences between men and women may be the causative agents - there are fewer tenured/promoted women because they have not been here long enough to catch up with men proportionally. It would probably be valuable to compare the proportion of women who apply for tenure/promotion and are tenured/promoted to the same ratio for men.

This study was limited by the theoretical model. It would seem that a variable related to scholarly activity would be an appropriate addition to the model. Such a variable was omitted due to resource constraints even though it belongs, at least from a theoretical standpoint, in the model. Should this study be replicated, it is strongly recommended that such a measure be included in the model.

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UNIVERSITY SENATE

THE WICHITA STATE UNIVERSITY

Minutes of the meeting of April 28, 1986 (Vol. XXII, no. 13).

Members Present: Allen, Austin, Ballenger, Blakeslee, Breazeale, Brewer, Burdsal, Campbell, Carvalho, Cavarozzi, Clark, Coleman, Davis, Downes, Dreifort, D. Duell, O. Duell, Feleppa, Gardenhire, Gosman, Graham, Greenberg, Hanes, Hansan, Harmon, Hawley, Huckstadt, Kahrs, Kingsford, Knetzer, Loomis, Masud, Mays, Milbrandt, Moeller, Murphey, E. Myers, M. Myers, Pangburn, Perel, Schneider, Scriven, Scudder, Smith, Terrell, Tilford, Vincent, Windham, Yeager.
Members Absent: Armstrong, Bair, Blazicek, Rhatigan, Rodgers, Slowik, Talaty.
Guests: J. Bish, S. Tanksley, L. Martin, H. Halstead, P. Wahlbeck, J. Eller, R. Adkins, L. Benningfield, P. Radell, L. Robertson.

I. CALL TO ORDER

The meeting was called to order at 3:35 p.m.

II. INFORMAL PROPOSALS AND STATEMENTS

President Terrell reported that Fred Sudermann had phoned in the following information about the budget:

Faculty Salaries	+ 2½%
Increase in state's contribution to retirement plans	+ 1%
OOE base budget	+ 2%
OOE (not added to base budget)	+ 1%
For senior faculty in Mathematics and Sciences	+ $133,000
For doctoral program support	+ $167,000
For library staffing	+ 35,000
For a research instrumentation expert	+ 21,000
General use travel budget	- 25%
Cuts from budget (increase in shrinkage)	$ 60,000

President Terrell also announced that:

1) The Agenda Committee will meet April 29 in 208 CAC at 1:30.
2) President Armstrong has provisionally accepted the Senate's "preemptory" and "reserved" parking policies.
3) On Thursday, May 1 at 3:00 there will be a reception for Dean Benningfield.
4) There will be a special Senate meeting on May 5.

III. APPROVAL OF MINUTES

The minutes of the April 14 meeting were approved as presented.

V. NEW BUSINESS

The following committee reports were accepted by the Senate: Faculty Handbook Committee and Academic Standards and Practices Committee.

Committee Reports

Questions were raised about the Curriculum and Academic Planning Committee report, the Library/MRC Policy Committee report, and the University Research Committee report.

President Terrell announced that discussion of these three committee reports would take place on May 5. The motions made by the Academic Standards and Practices Committee would also be on the May 5 agenda.

MOTION — Perel moved that the Senate go into a committee of the whole. Dreifort seconded the motion.

VOTE — The motion passed.

[See attached minutes of the Committee of the Whole, April 28.]

Faculty Data Base Survey — Students from Burdsal's Multivariate Class reviewed their report. (See Attachment F to April 28 agenda.)

Perel asked why only WSU experience was considered.

Burdsal responded that getting data on other experience was not possible as names had been stripped from the data base he was using.

Allen and Downes asked what would have been the conclusions if those without terminal degrees, assistant instructors and instructors, were eliminated from the pool.

Burdsal responded that the weight of those variables had been accounted for in the conclusions.

MOTION — Blakeslee moved that the Senate request the new Executive Vice President for Academic Affairs pursue these gender studies. Perel seconded.

VOTE — The motion passed.

MOTION — Perel moved that the Senate thank the committee for their report. Smith seconded the motion.

VOTE — The motion passed.

VI. ADJOURNMENT — The meeting adjourned at 5:05 p.m.

Kathy Downes, Senate Secretary, Ext. 3582
Lucille Brodie, Recording Secretary, Ext. 3504

MINUTES OF THE COMMITTEE OF THE WHOLE FOR APRIL 28, 1986

Minutes of the April 14 Committee of the Whole were approved.

Faculty Support Committee

Discussion reopened on the Faculty Support Committee.

Recommendation

Gosman recommended that the phrase "or his/her representative" be deleted in the Composition paragraph. Dreifort seconded.

VOTE

The recommendation passed.

Recommendation

O. Duell recommended that under Composition the 8 faculty and academic services representatives be chosen from the eight degree-granting divisions. O. Duell's recommendation was based on her belief that the committee would evaluate proposals more effectively if a representative from each area was available to interpret proposals when necessary. Perel seconded the recommendation.

Blakeslee offered a friendly amendment to raise the faculty number from 8 to 9 so that Academic Services would be represented.

O. Duell and Perel accepted the friendly amendment.

The motion thus read "9 Faculty and Academic Services representatives who are members in full standing of the Graduate Faculty and who represent each of the 9 faculty senate divisions."

VOTE

The recommendation passed.

Tenure and Promotion Committee

M. Myers made an editorial correction to item C.3. by updating April 29, 1974, to November 29, 1982.

Dreifort asked why the committee was being maintained in its present form. He believed that the University had advanced to the stage where it no longer needed such a police committee. He proposed that the Committee be turned in to an appeals committee only.

Gosman agreed with Dreifort but asked Breazeale if there were any hidden issues that needed to be addressed.

Breazeale responded that there would need to be some form of an appeal mechanism. The current composition of the TPAF Committee assures that it is qualified to hear appeals. The old appeals committee had difficulty in deciding appeals as they had no successful cases to compare the appeals with. Provisions would need to be made for disagreements between the Dean and College Committee. Breazeale also added that he had often learned a great deal from listening to the current committee's debates. This had aided him when he reviewed the cases.

Terrell stated that in his discussions with President Armstrong, Dr. Scott, and Dr. Tombes he had received indications that there was interest in reevaluating the current structure. Three possible changes might be that: 1) There would be no tenure granted without promotion; 2) All unanimous tenure decisions at the department and college levels would be sent directly to the appropriate vice president; 3) Those programs offering doctoral degrees would have more rigorous tenure standards than other programs.

VOTE — The committee structure was accepted as editorially amended.

Exceptions Committee Recommendation — Smith recommended that the administrator and admissions representative be made non-voting. Kahrs seconded the recommendation.

Perel stated that he had heard comment to the effect that the administrators on the committee were too lax in granting exceptions. As a member of the committee, he wished to report that this was not true.

Smith stated that he believed voting on exceptions should be limited to those who establish the standards.

VOTE — The recommendation to make the two representatives of the administration non-voting passed.

Recommendation — Blakeslee recommended that under Composition, the word "rotated" be replaced by "chosen." Clark seconded.

VOTE — The Blakeslee recommendation passed.

Recommendation — Perel, following the logic of Smith, recommended that the student member become non-voting. Carvalho seconded the recommendation.

Kahrs and Windham spoke in favor of the student retaining the vote. They stated that the student is capable of casting an intelligent vote and voting status helps recruit students of high quality.

MOTION — Smith moved the previous question. May seconded.

VOTE — The motion failed.

Perel stated that many times exception cases involved instances where the committee was required to have a long familiarity with university regulations. He did not believe that students were enrolled long enough to gain that familiarity.

Carvalho spoke in favor of the cooperation among all factions; thus he opposed the motion.

VOTE — The recommendation to make the student non-voting failed.

VOTE — The motion to accept the committee as amended passed.

Retrenchment Advisory & Appeals Committee — M. Myers asked if editorially "and Academic Services" should be added to the Chairpersons line under Composition. Greenberg responded yes.

MOTION — Based on the committee's history of excellence, Smith moved the previous question. Perel seconded.

VOTE — The vote on the previous question passed.

VOTE — The vote to accept the committee as editorially amended passed.

Scholarship & Student Aid Committee

Recommendation — Blakeslee recommended that the words "rotated among" be substituted wih "chosen from the." Gosman seconded.

E. Myers asked if the Director of Financial Aids was a voting member.

Greenberg responded yes. If not otherwise specified the member is voting.

Graham and Carvalho asked for reassurances that some colleges would not be disenfranchised from the various college committees. Carvalho expressed concern that students from the colleges represented on the committee would receive preference in receiving financial aid.

Blakeslee responded that the committee does not distribute aid but only sets the policies.

Terrell added that the burden of ensuring wide spread representation would fall on the Rules Committee.

VOTE — The vote on the Blakeslee recommendation passed.

Recommendation — After Windham raised the issue, Perel recommended that the Director of Financial Aids be made a non-voting member. The reason for this recommendation was similar to Smith's during the Faculty Support Committee discussions. Masud seconded the recommendation.

VOTE — The vote on the recommendation passed.

VOTE — The vote on accepting the committee as amended passed.

Traffic Committee

Recommendation — Clark recommended that a classified representative be added to the committee. He believed this would enable university traffic policy to be effectively and efficiently developed. Perel seconded.

VOTE — The recommendation passed.

Recommendation — Blakelsee recommended that the words "rotated among" be changed to "chosen from." Gosman seconded the recommendation.

O. Duell recommended that the 4 faculty members be raised to 5 so that an uneven number would be preserved on the committee.

Blakeslee accepted the O. Duell recommendation as a friendly amendment to his recommendation.

VOTE — The vote to accept the amended Blakeslee recommendation passed. 25 Ayes, 15 Nays.

Recommendation — Perel recommended that only faculty members who purchase parking permits should be allowed on this committee. Allen seconded the motion.

A lively debate followed. Those for the recommendation stated that non-drivers could not have an understanding of traffic issues. Those opposed mentioned the difficulty in monitoring such a requirement.

VOTE The recommendation failed. 20 Ayes, 21 Nays.

VOTE The committee was accepted as amended.

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Recommendation Burdsal recommended that the words "rotated among" be replaced by "chosen from." Blakeslee seconded.

VOTE The Burdsal recommendation passed.

Murphey updated paragraph c. from April 24 and November 20, 1967, to March 11, 1985.

Murphey raised two other issues. He was concerned that the committee was too small to be able to form hearing committees for all cases. Regulations protect against conflicts of interest. He stated that he had often had to call on former committee members so that a complete hearing committee could be formed. Murphey also thought the committee should have the word "Court" in the title so that the judicial demeanor of the committee would be reflected.

Recommendation Perel and O. Duell recommended that the phrase "or if necessary former members of the committee" be added to the Alternates line. Graham seconded.

VOTE The recommendation passed.

Recommendation Perel recommended that the title be changed to Court of Academic Appeals. Murphey seconded.

VOTE The recommendation passed.

Schneider made an editorial change replacing the comma in the first line under Selection by the word "and."

VOTE The committee was approved as amended.

Perel moved to rise and report. Dreifort seconded.

VOTE The motion passed.