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## **1976-09-20 University Senate meeting**

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# University Senate Archives

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University Senate

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## Volume XIII

### Agenda and Minutes of the Meeting of September 20, 1976

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WICHITA STATE UNIVERSITY SENATE

AGENDA

Meeting Notice: September 20, 1976, Clinton Hall, 3:30 p.m.

Order of Business:

- I. Calling of the Meeting to Order.
- II. Informal Proposals and Statements.
- III. Approval of the Minutes of the Meeting of September 13, 1976 (Vol. XIII, No. 1).
- IV. Orders of the Day: None
- V. Unfinished Business: As may arise from the meeting of September 13, 1976.
- VI. Committee Reports:
- VII. New Business: Dean Russell Wentworth--Report on enrollment for the current semester.

Asst. Vice-President Don Christenson--Report on the Kellogg Foundation Project at W.S.U. (Attachment A).

VIII. Adjournment

THE W. K. KELLOGG FOUNDATION  
LEADERSHIP AND MANAGEMENT DEVELOPMENT PROJECT  
AT WICHITA STATE UNIVERSITY

Rationale and Objectives

In periods of both growth and decline, universities have taken a responsive rather than initiative attitude toward change. The unprecedented economic and social conditions colleges and universities must cope with today necessitate new approaches which reflect more accurately the changing role of higher education in American life. In particular, such approaches must provide universities with the means to deal confidently with change--to plan and manage change rather than merely respond.

The pressures faced by higher education today are complex and contradictory. On the one hand, society demands that colleges and universities take a larger, more diverse role in contemporary American life. On the other hand, leveling enrollments, the realities of political power, and the relative scarcity of financial and other resources have seriously hampered their ability to preserve the best of the past while simultaneously striking out in new directions.

Post-secondary institutions in the next decade will have to discover how to maintain high quality through the creative management of declining resources. Extraordinary administrative leadership, employing skills different from those appropriate to the growth atmosphere of the 1960's, will be required. For Wichita State University, no less than other institutions, a viable future depends upon improving its ability to anticipate and to make effective and reasoned responses in all fundamental institutional processes. Recognizing the need, the difficulties, and the challenge of evolving more appropriate management, Wichita State University, with the support of the W. K. Kellogg Foundation, is initiating a Leadership and Management Development Project. Not incidentally, the University also seeks to produce a developmental model that could be of use to comparable institutions coping with educational management problems under steady-state or declining conditions.

Wichita State University seems an appropriate location for experimentation with new management approaches. It has had the relatively unusual experience of being a private liberal arts college, a municipal university, and finally a public regional university. As Kansas' only metropolitan public post-secondary institution, it is expected to serve the region's higher education needs comprehensively through community-college level programs, a general college of liberal arts and sciences, pre-professional and professional schools, credit and non-credit lifelong education programs, and graduate education which extends in three areas to the doctoral level. The University has responded well to opportunities which came to it with great frequency in a decade of growth--one it is unlikely to experience again. The apparent end of this period of rapid growth brings both the opportunity and the necessity to reassess goals, directions, and approaches to the future.

The goals and objectives of the project can be explicitly stated as two basic goals and five interrelated objectives. The two basic goals of the project are:

- To improve the University's abilities to anticipate, plan, manage, and implement change to meet steady state conditions, declining conditions, or new opportunities.
- To respond to the needs for non-traditional approaches in higher education while preserving the values and strengths of the traditional.

As a means of reaching the two basic goals, five specific objectives have been established for the project.

- \* To develop the leadership abilities and techniques appropriate to steady state management, including the ability to anticipate change and function as a change agent, to be responsive and flexible, to clarify values and priorities, to use sophisticated tools of analysis, and to function as a member of a team.
- \* To institute new, more effective institutional planning and research systems that will enable the institution to create and retrieve data for making management decisions, analyze institutional needs and model alternative futures, and foster a data supported realism that will reduce the margin for error.
- \* To strengthen internal and external communications in order to create an environment in which change of all kinds is articulated and discussed internally and a base of confidence is maintained among people within the organization.
- \* To optimize individual faculty effectiveness through implementation of continuing evaluation and career redevelopment and to assist faculty to meet the newer needs of the non-traditional approaches to educational programs and services.
- \* To organize and implement an administrative internship program that will involve people at all levels in changing basic processes, qualify them to assume a broader role within the University, and generate new sources of leadership in the steady state future.

The project will extend over a 2½ year period and will have two major components: (1) development of a University leadership and management team and a reassessment of the University's objectives and strategies, and (2) the planning and initiation of four integrally related sub-programs in: institutional planning and research, faculty evaluation and development, an administrative internship program, and internal/external communications.

Phase I: Development of Leadership Team and  
Reassessment of Objectives and Strategies  
March, 1976 - February, 1977

A leadership team comprised of the following people has been organized: the President, the Vice Presidents for Academic Affairs, for Business Affairs, and for Development, the Chairperson of the Kansas Board of Regents, a Dean representing the Council of Deans, the President of the University Senate, the Chairperson of the Task Force on Goals, Planning, and Decision Making, the Director of Planning, and the Project Director. The team will engage directly in a long-range planning project and also plan and direct the four sub-programs in Phase II. Additional faculty and administrators will be actively involved with the team on specific projects, thereby broadening the base of participation.

Development of Leadership Team

Individual team members skills and their capacity to function as a team will be developed through a program of appropriate experiences. Consultants from business and industry and from higher education will be used to assist the team in defining the specific elements of the program, and in identifying other institutions and persons from which the team can benefit from visits.

The leadership approaches and abilities appropriate to steady state management will be identified and developed. In addition to the basic skills associated with long-range planning, the skills will include the following:

- ability to clarify values, priorities, and criteria while tolerating ambiguity and conflict;
- ability to anticipate changing conditions and relate them to the institution;
- ability to employ team techniques and a systems approach to problem solving;
- increased power of analysis of complex problems; and
- ability to discover and implement creative alternatives which are achievable by resource reallocation.

The project director and the leadership team will identify the specific exercises and experiences to be engaged in by the team. The following kinds of activities are envisioned: case studies, computer simulations, guided self-study, workshops and conferences on-campus, conferences and seminars off-campus, and visits to other universities.

Reassessment of WSU's Objectives and Strategies

The University's objectives and strategies will be reviewed, clarified, and modified as appropriate. The attitudes and skills that have been developed by the team will be applied to a re-examination of the concepts that have evolved of the University's goals and objectives.

The team will identify the basic changes that are occurring in the external environment and analyze their implications for WSU. A systematic review of the previous evaluations of the University's strengths and weaknesses in such basic areas as programs, faculty, and resources will be made. In the light of the probable external environment and the strengths and weaknesses of the institution,

opportunities and constraints confronting the University and alternatives and strategies for the future will be identified and evaluated. The outcome of this process will be an institutional mission-of-the-future statement.

The reassessment effort will be coordinated with the University Self-Study being prepared for the North Central Association's ten-year accreditation review. Special consultants from both business and industry and higher education will be utilized. Visits will be made to other universities who have made effective responses to similar problems. The assistance of the AASCU Resource Center for Change and similar groups will be utilized.

#### Planning of Four Sub-Programs

In preparation for the second phase of the project, the leadership team will identify the specific objectives and activities to be undertaken in the four integrally related sub-programs, within the context of the overall reassessment effort. Task forces, composed of members of the leadership team and other functional area personnel, will be formulated for each of the four sub-projects. A timetable and work schedule will be established for each task force and a separate budget allocation made for each sub-project. The time table will provide for at least a pilot implementation within the duration of the project.

#### Phase II: Development of Four Sub-Programs March, 1977 - December, 1978

To implement the major findings derived in Phase I, four integrally related sub-programs will be developed to the point of initiation. The four sub-programs include: a comprehensive planning and information system, a faculty evaluation and development program, an administrative internship program, and an internal/external communication program.

#### Comprehensive Planning and Information System

To enhance the planning and decision-making processes initiated in the project, specific planning and institutional research programs will be undertaken and a comprehensive planning and information system will be designed. The University has made significant progress in implementing the WICHE/NCHEMS system and in the areas of land-use planning and space analysis.

Among the major areas in which the University has needs are:

- a planning model to analyze the implications of different levels of enrollments, in terms of programs and resources;

- academic program planning which will project new program areas and shifts in emphasis among current programs, identify implications to resource planning and allocation, and develop processes for the review of alternatives;

- review and evaluation of academic programs on a systematic and continuing basis, including quality and effectiveness, strengths and problems, viability, and costs;

- development of a comprehensive student data base by identifying data presently available and data that are needed on the pertinent characteristics of students; on entrance abilities, progress and retention, and outcomes;

research on student markets and needs which will identify the different major groups of students and potential students, their needs, the extent to which those needs are being effectively served, and changes that could be made to improve the University's effectiveness with different groups; and

development of a comprehensive planning and information system that will integrate the existing activities and the new ones that are developed into a compatible system that will facilitate the University's ability to anticipate and manage its future.

The leadership team will monitor the sequencing of the development of these major efforts. A full-time institutional research associate will be appointed to provide additional professional staff expertise and time for the projects. Among the other resources that will be utilized are: the Western Interstate Commission for Higher Education/National Center for Higher Education Management Systems, content-related workshops and seminars, and special consultants.

#### Faculty Evaluation and Development

The University's greatest resource is its faculty. To maintain the viability of this resource, and ultimately of the institution in the steady state, more significant investments in faculty development are essential. While the University has an effective process for the review of tenure and promotion and engages in faculty development activities of a traditional nature, there are needs for a profile of the faculty, systematic evaluations of tenured faculty and administrators, and a comprehensive program of faculty professional development, as described below.

A profile of the WSU faculty will be developed that can provide useful current analyses and future projections, which entails:

identification of the pertinent characteristics to be included in the profile, such as age, record of positions, tenure status, areas of expertise, record of prior activities, and periodic evaluations;

development of the current data base for each member of the faculty comprising the profile; and

computerization of the profile and data base so that it can be used for current analyses and as a model for making projections using different assumptions about the future.

A comprehensive system for systematic, continuing evaluation of all tenured faculty and administrators will be devised to parallel the existing rigorous review process for non-tenured faculty.

Alternative evaluation systems will be identified and evaluated for their applicability.

Specific elements of the system will be determined, including the criteria to be used, the data and information to be generated, who is to make the evaluations, and the uses that will be made of the information. Faculty inputs and support will be important in this process.

A comprehensive program of faculty professional development will be planned and initiated on a pilot basis to provide for the continued development of effective faculty and the redevelopment and redeployment of some.

Development activities will be conducted in the following areas:

- new instructional methodologies
- new curricular and delivery system developments
- emerging professional service and research opportunities,
- student relations skills, including advising and counseling.

Methods such as the following will be utilized:

- seminars and workshops,
- faculty exchange programs,
- internships in other universities and organizations,
- formal instructional improvement programs.

An office to provide professional counseling services to faculty will be initiated, particularly in relation to the evaluation process and the planning of alternative futures for those interested in redevelopment and redeployment.

The magnitude of the financial requirements to sustain the faculty evaluation and development activities will be defined and specific proposals will be developed for funding consideration.

#### Administrative Internships

Development of leadership and administrative abilities on a wider scale will enhance active participation and contributions by many more people to the processes of change within WSU. A program to develop such abilities would also respond to the lack of prior formal training in these areas on the part of most faculty and especially to the emerging aspirations of women and minorities. The program includes two components: an internship program for faculty who have no prior administrative experience, and an in-service program for recently appointed administrators who need to develop additional skills.

The administrative internship program includes:

- identification of the areas within the University in which interns will be placed to provide both a meaningful experience to the intern and benefits to the institution;

- identification and selection of faculty with interest and potential ability in administration;

- make arrangements for internships, including identification of the intern's beginning skills, skills to be developed, specific duties, and duration of internship;

- develop activities for interns individually and as a group, including conferences with mentors, workshops on the administrative functions of the University, and interaction with resource persons and other interns; and

- provide for continuing evaluation by mentors, for reporting and sharing of experiences by interns with the institutional community, and for a mechanism for using the newly developed administrative skills of the interns.

The in-service development program for middle-level administrators, including department chairpersons, graduate coordinators, directors, and assistant and associate deans includes:

develop means for such persons to meet with their counterparts throughout the University to discuss common concerns, problems, and needs;

develop workshops on topics identified by the group, utilizing both on-campus and outside resource people. In addition, experienced counterparts will be asked to share their insights and skills; and

work with individual administrators to identify their special needs and develop guided self study materials and resources to address their needs.

#### Internal / External Communications

The resolution of steady state problems and maintaining the confidence of various groups in the future will require effective information flows and communication. Internal communications have not kept pace in a growing and more complex University. External communications, which are basically traditional in nature, are not fully adequate in the new conditions confronting higher education.

The major efforts in the program to improve communications will include:

identification of the knowledge and perceptions currently held by specific major internal and external groups;

identification and analysis of the present information flows and channels, including the specific means used to transmit information;

analysis of the effectiveness of the current channels and means of communications and identification of problems and barriers to effective communications;

based on the analyses of current communications, develop a communications plan, including a determination of what pertinent information needs to be communicated to specific groups, identification of the alternative channels and specific means that would be most effective in reaching these groups, and development of a comprehensive, integrated communications program, including objectives, plans, and resources.

Appropriate evaluation devices and dissemination efforts will be included as a part of both Phase I and Phase II.

END OF ATTACHMENT A

TO AGENDA

OF

SEPT. 20, 1976

UNIVERSITY SENATE

WICHITA STATE UNIVERSITY

Minutes of the Meeting of September 20, 1976. (Vol. XIII, No. 2)

Members Present: Ahlberg, Armer, Benningfield, Breazeale, Brewer, Bugg, Caracciolo, Chaffee, Chopra, Davis, Dreifort, Duell, Graham, Greenberg, Hammond, Harnsberger, Hay, Herman, Houston, Hoyer, Jakowatz, Knight, Konek, Koppenhaver, Kraft, Krehbiel, Magelli, Matson, May, McBride, McFarland, Miller, Millett, Palmer, Shanmugam, Snyder, Terrell, Terwilliger, Walters, Weaver, B. Welsbacher, R. Welsbacher, Zandler, Zoller.

Members Absent: Berman, Goudie, Humphrey, Kane, Kasten, Mathis, Mays, Parker, Petree, Rhatigan, Rodenberg, Sharp, Webb.

Guests: Dr. Christenson, W.E. Turner.

I. CALL TO ORDER

President Duell called the meeting to order at 3:35 p.m.

II. INFORMAL STATEMENTS

President Duell informed the Senate that Martin Perline has been appointed WSU's Intercollegiate Faculty Representative.

Senator Millett expressed her concern regarding the Senate's debate (September 13th) on the document on Procedures for Termination of Tenured Faculty for Inadequate Performance. Noting the central problem of defining "inadequate" performance, Senator Millett indicated that after the document has been acted upon she will make a motion that the Senate request Vice President Breazeale to charge the individual colleges to develop written procedures to evaluate the faculty, asking each unit to define the appropriate standards of adequate or inadequate performance. Senator Millett offered this plan in the hope that the Senate might now act upon the remainder of the document in the knowledge that the necessary definition of standards would be forthcoming.

III. APPROVAL OF MINUTES

There was insufficient time for the minutes of the September 13, 1976 meeting to be circulated for approval at this session.

IV. MOTION ON SPECIAL ORDER OF BUSINESS

Senator Dreifort moved to make Dean Wentworth's report on current enrollments a special order of business to be taken up prior to the unfinished business of the September 13th Senate meeting. Senator Davis seconded.

VOTE

The motion carried unanimously.

REPORT ON ENROLLMENT

Dean Wentworth outlined for the Senate projections and actual figures on past and current enrollments, and identified emerging patterns in those enrollments.

Fall '75 enrollments, used as projections for the state for fall '76 were:  
15,714 students )  
146,325 credit hours )=10,528 full time equivalents (FTE).

Projections as of June '76 had been for 16,158 enrollments)=10,825 FTE  
150,000 + cr. hrs. )

Current figures, at almost the close of registration, indicate  
14,773 enrollments)=10,000 FTE  
139,801 cr. hrs. )

revealing a decline from the projections given to the state of  
941 enrollments ) = 528 FTE  
6500+ credit hours)

This loss equates to an estimated 29 FTE faculty positions.

Patterns emerging from these figures indicate:

- a loss of 503 veterans--due to changes in federal assistance.
- a decline of 291 FTE graduate enrollments
- a loss of 92 Continuing Education enrollments
- a 4% rise in freshman enrollments (up 73), which was less than projected.
- a drop of 170 transfer student enrollments--lost mainly among those from senior institutions rather than community colleges.
- a decline of 185 students in the 16-24 year age group
- a loss of 989 students in the 25 and up age group (84% of the loss)
- a loss of 863 part time students. (Part time credit hours are 30% of total WSU credit hours).
- a loss of 287 full time students.

In summing up, Dean Wentworth stressed that these data are still raw, but that they do reveal the major loss to be among the older, part time in/out students whose numbers declined by 32% between last fall and last spring and a further 32% between last spring and the current semester.

Senator Weaver asked about the comparative enrollments at KU and K State and Dean Wentworth directed that question to President Ahlberg who was present.

President Ahlberg cited figures given at a recent State Board of Regents meeting indicating:

KU is up by more than 800 EFTs  
K State is up by more than 400 EFTs  
Emporia State is down by more than 300 EFTs  
Pittsburg State is down by more than 400 EFTs  
Fort Hays is up by 25 EFTs

OTHER  
REGENTS  
INSTITUTIONS'  
ENROLLMENTS

The Regents will deal with enrollments at their October meeting.

Commenting further on Dean Wentworth's figures and their implications, President Ahlberg noted that they called for much rethinking on the part of the Central Administration, particularly with regard to where the loss occurred--among older, part time, and graduate students--and how to communicate with those groups. There are clearly larger fluctuations in our student body than had hitherto been realized--amounting to 4000-5000 students who drop from enrollments each semester--even in semesters where overall enrollments have increased. Such fluctuations indicate that WSU may well be serving upwards of 25,000 students as a whole though only 15,000 + students at any one time. The Administration believes the loss is highly reversible since it is not occurring in the freshman (18-21) age group, and is projecting a 10,000 + FTE figure for fiscal '78. The immediate effects of the losses on

faculty and classified staff positions will depend upon how the Regents, State Budget Office, and Legislature act upon the current figures. As part of the losses can be absorbed by part-time and vacant positions, and as the enrollment decline is unequal among colleges and departments, the decline will not lead to any automatic freeze in employment.

Senator Zoller asked Dean Wentworth if the Senate would be given a report on the final enrollment figures and whether it might not include some kind of market research on why the various types of students failed to return.

Dean Wentworth replied he would gladly provide such a report and that work was being done on the reasons behind the loss of veterans, the drop in expected freshmen, and the 4600 "no-shows" from last spring.

The report on enrollments closed with a brief discussion of the extent of the decline in enrollments among students involved in WSU's outreach efforts. Dean Wentworth guessed that a 3000-3500 credit hour loss might be involved in outreach programs.

V. UNFINISHED

BUSINESS:

TERM. OF DEBATE on the document on Termination of Tenured Faculty for Inadequate  
TEN. FAC. Performance (Attachment A to Senate Agenda for September 13, 1976) resumed  
INAD. with a consideration of Stages 2 and 3 of that document.  
PERF.

MOTION TO  
AMEND

Senator Dreifort, noting the vagueness of the phrasing "with reasonable particularity" in Stage 3 (four lines from the bottom of page 1 of the document) made a motion to substitute the wording "of specific grounds" in place of "with reasonable particularity of the grounds." Senator Greenberg seconded the motion, and the discussion turned to whether the "reasonable particularity" wording had originated in the AAUP red book section on evaluating faculty fitness.

Mr. Farnsworth, speaking for the committee that prepared the document, noted that after Stage 3 the committee had drawn quite heavily on AAUP wording and procedures where appropriate.

VOTE

It was agreed in general that AAUP wording was in no way "sacrosanct," and when the question was called for the amendment passed unanimously.

Senator Magelli next observed that in amending Stage 1 on September 13, the Senate had dropped the wording "chairperson may officially request" from Stage 1. This now makes references in Stages 2 and 3 to "the official request" illogical. Senator Magelli proposed reinserting the reference to "officially request" in Stage 1. The discussion that followed focused on whether this change might reinstate the requirement of self incrimination for the faculty member in question and whether one could have "optional responses" to "official requests."

MOTION TO  
AMEND

Senator Magelli's proposal was put in the form of a motion to amend Stage 1. It was seconded by Senator Snyder, and with a friendly amendment by Senator Dreifort the motion became: To change the wording of Stage 1 (as amended, September 13) following "...in question." (line 4) to read "...in question, and officially request that the faculty member supply evidence of adequate performance. At that time or later the faculty member may supply such evidence."

VOTE

The question was called and the amendment carried.

Senator Davis asked for a definition of "sufficient time" in Stage 4 and Mr. Farnsworth replied that the sense of the committee was "two or three weeks."

Stage 5 of the document was then questioned both with regard to whether it duplicated AAUP provisions on suspension of faculty members and whether this stage was at all necessary given the presumption in American justice of "innocence until proven guilty." Mr. Farnsworth replied that Stage 5 was necessary because:

- a) while AAUP provisions dealt with incompetence, this document was dealing with "inadequate performance," and
- b) the hearings in this process were not the same as a formal court of law, and there should be no suspension of the faculty member until the need for suspension is proven.

The discussion turned to Stage 6 and the particular question of the make-up of the Hearing Committee. The issues raised here were:

- a) Should it have student members? There are student members on the University Tenure Committee.
- b) Is it a new standing committee of the Senate or would there be an ad hoc committee for each new case?
- c) Would the committee include or exclude people involved in the case at a lower level?
- d) Should the committee members all be tenured?

MOTION TO  
AMEND

Senator Terrell moved to amend the document by inserting "tenured" in front of "faculty members" in Stage 6. Senator Greenberg seconded.

MOTION TO  
AMEND THE  
AMENDMENT

Senator Greenberg then moved to amend the amendment by inserting "teaching" after the word "tenured." Senator Terrell seconded this.

SECOND  
AMENDMENT  
WITHDRAWN

When the discussion raised the problem of the difficulty in defining "teaching faculty"--e.g. does it include librarians?--Senator Greenberg withdrew his amendment.

VOTE

The question was called and the amendment passed.

MOTION

Senator Davis moved to insert a comma after "standing committee" in Stage 6, followed by "including two voting student members." Senator Armer seconded.

MOTION  
AMENDED

The discussion involved the estimated size of the committee and when that was determined to be probably 4 or 5 members, Senator Davis amended his motion to read "including at least one student member."

There was debate upon whether the Senate should burden the document with specific details of this sort when the Committee on Committees could handle the problem; whether student membership would not naturally come up in the Committee on Committee's action; and whether the Senate had the right to build in the exclusion of students in the document.

VOTE

The vote on the amendment was challenged and, upon a division of the house, the amendment was defeated by 19 to 15.

MOTION TO  
RESCIND  
AMENDMENT

Pursuing the question of the wisdom of the Senate having specified the constitution of the committee in Stage 6 by inserting "tenured," Senator Dreifort moved to rescind that original amendment. His motion was seconded and the vote, when the question was called for, was challenged.

VOTE

Upon a division of the house the motion to rescind was defeated by 14 votes to 11.

When the action on the motion to rescind closed the issue of the insertion of the word "tenured" for this session of the Senate, Senator Graham inquired, as a point of information, whether or not the Senate was yet free to remove all reference in Stage 6 to the constitution of the committee.

MOTION TO  
AMEND

President Duell, citing an apparent uneasiness in the Senate regarding its action specifying tenured membership of the committee ruled that such a change would still be appropriate. There was no challenge to this ruling, and Senator Welsbacher then proposed an amendment to Stage 6 by striking "of tenured faculty members" from the amended version of Stage 6. Senator Armer seconded this.

QUORUM  
CALL

There was then a quorum call, which showed a quorum still present.

Discussion on the amendment touched upon the following:

- a) Student membership
- b) Tenured faculty membership
- c) The Senate's right to determine the structures of its own committees.
- d) The need and desirability of leaving the Committee structure flexible at this stage.
- e) The fact that the faculty as a whole has yet to act on the document.
- f) The fact that the Senate will yet have future opportunities to act on this issue once the recommendations of either the Committee on Committees or some other Ad Hoc Committee appointed by the Agenda Committee are brought before the Senate.

VOTE

When the question was called for, the vote was challenged and in a division of the house the amendment passed by 23 to 11.

The session closed with a brief clarification of an individual senator's right to request reasons supporting a ruling by the parliamentarian.