

AGENDA
FACULTY SENATE
THE WICHITA STATE UNIVERSITY

Room 126 CH

3:30 p.m.

Meeting Notice: Monday, December 11, 1989

Order of Business:

I. Calling of the Meeting to Order

II. Informal Proposals and Statements

Analysis of Results of the Survey of Incoming Students -
Associate Vice President of Academic Affairs, David Meabon

III. Approval of Minutes

IV. Old Business

* 1. Policy for Investigation and Resolution of Misconduct in
Research

V. New Business

Position Statement on Academic Calendar (Attachment A)

Coordination with USD 259 on Spring Break

Regents Staff plan to fix the number of days and have a
uniform calendar for all 7 Regents institutions.

EXECUTIVE COMMITTEE

Elmer Hoyer, Senate President	Box 44	3415
Sally Kitch, Senate Vice President	Box 82	3358
A. J. Mandt, Senate Secretary	Box 74	3125
David Alexander, Senate President-Elect	Box 32	3190
Mark Dotzour, Elected by Senate	Box 88	3219
Diane Huntley, Elected by Senate	Box 144	3614
Karen Brown, Appointed by Senate President	Box 26	3114

* Indicates action required

31
*

Wichita State University Policies and Procedures

SUBJECT: Transfer of Credit and Concurrent Enrollment Policy

INITIATING AUTHORITY: Faculty Senate

ACCOUNTABILITY: EVPAA

The Faculty Senate, at its December 4, 1989 meeting, passed the following statements of policy on transfer of credit and concurrent enrollment to be implemented in the earliest possible university catalog:

- 1) Transfer of credit should be granted only for work in which the student earned a grade of C or better. Adopted unanimously.
- 2) Students may not enroll concurrently at another institution and at WSU without prior permission. Adopted.
- 3) Degree-bound WSU students wishing to take courses as guest students at another institution must get prior approval if they wish the credits earned to transfer. Adopted by a vote of 26 yes, 9 no.

The Executive Committee of the Faculty Senate was empowered to work with the administration to draft the appropriate catalog language.

Approved: _____ Date: _____
Warren B. Armstrong, President



The
**Wichita
State University**

Faculty Senate

233
SP

WSU FACULTY SENATE POSITION STATEMENT
ON
THE ACADEMIC CALENDAR

Examination of the **quality** of the academic experience in universities in the Kansas Regents system should focus on **qualitative** factors and will be appropriately addressed in the assessment activities currently in progress. The relationship between number of instructional days and quality of educational experience or student performance has not been established. While counting the number of instructional days is an easy task, it does not in any way assess the quality of the instruction that occurs each day nor the amount or quality of learning which occurs outside of class.

As students progress through their educational careers, there should occur a steady change from almost total dependence on the teacher for the learning that occurs toward increased independence on the part of the student. Successful education occurs when a student has learned how to learn, not when a certain set of information has been mastered. While many of the facts students learn in school will change during their lifetimes, if they have learned how to find and understand new information as it becomes available they will never become out-of-date. At the university level, a great deal of learning occurs outside the classroom, through independent projects, interactions with faculty outside of class, and a wide variety of assigned activities, while classroom activity serves to motivate, guide, and facilitate independent learning by the students. By design, learning occurs when classes do not meet.

Although the need for change in number of instructional days has neither been documented nor justified, if change must occur, Option C outlined in the report on The Academic Calendar in the Kansas Regents System would be preferable because it provides some institutional flexibility. Every attempt should be made to avoid developing a system which forces Regents universities into a rigidly uniform calendar.

If the number of instructional days is to be studied, it is important to recognize the unique character of WSU in the Regents system. For example, comparing instructional days disregards differences in scheduling practices (e.g. Saturday classes, our heavy reliance on evening classes, televised instruction, or variations in the length of the instructional "hour") among the Regents universities and between 1960 and 1989. The examination of calendars should also consider the variation in number of final exam days and holidays, which is needed to allow institutions some flexibility in scheduling. For instance, scheduling spring breaks to coincide with those of local public schools would require flexibility among the various Regents universities.

Restoring the WSU calendar to 1960 levels of 153 instructional days would involve the addition of only one or two instructional days each semester. Given the nature of most WSU courses, this change would add at most one additional class session for most courses, while some courses would have no increase in class time at all. There is no evidence to conclude that the change in number of instructional days over the past thirty years has had any adverse effect on either faculty expectations of student performance or student learning.