



Faculty Senate Archives

Faculty Senate

Academic year 2021-2022

Volume XXXV

2021-2022 Faculty Senate Annual Report

**FACULTY SENATE
ANNUAL REPORT
AY 2021-2022**

President Whitney Bailey
Summary of Senate Activities 2021-2022

Committee Members: 2021-2022
<https://www.wichita.edu/academics/facultysenate/2122senators.php>

Frequency of Meetings: Meeting Agendas and Minutes
https://www.wichita.edu/academics/facultysenate/agendas_minutes_fy2122.php

Summary of Senate Activities (supporting documents)
https://www.wichita.edu/academics/facultysenate/Docs_Reps_2122.php

**FACULTY SENATE
COMMITTEE ANNUAL REPORTS
AY 2021-2022**

ACADEMIC AFFAIRS COMMITTEE

1. Membership

Name	College	Appt. Ends
Raina Rutti – Chair	Business	2022
Lizzy Walker	University Library	2022
Laura Sooby	Health Professions	2022
Wujun Si	Engineering	2022
Rocio del Aguila	LAS Humanities	2023
Jessica Newman	LAS Social Sci	2023
Denise Celestin	Fine Arts	2024
Zelalem Demissie	LAS Natural Sci	2024
Susan Bray	Applied Studies	2024

A. We need a representative from Health Professions and Engineering. Raina Rutti and Lizzy Walker will continue for another term.

2. Meeting Schedule: This committee met as needed when items arose to be evaluated. All meetings were conducted via Zoom.

3. Committee Activities: This committee reviews proposed changes to programs and curriculum for undergraduate studies. Items considered for review are listed below by meeting date:

A. September 21, 2021

i. Old business: Raina announced that the proposal to include A+ in the grading scale has been elevated to the Faculty Senate.

ii. Discussion of New Proposals

- BA in Sports Management: Update to applied learning requirements. We discussed this proposal. Additional alternatives were added for students to complete the applied learning component. (Approved)
- Certificate in Sports Leadership and Branding: New Certificate. This certificate was created to meet the changes in the NCAA rules allowing students athletes ability to profit from their sponsorship. It is open to both degree and non-degree seeking students. (Approved)
- Certificate in Design Thinking: New Certificate. This certificate is at the undergraduate level from the college of innovation. (Approved)

B. December 3, 2021

i. Old business: Dr. Rutti announced that the proposal for A+ was struck down at the Faculty Senate Level.

ii. Proposal for Changing the Undergraduate Certificate Requirements.

- Representatives from Engineering who developed the proposal too some time to explain the justification behind the proposal. The main component is to delete the phrase "must receive a C or better in each course" from the catalog in terms of the certificates to be consistent with that for degrees. This will not affect the individual certificates, as individual departments and colleges can choose to implement a higher standard than the university level.
- With the discussion, it became apparent that there is a discrepancy between the catalog and the paperwork required to create a new certificate, and clarification is required
- The committee agreed with need for clarification which could be provided with this proposal and supported the motion to present to the executive committee of the Faculty senate
- Dr. Rutti (chair) will review the documentation to propose a new certificate and pass along recommendations.

iii. Discussion of New Proposals:

- BS in Applied Computing: Update to program requirements. We discussed this proposal. There was discussion about the concern of requiring students to take specific FYE courses as that seems to go against the philosophy behind FYE courses. It was suggested a note be sent to those managing FYE courses to inform them on this usage. The proposal for changes was Approved.
- BAS in Organizational Leadership and Learning: Update course offerings and new concentration proposal. This proposal eliminated from the catalog listing class that are not regularly taught or do not completely align with each of the concentrations. It also adds a Digital Transformation concentration which is in line with a WSU Tech program and would allow transfer students to continue in the field. Dr. Kim explained the proposed changes and justification. (Approved)
- Minor in Student Organization Leadership. This proposal is to provide an avenue that has gained much interest from students. This minor is 12 credit hours and provides academic credit, outcome assessment and acknowledgement of the learning and development that occurs through student involvement and engagement. (Approved)
- BA in Philosophy with Concentration in Ethics. There was some question on how the concentration differs from the Philosophy degree as it appears students are allowed to

select whichever courses they like with no requirements aside from number of credit hours. Dr. Rutti will further investigate this and report back to the committee via e-mail for approval. Tabled - After an e-mail exchange clarifying issues, this was approved.

C. March 7, 2022

- i. Old business: First reading of Engineering Tech Dept’s Certificate Proposal is scheduled for the Faculty Senate.
- ii. Discussion of New Proposals:
 - BA in Communication – Journalism and Media Production Emphasis - Approved
 - Certificate in Dyslexia and Literacy - Approved
 - MAT – Master of Arts in Teaching (Early Childhood Unified Residency Track) - Returned to be redirected to Graduate school
 - MA in Communication - Returned to be redirected to Graduate school
 - BA in Philosophy – Concentration in Pre-Law - Approved
 - Bachelor of Arts in American Sign Language - Approved

D. March 24, 2022

- i. Old business: Engineering Tech Department withdrew the Certificate Proposal

4. Pending Issues:

A. No pending issues

5. Recommendations: as described above.

ACCESSIBILITY COMMITTEE

WSU Faculty Senate Accessibility Committee 2021-2022 Annual Report

Committee Membership

Name	College	Appt Term
Donna Sayman	Applied Studies	2020-2022
John Hammond – Chair	Math/Natural Sciences/Physics	2020-2022
Shirlene Small	Social Sciences	2020-2022
Eylem Asmatulu	Engineering	2020-2023
Jeannine Russell	Fine Arts	2020-2023
Gina Riggs	Health Professions	2020-2023
Faye O’Reilly	University Libraries	2020-2023
Andrew Bowman	Humanities	2021-2024
(vacant)	Business	-

Committee Charges

1. Develop practices and standards that are consistent with the university’s commitment to provide education that is accessible to all, and that also are consistent with academic integrity and academic freedom.
2. Develop and update guidelines for textbook and resource adoption.
3. Promote instructional practices for access and full inclusion.
4. Suggest evidence-based practices and standards for the use of Open Educational Resources (OERs) including free alternatives to traditional print textbooks.

5. Develop requests for necessary institutional support for instructional staff in the effort to make content accessible, including resources and expectations for support from the institution and resources for training faculty.
6. Participate in the work of the University Accessibility Committee organized by the Accessibility Coordinator.
7. Receive suggestions and maintain a system for receiving suggestions and complaints from faculty, students, staff, and visitors regarding the accessibility of university facilities including buildings, all their fittings and equipment, and web resources intended to support instruction and research, and the services associated therewith, and make recommendations to the administration regarding enhancing the participation of individuals with disabilities.
8. Provide feedback on Instructional Technology to relevant University offices and personnel.

Meetings

The Accessibility Committee has a wide-ranging scope of charges. Early in late in Spring 2021, the Senate added the 8th charge, “Provide feedback on Instructional Technology to relevant University offices and personnel,” which served to be a focus of the committee meetings this academic year. The committee met three times over Zoom with the university’s Interim Accessibility Coordinator and Director of the Media Resources Center on to discuss topics including the transition to Blackboard Ultra, classroom technology and two-factor-authentication issues, a new university in-house “course quality” program with the Office of Instructional Resources, and visual accessibility with electronic textbooks and computer accessibility checkers.

Suggestion to the Senate

Given that the Senate wants this committee to be the standing committee to interface with the Media Resource Center and other centers for instructional technology, the chair suggests the committee be renamed the Accessibility/Technology Committee.

COURT OF ACADEMIC APPEALS COMMITTEE

WSU Court of Academic Appeals Annual Report for Year 2021-22

Members

1. Szde Yu, College of LAS (Social Sci), Chair
2. Gina Brown, College of Health Professions, Faculty Representative
3. T.S. Ravigururajan, Engineering, Faculty Representative
4. Kerry Jones, College of LAS (Humanities), Faculty Alternate
5. Carl (Ed) Baker, Fine Arts, Faculty Alternate
6. Philip Mullins, Applied Studies, Faculty Alternate
7. Anne Wasinger, SGA Undergraduate Representative
8. Eugene Crane, SGA Graduate Representative
9. Lizzie Knoonce, SGA Undergraduate Representative Alternate
10. Michelle Bastian, SGA Graduate Representative Alternate (never responded)

Meeting Schedule and Committee Activities

The Court meets whenever an appeal case is presented to be heard. A closed hearing is conducted after a careful review of the case documentation. The decision letter and the audio recording of each hearing are archived in the Office of the Associate Provost. The year 2021-22 appeals: 8.

Pending Issues

Expecting new appeals.

Recommendations

The number of student representatives needs to increase. Some members nominated by SGA are not promptly responsive when needed. As a result, historically the Court has had to reply on other students recruited by the chair to complete hearings. The rules about committee membership should be more flexible to reflect this need.

FACULTY AFFAIRS COMMITTEE - No report provided

FACULTY SUPPORT COMMITTEE

Faculty Support Committee Annual Report Academic Year 2021-2022

1. Current Members:

Name	College	Appt. Ends
Angela Beeler	Applied Studies	2022
Amy Chesser	Health Professions	2022
Bayram Yildirim – Chair	Engineering	2022
Mehmet Barut	Business	2023
Dasha Shamrova	LAS Social Sci	2022
Ethan Lindsay	University Libraries	2023
Jennifer Ray	Fine Arts	2024
Susan Sterrett	LAS Humanities	2024
Jana Henderson (Non-Voting)	Research	
Shelly Ellis (Non-Voting)	Research	

2. Meeting Schedule: The committee meets four to five times during the academic year depending on application due dates and committee availability.
3. Committee Activities: The committee oversees a fiscal year budget of approximately **\$116,400** to be used to fund three internal grant programs
 - the University Research/Creative Award (URCA),
 - the Multi-disciplinary Research Projects Award (MURPA), and
 - the Research/Creative Projects in Summer Award (ARCS).

Committee members are also charged with reviewing applications for sabbatical leave and making recommendations to the Provost, as well as a WSU Foundation funded grant program: Flossie West, which awards one grant annually for up to approximately \$13,210.

During FY22, 24 grant applications, 27 nominations for faculty awards and 16 applications for sabbatical leave were reviewed and voted on by the committee. The committee recommended funding 21 of these awards for a total of \$98118.00. The committee is responsible for recommending award winners from nominations submitted for the following Excellence Awards: Excellence for Creative Activity Award, Excellence Award for Community Research, Excellence in Research Award, Faculty Risk Taker, Young Faculty Risk Taker, Young Faculty Scholar, Excellence in Accessibility, Advancement in Teaching, Online Teaching and Excellence in Teaching.

The committee reviewed 16 applications for sabbatical leave and recommended sabbatical leave be granted for all applicants.

4. All recommendations for awards for Fiscal Year 2022 have been made.
5. The committee has received 2 proposals for FY2023 URCA awards and reviewed and made the recommendations to fund both applications to the Provost during this academic year.

GENERAL EDUCATION COMMITTEE

The General Education Committee Report to Faculty SENATE AY 2021-2022

COMMITTEE VOTING MEMBERS:

- Mathew Muether (LAS-Natural Sciences, Chair)
- Natalie Delacruz (Health professions)
- Brittany Lockard (Fine Arts, on sabbatical in Spring)
- Jaewan Byun (Applied Studies)
- Maria Sclafani (Library, Secretary)
- Roy Myose (Engineering)
- Sandra Sipes (Basic skills)
- Shaunna Millar (LAS- Social Sciences)
- Jan Wolcutt (Business)
- Julie Henderson (LAS-Humanities)
- Mackenzie Lane (SGA Senate Member)

COMMITTEE NON-VOTING MEMBERS:

- Gina Crabtree (Registrar, Ex-Officio)
- Sally Fiscus (Associate Registrar, Ex-Officio)
- Linnea GlenMaye (Academic Affairs Provost Office, Associate Vice President, Ex-Officio)
- Aaron Rife (First-Year Seminar Coordinator, Guest)

COMMITTEE MEETINGS:

- The committee meets at 12:30 pm on the 2nd and 4th Mondays of the month.
- All meetings have been held via Zoom.
- Committee meetings were held on:
 - September 13, September 27, October 25, November 8, November 22, December 13, January 10, January 24, February 14, February 28, March 28, April 11, April 25, May 9

COMMITTEE LEADERSHIP ELECTION RESULT FOR AY 2022-2023

- The committee elected a chair and secretary for AY 2022-2023 at the April 25th meeting.
 - Chair – Mathew Muether (LAS-Natural Sciences, Chair)
 - Secretary – Jan Wolcott (Business)

GENERAL EDUCATION COURSE PROPOSAL REVIEW

PROCESS:

- The committee meets to review the general education attribute on new and updated courses submitted through CIM throughout the AY.
- Applications are assessed for inclusion of General Education outcomes and associated assessments.
- As needed, the committee meets with instructors of the proposed courses.
- The committee included the FYS director in meetings involving FYS courses

COURSES REVIEWED, OUTCOMES, AND ACTIONS:

- The committee reviewed 23 course proposals this AY. As of April 11, 18 courses were approved as General Education, 1 was denied. 4 of the approved courses were new FYS courses.
- The committee reviewed and discussed proposed changes to FYET 102A Introduction to Technology & Innovation and a FY Shocker Design Experience with Samantha Corcoran, Nathan Smith, and Dean Muscat.
- The committee met with Aaron Rife to discuss implementation of an FYS Remediation course for sophomores.
- The committee discussed General Education attributing of transfer courses which don't have a direct WSU equivalent. Honors College credit is General Education, but transfers frequently don't have a WSU equivalent. The committee decided that they would like to review all transfer credits without a standing equivalency and those reviews will be included in future annual reports.

REVIEW OF GENERAL EDUCATION PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT

PROCESS:

- In the fall and spring semester, the General Education Committee gathers and assesses the data that has accumulated since the last review (i.e., learning outcomes, changes) and writes a report to the Faculty Senate.
- In the spring semester, the report with any recommendations for change is presented to the senate so that the senate has the time for thorough consideration prior to taking the recommendations to the general faculty later in the semester.
- Any changes approved by the general faculty will be instituted in the next academic year.

ACTIVITIES:

- Reviewed Assessment Report from University Assessment Committee.
- Review Senate Exceptions committee report for General Education exceptions.
- Discussed and reviewed library assessment.
- Discussed and reviewed FYS Assessment Report including FYS director.
- Meeting with OneStop Advising
- Meeting with LAS Advising

COMMITTEE ACTIONS

- No Actions taken this year
- No presentations to the Senate this year.

SUMMARY OF INFORMATION/DATA REVIEWED:

- FYS Data: Aaron Rife has created a new survey. Report attached.
 - One of the purposes of a First-Year Seminar course is to expose new students to the purposes and outcomes of WSU's General Education program. The survey given to students at the end of their course (Fall 2021) asks some questions to see if the course has addressed these outcomes.
 - Knowledge in the arts, humanities, and natural and social studies:
 - Each FYS is aligned with one of the above four categories, the survey asked students to rate if their course helped them "think deeply about a difficult or interesting topic" (76.49% agree); Learn about a part of life, people's experiences, or the world (83.75%)
 - Think critically and independently
 - Students rated their confidence in: Critical thinking and analysis of arguments and information (56.01% a lot, 42.96% some)
 - Write and speak effectively
 - Develop my writing skills (65.4% agree); Develop my public speaking skills (57.68%); Confidence in clear writing (54.98% a lot, 40.21% some); Confidence in persuasive speaking (41.58% a lot, 47.08% some)

- Employ analytical reasoning and problem-solving techniques
 - Creative thinking and problem solving (65.64% a lot, 32.99% some)
 - Analyze and look for solutions to problems (75.54% agree)
- Knowledge of fundamentals of information literacy and library research
 - Learn how to use library resources and to do research (78.44% agree);
 - Found it helpful to include lessons about library resources and services (69.81%)
- The FYS class is meant as an introduction to general education goals, and according to student feedback is strong in exposing students to knowledge in the four gen ed divisions, and relatively strong in analytical thinking, critical thinking, and learning about information literacy and the library. Writing skills follow, with speaking coming last. All FYS courses require writing of some kind, but not all require public speaking.
- Library Assessment
 - University Libraries' (UL) contributions to the First Year Seminar (FYS) program during the 2021-2022 AY.
 - Liaison librarians are matched with FYS courses based on subject expertise and support students in a variety of ways, including in the achievement of the FYS Gen Ed outcome: "identify appropriate library and other resources to facilitate research and accurately provide citations." The UL has been ramping up its support of FYS program in preparation for the FYS requirement for first year students, which went into effect in Fall 2021. FYS classes tend to have high levels of interaction with librarians, which helps to fulfill the FYS outcome and introduce students to library resources and services early in their academic careers.
 - Library Instruction for FYS, by the numbers:
 - In Fall 2021, 29 FYS classes were offered (some with multiple sections), which is the highest number ever offered. 9 liaison librarians were matched with the classes and taught 27 instruction sessions, which were a mix of face to face and synchronous. In Spring 2022, 8 liaison librarians were matched with 21 FYS classes and taught at least 16 instruction sessions (data is incomplete because the semester is not over yet).
 - Assessment of library-related outcome for FYS:
 - In previous years, a pre-and post-survey designed by the coordinator of library instruction was distributed to FYS students in order to measure achievement of the library-related outcome, but the response rate was too low to provide useful data. The pre- and post-survey was phased out in Fall 2019. Instead of creating a separate assessment tool, the current coordinator of library instruction collaborated with the FYS faculty coordinator to add questions that better measured achievement of the library-related outcome to the FYS survey distributed to all FYS students at the end of the semester starting in Fall 2021.

- FYS Library Tutorials
 - The UL offers 9 asynchronous tutorials for FYS designed to introduce students to a wide range of library resources and review appropriate citation practices. These tutorials were converted to a newer software platform in Fall 2020 to make them more user friendly. Tutorial usage has increased steadily since then. The library tutorials and the number of FYS classes that completed them are provided in Table 1 below.

Table 1: The library tutorials and the number of FYS classes that completed them

FYS Tutorial	Fall 2021	Spring 2022
Know your library	11	5
Define your topic	9	3
Know your sources	N/A	5
Search strategically: finding articles using smart search	7	5
Search strategically: finding books in the catalog	10	5
Advanced search techniques	10	4
Evaluate your sources	9	18
Avoid plagiarism	9	6
Cite your sources	9	6

- General Education Foundation Course Assessment, Fall 2021
 - Communication 111 Public Speaking was up, with an increase from 2.57 to 2.88, above the target of 2.75.
 - English 101 pre-and post-test scores were down slightly, with a mean score decreasing from 3.74 to 3.66, and were below the target of 3.75.
 - English 102 pre-and post-test scores were down slightly, with a mean post-test score decreasing from 3.84 to 3.58. Pre-test scores went down very slightly from 3.17 to 3.16.
 - Math course completion rate (% ABC grades) for College Algebra was down with a decrease from 82% to 65%.
 - WSU Foresight 2020 Student Learning Performance, including:
 - CLA N/A (every two years)
 - NSSE
 - Undergraduate perception of critical thinking competency exit survey increased slightly from 92.0% to 93% and is well ahead of the target goal of 80%.
 - Undergraduate perception of numerical literacy competency exit survey shows an increase from 77% to 79%.
 - Freshman student presentation frequency is below the target of 2.2, with a score of 1.8.
 - Undergraduate perception of oral/written competency on exit survey is up from previous year, from 89.7% to 90.1%, and is above the goal of 90%.
 - Library literacy from exit survey shows an increase from previous year from 67.7%, to 69.6%, with a target goal of 70%.
 - Percent of undergraduates perceiving chosen degree useful to very useful in career exit survey was up slightly from previous year, from 87.4% to 88.2%, with a target goal of 90%.

- Percent of undergraduates employed within 6 month of graduate was up significantly from previous year, with an increase from 85.4% to 91%.

RECOMMENDATIONS FOR NEXT ACADEMIC YEAR

- The General Education Committee will continue the Assessment Activities described above and in addition will seek feedback from additional College level advising, especially engineering.
- The General Education Committee will monitor areas that showed decreased performance in the Foundation Course Assessment.

Wichita State University Student Learning Performance

Student Learning Performance 2021 Strategic Goals:

1. WSU Graduates are Scholars by demonstrating:

1.1 Critical thinking and problem solving

Legend n/a=not applicable; tbd=to be determined; F=fiscal year (U-F-S); AY=academic year (F-S-U); C=calendar year; Fall=Fall 20th day.

Status	yearly measure				
	2021 Target	2021	2020	2019	2018
Spotlights: actual to target	greater than +/- 5%				
	within +/- 5%				
	met or exceeded				

Goal 2025
desired goal direction

AY 103.0% AY 103.0% AY 96.9% AY 102.5% AY 93.9% n/a 103.0% 100.0%

Collegiate Learning Assessment (CLA) score¹ for Seniors as percent of expected score

1,296 1,142 1,187 1,036 1,104 (expected score)

AY n/a AY n/a AY n/a AY n/a AY n/a

NSSÉ² Higher-Order Learning score for Seniors (60-point scale; 0=never; 60=very often)

37.9 37.8 37.8 37.9 35.0

AY n/a AY n/a AY n/a AY n/a AY n/a

NSSÉ² Reflective & Integrative Learning score for Seniors (60-point scale; 0=never; 60=very often)

35.0 35.0 35.0 37.9 35.0

AY n/a AY n/a AY n/a AY n/a AY n/a

NSSÉ² Learning Strategies score for Seniors (60-point scale; 0=never; 60=very often)

40.0 40.0 40.0 40.0 40.0

AY n/a AY n/a AY n/a AY n/a AY n/a

NSSÉ² Quantitative Reasoning score for Seniors (60-point scale; 0=never; 60=very often)

35.0 35.0 28.2 35.0 80.0%

AY n/a AY n/a AY n/a AY n/a AY n/a

Undergraduate perception of critical thinking competency exit survey³ (scale 1 to 5--percent 4 or higher shown)

91.4% 92.0% 92.1% 93.0% 80.0%

AY n/a AY n/a AY n/a AY n/a AY n/a

Undergraduate's perception of numerical literacy competency exit survey (scale 1 to 5-- pct 4 or higher shown)

66.5% 66.7% 64.6% 81.8% 65.0%

Fall 66.5% AY n/a AY n/a AY n/a AY n/a

Math 111 course completion rate (% ABC grades)

2.1 2.3 2.1 2.1 1.8

AY n/a AY n/a AY n/a AY n/a AY n/a

Student presentation frequency (NSSÉ) Freshmen (scale 1 never to 4 very often)

2.2 2.5 3.75 2.75 2.75

AY n/a AY n/a AY n/a AY n/a AY n/a

English 101 Post-test scores from the English pre- and post-test writing performance assessment

2.80 2.71 2.72 2.57 2.88

Fall 2.80 AY n/a AY n/a AY n/a AY n/a

Communications 111 public speaking performance assessment (scale 1 to 3 high)

0.9 88.8% 89.2% 89.7% 90.1

AY n/a AY n/a AY n/a AY n/a AY n/a

Undergraduate's perception oral/written competency exit survey (scale 1 to 5-- pct 4 or higher shown)

22.3% 25.3% 21.6% 25.1% tbd

AY n/a AY n/a AY n/a AY n/a AY n/a

Percent enrolled in 4 yr school within 1 yr of WSU graduation (Nat. Clearinghouse data)

68.1% 65.4% 67.1% 66.7% 69.6%

AY n/a AY n/a AY n/a AY n/a AY n/a

Undergraduate's perception of library literacy competency from exit survey (scale 1 to 5-- pct 4 or higher shown)

87.5% 87.4% 86.8% 87.4% 88.2%

AY n/a AY n/a AY n/a AY n/a AY n/a

Percent of undergraduates perceiving chosen degree useful to very useful in career exit survey

78.2% 91.3% 92.0% 85.4% 91.0%

AY n/a AY n/a AY n/a AY n/a AY n/a

Percent undergraduates employed within 6 months of graduation -- alumni survey

40.0% 47.0% n/a 47.0% 32.0%

AY n/a AY n/a AY n/a AY n/a AY n/a

Percent Freshmen participated at least one High Impact Practice (NSSÉ; goal to exceed peers, scale 0-100)

50.0% 31.0% n/a 31.0% 50.0%

AY n/a AY n/a AY n/a AY n/a AY n/a

Percent Seniors participated one or more High Impact Practice (NSSÉ; goal to exceed peers, scale 0-100)

tbd 10.8% 10.4% 10.2% 15.0%

AY n/a AY n/a AY n/a AY n/a AY n/a

Percent of undergraduate students participating in study abroad from exit survey

80.2% 81.0% 81.0% 83.6% 85.0%

AY n/a AY n/a AY n/a AY n/a AY n/a

Undergraduate's perception diversity/globalization competency exit survey (scale 1 to 5-- pct 4 or higher shown)

4.6 4.6 4.6 4.7 4.6%

AY n/a AY n/a AY n/a AY n/a AY n/a

Undergraduate average weekly hours in community service reported by students from exit survey

n/a 36.8% 35.4% 35.9% 31.7%

AY n/a AY n/a AY n/a AY n/a AY n/a

Percent undergraduates participate in volunteer service exit survey (scale 1 to 5-- pct 4 or higher shown)

718 1,263 1,531 1,801 1,695

AY n/a AY n/a AY n/a AY n/a AY n/a

Undergraduates and Graduates in internships and/or co-op positions through Cooperative Education

n/a 88.8% 88.8% 87.1% 88.4%

AY n/a AY n/a AY n/a AY n/a AY n/a

Undergraduate's perception team work competency from exit survey (scale 1 to 5-- pct 4 or higher shown)

90.0% 90.0% 90.0% 90.0% 90.0%

AY n/a AY n/a AY n/a AY n/a AY n/a

Collegiate Learning Assessment (CLA) total score for critical thinking, analytical reasoning, problem solving and written communication. Information for Academic year 2010 data are from the College of Liberal Arts and Sciences only; ² NSSÉ National Survey of Student Engagement Academic Challenge Engagement Indicators for first-year students; NSSÉ data collected in odd years post 2009; NSSÉ changed survey in 2013, no longer using benchmarks ³ Exit Survey is required of all undergraduate and graduate students upon degree completion.

Fall English 101 Pre and Post Test Diagnostic Scores

*to be eligible, classes must have 11 to 35 enrolled students who have completed both pre-test and post-test instruments

Table 1: Pre- & Post-test scores

Test Scale ¹	Fall 2019			Fall 2020			Fall 2021		
	Pre test	sig. ¹	Post test ²	Pre test	sig. ¹	Post test ²	Pre test	sig. ¹	Post test ²
mean	2.97	***	3.74	3.08	***	3.89	3.12	***	3.52
std dev	0.76		0.73	1.11		0.72	0.89		0.79
student count	425			350			255		
crn count	20			21			15		

¹ Numeric scale ranges from 1 to 5 (5=high); Post test statistically different from pre-test at the .000 level with a meaningful effect size.

Table 2: Letter grade equivalents

Letter Grade:	Fall 2019				Fall 2020				Fall 2021			
	Pre-test ²		Post-test ²		Pre-test ²		Post-test ²		Pre-test ²		Post-test ²	
total students	425	100%	335	100%	350	100%	335	100%	255	100%	255	100%
A	19a	4.5%	107b	25.2%	53a	15.1%	134b	38.3%	25a	9.8%	44b	17.3%
B	119a	28.0%	190b	44.7%	95a	27.1%	149b	42.6%	87a	34.1%	117b	45.9%
C	144a	33.9%	104b	24.5%	72a	20.6%	40b	11.4%	64a	25.1%	59a	23.1%
D	115a	27.1%	22b	5.2%	93a	26.6%	25b	7.1%	62a	24.3%	29b	11.4%
F	28a	6.6%	2b	0.5%	37a	10.6%	2b	0.6%	17a	6.7%	6b	2.4%

² Values in the same row & sub table not sharing the same subscript are significantly different at p< .05 level; cross test proportions statistically different have a moderate to large Cohen H effect size.

Table 3: Outflow Mobility Table*

Pre-Test Grade	total	Fall 2019 Post-Test Grade						Fall 2020 Post-Test Grade						Fall 2021 Post-Test Grade					
		A	B	C	D	F	total	A	B	C	D	F	total	A	B	C	D	F	
total	425	107	190	104	22	2	350	134	149	40	25	2	255	44	117	59	29	6	
A	19	7	7	5	0	0	53	32	18	2	1	0	25	9	14	0	2	0	
B	119	42	49	24	4	0	95	39	40	11	5	0	87	13	44	23	6	1	
C	144	39	77	22	5	1	72	24	27	15	6	0	64	6	31	21	5	1	
D	115	17	47	41	10	0	93	26	46	8	11	2	62	13	24	9	15	1	
F	28	2	10	12	3	1	37	13	18	4	2	0	17	3	4	6	1	3	
		increase	static	decrease				increase	static	decrease				increase	static	decrease			
	425	290	89	46			350	207	98	45			255	110	92	53			
	100%	68.2%	20.9%	10.8%			100%	59.1%	28.0%	12.9%			100%	43.1%	36.1%	20.8%			
change by grade:																			
A	100%	36.8%	36.8%	26.3%	0.0%	0.0%	100%	60.4%	34.0%	3.8%	1.9%	0.0%	100%	36.0%	56.0%	0.0%	8.0%	0.0%	
B	100%	35.3%	41.2%	20.2%	3.4%	0.0%	100%	41.1%	42.1%	11.6%	5.3%	0.0%	100%	14.9%	50.6%	26.4%	6.9%	1.1%	
C	100%	27.1%	53.5%	15.3%	3.5%	0.7%	100%	33.3%	37.5%	20.8%	8.3%	0.0%	100%	9.4%	48.4%	32.8%	7.8%	1.6%	
D	100%	14.8%	40.9%	35.7%	8.7%	0.0%	100%	28.0%	49.5%	8.6%	11.8%	2.2%	100%	21.0%	38.7%	14.5%	24.2%	1.6%	
F	100%	7.1%	35.7%	42.9%	10.7%	3.6%	100%	35.1%	48.6%	10.8%	5.4%	0.0%	100%	17.6%	23.5%	35.3%	5.9%	17.6%	

* Outflow mobility tables are read left to right to display movement from pre-test grades to post-test grades; green cells demonstrate upward grade movement, yellow cells downward grade movement.

First - Year Seminar Student Survey, Fall 2021 Aaron Rife

First-Year Seminar students had the opportunity to respond to an anonymous survey that was emailed to them at the end of November and available through December 2021. 320 students completed the survey, out of an available 934 first-year students (34% response rate). They were asked to rate their FYS course according to topics covered, how prepared they felt for university, whether they learned about resources available at WSU, and their interactions with the course instructor. Students were also afforded the opportunity to provide open-ended feedback on their course (comments are attached).

The principal questions and their results are below.

My first-year seminar course helped me:

#	Question	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Total
1	Think deeply about a difficult or interesting topic	39.50% 126	36.99% 118	11.29% 36	12.23% 39	319
2	Develop my writing skills	17.92% 57	47.48% 151	17.30% 55	17.30% 55	318
3	Develop my public speaking skills	19.12% 61	38.56% 123	21.32% 68	21.00% 67	319
4	Analyze and look for solutions to problems	39.18% 125	36.36% 116	13.79% 44	10.66% 34	319
5	Learn about a part of life, people's experiences, or the world	50.94% 163	32.81% 105	9.38% 30	6.88% 22	320
6	Learn how to use library resources and to do research	42.50% 136	35.94% 115	11.88% 38	9.69% 31	320
7	Develop a greater respect for global diversity	45.94% 147	30.94% 99	14.37% 46	8.75% 28	320

Strongest 3 “agree” responses: Learn about a part of life/experiences/world (83%); Greater respect for diversity (76%); Learn about library (78%)

Strongest 3 “disagree” responses: Public speaking skills (42%); Writing skills (34%); Look for solutions to problems (24%)

To what extent did your First-Year Seminar address or contribute to the following areas?

#	Question	Great		Some		Little to None		Total
1	Learning about opportunities available to me at the University	60.31%	193	30.94%	99	8.75%	28	320
2	Learning about student support services on campus (e.g., OneStop Advising, Counseling and Prevention Center, Library, Career Development Center, etc.)	57.19%	183	30.31%	97	12.50%	40	320
3	Feeling supported as a first-year student	58.44%	187	26.56%	85	15.00%	48	320
4	Developing connections with other students in the course	46.39%	148	35.11%	112	18.50%	59	319
5	Developing connections with the course instructor	48.11%	153	33.33%	106	18.55%	59	318
6	Developing connections with my College/School	45.00%	144	40.63%	130	14.37%	46	320
7	Making the transition to college	49.69%	159	33.13%	106	17.19%	55	320
8	Opening my mind to new ways of thinking	53.44%	171	32.19%	103	14.37%	46	320
9	Developing time management skills	40.63%	130	38.13%	122	21.25%	68	320
10	Developing study skills	37.50%	120	38.44%	123	24.06%	77	320

Strongest 3 “great” responses: Learning about opportunities (60%); Feeling supported (58%); New ways of thinking (53%)

Strongest 3 “little to none” responses: Time management (21%); Connections with students (18.5%); Connections with instructor (18.5%)

By being enrolled in this class:

#	Question	Strongly Agree		Somewhat Agree		Somewhat Disagree		Strongly Disagree		Total
1	I feel more connected with my first-year peers.	28.75%	92	40.31%	129	17.19%	55	13.75%	44	320
2	I feel more connected with the faculty on campus.	25.94%	83	35.31%	113	21.25%	68	17.50%	56	320
3	I am more aware of different engagement opportunities on campus.	43.08%	137	38.05%	121	12.26%	39	6.60%	21	318

Strongest Agree: I am more aware of different engagement opportunities on campus (81%)

Strongest Disagree: I feel more connected with the faculty on campus (38%)

During the current school year, how often have you done the following?

#	Question	Very often	Often	Sometimes	Never	Total
1	Studied when there were other interesting things to do	23.02% 67	33.33% 97	34.36% 100	9.28% 27	291
2	Found additional information for course assignments when you did not understand the material	25.77% 75	37.11% 108	27.84% 81	9.28% 27	291
3	Participated in course discussions, even when you did not feel like it	24.74% 72	29.90% 87	37.80% 110	7.56% 22	291
4	Asked instructors for help when you struggled with course assignments	25.86% 75	22.76% 66	36.55% 106	14.83% 43	290
5	Finished something you had started when you encountered challenges	41.03% 119	36.90% 107	20.00% 58	2.07% 6	290

Most common “grit” activity: Finished something you had started when encountering challenges (77%)

Least common “grit” activity: Asked instructors for help (51%)

How much confidence do you have in your ability to complete tasks requiring the following skills and abilities?

#	Question	I have a lot of confidence	I have some confidence	I have little or no confidence	Total
1	Critical thinking and analysis of arguments and information	56.01% 163	42.96% 125	1.03% 3	291
2	Creative thinking and problem solving	65.64% 191	32.99% 96	1.37% 4	291
3	Research	56.70% 165	38.49% 112	4.81% 14	291
4	Clear writing	54.98% 160	40.21% 117	4.81% 14	291
5	Persuasive speaking	41.58% 121	47.08% 137	11.34% 33	291
6	Technological skills	48.45% 141	47.42% 138	4.12% 12	291
7	Financial and business management skills	24.74% 72	56.01% 163	19.24% 56	291
8	Entrepreneurial skills	20.62% 60	52.58% 153	26.80% 78	291
9	Leadership skills	46.74% 136	45.02% 131	8.25% 24	291
10	Networking and relationship building	33.33% 97	54.98% 160	11.68% 34	291

Strongest 3 “I have a lot of confidence”: Creative thinking and problem solving (65%); Research (56%); Critical thinking and analysis of arguments and information (56%)

Strongest 3 “I have little or no confidence”: Entrepreneurial skills (26%); Financial and business management skills (19%); Networking and relationship building (11%)/Persuasive speaking (11%)

About your FYS instructor:

#	Question	Almost always		Frequently		Sometimes		Rarely		Almost never		Total
1	Your instructor was well-prepared for class	64.26%	187	24.05%	70	7.56%	22	3.44%	10	0.69%	2	291
2	Your instructor inspired interest in the subject matter of this course	52.58%	153	20.27%	59	13.40%	39	6.87%	20	6.87%	20	291
3	Your instructor encouraged student participation in the class	62.89%	183	24.74%	72	7.22%	21	3.44%	10	1.72%	5	291
4	Your instructor was available to communicate with outside of class	59.45%	173	22.68%	66	11.34%	33	3.44%	10	3.09%	9	291
5	Your instructor seemed to care about you as an individual	63.57%	185	15.46%	45	11.00%	32	4.81%	14	5.15%	15	291

Strongest 3 “almost always/frequently”: well-prepared for class (88%); encouraged student participation in the class (87%); available to communicate with outside of class (81%)

Strongest 2 “rarely/almost never”: inspired interest in the subject matter of this course (13%); seemed to care about you as an individual (10%)

Would you recommend your first-year seminar to other first-year students?

Yes: 71.48%

No: 28.52%

Overall, do you think this course contributed to your personal and/or academic success at WSU?

Yes: 63.45%

No: 36.55%

Open-ended positive feedback on FYS courses: (122 comments) see attachment. Comments centered on engaging instructors, learning about campus resources, time management, preparing for major (most commonly engineering), making friends, preparing for college.

Open-ended negative feedback on FYS courses: (83 comments) see attachment; the most common complaint was having to take an FYS class to begin with and wishing to take a major course instead (23 comments). Other comments dispersed between seeing the specific course as a waste of time, complaints about individual instructors, homework load. Four comments pointed out their class did not help students adjust to university. Identifying information taken out of comments.

LIBRARY COMMITTEE

FACULTY SENATE LIBRARY COMMITTEE ANNUAL REPORT AY 2021-2022

1. Committee Members

Name	College	Appt. Ends
Jodie Simon - Chair	LAS Social Science	2024
Christina Porter	Business	2024
Mary Liz Jameson	LAS Natural Science	2024
Wei Wei	Engineering	2022
Barbara Smith	Health Professions	2022
Robert Feleppa	LAS Humanities	2023
Rich Bomgardner	Applied Studies	2023
Claudia Pederson	Fine Arts	2023

2. Meeting Schedule

The committee conducted meetings via email for Fall 21 and Spring 22.

3. Committee Activities

There were no new agenda items.

4. Pending Issues

- a. Confirmation of new members.
 - i. Engineering (Wei Wei) has expressed interest in returning for a new term.
 - ii. LAS Humanities Representative needed.
- b. Issuing a Recognition of Service for Bob Feleppa as he retired.

5. Recommendations

None Noted.

PLANNING AND BUDGET COMMITTEE - No report provided

RULES COMMITTEE

Rules Committee Annual Report 2021-2022

Committee Members

Name	College	Appt Term
Jennifer Ray	Fine Arts	2019-2022
Jeffrey Noble	Applied Studies	2019-2022
Theresa Cooper	Health Professions	2019-2022
Rajiv Bagai*	Engineering	2020-2023
Faye O'Reilly*	University Libraries	2020-2023
Rodney Boehme	Business	2020-2023
Susan Sterrett*	LAS Humanities	2021-2024
Patrick Proctor	LAS Social Sci	2021-2024
Jim Bann	LAS Natural Sci	2021-2024
Susan Castro - Chair	President - Elect	
Jolynn Dowling	Vice President	

Frequency of Meetings

This committee met 7 times on Zoom this AY and had several email exchanges between.

Work Undertaken by the Committee

1. Completed most of a general policy review
2. Proposed several policy updates:
 - Added policy for NTT T&P Committee to conform to WSU Policy
 - Enabled NTT representation on Faculty Affairs
 - Added rules for permanent electronic meeting option
 - Added dual mode meeting rule
 - Revised charges to Planning & Budget Committee
 - Failed to update job description for FS Presidency rotation
3. Standing Committee recruitment
 - Filled 35 standing committee seats in August and 8 in September.
 - 42 standing committee terms are ending this year, most renewable. Recruiting now for May 9 Senate confirmation.
4. Senate recruitment
 - Filled several interim positions
 - Completed Spring elections

Pending Issues: None listed

Recommendations: None listed

SCHOLARSHIP AND STUDENT AID COMMITTEE

Scholarship and Student Aid Committee

Annual Report 2021-2022

Committee Members

Name	College	Term ends
Kirsten Castaldi	Fine Arts	2022
Pattie Bradley - Chair	Business	2022
Li Yao	LAS Natural Sci	2022
Victoria Koger	University Libraries	2023
Syet Raza	Engineering	2023
Dan Close*	LAS Social Sci	2023
Carol Bett*	Health Professions	2024
Rebecca Bechtold*	LAS Humanities	2024
Rich Bomgardner	Applied Studies	2024
Sheikh Md Sorwardi	Student	

Frequency of Meetings

The committee has not convened since February 2021. This committee only convenes when there is a cancelation of an athletic scholarship.

Work Undertaken by the Committee

N/A

Any Pending Issues that will be on the Committee's Agenda for 2022-2023

There is no agenda for the academic year 2022-2023.

Any Recommendations to Senate (as appropriate/needed)

The committee has no recommendations to the Faculty Senate for the Academic year 2022-2023.

TENURE AND PROMOTION COMMITTEE

TENURE AND PROMOTION COMMITTEE REPORT 2021-2022

Members

The University Tenure and Promotion Committee consisted of 14 members:

Name	College
Anthony May	Business
Jeff Noble - Chair	Applied Studies
Gamal Weheba	Engineering
Mark Foley	Fine Arts
Steve Arnold	Health Professions
Twyla Hill - Secretary	LAS
Susan Matveyeva	University Libraries
Rhonda Lewis	At Large Tenure Track
T.S. Ravi	At Large Tenure Track
Justin Rorabaugh	At Large Non-Tenure Track
Michelle Wallace	At Large Non-Tenure Track
Coleen Pugh	Ex-Officio
Shirley Lefever	Ex-Officio
Kamiah Gumbs	Student Representative

Frequency of Meetings

At the time of this writing, the committee has met twice during the 2021-22 academic year. The committee met on Dec. 2, 2021 to review policies and procedures related to the committee, and on Jan. 10, 2022 to review candidates.

Work Undertaken by the Committee and Outcomes

The committee reviewed files and dossiers and deliberated on 3 Non-Tenure Track candidates for promotion and 21 Tenure Track candidates for tenure and/or promotion. The committee will also meet before the end of the spring semester to evaluate Tenure and Promotion documents for colleges whose policies are up for review.

Pending issues for 2022-23

None.

Recommendations to Senate

None at this time.

UNDERGRADUATE RESEARCH COMMITTEE

UNDERGRADUATE RESEARCH COMMITTEE REPORT 2022

Committee Members

Name	College	Term ends
Heidi VanRavenhorst-Bell	Honors College	2022
Visvakumar Aravinthan	Engineering	2022
Sharon Goodvin	Applied Studies	2022
Kelly Anderson-chair	Health Professions	2023
Abu Asaduzzaman	Engineering	2023
Rannfrid Thelle	LAS Humanities	2023
Anthony May	Business	2023
Shirlene Small	LAS Social Science	2024
Andrew Swindle	LAS Natural Science	2024
Jessica Cerri	University Libraries	2024

Frequency of Meetings

Fall of 2021, the committee met November 16th. Updates were conducted via email spring 2022. Discussion was centered around having a virtual or face to face, clarification of the Applied Science category, judge recruitment for spring event, and areas of improvement needed for spring event. The committee decided in January of 2022 that the event would go ahead face to face considering other university events being planned for the spring. Committee members were encouraged to recruit judges in the spring via email correspondence.

Work Undertaken by the Committee

I. Undergraduate Research Committee: 2020-2021 Charge

The charge of the Undergraduate Research (UR) Committee was to organize, administer, and review the 21st Annual Undergraduate Research and Creative Activity Forum (URCAF) that took place on Friday, April 15, 2022. The UR Committee was assisted greatly in its URCAF charge by Lauren Fontarum, Conference Coordinator in Office for Workforce, Professional & Community Education. Dominic Canare, Human Factors Psychology Department was instrumental in developing and implementing the virtual platform. Highlights of this year were that the judging platform was done electronically the first time ever through Judge Zed. It worked extremely well.

II. WSU Student Participation in the 2021 URCAF

The UR Committee focused its attention during the 2021-2022 academic year on URCAF submission recruitment across the University's Colleges. There were 59 presentations which was 18 more than 2021. The College- and category-specific submissions are presented in the following table:

WSU Senate division	Oral Presentations			Poster Sessions		
	NS & E ^a	SS & H ^b	CA & P ^c	NS & E ^a	SS & H ^b	AS ^d
College of Business	0	0	0	0	0	0
College of Education	0	0	0	0	0	0
College of Engineering	11	1	0	14	0	2
College of Fine Arts	0	1	2	0	0	0
College of Health Professions	0	0	0	2	1	8
College of Applied Studies	0	0	0	0		1
Fairmount College of Liberal Arts and Sciences	2	3	0	2	6	2
Cohen Honors College	1	0	0	0	0	0
Total Across Colleges	14	6	2	18	7	12

^aNS & E = Natural Sciences and Engineering. ^bSS & H = Social Sciences and Humanities.

^cCA & P = Creative Activity and Performances. ^dAS= Applied Sciences

III. 2021 URCAF Highlights

- There were 34 judges (up from 21 judges last year). Recruitment of judges was done beginning in January with emails through March.
- Awardees

2022 First Place Winners - Oral (\$250 each)

Natural Sciences	Grace Peterson
Social Sciences	Journi Brown
Exhibition and Performance	Kourtnee Cude
<i>Tie for first place</i>	Brian Harris

2022 First Place Winners-Poster (\$250 each)

Natural Sciences	Micah Self
<i>Tie for first place</i>	Anna Tri
Social Sciences	Savannah Redfern
Applied Sciences	Macyi Runyan, Michelle Armstrong, Delanie Randolph, Jaiden Hess

2022 Second Place Winners-Oral (\$100 each)

Natural Sciences	Kylie Meier
<i>Tie for second place</i>	Aaron Fater
Social Sciences	Kaitlyn Hemberger

2022 Second Place Winners-Poster (\$100 each)

Natural Sciences	Hannah Newkirk
<i>Tie for second place</i>	Thane Unruh
Social Sciences	Hannah Piros
Applied Sciences	Kelly Adams

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- First time using Judge Zed computerized scoring using Z scores face to face which was efficient and well received.
- The University Libraries Undergraduate Research Award was awarded for the second time giving three awards in conjunction with URCAF award ceremony.
- Concurrent high school students were encouraged to compete. The committee suggested to not allow cash awards to high school student and limit the number if it becomes too crowded in allowing them to complete. No high school students did compete this year. They will be encouraged in the future.

Recommendations

- Survey judges and students for input in making improvements in the competition.
- Continue to have competition face to face using Judge Zed.
- Recruit colleges who have not typically competed: College of Education
 - The Applied Sciences category allows students to showcase their projects based on literature reviews. The rubric allows a “NA” for statistical research.
- Continue to recruit concurrent high school students to compete without a cash award.

UNIVERSITY EXCEPTIONS COMMITTEE

University Exceptions Committee Report to the Faculty Senate University Exceptions Committee (UEC) 2021-2022 Annual Report

Members

Brigitte Roussel (Chair, LAS Humanities); Susan Bray (Applied Studies); Perlekar Tamtam (Engineering); Gina Riggs (Health Professions); Patty Bradley (Business); Angela Paul (University Libraries); Peer Moore-Jansen (LAS Social Sciences); William Ingle (LAS Social Sciences); Ed Baker (Fine Arts); Lizzie Koonce (student representative).

Frequency of Meetings

The committee met 12 times this AY, including during the summer months. Meetings were held on the following dates: August 12; September 16; October 14; November 18; December 9; January 13; February 17; March 24; April 14; May 12; June 16; July 21.

Work Undertaken by the Committee

In the last academic year, the committee continued to review student petitions, with meeting agendas comprised of petitions ruled on by the college-level exceptions advisory committees, including rulings on readmissions, late drops, late/medical withdrawal requests, academic forgiveness, grade change, and other exceptions to established rules.

The primary issues this past academic year have been:

1. The issue of Academic forgiveness.

An Academic Forgiveness petition was presented at a UEC meeting and approved but was then put on hold in the RO as they reviewed the policy. During the meeting, the RO noted that Academic Forgiveness and Transition Semesters are already “exceptions” policies and students need to fulfil all the requirements as listed. Gina Crabtree was in agreement and provided information to the Chair of the UEC. The issue at hand is that it was left with a plan to review the policy in RO during this academic year and a notation will be added to the catalog, but no additional petitions for exceptions to the current criteria of Academic Forgiveness was to be

entertained by the UEC. The LAS Advising Office stated that when petitioners meet 2 out of 3 requirements for Academic Forgiveness, they have been approving these petitions. The issue is still pending and will be revisited with the RO and the UEC during the next AY. If a disagreement subsists between colleges and the RO, the UEC will likely send this item for consideration to the Faculty Senate in AY 2022-2023.

2. Student-athletes transferring to WSU.

A blanket exceptions request that would apply to all student-athletes transferring to Wichita State University who had completed eight full-time semesters at previous institution(s) was presented to the University Exceptions Committee. The exception request would have required student-athletes to only complete 24 credit hours from Wichita State University instead of the normal 30 credit hours as outlined in the Undergraduate Catalog.

The request stipulated that students with 96 credit hours transferable to their degree program be pre-approved for a waiver of six WSU residency hours. Instead of a student potentially earning six hours of credit at another institution in his/her last semester, the student would be bringing an additional six hours of degree credit with him/her from his/her previous institution. By allowing this, the student would meet NCAA eligibility requirements and would be immediately eligible to compete.

Requests for this exception were not prompted by any failure on the part of the student to follow the graduation requirements or their performance academically. The situation occurred because of late recruitment to Wichita State and how our institutional policy impacts meeting NCAA progress-toward-degree requirements.

The UEC met and agreed to not grant a blanket exception but to examine each case separately to be able to understand the details of each situation. For each petition, the UEC would ask why the student could not fulfill the 30 hours required. The UEC needs a good reason for making an exception to a rule ALL students who want to graduate with a WSU degree need to abide by. The committee further felt the academic experience at WSU is an enriching one, and that the WSU educational program is well defined, so how could students be hurt by taking the extra 6 hours required? No matter what the degree is or what division the student is in, the UEC consistently needs a valid reason to approve an exception. Another consideration was what kind of courses would those 6 hours consist of? If they can be anything and if they don't match equivalent courses offered within the rules for graduation at WSU, then the student-athlete does not get a WSU based academic performance. This consideration is a consistent philosophy behind UEC decisions. That is why we need to examine each petition case by case.

3. Serving on two or more Exceptions Committees.

Once in a while a faculty member serves on two levels of the same committee. While service is very much appreciated, this question was brought to the attention of the UEC Chair. The Faculty Senate Rules committee was contacted to clarify rules regarding the Exceptions Committee, and the answer was that FS rules generally don't specify exclusion in the committee composition specs, but that it has been a long-term practice that the Rules committee avoids the undue influence of any one person by having entirely "fresh eyes" at the university level. So, in order to avoid any appearance of bias or impropriety, the Rules Committee would not appoint someone at the university level if they knew the faculty member was slated to also serve at the college level on a given committee.

4. One Stop advising errors.

Throughout this AY, more petitions were presented to the UEC when advising error occurred at the One Stop level. The colleges continue to complain about the overall lack of communication between One Stop advisors and seasoned departmental/college advisors in every college. College admins who present cases to the UEC are the first ones to let us know that their departments were never consulted to provide advising assistance, and in numerous cases, the One Stop advisors never even met with the students who had to later petition for exceptions due to misadvising. The UEC continues to regret that incoming students' advising is conducted without appropriate conversations needed to assist often uninformed high school graduates.

Pending Issues: As listed above.

Recommendations: None listed.