

11-8-1993

## University of Northern Iowa Faculty Senate Meeting Minutes, November 8, 1993

University of Northern Iowa. Faculty Senate.

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FACULTY SENATE  
NOVEMBER 8, 1993  
1468

ANNOUNCEMENTS

1. Introduction of Guests.
2. Remarks from Provost Marlin.
3. Announcements by Chair.

CALENDAR

4. 531 Request for Approval of a New Undergraduate Student Academic Grievance Policy and Appeal Form. (See Appendix A)

It was noted by Chair Lounsberry that the number of this calendar item had been corrected to be #531, rather than 530 as originally had been sent. It was moved and carried to docket in regular order (Docket #466).

OTHER

5. Committee of the Whole: Senate discussed enrollment management, withdrawal policy, academic "forgiveness" policy, and grade inflation. (See Appendix B, C, D, E, and F)

The Faculty Senate was called to order at 3:30 p.m. in the Board Room of Gilchrist Hall, by Chairperson Lounsberry.

Present: Edward Amend, Diane Baum, Leander Brown, John Butler, Phyllis Conklin, Ken DeNault, Sherry Gable, Reginald Green, Joel Haack, Randall Krieg, Barbara Lounsberry, Kate Martin, Surendar Yadava, Myra Boots, ex-officio

Alternates: Carlin Hageman/Clifford Highnam, Carl Bollwinkel/Roger Kueter, Kenneth McCormick/Mahmood Yousefi

Absent: Kay Davis, Dean Primrose, Ron Roberts

ANNOUNCEMENTS

1. The Chair called for press identification, at which time Lance Vernstrom from the Northern Iowan identified himself.
2. Comments from Provost Marlin.

Provost Marlin updated the Senate on the enforcement of the University's smoke-free policy, which had been approved by the Cabinet following the recommendation of such a policy by the Faculty Senate, the Professional & Scientific Council, and the student government. Based on an opinion received last week from the Attorney General, Public Safety Officers will begin next Monday issuing citations which are handled through the civil courts, to individuals who violate this policy.

Provost Marlin announced the Educational Media Center had been renamed the Center for Educational Technology. She stated this new name better represents the current activities of the Center.

Provost Marlin stated she had toured the new library fourth floor addition which is under construction and showed the fossil she found on this tour which Senator DeNault identified as a corral.

In conclusion, Senator Amend asked Provost Marlin whether there was any further activity regarding the Faculty Productivity report which

had been presented to the Board of Regents last academic year. Provost Marlin responded that she has been requested by the Board to give an update on this matter at their December meeting and would welcome any faculty input.

#### ANNOUNCEMENTS

3. Chair Lounsberry reminded Senators and faculty that Governor Branstad would be coming to UNI to address the faculty on Monday, November 15, from 3:30 to 4:30 p.m. She urged everyone to attend, indicating this was a great opportunity to show support for UNI issues such as the allocation of \$1.1 million for enrollment growth and funding for the Wellness Center. She stated six people would be needed as "ushers" to insure no food or drink was taken into the auditorium at which time Edward Amend, Ken DeNault, Nancy Marlin, Carlin Hageman or Clifford Highnam, and two students volunteered to assume this responsibility.

Chair Lounsberry also reminded Senators and faculty of the Faculty-to-Faculty Exchange sponsored by the Faculty Senate, UNI Faculty, and United Faculty at the UNI Art Gallery, Friday, November 19 from 3:30 to 5 p.m. She urged all faculty to attend, stating this will provide an excellent opportunity for senators to hear concerns and ideas of fellow faculty members.

#### CALENDAR

4. 531 Request for Approval of a New Undergraduate Student Academic Grievance Policy and Appeal Form. (See Appendix A)

It was noted by Chair Lounsberry that the number of this calendar item had been corrected to be #531, rather than 530 as originally had been sent. It was moved and carried to docket in regular order (Docket #466).

#### OTHER

5. Chair Lounsberry stated it was her hope that the Faculty Senate could take this time to plan senate topics for the remaining ten senate meetings, for the purpose of initiating, prioritizing, and focusing on pertinent issues.

Following are four handouts distributed by Chair Lounsberry to aid in this endeavor:

Appendix B -- "Committees That Report to the Senate"

Appendix C -- "University Senate Docket Items"

Appendix D -- "Other Issues Raised"

Appendix E -- "Tentative Faculty Senate Calendar"

Baum moved, Boots seconded to move into the Committee of the Whole. Motion carried.

When in the Committee of the Whole, Chair Lounsberry passed around a sign up sheet for a Senate focus group, as a follow up to the consultative session with Sue Follon and Clark Elmer. She stated it seemed to be the general consensus of senators that faculty input was needed and should be sought first at the College Senate and department level.

Provost Marlin indicated she believes there needed to be a clearer focus for the enrollment plan related to the optimal size of the University and critical components such as the percent of nonresident and minority students. Senators questioned how these issues would correlate with the strategic planning process and functions, minority goals, etc. Senator DeNault, as a member of the Strategic Planning Committee, stated the committee's responsibility was an on-going

process of re-defining strategic goals, working within the framework, and avoiding duplication of faculty effort. He stated the Strategic Planning Committee would be presenting their draft to Provost Marlin approximately in March.

Senator Amend suggested it might be more beneficial to have Provost Marlin outline some enrollment goals which could be brought to the senate for discussion, since she would be working within set procedures and receiving feedback both ways. Senators concurred with Senator Amend, and Provost Marlin agreed to bring a draft to the Faculty Senate at a later date.

At this time Chair Lounsberry introduced discussion of withdrawal policy at UNI, distributing an eight-page handout with figures compiled as follows by Doug Koschmeder, Assistant Registrar: Information Management (see Appendix E):

- Page 1 -- Undergraduate Students Who Were Last Enrolled five years or more
- Page 2 -- Number of "W's" Granted by Classification by College (Based on ten Randomly Selected May Graduates)  
(Please note this page has been corrected since the 11/8 meeting.)
- Page 3-4 - Number of "W's" Granted by Department (departmental order)
- Page 5-6 - Number of "W's" Granted Spring 1993 (percentage order)
- Page 7-8 - Number of "W's" Granted Fall 1992 (percentage order)

Chair Lounsberry stated ISU's policy allows five "W's" in a student's academic career, with special cases such as illness, death, etc. taken into consideration. She stated University of Iowa's policy was similar to ours.

Phil Patton, Registrar, explained the following UNI time frames for dropping a course:

- 1) First three weeks of Fall and Spring semester a course can be dropped with a "no report", and the course would not appear on the student's record. Unless a student is dropping all of his courses and withdrawing from the semester, there is no tuition charge for a drop within this "no report" time period -- tuition is locked in at the end of the third week.
- 2) From the fourth week through the tenth week of the Fall and Spring semesters a course can be dropped with a "W". There is no tuition refund for a "W" and if dropping this course drops student below full-time (12 hours undergraduate status/9 hours graduate status), student is still charged full tuition.
- 3) After the tenth week of the Fall and Spring semesters a course is dropped with an "F".

Many senators expressed their feeling that the "W" period was too long and was disruptive to classes, especially in group situations, when a student drops so late in the semester. A representative from student government concurred, stating these late drops also prevent other students from getting into needed classes, prolonging other students from achieving their academic goals.

Kenneth McCormick stated the College of Business implemented the policy that if a student drops a course, (s)he is last in line for registering for that same course the next semester.

Senator Brown suggested the possibility of allowing students to register for only 15 hours, for example, and adding their other 3 hours later.

Registrar Patton pointed out, as a matter of information, that the end of the tenth week had been chosen for the end of the "W" period in order for students to be given adequate time for evaluation, which is typically mid-term, and if the "W" time period was shortened, this should be taken into consideration. Patton also commented that if a policy were implemented restricting the number of "W's", this may force a student to stay in a course, however this would not necessarily mean the student would attend the course. In conclusion, Patton also posed the question that if there was not a limit placed on "W's", what does the "W" itself imply to employers, faculty, etc.

Chair Lounsberry asked Provost Marlin if changes in this policy needed to go before the Board of Regents to which Provost Marlin responded she thought that such procedural changes could be approved by the Cabinet.

It was the consensus of senators that these above issues be referred to the Educational Policy Committee and be brought back to the Senate at a later date.

Referring senators to page 1 of Appendix F, Chair Lounsberry introduced the issue of a "forgiveness" policy for students who have not been enrolled for several years. Senators questioned if courses would still be used to satisfy requirements, and again how this would fit into strategic planning goals.

After a short discussion, senators agreed the question of a "forgiveness" policy should also be referred to the EPC and brought back to Faculty Senate. Senator Green stated EPC should be asked to consult with the CAR and any other committees which could be impacted by a new policy process.

In conclusion, Chair Lounsberry stated she would refer issues regarding "W's" and "forgiveness" policy to the EPC, and then be brought back to Faculty Senate.

Chair Lounsberry next introduced the subject of "grade inflation" and cited the rising awareness not only at UNI, but nation wide. She stated when speaking with student panels at a two-day UNI Student Government function, students were very much in support of delving into this issue, noting inconsistencies between departments.

Some senators questioned the definition of "grade inflation" and also pointed out that faculty members differ as to grading on a curve versus an absolute standard. It was the general consensus of senators that the Educational Policy Committee first address the issues referred to them on "W's" and "forgiveness" policy, and then wait to see if the problem still exists.

Chair Lounsberry stated she would be speaking to the UNI Student Government's student focus group on December 1 and felt a responsibility to them to follow up on this issue in the very near future. She indicated if anyone would be willing to join in this effort, she would welcome their input, at which time Senators Conklin and Brown volunteered, and Robert McCormick indicated Senator Yousefi might also be interested.

Butler moved, Conklin seconded to move from the Committee of the Whole. Motion carried.

Gable moved, Butler seconded to adjourn meeting. Motion carried.  
Chair Lounsberry called the meeting adjourned at 5:26 p.m.

Respectfully submitted,

Diane Wallace,  
Secretary

These minutes shall stand approved as published unless corrections or protests are filed with the Secretary of the Senate within two weeks of this date, November 15, 1993.

APPENDIX A

November 2, 1993

Barbara Lounsberry  
Chair, Faculty Senate  
University of Northern Iowa

Dear Professor Lounsberry:

Enclosed is a revision of the Policy on Undergraduate Student Academic Grievances which the Educational Policies Committee submits to the Senate for approval.

Revisions of the current policy are underlined in the enclosed document. The Committee invited testimony from Beth Krueger, Northern Iowa Student Government Vice President for Academic Affairs, and from student Kristin McHugh during the process of its deliberations.

The revised policy we submit to you:

- 1) Clarifies language and makes a clear distinction between Informal and Formal procedures;
- 2) Streamlines the procedure from a 6-step process to a 4-step process.

The current policy requires students to attempt to resolve the grievance with the faculty member and then the faculty member's department head before a formal written appeal is completed. If the student remains unsatisfied at this point, she or he then fills out the appeals form, returns again to the faculty member, then the department head, and then the dean in an attempt to resolve the grievance before the appeal is filed with the Undergraduate Student Academic Appeals Board.

The Educational Policies Committee felt that the second meetings with the faculty member and the department head would likely cover the same ground as the first meetings and thus would likely be both unproductive and frustrating for all parties. The revised policy provides for efforts to resolve the grievance informally at three levels (faculty member, head, & dean), followed by formal appeal to the Appeals Board only when the three administrative levels have been exhausted. The Committee hopes, of course, that all grievances can be resolved at the first informal meeting and that the full 4 steps would rarely be required.

- 3) Includes the enclosed revised Student Academic Grievance Form as the campus-wide form to be used by all undergraduates.

(At present forms vary from department to department, causing considerable confusion.)

APPENDIX A

The Committee is aware of the importance of this document both to students and to faculty. It looks forward to being with you when you address the issue.

Sincerely yours,

Carey Kirk  
Assistant Professor of Management  
Chair, Educational Policies Committee

Committee Members:

Fred Hallberg, Dept. of Philosophy and Religion  
James Kelly, Student Field Experience  
Jeremy Lewis, Dept. of Political Science  
Diane Thiesen, Dept. of Mathematics  
Donna Thompson, School of Health, Physical Education & Leisure Services

Revised Policy on Undergraduate Student Academic Grievances

E. Student Academic Grievances

Undergraduate Students

Both university communities and the civil courts have shown increasing concern for providing students with equitable due process procedures in matters of student discipline. Similarly, the University needs to provide equitable due process procedures in academic matters. Within the framework of academic freedom, the integrity of the classroom, and the prerogative of the faculty to assign grades, academic due process for the redress of classroom grievances must be available to students. In recognition of this, the University of Northern Iowa hereby establishes the following procedures. These procedures shall be the sole and exclusive means for the involuntary change of a student's grade.

Informal Procedures: A student who feels aggrieved because of something that a faculty member has or has not done shall make every effort to resolve the grievance informally and in a timely fashion. The student should state the grievance to the faculty member, orally or in writing, before the end of 20 school days from the beginning of the semester following the semester or summer session in which the alleged offense occurred.

The faculty member is obligated to hear the student's grievance and (a) redress the grievance, or (b) explain why in her or his judgment the grievance is without substance or cannot be redressed.

If the student remains dissatisfied with the redress or the explanation that has been offered, the student shall contact the faculty member's department head. The department head shall hear the student's grievance. If the grievance seems to the department head to have no reasonable ground, the student shall be so informed. If, on the other hand, the department head sees reasonable ground for the student's complaint, the head shall meet with the faculty member separately, and (if possible) with student and faculty member together in an effort to resolve informally the student's grievance. In such meetings, the department head may suggest to the faculty member that redress be granted for what seems to be a real grievance. In such cases, the faculty member may accept or reject the department head's suggestion(s). These meetings shall be held within ten (10) school days of the department head's appraisal of the student's concern.

The matter may end here if the student is satisfied.

If the student remains dissatisfied with the redress or the explanation that has been offered, the student shall contact the faculty member's dean. The dean shall hear the student's grievance. If the grievance seems to the dean to have no reasonable ground, the student shall be so informed. If, on the other hand, the dean sees reasonable ground for the student's grievance, the dean shall meet with the faculty member separately, and (if possible) with the student and faculty member together in an effort to resolve informally the student's grievance. In such meetings, the dean may suggest to the faculty member that redress be granted for what seems to be a real grievance. In such cases, the faculty member may accept or reject the dean's



suggestion(s). These meetings will be held within ten (10) school days of the dean's appraisal of the student's concern.

The matter may end here if the student is satisfied.

#### Formal Procedures

If the student remains dissatisfied with the redress or the explanation that has been offered, the student may initiate a formal appeal to the Undergraduate Student Academic Appeals Board by completing and filing the Appeals form available in departmental offices or the Office of Academic Affairs (Gilchrist Hall 200).

To complete the appeal form, the student is required to state in writing the specific nature of the grievance. The grievance must allege specific errors or improprieties in the faculty member's discharge of academic duties. Only evidence pertinent to the grievance should be included. When the appeal form is filed at the Office of Academic Affairs (Gilchrist 200), the Office will send a copy of the grievance to the faculty member involved, the faculty member's department head and dean, and to the chair of the Appeals Board.

The Undergraduate Student Academic Appeals Board has final student/faculty authority for ajudicating undergraduate academic appeals. The Board consists of nine members, five faculty and four students. The faculty members shall be tenured, with the rank of assistant professor or higher, one to be elected by and from the instructional faculty of each undergraduate college for a three-year term. Faculty members may be reelected to a second

three-year term. Student members shall be appointed by the NISG Senate for one-year terms; students may be reappointed to serve second terms.

The Chair shall be elected from among the 5 faculty members. The Chair shall vote only in the case of a tie.

The Chair places a case on the Board docket, arranges the time and place for the hearing, and provides the Board review of the appeal papers prior to the hearing. Notice of the hearing and rules governing the Board are made available in advance to both parties. It is expected that the hearing will be held within 20 school days after the appeal has been filed with the Chair. The Board has discretionary power to delay the hearing due to mitigating circumstances.

The Board follows these procedures in hearing an academic appeal:

1. Hearings are closed unless an open hearing is requested by the student.
2. Hearings are informal, but a taped transcript is made; this transcript is confidential. After resolution of the appeal, the tape will be filed in the Office of the Vice President and Provost.
3. The faculty member and the student will have access to written statements of the other prior to the hearing or prior to any questioning by members of the Board at the time of the hearing.
4. Both parties to the appeal have the right to present additional evidence to the Board, subject only to the Board's judgment that such evidence is relevant to the case.

Similarly, either party may ask members of the university community (students, faculty, staff) to present testimony, again subject only to the Board's judgment that such testimony is relevant to the case. In making judgments on the relevance of such evidence or testimony the Board will, consistent with the gravity of such proceedings, admit such testimony or evidence unless the Board judges it clearly not to be germane to the case.

5. Both parties to the appeal have the right to ask questions of the other during the hearing. Questions must be relevant to the issues of the appeal.
6. The members of the Board may question both parties to the appeal. Questions must be relevant to the issues of the appeal.
7. Whenever the Appeals Board feels the need of expert advice within a particular area of scholarship, the Board shall have the authority, and the University shall provide the necessary means, to seek the advice from experts not connected with the institution.
8. Upon request from the Board, it is expected that the faculty member shall make available such records as are pertinent to the appeal. The confidential nature of these records will be safeguarded.
9. The student shall bear the burden of proof in presenting the appeal.
10. Appeals are decided by a majority vote of the Board.

11. A quorum consists of six members, excluding the Chair, three of whom

must be faculty.

12. The Board shall decide the case by clear and convincing evidence.

The Board's ruling and the reasons for the decision are reported in writing to both parties, to the faculty member's department head and dean, and to the Office of the Provost and Vice President for Academic Affairs.

If the Appeals Board changes a grade, the Registrar receives a copy of the decision, authorizing a change in the grade on the student's official records. If the case involves suspension from the University and is resolved in favor of the student, the Committee on Admission and Retention receives a copy of the decision authorizing it to reinstate the student if appropriate.

The student pursuing the grievance may, within 10 school days of being notified of the Board's decision, make a written request to the Office of the President of the University for a review of the procedures which led to that decision. Such a request must include a statement of any perceived procedural irregularities involved in the decision. In such cases, the President will examine the transcript of the Board proceedings, and all exhibits entered as evidence, and will render a decision within two (2) weeks of their reception. The President may either remand the decision back to the Board on the grounds of procedural irregularities (in which case the Appeals Board is obligated to reconsider the case in the light of the specified procedural problems), or uphold the Board's decision as procedurally sound.

## APPENDIX A

## STUDENT ACADEMIC GRIEVANCE FORM

**INSTRUCTIONS:** Please read the attached Policy on Undergraduate Student Grievances before filling out this Student Academic Grievance Form.

Completion of this form and its return to the Office of the Provost (Gilchrist 200) constitutes the beginning of a formal appeal to the Undergraduate Student Academic Appeals Board. Copies of this form will be sent to the faculty member involved, and to the faculty member's department head and dean. The chair of the Appeals Board will contact the student filing the appeal to arrange the Appeal Hearing within twenty (20) school days from the day the Chair receives the Appeal.

DEPARTMENT OF \_\_\_\_\_

STUDENT NAME \_\_\_\_\_ STUDENT NUMBER \_\_\_\_\_

STUDENT ADDRESS \_\_\_\_\_ PHONE NUMBER \_\_\_\_\_

NAME OF FACULTY MEMBER FROM WHOM REDRESS IS SOUGHT \_\_\_\_\_

\_\_\_\_\_ I have exhausted the informal procedures for resolving a student academic grievance by meeting with:

1) the faculty member \_\_\_\_\_  
(faculty member's signature)

\_\_\_\_\_  
(meeting date)

2) the faculty member's department head

\_\_\_\_\_  
(Department head's signature)

\_\_\_\_\_  
(meeting date)

3) the faculty member's dean

\_\_\_\_\_  
(Dean's signature)

\_\_\_\_\_  
(meeting date)

\_\_\_\_\_  
(Student's Signature)

\_\_\_\_\_  
(Date)

## APPENDIX A

STATE THE SPECIFIC NATURE OF THE GRIEVANCE BY INDICATING SPECIFIC ERRORS AND/OR IMPROPRIETIES IN THE FACULTY MEMBER'S DISCHARGE OF HER/HIS DUTIES:

INDICATE WHAT YOU WOULD CONSIDER A SATISFACTORY SOLUTION TO YOUR CONCERN:

This is to affirm that the above is an accurate representation of my grievance.

\_\_\_\_\_  
(Student's Signature)

(TO BE FILLED IN BY THE PROVOST'S OFFICE)

DATE RECEIVED IN PROVOST'S OFFICE \_\_\_\_\_

(TO BE FILLED BY THE PROVOST'S OFFICE):

DATE SENT TO CHAIR OF APPEALS BOARD \_\_\_\_\_

DATE RECEIVED BY APPEALS BOARD CHAIR \_\_\_\_\_

# APPENDIX B

## COMMITTEES THAT REPORT TO THE SENATE

1. Committee on Admission and Retention
2. Bachelor of Liberal Studies Committee
3. Committee on Committees -- Planning to report with recommendations regarding down-sizing some committees and ideas for insuring swifter seating of student members
4. Committee on Curricula
5. Educational Policies Commission
  - a. New Undergraduate Student Grievance Policy & Form
6. General Education Committee
7. Student Academic Appeals Board
8. Tenure & Promotion Committee
9. Advisory & Liaison Committee to the Dept. of Military Science
10. Intercollegiate Athletic Advisory Council

# APPENDIX C

## University Senate Agenda - 1989

1. Calendar No. 526: Request from Ray Kuehl to amend the Emeritus Status Policy Statement (Sept. 27)

2. Sexually Explicit Materials Policy (Sept. 27)
- 

3. Calendar No. 527: Recommendation from the EPC for Changes in the Student Academic Grievance Procedure (ASAP/Fall)

## Other Issues

4. "The Face of the University": Enrollment Management (Oct. 11)
5. The Mission of the Center for Enhancement of Teaching (Oct. 25)
6. Minority Recruitment & Retention
  - a. Thursday & Friday, Sept. 16 & 17 -- Minority/Diversity Events
  - b. Letter from Myra & Me to all faculty
    - . giving data
    - . asking for volunteers to serve as faculty mentors for new minority students
    - . announce possible meeting on subject?
    - . allow place for requesting continued updates on this subject?
  - c. Subject of Faculty Senate Meeting?
  - d. Possibly work with Roger Sell on this issue
  - e. Continue meetings with Jim Johnson, Cathv Pearson & minority faculty throughout the fall & spring.
7. "The Role of Evaluation in a Quality Education"
  - Faculty/Student & Faculty-to-Faculty Forums
  - a. Co-Sponsorship Center for the Enhancement of Teaching
  - b. Possible Co-Sponsorship with Northern Iowa Student Government (Senator Mike McGuire has offered to help)
  - c. Grade inflation would be part of the dialogue
8. A Report on "W" Use at UNI
9. Discussion of a policy to allow students re-entering the university after a considerable number of years to start with a fresh grade point (keeping the old record on their transcripts, but just drawing a line).
10. Report from Ad Hoc Committee on Grants Facilitation
11. Strategic Plan Update
12. Report on Outcomes Assessment Efforts -- Gene Lutz

APPENDIX C

13. Term and Temporary appointments
  - a. Report at a Faculty Senate meeting on current status
  - b. Discussion of establishing goals and timetables for lowering percentages.
  - c. Discussion of value of converting more semester or one-year temporary appointments to 2- and 3-year term appointments.
14. Study of Departmental Uses of Supplies & Services Budgets:
  - a. Question: Are some departments hurt by their productivity?
  - b. Should university-wide priorities be recommended?
15. Increasing Summer School Classes
16. Discussion of shortening the "drop" date
17. 5-Year Evaluation of President Curris & Provost Marlin

APPENDIX D

OTHER ISSUES RAISED

1. Productivity -- Greater clarity (and consensus) in administrative definition and interpretation of this issue. Role of grants writing in evaluation of scholarship.
2. Discussion of appropriate level for travel support for professional presentations
3. Classroom use and allocation: a report to the faculty.
4. Update on evaluation of new student assessment instrument.
5. Update on recycling effort:
  - a. Are all buildings recycling?
  - b. Can an alternative to gummed labels be found--so that these papers can be recycled.
6. Report on current and long range planning for sidewalks and the pedestrian campus.
7. Could registration be done in each student's faculty advisor's office--once a register-by-computer system is in place?  
(This might enhance quality control--particularly alleviating the problem of students registering without an advisor's signature.)
8. Intellectual Diversity as well as Cultural & Ethnic Diversity on campus.
9. Report from the Strategic Planning Committee

## APPENDIX E

## TENTATIVE FACULTY SENATE CALENDAR

Sept. 27: Emeritus Faculty (Kuehl item)  
Main Item: Policy on Sexually Explicit Materials  
If Time: Possible Report from Registrar Patton  
on "W" data

Oct. 11: Main Item: Consultative Session with Vice President  
Follon on Enrollment Manage  
Preparation for Regent Berenstein's Faculty Address

Oct. 25: Main Item: Consultative Session with Dr. Roger S.  
on the Center for the Enhancement of  
Teaching Excellence

Nov. 8: Main Item:

Nov. <sup>22</sup>~~22~~: Main Item:

Dec. 13: Main Item:

Jan. 24: Main Item:

Feb. 14: Main Item:

Feb. 28: Main Item:

Mar. 14: Main Item:

March 28: Main Item:

Apr. 11: Main Item:

Apr 25:

## APPENDIX F

## Undergraduate Students Enrolled Fall 1993 Who Were Last Enrolled:

5 years ago -> 4	Less than 2.00 -> 1	2.00 - 2.49 -> 2	2.50 & greater -> 1
6 years ago -> 6	Less than 2.00 -> 2	2.00 - 2.49 -> 4	2.50 & greater -> 0
7 years ago -> 4	Less than 2.00 -> 3	2.00 - 2.49 -> 0	2.50 & greater -> 1
8 years ago -> 2	Less than 2.00 -> 1	2.00 - 2.49 -> 1	2.50 & greater -> 0
9 years ago -> 2	Less than 2.00 -> 1	2.00 - 2.49 -> 0	2.50 & greater -> 1
10 years & + -> 13	Less than 2.00 -> 5	2.00 - 2.49 -> 3	2.50 & greater -> 5
Totals 31	13	10	8

## Undergraduate Students Enrolled Fall 1992 Who Were Last Enrolled:

5 years ago -> 9	Less than 2.00 -> 3	2.00 - 2.49 -> 2	2.50 & greater -> 4
6 years ago -> 10	Less than 2.00 -> 1	2.00 - 2.49 -> 4	2.50 & greater -> 5
7 years ago -> 7	Less than 2.00 -> 5	2.00 - 2.49 -> 2	2.50 & greater -> 0
8 years ago -> 6	Less than 2.00 -> 1	2.00 - 2.49 -> 4	2.50 & greater -> 1
9 years ago -> 3	Less than 2.00 -> 1	2.00 - 2.49 -> 1	2.50 & greater -> 1
10 years & + -> 20	Less than 2.00 -> 7	2.00 - 2.49 -> 2	2.50 & greater -> 11
Totals 55	18	15	22

## Undergraduate Students Enrolled Fall 1991 Who Were Last Enrolled:

5 years ago -> 4	Less than 2.00 -> 2	2.00 - 2.49 -> 0	2.50 & greater -> 2
6 years ago -> 6	Less than 2.00 -> 3	2.00 - 2.49 -> 3	2.50 & greater -> 0
7 years ago -> 4	Less than 2.00 -> 2	2.00 - 2.49 -> 2	2.50 & greater -> 0
8 years ago -> 5	Less than 2.00 -> 2	2.00 - 2.49 -> 1	2.50 & greater -> 2
9 years ago -> 4	Less than 2.00 -> 1	2.00 - 2.49 -> 2	2.50 & greater -> 1
10 years & + -> 14	Less than 2.00 -> 4	2.00 - 2.49 -> 6	2.50 & greater -> 4
Totals 37	14	14	9

## Undergraduate Students Enrolled Fall 1990 Who Were Last Enrolled:

5 years ago -> 8	Less than 2.00 -> 5	2.00 - 2.49 -> 3	2.50 & greater -> 0
6 years ago -> 2	Less than 2.00 -> 1	2.00 - 2.49 -> 1	2.50 & greater -> 0
7 years ago -> 11	Less than 2.00 -> 2	2.00 - 2.49 -> 3	2.50 & greater -> 6
8 years ago -> 5	Less than 2.00 -> 3	2.00 - 2.49 -> 1	2.50 & greater -> 1
9 years ago -> 8	Less than 2.00 -> 2	2.00 - 2.49 -> 3	2.50 & greater -> 3
10 years & + -> 27	Less than 2.00 -> 8	2.00 - 2.49 -> 9	2.50 & greater -> 10
Totals 61	21	20	20

## APPENDIX F

Number of "W's" Granted by Classification by College  
(Numbers are Based on 10 Randomly Selected May Graduates  
From Each College Who Entered the University as New Freshmen)

May 1993	Fresh	Soph	Junior	Senior	Total
No College	7.00	7.00	4.00	3.00	21.00
Business	2.00	2.00	0.00	3.00	7.00
Education	7.00	2.00	5.00	0.00	14.00
Human & FA	2.00	3.00	6.00	4.00	15.00
Natural Sci	4.00	3.00	3.00	5.00	15.00
Social & BS	4.00	3.00	4.00	4.00	15.00
Per Student	0.43	0.33	0.37	0.32	1.45

May 1992	Fresh	Soph	Junior	Senior	Total
No College	2.00	6.00	11.00	4.00	23.00
Business	3.00	6.00	5.00	2.00	16.00
Education	0.00	1.00	1.00	1.00	3.00
Human & FA	3.00	3.00	1.00	8.00	15.00
Natural Sci	2.00	2.00	3.00	0.00	7.00
Social & BS	1.00	3.00	3.00	1.00	8.00
Per Student	0.18	0.35	0.40	0.27	1.20

May 1991	Fresh	Soph	Junior	Senior	Total
No College	3.00	7.00	10.00	10.00	30.00
Business	1.00	1.00	3.00	1.00	6.00
Education	1.00	6.00	4.00	1.00	12.00
Human & FA	3.00	1.00	5.00	6.00	15.00
Natural Sci	3.00	3.00	10.00	6.00	22.00
Social & BS	1.00	1.00	3.00	1.00	6.00
Per Student	0.20	0.32	0.58	0.42	1.52

May 1990	Fresh	Soph	Junior	Senior	Total
No College	1.00	2.00	4.00	12.00	19.00
Business	1.00	4.00	2.00	1.00	8.00
Education	5.00	3.00	1.00	1.00	10.00
Human & FA	1.00	7.00	1.00	0.00	9.00
Natural Sci	7.00	6.00	12.00	8.00	33.00
Social & BS	6.00	3.00	1.00	3.00	13.00
Per Student	0.35	0.42	0.35	0.42	1.53

## APPENDIX F

		Fall 88 - Sumr 93		
Dep		W's	Tot	Per
00	Individual Studies	13	397	3.3%
01	University, Interdisciplinary	13	708	1.8%
08	Military Science	67	988	6.8%
12	Accounting	1460	19187	7.6%
13	Marketing	303	10762	2.8%
15	Management	1404	30906	4.5%
16	Finance	380	5530	6.9%
18	Administrative Management	154	2403	6.4%
19	Educational, Interdepartmental	13	1374	0.9%
20	Educational Psychology	578	19179	3.0%
21	Elem., Early Childhood & Middle Sch	138	11829	1.2%
22	Special Education	221	8859	2.5%
23	Reading & Language Arts	171	10156	1.7%
24	Educational Media	148	6028	2.5%
25	Measurement and Research	164	4823	3.4%
26	Social Foundations	85	3706	2.3%
27	Educational Administration	53	2481	2.1%
28	Student Teaching	50	5710	0.9%
29	Counseling	131	3190	4.1%
30	Safety Education	17	447	3.8%
31	Design, Family & Consumer Sciences	515	15486	3.3%
33	Industrial Technology	336	9576	3.5%
35	Library Science	140	3775	3.7%
40	Psychology	869	21209	4.1%
41	Health	198	7770	2.5%
42	Physical Education	1129	23333	4.8%
43	Leisure Services	162	4413	3.7%
44	Health, Phys Ed, Leisure Serv, Interde	538	11496	4.7%
45	Social Work	221	7752	2.9%
50	Theatre	800	25156	3.2%
51	Communicative Disorders	146	6847	2.1%
52	Music	208	5554	3.7%
53	Music, Organizations & Ensembles	119	6064	2.0%
54	Music, Applied	121	4048	3.0%
56	Music Techniques	65	1443	4.5%
57	Music Education & Methods	40	1242	3.2%
58	Music Theory	162	3402	4.8%
59	Music Literature	78	1224	6.4%
60	Art	666	12655	5.3%
62	English Language & Literature	1287	28466	4.5%
63	Linguistics	105	2557	4.1%
64	Religion	200	4541	4.4%
65	Philosophy	278	3212	8.7%
66	Journalism	134	3043	4.4%
68	Humanities	1398	34168	4.1%
70	Languages	17	357	4.8%
71	Chinese	4	63	6.3%
72	French	169	3481	4.9%
74	German	98	2144	4.6%
77	Russian	39	438	8.9%
78	Spanish	413	9519	4.3%
79	Portuguese	16	170	9.4%
80	Mathematics	2912	31259	9.3%
81	Computer Science	648	5871	11.0%

82	Science & Science Education	280	7648	3.7%
84	Biology	854	18329	4.7%
86	Chemistry	484	7665	6.3%
87	Earth Science	299	7483	4.0%
88	Physics	491	4730	10.4%
90	Social Science	461	6256	7.4%
92	Economics	2083	22726	9.2%
94	Political Science	716	10618	6.7%
95	Public Policy	9	102	8.8%
96	History	681	8827	7.7%
97	Geography	539	8478	6.4%
98	Sociology	801	18248	4.4%
99	Anthropology	358	6841	5.2%
		27850	578376	4.8%

Sprg 1992			
Dep	W's	Tot	Per
14	n/a	n/a	ERR
18	n/a	n/a	ERR
17	n/a	n/a	ERR
30	n/a	n/a	ERR
71	n/a	n/a	ERR
89	n/a	n/a	ERR
88	46	422	10.9%
81	51	512	10.0%
80	217	2513	8.6%
65	20	240	8.3%
92	167	2006	8.3%
96	71	891	8.0%
72	15	218	6.9%
16	47	727	6.5%
94	54	864	6.3%
56	7	113	6.2%
08	3	49	6.1%
12	114	1874	6.1%
79	1	18	5.6%
97	51	921	5.5%
60	60	1188	5.1%
62	99	1999	5.0%
99	26	517	5.0%
66	9	185	4.9%
64	30	631	4.8%
42	94	1976	4.8%
78	39	823	4.7%
40	90	1959	4.6%
98	81	1846	4.4%
86	38	859	4.4%
57	6	137	4.4%
90	22	496	4.4%
70	1	23	4.3%
84	75	1752	4.3%
82	51	1217	4.2%
68	148	3609	4.1%
74	6	151	4.0%
25	16	409	3.9%
00	2	54	3.7%
43	31	829	3.7%
29	10	271	3.7%
52	18	500	3.6%
59	4	127	3.1%
35	4	130	3.1%
95	1	33	3.0%
87	21	691	3.0%
15	88	2920	3.0%
63	7	263	2.7%
22	24	930	2.6%
44	23	903	2.5%
50	54	2149	2.5%
31	37	1494	2.5%
20	46	1866	2.5%
77	1	42	2.4%



## APPENDIX F

45	17	774	2.2%
33	21	952	2.2%
41	12	597	2.0%
53	11	554	2.0%
54	7	391	1.8%
27	4	220	1.8%
24	7	421	1.7%
58	6	356	1.7%
13	16	961	1.7%
51	10	736	1.4%
21	17	1356	1.3%
26	4	346	1.2%
23	10	946	1.1%
28	6	684	0.9%
19	0	53	0.0%
01	0	68	0.0%
	2274	53767	4.2%

## APPENDIX F

	Fall 1992		
Deo	W's	Tot	Per
71	n/a	n/a	ERR
89	n/a	n/a	ERR
17	n/a	n/a	ERR
18	n/a	n/a	ERR
30	n/a	n/a	ERR
14	n/a	n/a	ERR
95	2	14	14.3%
81	70	488	14.3%
77	7	58	12.1%
08	7	59	11.9%
88	53	464	11.4%
12	213	1910	11.2%
59	12	108	11.1%
92	229	2292	10.0%
80	326	3396	9.6%
96	73	812	9.0%
90	66	761	8.7%
65	23	273	8.4%
79	2	25	8.0%
97	60	831	7.2%
63	20	291	6.9%
01	5	76	6.6%
99	44	669	6.6%
94	60	943	6.4%
56	10	159	6.3%
70	2	33	6.1%
84	130	2161	6.0%
86	52	888	5.9%
64	32	538	5.9%
16	40	701	5.7%
66	12	215	5.6%
98	111	1974	5.6%
72	12	227	5.3%
87	30	575	5.2%
62	133	2570	5.2%
35	7	134	5.2%
78	40	772	5.2%
29	17	338	5.0%
42	87	1782	4.9%
43	24	513	4.7%
31	69	1507	4.6%
60	58	1294	4.5%
15	133	2977	4.5%
44	60	1349	4.4%
68	150	3516	4.3%
33	43	1021	4.2%
22	38	907	4.2%
58	16	383	4.2%
40	90	2237	4.0%
26	12	313	3.8%
74	6	157	3.8%
82	48	1259	3.8%
50	91	2642	3.4%
41	18	536	3.4%

## APPENDIX F

20	69	2025	3.4%
24	14	427	3.3%
54	11	378	2.9%
52	16	571	2.8%
19	2	77	2.6%
25	12	473	2.5%
13	28	1130	2.5%
27	5	200	2.5%
57	2	91	2.2%
45	15	730	2.1%
51	13	614	2.1%
23	19	928	2.0%
53	10	725	1.4%
21	11	1180	0.9%
28	4	743	0.5%
00	0	9	0.0%
	3074	57449	5.4%