

MEETING
Kansas State University Faculty Senate Meeting
April 9, 1996 3:30p K-State Union Big 8 Room

Present: Abbott, Anderson, Baker, Balk, Benson, Biere, Bissey, Charney, Conrow, Dubois, Dukas, Dyer, Elkins, Fenton, Feyerharm, Finland, Foster, Gallagher, Glasgow, Gray, Hagmann, Harbstreit, Hamilton, Hassan, Havlin, Hoag, Jardine, Johnson, Kassebaum, Klabunde, Kuhlman, Lamond, Legg, Maes, McCulloh, McMurphy, McNamara, Michie, Miller, Moeller, Mohr, Molt, Moxley, Nafziger, Niehoff, Ottenheimer, Pallett, Peterson, Pierzynski, Rahman, Ransom, Ross-Murray, Royse, Schoning, Stewart, Taylor-Archer, Twiss, Verschelden, White, Wilson, Woodward, Wright

Proxies: Reeck, Smit

- I. Meeting was called to order at 3:35p.
- II. Minutes of the March 12, 1996, meeting were approved as circulated.
- III. Announcements
 - A. President Havlin indicated that Murray Lull and Dr. Sylvia Robinson have been named as Regents.
 - B. The legislature seems to be in favor of the budget for FY97, although salary money still has not been approved. Tuition for FY97 is under discussion. A portion of any increase would stay here and the administration is considering earmarking part of it for technology improvements. Jeff Peterson stated that the students would prefer having the technology fee come from tuition, rather than be a separate fee.
 - C. The NCAA Self-Study Review Team was on campus the week of April 1, 1996. Senator Kuhlman reported that the committee was very, very positive and especially impressed with the openness of faculty, students, and the process in general. A final NCAA certification report is expected between August and October, 1996.
 - D. President Havlin thanked the faculty for their cooperation in providing information for the Vision 2020 report. The voluminous reports from the CCOPs have been reviewed for commonality by FSCOUP, which has sent its comments to Curtis Kastner, Chair of the Strategic Planning Committee.
 - E. KSURF will have faculty representation. President Havlin forwarded the six nominations he received, two of these will be nominated and formally named for FY96. A third faculty member will join the board in FY97.
 - F. The Policy Development Advisory Committee regarding electronically transmitted media needs one faculty representative. Interested faculty should contact Vice-Provost Unger.
 - G. The Senate resolution regarding Vision 2020 and a related letter from Senator Hamilton were shared with John Welsh and Steve Jordan of the Regents staff, Regent Hiebert, and others. Copies of Mr. Welsh's response were distributed to Senators with the request that they share it with colleagues and bring responses to the May meeting.
- IV. Standing Committee Reports
 - A. Academic Affairs - John Johnson
 1. Senator Johnson moved approval of Course and Curriculum Changes (599 and below) approved by the College of Human Ecology, February 9, 1996. Motion was seconded and passed.
 2. Senator Johnson moved approval of Course and Curriculum Changes (599 and below) approved by the College of Business Administration, February 12, 1996. Motion was seconded and passed.

3. Senator Johnson moved approval of Course and Curriculum Changes (599 and below) approved by the College of Agriculture, February 22, 1996. Motion was seconded and passed.
4. Senator Johnson moved approval of Course and Curriculum Changes (599 and below) approved by the College of Arts and Sciences, February 22, 1996. Motion was seconded and passed.
5. Senator Johnson moved approval of Course and Curriculum Changes (599 and below) approved by the College of Education, February 27, 1996. Motion was seconded and passed.
6. Senator Johnson moved approval of the following courses approved by the General Education Implementation Task Force meeting. Motion was seconded and passed.
February 12, 1996
ARCH 670 History of American Architecture and Allied Design I
ARCH 671 History of American Architecture and Allied Design II
February 26, 1996
ENGL 420 Literature and Film
ENGL 450 Literature and Society
ENGL 580 Selected World Literature
March 4, 1996
POLSC 325 United States Politics
IDH 600 International Studies: British Cultural Survey
7. Senator Johnson moved approval of Graduate Courses approved by the Graduate Council on February 6, 1996. Motion was seconded and passed.

Changes

ASI	694	Food Plant Management
ASI	725	Food Analysis
ASI	815	Advanced Food Chemistry
CIS	895	MSE Project
FN	911	Advanced Nutrition: Contemporary Issues
GRSC	651	Food and Feed Product Protection
GRSC	655	Cereal Food Plant Design and Construction
GRSC	730	Milling Science II
GRSC	731	Milling Science Lab
ME	862	Finite Elements
PLPTH	840	Plant Pathogenic Bacteria
PLPTH	845	Plant Pathogenic Fungi
PLPTH	905	Ecology and Epidemiology of Plant Pathogens
PLPTH	910	Molecular Plant Microbe Interactions

New

ASI	601	Food Science Internship
ASI	727	Chemical Methods of Food Analysis
CIS	638	Multimedia Systems
GEOG	735	Topics in Climatology
SOCIO	801	Introductory Pro-seminar
SOCIO	802	Teaching Pro-seminar

Dropped

ANTH	600	Cultural Dynamics
ANTH	640	Pro-seminar in Applied Anthropology
DEN	740	Applied Linear Analysis
GEOG	710	Geography of Hunger
GEOG	740	Geography of Transportation
GRSC	650	Concepts of Modern Feed Mill Design

Changes in the renumbering of courses in the Department of Diagnostic Medicine/Pathobiology due to department consolidation.

PM 650	to	DMP 650	Fundamental of Public Health and Food Safety
PM 705	to	DMP 705	Principles of Veterinary Immunology
PM 755	to	DMP 708	Principles and Methods of Epidemiology
PM 712	to	DMP 712	Veterinary Bacteriology and Mycology
PM 703	to	DMP 715	General Pathology
PM 793	to	DMP 718	Veterinary Parasitology
PM 710	to	DMP 720	Systemic Pathology
PM 722	to	DMP 722	Veterinary Virology
PM 753	to	DMP 753	Zoonoses and Preventive Medicine
PM 759	to	DMP 759	Laboratory Animal Science
PM 775	to	DMP 775	Clinical Pathology
PM 777	to	DMP 777	Laboratory Diagnosis
VD 847	to	DMP 780	Avian Diseases
VD 851	to	DMP 785	Necropsy and Diagnostic Investigations
PM 720	to	DMP 790	Introduction to Research in Laboratory Medicine
PM 821	to	DMP 821	Advanced Clinical Pathology Laboratory
VD 849	to	DMP 849	Pathologic Technique and Diagnosis
PM 851	to	DMP 851	Pathology of Body Fluids
PM 852	to	DMP 852	Histopathology
PM 853	to	DMP 853	Veterinary Exfoliative Cytology
PM 854	to	DMP 854	Advanced Epidemiology
PM 856	to	DMP 856	Advanced Veterinary Parasitology
PM 859	to	DMP 859	Surgical Pathology
PM 860	to	DMP 860	Pathogenic Mechanisms
PM 861	to	DMP 861	Advanced Diagnostic Pathology
PM 863	to	DMP 863	Advanced Principles of Pathology
PM 865	to	DMP 865	Diagnostic Veterinary Virology
PM 866	to	DMP 866	Pathology of Diseases of Laboratory Animals, Fish and Wildlife
PM 867	to	DMP 867	Advanced Topics in Comparative Pathology
PM 870	to	DMP 870	Seminar in Pathobiology
PM 877	to	DMP 877	Advanced Laboratory Diagnosis
PM 880	to	DMP 880	Problems in Pathobiology
PM 890	to	DMP 890	Veterinary Hematology
PM 898	to	DMP 898	MS Research in Microbiology
PM 899	to	DMP 899	MS Research in Pathology
PM 985	to	DMP 935	Necropsy Diagnosis
PM 947	to	DMP 947	Advanced Systemic Pathology I
PM 950	to	DMP 950	Advanced Systemic Pathology II
PM 965	to	DMP 965	Cellular and Molecular Pathology
PM 970	to	DMP 970	Pathobiology Seminar
PM 980	to	DMP 980	Problems in Pathobiology
PM 999	to	DMP 997	Research in Pathology
PM 998	to	DMP 998	Research in Microbiology
PM 997	to	DMP 999	Postdoctoral Research

8. Senator Johnson moved approval of the Master of Science in Mass Communications degree that had been approved by the Graduate Council February 6, 1996. Motion was seconded and passed.
9. Senator Johnson moved approval of March 1996 graduates. Motion was seconded and passed.
10. Senator Johnson commented on the proposed agreement between Manhattan Area Technical Center and

KSU. MATC proposed having KSU offer support classes needed for the MATC AAS degree instead of Cloud County Community College. Students enrolling at KSU would be treated the same as any other part-time student at the university. Both parties hope that an articulation agreement can be developed within a five year period. This would permit students taking the recommended classes and maintaining "C" grades in each course to transfer to KSU without losing credit. MATC is also beginning to seek North Central accreditation.

B. Faculty Affairs - Gary Pierzynski
There were no agenda items.

Faculty Affairs met just prior to the Senate meeting with Provost Coffman to discuss section C31.5 of the Faculty Handbook, as requested by the Senate. Specific questions regarded the Provost's call for individualized faculty evaluations, under which a faculty member not meeting his/her expectations would not be given a raise, even though s/he meets minimum department standards. In addition, he specified that "chronic low achievement" referred to failure to meet one or more standards deemed "critical" in the department's mission statement. Senators expressed concern about the seeming variance from the Senate's specification of "overall" performance. Faculty Affairs will be meeting more with the Provost.

Senator Michie suggested that the Provost be invited to the Senate and that he be asked to be prepared to explain quite explicitly why and how our current procedures don't work.

C. Faculty Senate Committee on University Planning - Mickey Ransom
There were no agenda items.

FSCOUP has reviewed the CCOP reports prepared for Vision 2020. They looked for points of commonality and sent a four page report to the Strategic Planning Committee. The formal receipt of the report by Faculty Senate will be placed on the agenda for the May meeting. This is an initial report with opportunity for additional input by faculty. The final report will be due in November 1996.

FSCOUP will be discussing the distribution of Sponsored Research Overhead funds and student representation of FSCOUP.

V. Old Business

There was no old business.

VI. New Business

Faculty Senate elections are ongoing. Nominations are being sought for Faculty Senate offices.

VII. For the Good of the University

Senator Nafziger reported the March/April issue of Academe has arrived with its annual salary report. Kansas State is 43rd among land grant institutions this year. Institutions with lower salaries include North and South Dakota, Wyoming, and Utah.

Jeff Peterson, in his last meeting as Student Body President, expressed his appreciation to President Havlin for all his work with the students and before the Board of Regents.

VIII. Meeting was adjourned at 4:30p.



Department of Agronomy

Crop, Soil, and Range Sciences
2004 Throckmorton Plant Sciences Center
Manhattan, Kansas 66506-5501
913-532-6101

handouts
4-9-96

April 2, 1996

Dr. Curtis L. Kastner, Chair
Strategic Planning Committee
Department of Animal Sciences and Industry
232 Weber Hall
CAMPUS

RE: Report from FSCOUP for Vision 2020

Dear Curtis:

Please find enclosed our report to the Strategic Planning Committee for Vision 2020. Our report compiles comments from the CCOP reports on strategic planning from the College of Human Ecology; College of Arts and Sciences; College of Veterinary Medicine; College of Business Administration; College of Engineering; College of Education; College of Agriculture and Division of Extension; College of Architecture, Planning and Design; and the Libraries.

We look forward to receiving the working draft of the Vision 2020 report from the Strategic Planning Committee and will be pleased to present you with our reactions to your report. Thank you for your efforts in developing a strategic plan for Kansas State University.

Sincerely,

M. D. Ransom
Professor and Chair, Faculty Senate Committee on University Planning

MDR
Enclosure

cc: Dr. John Havlin, President of the KSU Faculty Senate
FSCOUP Members

**Report to the Strategic Planning Committee for Vision 2020:
Summary Points Derived from Faculty Comments Contained in the CCOP Reports**

Faculty Senate Committee on University Planning

April 2, 1996

Introduction

Faculty input is a crucial component in the response of Kansas State University for Vision 2020. This summary includes highlights of CCOP reports from the College of Human Ecology; College of Arts and Sciences; College of Veterinary Medicine; College of Business Administration; College of Engineering; College of Education; College of Agriculture and Division of Extension; College of Architecture, Planning and Design; and the Libraries. We are sending this summary to the Strategic Planning Committee for their consideration as they develop their response for Vision 2020.

Undergraduate Teaching and Learning

1. Faculty of Kansas State University understand, support, and have long been committed to the Eleven Principles of the Learning Environment adopted by the Board of Regents in May 1995. Indeed, we are already meeting most of these principles with less than adequate funding. We believe that undergraduate teaching should be one of the highest priorities of the University.
2. Students should be encouraged to come to KSU better prepared and more responsible for their own education.
3. We should optimize the environment for learning by involving senior faculty in undergraduate education. Senior faculty should be teaching freshman and sophomore level courses.
4. Faculty should be encouraged to help students develop a good reserve of factual knowledge and an eagerness to learn more.
5. Mentoring should be used as a standard approach to assist new teachers. Teaching excellence requires that faculty have opportunities for professional development.
6. The importance of teaching needs to be recognized in annual evaluations of faculty and in the promotion and tenure process.
7. Evaluation of teaching should include more than just TEVAL scores. Examples of other means of teaching evaluation include peer evaluation, exit interviews of graduating seniors, interviews of alumni, and surveys of employers.
8. Class size should be consistent with the highest quality of undergraduate and graduate student instruction.
9. Internship programs should be stressed. Businesses will see the students they are considering hiring, and we will learn what businesses expect from our graduates and what areas should be emphasized. Internships should be coordinated by a faculty member who reviews the students' activity reports to guarantee a meaningful learning experience.

Graduate Education and Research

1. A balance between research and graduate education on the one hand and undergraduate education on the other is essential.
2. Faculty should be given the time and resources necessary to develop their research talents. Faculty often require mentoring to help them become successful grant writers for generating extramural funding.
3. To attract quality graduate students and postdoctoral fellows, stipends must be competitive with other major universities.
4. Graduate programs should provide students with an opportunity to develop teaching skills so that the development of future instructors is enhanced. Graduate Teaching Assistants require training programs, under the leadership of faculty, to prepare them to teach effectively.
5. Research priorities should be set based on a strategic plan. Implementation of the strategic plan may require reallocation of resources that will cause internal conflict within the university. KSU Libraries should be a top priority. The development of a strategic plan should include input by advisory councils to insure that research is relevant and important to the people of Kansas.
6. Excellence in research requires that faculty have opportunities for professional development including attendance of professional meetings, international travel, sabbatical leave, and summer study. Administrators should be committed to enhancing faculty participation in such professional development opportunities, and they should be expected to participate in their own professional development activities.

Multicultural and International Issues

1. For students to live in society and work in a global economy, they should have an understanding and appreciation for the cultural diversity they will encounter.
2. We should focus the attention of students on international concerns, and guide them to be forward-thinking and responsive to a changing world with an increasing necessity to appreciate diversity.
3. There is an ongoing need to make the curriculum more inclusive/pluralistic and to be responsive to changing economic and demographic realities.

Technology Transfer

1. Faculty want to incorporate new technologies and innovative teaching methods. We understand and support the need to keep up with technological advances. While technology can enhance the learning environment, it cannot replace the personal interaction between students and instructors. Technology should be viewed as an enhancement to the learning process, and not as a panacea to replace dwindling resources.
2. Technology transfer should be structured to foster critical thinking and not just as a means of information transfer. Technology comes at a high cost in terms of equipment, personnel support, and training. Faculty will need access to competent staff that understands the technology and provides help to faculty in its use in the curriculum. If faculty are to develop videos, CD-ROMs, computer

programs, etc. for instruction, technical support and training will be required. Development costs must be carefully weighed against the benefits the technology provides.

3. A realistic cost analysis for acquisition, maintenance and replacement, and support staff is essential for technology transfer and advances. Such analysis should be part of a strategic plan, and it should be incorporated into the budgeting process.
4. Students and faculty need access to computing capabilities. These computing resources are subject to rapid change in technology.
5. Before employing new technology in teaching, we need to be sure that the new technology will improve learning effectiveness and teaching efficiency. While we need to keep up with new technology, some classrooms do not even have the most basic equipment or are in need of structural repairs.
6. Technology transfer also concerns the ability of the University to move its knowledge, research, and technology development into use in the public and private sectors through Extension and general outreach programs of the University. The role and importance of this function should be considered during the development of the strategic plan.

General

1. The public perception of a university is not ideal. We are increasingly being held more accountable to the public's inaccurate perception of our role and mission. Since traditional notions of academic freedom, tenure, and basic research are being scrutinized and threatened from both within and outside the University, we need to do a better job marketing the university and informing the public about our role and mission.
2. Administrators are being asked to demonstrate that their operations are both efficient and responsive to needs. Individual administrative structures should be evaluated on a value added basis.
3. Faculty want a strategic plan that clearly defines and prioritizes the mission of the University. The allocation of faculty time, resources, and areas of expertise need to be based on the University mission rather than departmental aspirations. Faculty time is the fundamental resource of the University.
4. Previous strategic planning has often concentrated on making our activities look better than ever despite another round of funding cuts. Our past strategic planning efforts have often been in response to demands of accrediting agencies, college and department advisory committees, and special interest groups.
5. Across the board cuts are not acceptable. Programs are currently at the bare minimum of funding, and if further reductions in funding occur, we need to start cutting programs.
6. An ethos of excellence in instruction must be developed throughout the University. Teaching ability should play a greater role in hiring, tenure, promotion, and annual evaluation.
7. Faculty may not, and perhaps should not, have identical assignments in research, teaching, and extension or service. The talents, knowledge, and interests of the faculty should be carefully considered in making faculty assignments to meet the goals and objectives of a department or unit.

8. Every college and department or unit should have clear, written guidelines for faculty evaluation and promotion and tenure. Such documents should be subject to faculty approval through a formal voting procedure, and they should be routinely evaluated by faculty groups to ensure that the documents are current and the guidelines are relevant. Although this is the current policy in the Faculty Handbook, some departments or units are not in compliance. Criteria and standards for faculty in professional (nonacademic) ranks should also be included in these documents.
9. Annual faculty evaluations should place more emphasis on goal setting in the context of long-term planning issues. In some cases, administrators need training in faculty evaluation methods. Deans and department or unit chairs and heads should focus on evaluation procedures that allow faculty to achieve their full professional potential.
10. Faculty are concerned with the increasing amount of time that must be spent on committee work, progress reports, and paperwork. Most faculty support administrative efforts to reduce such duties so that they can concentrate on their efforts in teaching, research, and extension.
11. The KSU Libraries are an integral part of University that allows information to be accessed and delivered. The Libraries play a central role in information transfer, undergraduate and graduate teaching, research, and multicultural and international programs.
12. As the University faces constraints on resources, cooperative initiatives will have to come from both librarians and faculty to develop ways to best use the resources according to the mission of the University.
13. The University should investigate ways to make more efficient use of our physical facilities. For example, more courses should be made available during summer school and intersessions.
14. Professional programs can expand the use of experienced and committed part-time professional persons to teach technical courses. This approach takes advantage of the expertise of local, practicing professionals without adding to the number of full-time faculty in tenure-track positions.

AMENDED FACULTY SENATE RESOLUTION:**"Response to the Kansas Board of Regents'
Vision 2020 Plan of December 14, 1995"****Tuesday, March 12, 1996**

- Whereas: The *Vision 2020* plan adopted by Kansas Board of Regents on December 14, 1995, identifies two major challenges to the Regents universities over the next decade: (a) a declining share of State General Fund appropriations in the recent past with no assurance of any change in that rate of decline in the foreseeable future; and (b) a realistic forecast of significant enrollment increases by the year 2003; and
- Whereas: The *Vision 2020* plan asserts the existence of increasing "expectations" of institutions of higher education and an "intensifying public demand for accountability in the use of resources and responsiveness to public expectations" without, however, either (a) assessing which of those expectations are realistic and which are not or (b) assessing when and in what respects the demands for accountability are of such kind they should be resisted and when and in what respect those demands are reasonable and should be met; and
- Whereas: The *Vision 2020* plan removed virtually all references from the Regents' "Principles on the Learning Environment" (adopted in September, 1995) that have to do with improving the undergraduate experience (specifically, to assure: "course offerings with the frequency needed for timely fulfillment of requirements for general education, the major, and graduation;" "class size consistent with the highest quality of instruction;" "the availability of superior advising and mentoring opportunities . . .;" and "adequate opportunities to challenge the most able students . . ."); and
- Whereas: The strategy in the *Vision 2020* plan that encourages universities to ". . . reexamine faculty development, support and reward systems and ensure proper recognition. . . ," falls far short of the statements in the September "Principles" that provided training programs for teaching assistants, created and maintained an environment that ". . . facilitates, encourages, and rewards substantial faculty commitment to instruction," and assured that "all instructional sites have the laboratory, library, and computing facilities and equipment to provide high quality instruction;" and
- Whereas: The resulting *Vision 2020* plan is internally inconsistent when it asserts *both* that the universities shall change to meet rising expectations for more contact with students and more focus on customized instruction to special populations and that the universities will not grow but will rather find ways to be more "efficient," (where "efficient" is a term that in the university context directly implies more distant and impersonal modes of instruction, as the Regents' plan readily acknowledges); and

Whereas: The resulting *Vision 2020* plan is inconsistent with the realities the Regents acknowledge we face over the next decade when it asserts that the universities shall meet virtually all new expectations but will do so without new resources;

Therefore be it resolved that the Faculty Senate of Kansas State University:

- (1) supports initiatives at all levels to maximize the use of faculty resources and, in particular, to enhance undergraduate and graduate instruction in the context of an ambitious research university;
- (2) resolves to promote the positive and reasonable suggestions for enhancing pedagogy made by the Board of Regents in the September 1995 "Principles"; but
- (3) urges the Board of Regents to clarify and specify the relationship of the two documents (Principles on the Learning Environment and *Vision 2020*), in specific terms so that the Universities and their faculties have guidance in their planning efforts.

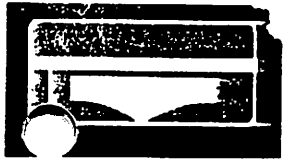
Report to Faculty Senate
NCAA By-Law 23 Self Study Review
Dennis K. Kuhlman, Past-President

The NCAA Self Study review team was on campus the week of April 1, 1996. As you will recall, the Kansas State University Athletic operation was thoroughly examined using the Self-Study Review process of the NCAA including the areas of finances, academics, equity, and rules compliance.

The review team, composed of an athletic director, a university president, a faculty member, and an athletic women's coordinator from around the nation, had very positive comments about Kansas State. The team was particularly impressed with the openness of the process, the involvement of a wide range of individuals for the university community, and the progress, completeness, and commitment to Title IX equity.

The review team report is expected to be filed in about three weeks with the final NCAA certification report expected between August to October, 1996.

Thanks to the many Faculty Senate members who participated and represented the faculty at Kansas State University.



KANSAS BOARD OF REGENTS

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GENERAL ADMINISTRATION - 913 296-3421 • STUDENT ASSISTANCE - 913 296-3517 • FAX 913 296-0983

March 26, 1996

James R. Hamilton, Head
Department of Philosophy
Kansas State University
Manhattan, Kansas 66506

Dear Professor Hamilton:

Thank you for providing me with a copy of the March 12, 1996 Kansas State University Faculty Senate Resolution, "Response to the Kansas Board of Regents' VISION 2020 Plan of December 14, 1995." I also appreciate receiving your March 13, 1996 letter to the Kansas Board of Regents which explains and amplifies some of the concerns expressed in the Resolution. Since I never seem to have enough time to discuss higher education issues with the faculty at the Regents universities, I value opportunities to learn more about what faculty are thinking about the challenges we face and how we might confront them.

My primary purpose in writing is to comment on the request for clarification on the relationship between the "Principles on the Learning Environment" and VISION 2020. Since this relationship was never formally stated by the Board, I can only provide my perspective on the matter. I think the short answer to the question is that VISION 2020 is the means for fulfilling or achieving the "Principles on the Learning Environment." I encourage the faculty at Kansas State University to keep the "Principles ..." at the forefront of your dialogue as you develop responses to VISION 2020. There was never any intent to drift away from the "Principles ..." as the Board developed the VISION 2020 initiative. I hope that KSU faculty will take the opportunity offered by VISION 2020 to develop and implement appropriate activities that will help fulfill the "Principles"

There is more to the relationship between the "Principles ..." and VISION 2020, however. The background paper that included the draft "Principles ..." was written in February and March 1996 as a collaboration between three faculty senate presidents, John Hiebert and myself. The paper was designed as a response to pressures to study and mandate minimal thresholds for faculty workload. The trajectory of the argument in the paper was to urge the Board to focus on the learning environment, not faculty workload, as a basis for developing helpful responses to the current and evolving circumstances facing the Regents universities.

The Board concluded its discussion on the "Principles ..." in May 1995 by adopting the eleven principles as a vision for the types of learning environments we would like to have at each of the Regents universities. There was no mandate for institutional action or reporting at that time because it was clear that "something more" was needed if we are going to meet the challenges in our current milieu, which seem to include significant resource constraints, enrollment pressures, more credible accountability reports, and changing program and instructional needs. The "Principles ..." were pivotal in moving the discussion beyond faculty workload mandates and, thus, served a very valuable purpose, but they were not going to lead to the type of self-examination and transformation that will help prepare us for existing and impending challenges. This is why the Board adopted VISION 2020 as a rubric for the universities to pursue high-priority, high-impact changes in selected areas that include, but go beyond, the learning environment.

Although we are confronting serious resource problems, diminution of quality, productivity, and responsiveness to educational needs in the State are not acceptable responses either to us or our various constituents. The basic question confronting the Kansas Regents universities is how we can improve quality, productivity, and responsiveness in a time of increasing enrollment pressures, demands for accountability, and constant or declining resources. Many of us recognize the need to transcend the one-dimensional, expansion - contraction logic that is clearly expressed in the sixth "whereas" clause in the Resolution. We need to challenge the conclusion that says "more resources" is the only route to quality improvement, just as we need to challenge the line of thinking that says "increased faculty workloads" is the only route to productivity improvements.

VISION 2020 is not a prepackaged blueprint for change. There is no hidden corporate agenda embedded within it. It does not elevate "efficiency" above all other values. It does not betray any of the historical commitments higher education has made to students and communities. It does not imply that the Board of Regents will capitulate to unreasonable accountability demands or fail to advocate for improved funding. It does not mandate solutions to the problem of improving quality, productivity, and responsiveness with the same or fewer resources.

VISION 2020 is a framework that outlines the major challenges and areas that deserve attention in a form that is accessible to large numbers of faculty. VISION 2020 is founded on the belief that we can make some meaningful improvements in the learning environment and other spheres of university operations. It relies on the universities for specific initiatives, except for those that need to occur at the system or state level. It is largely dependent on faculty for the depth and scope of changes needed for the future. It will not be "watered-down" or "inconsistent" if we commit our collective insight and energies to pursuing sensible changes.

I hope this information and perspective is helpful to you. I appreciate your comments about the "Principles on the Learning Environment." Perhaps the "Principles ..." can be used at Kansas State and elsewhere as a standard for what we are trying to achieve with VISION 2020. I am confident that the faculty, students and administration at Kansas State will contribute to this effort in a major way. I am eager to provide any assistance, commentary, or additional perspective as appropriate. Thanks for the opportunity to comment.

Sincerely,


John F. Welsh
Director of Academic Affairs

cc: Professor John Havlin

handouts

RESPONSIBILITIES

As Manhattan Area Technical Center/Unified School District #383 Board of Education and Kansas State University enter into a partnership agreement, it is important that both institutions do so with the understanding that it is the student that will receive the benefits and who will ultimately gain from this partnership.

AS A PARTNER, KANSAS STATE UNIVERSITY WILL:

- * consult with MATC faculty regarding courses to be provided by KSU for the MATC Associate of Applied Science degree
- * allow MATC faculty to consult with KSU instructional staff on the development of courses primarily for MATC students
- * provide courses on either campus as necessary and feasible
- * provide courses for MATC students in the same manner that courses are made available to KSU degree candidates
- * provide concurrently enrolled (MATC/KSU) students access to KSU facilities on a campus privilege fee basis, for example, the KSU library, recreation center, Lafene Health Center, student union, etc.
- * identify KSU baccalaureate programs which are applicable and appropriate to MATC AAS degree graduates for articulation purposes
- * provide for the review of courses for transfer of MATC credit to KSU in related baccalaureate programs of study/degree plans
- * provide transcripts of successfully completed course work to MATC for transfer of credit purposes as requested by students
- * provide KSU course materials, etc. for MATC use in working with prospective students
- * promote, where applicable, the partnership between MATC and KSU

AS A PARTNER, MANHATTAN AREA TECHNICAL CENTER WILL:

- * develop the degree requirements for each AAS major
- * work cooperatively and effectively with KSU faculty and staff in order to promote professionalism and good will
- * accept KSU general education credit toward completion of the MATC Associate of Applied Science degree
- * encourage input from appropriate KSU faculty
- * promote, where applicable, the partnership between MATC and KSU
- * provide classroom space as available for KSU courses which are applicable to the MATC AAS degree
- * provide MATC program and promotional materials to the proper KSU staff
- * be responsible for student financial aid for concurrently enrolled (MATC/KSU) students as well as MATC diploma (non-degree seeking) students
- * develop a degree plan of study for each MATC student outlining requirements for AAS degree completion, with the general education component to be provided by KSU
- * provide KSU with transcripts of MATC course completions upon student request
- * request that the appropriate KSU departmental faculty review MATC program syllabi for the potential transferability of credit to KSU baccalaureate degree programs
- * encourage KSU faculty and administration to visit MATC in order to know first hand what staff and students are experiencing and to dialog together
- * pursue North Central Association of Colleges and Schools, Commission on Institutions of Higher Education accreditation
- * keep KSU officials apprised of the Technical College conversion application process and results

BOTH PARTIES WILL:

- * undertake joint planning for an articulation agreement with appropriate colleges which provides acceptance of a program of study for MATC AAS degree recipients toward admission to the KSU baccalaureate degree program. The agreement will stipulate the general education requirements, grade requirements (no lower than "C"), and time constraints (within 5 years after completion of the MATC AAS program).