



# Faculty Senate Archives

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Faculty Senate

Academic year 2007-2008

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## Volume XXI

### Agenda and Minutes of the Meeting of April 14, 2008

**WICHITA STATE UNIVERSITY**  
**FACULTY SENATE**  
**AGENDA**

<b>MEETING NOTICE</b>	<b>Monday, 14, 2008</b>
	<b>CH 107 3:30 p.m.</b>

**ORDER OF BUSINESS:**

I. Call of the Meeting to Order

II. Informal Statements and Proposals

III. Approval of the Minutes -- Monday, March 10, 2008 -  
- <http://webs.wichita.edu/senate/M3-10-08.htm>

-- Comments from the 3-10-08  
meeting: <http://webs.wichita.edu/senate/comments3-10-08.htm>

IV President's Report:

V Committee Reports:

A. Rules --- Larry Spurgeon, chair

VI Old Business:

A. Amended Motion from Executive Committee:

WHEREAS 173 faculty from all colleges responded to the survey about plus/minus grading, and

WHEREAS a majority of the respondents are in favor of plus/minus

grading,

The Faculty Senate Executive Committee moves that the following be the official policy of WSU, and that the following language be inserted in the WSU Undergraduate Catalog, Graduate Bulletin, and all other relevant documents, subject to ratification at the next meeting of the General Faculty:

The grading system at WSU is

grade	points per credit hour	
A	4.0	The A range
denotes <u>excellent</u> performance.		
A-	3.7	
B+	3.3	
B	3.0	The B range denotes <u>good</u> performance.
B-	2.7	
C+	2.3	
C	2.0	The C range
denotes <u>satisfactory</u> performance.		
C-	1.7	
D+	1.3	
D	1.0	The D range
denotes <u>unsatisfactory</u> performance.		
D-	0.7	
F	0.0	F denotes <u>failing</u> performance.

{Definitions for the grades below to remain the same as p. 34f of the Undergraduate Catalog}

Au	Audit
Cr	Credit
NCr	No credit
S	Satisfactory
U	Unsatisfactory
I	Incomplete
W	Withdrawn
CrE	Credit by examination

Plus/minus Survey results: <http://webs.wichita.edu/senate/Plus-MinusSurvey.htm>

Plus/ minus Survey comments: <http://webs.wichita.edu/senate/Plus-MinusSurveyComments.htm>

VII New Business:

**A. Elizabeth King, President and CEO, WSU Foundation --- Foundation Update**

**VIII As May Arise**

**EXECUTIVE COMMITTEE**

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**+/- Survey Results: 2008**

**There were 173 respondents, over a third of the total faculty. Although there are strong opinions on each side, a clear majority is in favor of adopting a +/- grading system. The Senate is not bound by the results of the survey and may make any decision it wishes regarding the structure of a plus/minus grading system and whether or not it ought to be adopted.**

The detailed results are interesting -- the "favored" results are as follows:

**Adopt plus/minus** [53% yes, 32% no, 6% don't care and 9% undecided]

**Count grade points to one decimal place** [57% yes; 43% two decimals]

**No A+** [46% don't include A+, 40% include A+ and 14% undecided]

**If A+, then it counts for only 4.0** [54%]

**Plus/Minus all the way down to D-** [36%; next highest was "no D+ and D-", 28%]

**Maintain C (2.0) for good standing** [69% with only 3% in favor of letting C-satisfy requirements]

**No number-to-grade conversion scheme in Catalog** [40%; 28% prefer publishing a "typical" scheme; 24% prefer making the suggested scheme mandatory]

**Mandatory Grading System** [49%; 34% preferred the system be "professor's choice"; 10% up to colleges; 7% undecided]

**Do not use the "alternative" plus/minus system** [68%]

**Plus/Minus Survey Results:**

		<b>Base</b>	<b>173 100%</b>
<p><b>1. All things considered, and assuming that the practical details can be worked out, are you in favor of the general idea of adopting a plus-minus grading system at WSU?</b></p>	a) I am in favor of WSU adopting a plus-minus grading system.	92	53%
	b) I am against WSU adopting a plus-minus grading system.	55	32%
	c) I don't care what the grading system is at WSU.	10	6%
	d) I am unsure whether or not WSU should adopt a plus-minus grading system.	16	9%

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2. If WSU were to adopt a plus-minus grading system, what is your preference about how many decimal places the grade point scale should include?	<b>Base</b>	<b>173 100%</b>
	a) Two (e.g., A = 4.00, B- = 2.67, C+ = 2.33).	75 43%
	b) One (e.g., A = 4.0, B- = 2.7, C+ = 2.3).	98 57%

3. If WSU were to adopt a plus-minus grading system, would you prefer that the system include the grade A+?	<b>Base</b>	<b>173 100%</b>
	a) Yes.	69 40%
	b) No.	80 46%
	c) I am undecided.	24 14%

4. If WSU were to adopt a plus-minus grading system that includes an A+ grade and in which an A counts for 4.0 and an A- counts for 3.7 (or 3.67) grade points, how many grade points would you prefer an A+ be worth?	<b>Base</b>	<b>173 100%</b>
	a) 4.0	93 54%
	b) 4.3 (or 4.33 if a two-decimal place system is adopted)	80 46%

5. If WSU were to adopt a plus-minus grading system, how would you prefer the bottom of the scale to be structured?	<b>Base</b>	<b>173 100%</b>
	a) Nothing below C except D and F	26 15%
	b) Nothing below C- except D and F.	49 28%
	c) Nothing below C- except D+, D and F.	19 11%
	d) Nothing below C- except D+, D, D- and F.	62 36%
	e) I am undecided.	17 10

6. If WSU were to adopt a plus-minus grading system, what is your preference for how to deal with the	<b>Base</b>	<b>173 100%</b>
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<p>various catalog requirements regarding maintaining a C average or 2.0 GPA?</p>	<p>a) Revise the requirements so that a C- (=1.7) satisfies those requirements.</p>	<p>6 3%</p>
	<p>b) Leave the requirements as they are (need a C or 2.0 for good standing) and encourage our C- students to work harder.</p>	<p>119 69%</p>
	<p>c) Let individual programs make their own rules about what to do with C- grades and program standing.</p>	<p>38 22%</p>
	<p>d) I am undecided.</p>	<p>10 6%</p>

<p>7. A very common scheme for converting percentages to grades in a plus-minus system is this one: A+ 97.0-100 A 93.0-96.9 A- 90.0-92.9 B+ 87.0-89.9 B 83.0-86.9 B- 80.0-82.9 C+ 77.0-79.9 C 73.0-76.9 C- 70.0-72.9 D+ 67.0-69.9 D 63.0-66.9 D- 60.0-62.9 F Below 60.0 If WSU were to adopt a plus-minus grading system, what is your preference about mandating a conversion scheme?</p>	<p><b>Base</b></p>	<p><b>173 100%</b></p>
	<p>a) The scheme above (or one like it) should be required and published in the Catalog.</p>	<p>41 24%</p>
	<p>b) The scheme above should be suggested and published as "typical" in the Catalog, but individual professors should be allowed to decide for themselves how to convert percentage grades to plus-minus grades, provided that such conversion schemes are published in course syllabi.</p>	<p>49 28%</p>
	<p>c) No scheme should be suggested or published in the Catalog; individual professors should have the responsibility of making up their own schemes and including it in their syllabi.</p>	<p>69 40%</p>
	<p>d) I am undecided.</p>	<p>14 8%</p>

<p>8. If WSU were to adopt a plus-minus grading system, what is your preference about making the system universally required?</p>	<p><b>Base</b></p>	<p><b>173 100%</b></p>
	<p>a) It should be entirely mandatory.</p>	<p>85 49%</p>
	<p>b) It should be up to individual professors to decide whether to use plus-minus grading or the old "straight grades" system.</p>	<p>58 34%</p>
	<p>c) It should be up to Colleges (or Departments/Schools) to decide whether to use plus-minus grading or the old "straight grades" system.</p>	<p>18 10%</p>
	<p>d) I am undecided</p>	<p>12 7%</p>

<p>9. The most common basic structure for plus-minus grading in the US is the one so far discussed. A small percentage of schools use a different system, along these lines: A 4.0 B+ 3.5 B 3.0 C+ 2.5 C 2.0 D 1.0 F 0.0 If WSU were to adopt a plus-minus grading system, would you prefer it to include or not include "minus" grades?</p>	<p><b>Base</b></p>	<p><b>173 100%</b></p>
	<p>a) I prefer the plus-minus system discussed at the beginning of this survey.</p>	<p>118 68%</p>

	b) I prefer the plus/no plus system mentioned in this question.	36 21%
	c) I am undecided.	19 11%

<b>I am a faculty member of the</b>	<b>Base</b>	<b>150 100%</b>
	a. Barton School of Business	29 19%
	b. College of Education	7 5%
	c. College of Engineering	17 11%
	d. College of Fine Arts	18 12%
	e. College of Health Professions	10 7%
	f. Fairmount College of Liberal Arts -- Humanities	20 13%
	g. Fairmount College of Liberal Arts -- Math/Natural Sciences	21 14%
	h. Fairmount College of Liberal Arts -- Social Sciences	19 13%
	i. University Libraries	9 6%



## Faculty Comments from the +/- Survey 2008

"Plus/minus grading will be an effective tool for instructors to motivate students to work harder, and it will also be fairer. I am strongly in favor of this proposal."

"I think plus-minus grading is a mistake and will create many headaches. In most cases it would be a greater degree of precision than the accuracy of the data allows.

If the students (still) wanted it, I would not mind as much. But they do not. If it is mandatory I foresee a huge increase in grade complaints."

I very much oppose any plus/minus system.

I think our students deserve to have the plus/minus system to help them in their search for higher quality jobs and further studies.

"The usual system of pluses and minuses would greatly aid in describing the nuances of student performance. As it is, the system at WSU greatly contributes to grade inflation. Grading is a limited tool. A plus and minus system would make it more versatile and useful. Please realized that the most progressive schools have moved beyond grading and use instead narrative evaluations. It is very clear that the WSU population is not ready for that step, since it would require a more enlightened approach to learning which is nowhere evident here. In sum, the proposed change of adding more nuance to the grading system is a step in the right direction, but only a step. More should be done to educate students, staff and faculty about the real nature of evaluation. This is nothing short of a notional revolution at WSU."

I like the plus/minus system because it allows for more precise measurement.

"Coming from a school which used plus/minus grading, I have had a very hard time adjusting. I think the plus/minus system is fairer to the students and gives professors more options."

I think this is a great idea and hope that it becomes an option.

I don't see how +/- grades can hurt if you leave it up to individual professors.

" +/- grading will be fairer, as it is more gradual.

The current system leaves too big a gap between adjacent grades."

"I believe that a plus/minus system will benefit teachers and students, but that whether or not it should be used in an individual class should be at the discretion of the instructor."

I hope faculty aren't responding to this survey without being knowledgeable about the adv/disadv of the plus/minus system. I wish the email or survey could have been directly linked to some background regarding this issue. I went online to find some info.

It would make evaluation of grades through time and across institutions unduly cumbersome. An A+ would perforce be above a 4.0 which traditionally is as high as one can get. Would a B- fall into the C range of 2.5 or better or would a 3.0 be a B-? Not in favor. It serves no purpose to add this complication.

"There should be a way for superior students to be rewarded for 4.0 (or 100 percent-plus) work, and that is why the A+ is needed. The simpler scale mentioned as the second option is much easier on both teachers and students."

I am very strongly in favor of this proposal and the flexibility it allows.

good job with creating the survey questions.

"The introduction of +, - grading system will lead to a serious confusion and grade inflation."

"I support the plus/minus grading system, not because of philosophical arguments about objectivity or accuracy of grading, but because 80% of Carnegie Research institutions use it, KU and K. State use it, and because I think it's healthy for WSU to join the rest of the nation rather than running to the barricades to prevent changes from happening that are far overdue. I think it's important to communicate to the student body (at least those for whom the grading scale may be a burning issue) that it's not ""okay"" to be so involved in extra-curricular activities that you don't want to put in extra time to achieve 95% compared with 90% performance in a class. Many many activities pull students off focus from their academic commitments. We only undermine academia and ourselves by responding to what the SGA rep said in Faculty Senate with ""you're right, what faculty have to offer through curriculum is not as important as everything else that compels you.""

the survey messed up on me. I selected college of engineering and then it asked me again my college but did not give the option for college of engineering (I selected business)

Plus/minus grading gives professors a greater level of precision. The difference between a B and C is large. Plus/minus grading gives professors more freedom to choose the grades they feel are appropriate.

"+/- grading is more work for faculty.

+/- grading will lead to more conflicts with students as the grades are parsed along tighter lines."

"I think the whole idea of plusses and minuses should be dropped. Twice now WSU students have expressed their opposition to it. Adding + and - can only lead to time-consuming bargaining and bickering over grades. Every student who has a B+ will try to squeeze an A- out of their professor. I know, as I went through this hell for five years before coming to Wichita State. I don't want to experience that again here."

"Faculty must have the option of choosing between the current system and the +/- system. If this option is not available, then I would oppose changing to a +/- system at all."

"There is a large difference between a B+ and a B- and the straight grade system does not account for this. If it is adopted, I prefer the latter of A=4, 3.7=A-, 3.5=B+, 3=B, etc.

I think it should be an all or nothing situation."

"Students are grade conscious enough as it is. Some faculty and departments already engage in grade inflation practices. I believe plus, and minus systems simply encourage more grade consciousness and more grade inflation, and both are a bad idea. Personally, I use a point-based grading system and do not convert it to percentages."

"I am opposed to a plus minus grading system. The faculty should have the courage to give the grade that the students deserve. Should be debate in a few years whether there should be a plus, plus minus, minus system? As a grad coordinator, it further complicates the admission process to have to deal with such oddball grading systems."

"Mid-level grade options (AB,BC, C) give more options for grading and skill assessment reporting."

"As a graduate of the Univ. of Wis. - Madison, I am familiar with the +/- system. As a teaching assistant I graded students with the system. It worked well; I recommend it: A AB B BC C D F."

"I've answered the questions but a totally against a plus /minus system."

"I am strongly in favor of having the \*option\* to assign plusses and minuses to my students' grades. I think that it should not be made mandatory or else we are asking for a bunch of trouble.

Finally, I am opposed to allowing an A+ to count for more than 4.0 because if students leave WSU with GPAs higher than 4.0 it will look weird. Allowing grades to go higher than 4.0 might undermine our credibility as an institution."

"I feel that there is no data (validated research data or otherwise) that would support the changing of the current grading system. This will not make students work harder, will not do anything to diminish ""grade inflation"" on our campus, nor will it inflate our national image. It simply will change (not change for the better, just change) the guessing required of any grading system that we might adopt. This is simply change for the sake of change."

This survey has a built-in bias favoring plus - minus grading systems.

this is nuts-we have more important things to do that talk about + and - on grades. Do this actually DO anything for the student? Will an employer be more apt to employ a student who gets an A- over a B+ in the same course all other things being equal?

None

"I have wanted this for a long time. If a student gets an A-, it sends a message to work harder. In the music department we have the same students for 8 semesters or more. It would be a good tool for motivating the student."

"Why not use the plus and minus so they appear on the transcript for the student but not change the grading scale numerically. That would reduce some problems with grade bartering and at the same time allow an instructor to make a distinction between a low C, for example and a high C grade"

"I have used a plus /minus system in grading lab at work and assembling grades for more than 35 years at WSU and then converting final grades to a straight system. I have found it very usable and have not had problems with it."

"(1) One common objection appears to be difficulty in making ""fine"" grade breakdowns. An easy way to avoid this is to use the old grade breakdown of A, B,C,D, and linearly interpolate the plus-minus grade. This way, there is no need to have a uniform spacing between A and B, B and C, etc.

(2) Another objection I've heard is that more students might be begging for the next higher grade. If any instructor gives in to this kind of persuasion at present, at least the difference in the grade point will be units of 1/3rds instead of 1.

(3) Some instructors may feel that the difficulty of their exams and the method of grading are perfectly matched with a preassigned score reflecting the letter grade, - I don't. So, if I err, I'll err in units of 1/3rd of a grade point rather than 1."

"An A should be 4 points. (PERIOD)

I would prefer to be able to give students +/- grades but not have them influence gpa, i.e. keep the straight 4,3,2,1-point system."

"I would like to see this, but I'm not holding my breath."

"I don't generally follow university politics, so I probably missed why this discussion is taking place. Which begs a question. Why is this discussion taking place? It seems a bit of a waste to time. There was no opening paragraph at the beginning of this survey to indicate why changing to +/- grades is important to the future of WSU... I don't see that it is. But I have not heard an argument for it."

I do not think this is a good idea

"Faculty senate addressed this issue less than seven years ago and it was NOT approved by the faculty. This current survey focuses on ""how"" not ""if"" the plus/minus system should be adopted. My concern is that will lead to yet another form of grade compression."

I think it's unnecessary

"We seem to have no institutional memory. This question has arisen previously and has been voted down. The faculty who think they can rate students with the precision needed for a +/- system tend to be in the humanities; the mathematicians know better. Our student body has so many other factors impinging on their classroom performance that a +/- system is NOT going to reflect their abilities."

"I think plus minus grading system proposed now is very helpful for faculty members to more accurately evaluate students and let students to get the grade they really belong to.

I appreciate all your effort! Regards, Bin Tang from Computer Science"

"The plus-minus system certainly has benefits for students. However, the additional clerical load on teachers would, in my opinion, rob teachers of time and strength needed to actually teach. Teaching should be, to the larger extent, imparting knowledge, and, to only a lesser extent, assessing and attesting."

"This is about the third or fourth time Senate has investigated this since I have been here. Using technology to get input from faculty, however, is a first. Good luck."

"I think we should not spend time and energy on unimportant questions like this one. The old system works quite well."

I firmly am against the plus/minus system. I have taught in institutions with both kinds of systems and feel that this is merely a further diluting of what can easily be accomplished by individual professors.

"there is absolutely no need to change the grading system. Both the faculty and students have a gut awareness of what an A, B, C, etc means. The argument that it distinguishes between A+ and A- students is specious. By the end of their career, A- students accumulate sufficient B's to make that distinction. Professors should not have the ability to transform the grading system into a bazaar where favorites are awarded A+, non-favorites are awarded A or A- and no one can complain because no one has a gut feeling for what the grades mean. Professors in disciplines without content should be punished by needing to award an A to everyone as they have always done in the past. Do not muddy the waters for good students and their teachers in disciplines with content"

"if you don't want +/- grades, why continue to ask questions after you select no?"

"I have heard that some schools record +/- on the transcript, but that as far as calculating grade point averages, the +/- does not count (same old 4.0 system, in other words). This might satisfy everyone -- those who want to record somewhere official the shadings that +/- allow, and those who are concerned about GPA impact, worries about C-s in programs that require a 2.0 average, etc."

"This is not rocket science. Many profs use a % scoring system for graded work. A 90% under the current system is ""A"" work as is 98%. Equal letter grade but not even close in terms of effort and accomplishment. Those that squeak by should be differentiated from those that are superior at each grade level. A plus/minus system allows this to happen."

"Although I am opposed to any modification, if this is to pass I suggest the plus/ no plus system. The plus/minus system leads to too many breakpoints. Even a 1,000-point total, there are only 30 points between one level and the next. This leads to more negotiating by students for a bump because they are more often near the border."

I am wholeheartedly against this proposal. You are providing students with additional strike zones to argue grades at the end of the semester. This is a non-value-added proposal.

"A plus/minus system will result in three times as many arguments with students about grades, and three times as many hard decisions for faculty. And for no visible benefits."

"When I was in grad school, we went from the current system to a plus/minus system, and I found it actually lowered the intensity of grade disputes. This is not surprising--the difference between a C and a C+ isn't as vital as the difference between a c and a B."

I think there is little value to be added to the change in the grading system by implementing this process. Will the grades better reflect what our students know? Will it affect their ability to get jobs? I doubt it.

Why not just use the percentages directly?

I think standardization of a grading system that allows for better differentiation among students is a necessary practice to allow room for rigor. It also creates incremental goals for students to strive for in a natural way.

All this would do is turn 5 possible outcomes into 13 or 14 or 15 possible outcomes. A waste of time and effort for the results it would deliver

I hope the group realized that the advising and staffs will be the one who have to do the ground works and you have consider all the possible implications as a staff not a professor

"I am for the change because it will increase the fairness among students. However, the faculty must be more precise in grading. With new grading system, deviation from true grade must shrink, giving less luxury for faculty in confidence."

"I came from a university that had a plus/minus grading system. I don't know of any faculty there that didn't prefer the system. Once you have graded on a plus/minus scale, it is hard to revert to straight letter grades."

"Plus/minus grading would give us a lot of flexibility, and would help encourage students to work harder, and to believe that improvement is possible. I think it's important that this form of grading is optional for the individual professor."

## Comments from the Senate Meeting March 10, 2008

X/F Grading	--- Senate should stay aggressive on this matter, if Univ. Counsel has a concern he should address the senate as a whole
Faculty Search	Loose candidates because of the system prevents timely notification
Faculty Development	Need to re-instate International Travel \$ and more funding for Research
Tuition Assistance	Need Administration to substantially contribute – Foundation has the funds Foundation has 17 million
Faculty line	As faculty leave, the line needs to be used to hire new faculty—often the chair is not even consulted when the line is taken away. More equalizing between funding for big/small department/programs
DSI	Senate has felt this is of questionable academic merit Faculty should re-consider the faculty controlled funds that are awarded to runners-up
Grievance	Need ombudsman/mediator Need data/records for, (b) grievances –topic/ outcome etc
Faculty Workload	Move from 40-40-20 to something more reflective of roles assumed by Faculty with heavy service commitments.
Service award	There should be a \$\$ award for Service and there is for teaching/research
Blogs	President / Provost must have
College of Fine Arts	Matrix/Merit evaluation in light of WSU becoming Research Inst. – some disciplines have MFA as terminal degree Questions of validity of creative activity on local, natins and international levels. Lack of technology support across the board for ALL faculty
Plagiarism	Should move to understand why it is so common among students and how to effectively screen for it
Shock-net	What will replace it—faculty use black board at home and need something like it
Senate	Lots of wheel spinning – concern with only small issues More face to face discussion with Provost etc More “Business “meeting structure Written reports from President Proposals—submit written proposal with recommendations followed by brief discussion/questions and then VOTE Have EXC serve as liason between administration & Faculty Communications/update all colleges to ensure appropriate policy awareness/compliance, eg SPTE and External reviews

	<p>Need data/records for (a) searches – hired # interviewed, (b) grievances –topic outcome&amp;(c) policies -- topic who proposed, implemented etc.</p> <p>Re-consider 75 day semester</p> <p>Is Selected admission working</p> <p>More dialogue between Faculty/Administration – discussion forums with”topics”, perhaps speakers/panel discussions.</p> <p>Low attendance at Senate meetings – suggest a survey as to the reasons</p> <p>Too many people asking the same questions.</p> <p>Senate must get involved with governance and NOT praise all administrators transparency.</p> <p>All budgets should be available to all faculty</p>





**Presentation to the  
WSU Faculty Senate**

Elizabeth H. King, PhD  
President & CEO  
WSU Foundation



*WSU Foundation*

Mission Statement

**Working to Assure a  
University of Excellence**

by

Identifying donors

Cultivating and maintaining relationships

Securing gifts

Managing resources

to

Enable students and faculty to excel



*WSU Foundation*

CORE VALUES

- **Integrity** - An obligation to honesty and openness with accountability, not only to ourselves but to others.
- **Relationships** - A commitment to enhancing trust, respect and diversity
- **Teamwork** - A reliance upon the professionalism of our colleagues with acknowledgement that all are equally valued.
- **Service** - A practice of personally performing to a standard that is always exceptional.

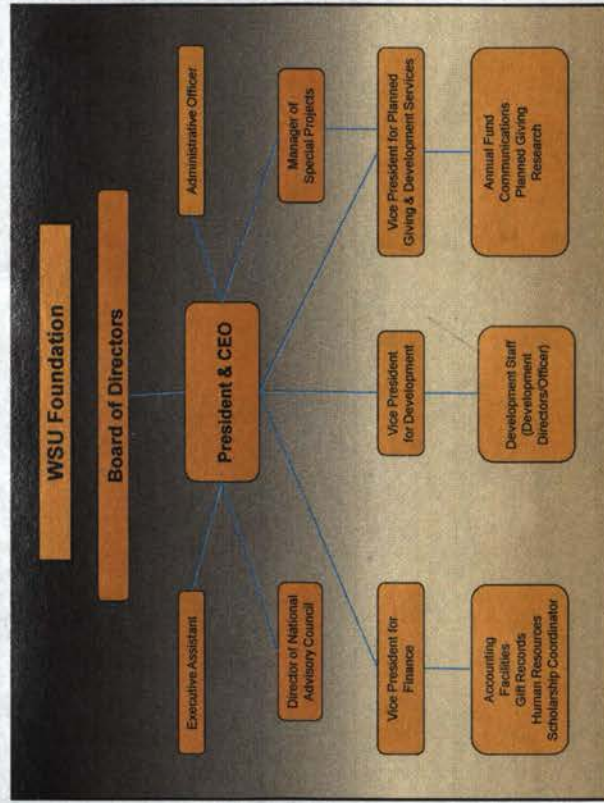


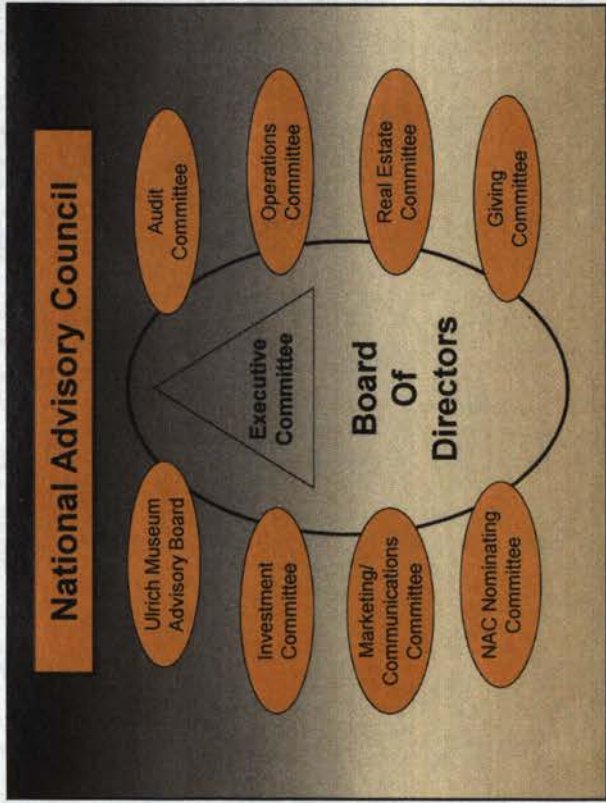
## WSU Foundation

### STATEMENT OF ETHICAL PRACTICE

In order to assure excellence at Wichita State University, the Wichita State University Foundation seeks to follow and maintain the following principles:

- Foundation governance which is sensitive to the considerations of public trust and confidence.
- Dedication to the well-being of Foundation staff by supporting personal and professional development.
- A commitment to safeguarding privacy rights and confidential information.
- A management of resources which maximizes philanthropic purposes and assures the intent of each individual donor is honestly fulfilled.
- An observation of ethical boundaries, including respect and understanding for all people with decisions made without regard to race, religion, national origin, ethnicity, gender, age, socioeconomic status, sexual orientation and/or disability.
- The avoidance of actual or apparent conflicts of interests, excessive compensation, and unnecessary expenses.
- An acknowledgment of the codes of ethics maintained by other professional organizations which serve philanthropy.





# Net Assets and Giving History

### WSU Foundation & Board of Trustees Net Asset Schedule



### NACUBO SURVEY

#### Ranking by Market Value of Endowment Assets

	Public Institutions Ranking (269)	
	FY2007	FY2006
Wichita State University Foundation	92	93
<b>Regent Institutions</b>		
Fort Hays State University Endowment Association	159	156
Pittsburg State University	151	150
Emporia State University Foundation	142	135
Kansas State University Foundation	70	68
Kansas University Endowment Association	21	20

## NACUBO SURVEY

### Market Value of Endowment Assets

	Total Market Value 000's		
	FY2007	FY2006	FY2005
Wichita State University Foundation	189,337	161,301	138,868
	17.4%	16.2%	7.2%
<b>Regent Institutions</b>			
Kansas University Endowment Association	1,238,695	1,049,367	954,943
	18.0%	9.9%	12.4%
Kansas State University Foundation	346,360	294,542	251,310
	17.6%	17.2%	21.5%
Emporia State University Foundation	69,912	60,039	54,185
	15.4%	10.8%	12.1%
Pittsburg State University	59,216	49,799	44,086
	18.9%	13.0%	15.7%
Fort Hays State University Endowment Association	52,378	42,979	36,786
	21.9%	15.8%	10.4%

## NACUBO SURVEY

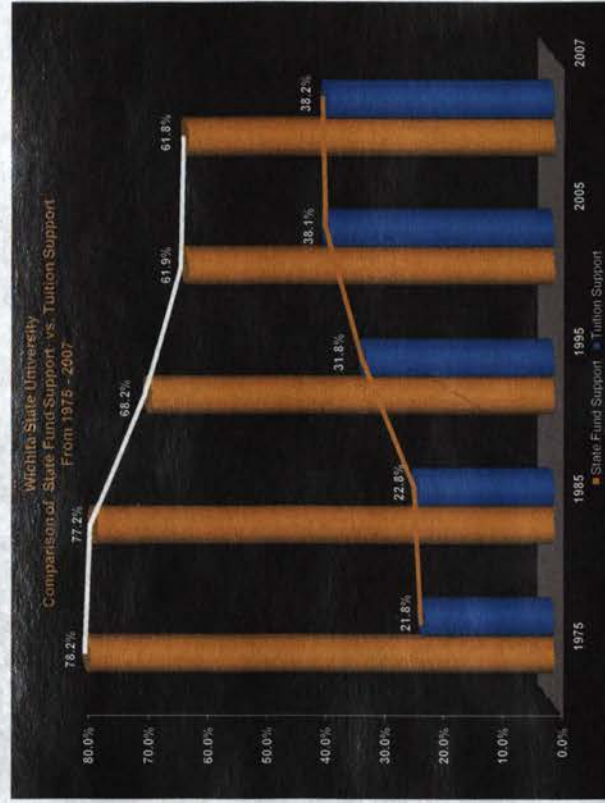
### Ranking by Market Value of Endowment Assets

	Public Institutions Ranking (269)	
	FY2007	FY2006
Wichita State University Foundation	92	93
<b>Peer Institutions</b>		
Oakland University and Foundation	173	175
Old Dominion University	98	96
University of Akron	90	91
University of Nevada-Las Vegas Foundation	n/a	n/a
Portland State University	n/a	n/a

## NACUBO SURVEY

### Market Value of Endowment Assets

	Total Market Value, 000's	
	FY2007	FY2008
Wichita State University Foundation	189,337	161,301
	17.4%	15.2%
Peer Institutions		
University of Akron	192,755	168,088
	14.7%	16.5%
Old Dominion University	177,844	153,009
	15.2%	14.9%
Oakland University and Foundation	41,721	31,101
	34.1%	5.0%
University of Nevada-Las Vegas Foundation	n/a	n/a
Portland State University	n/a	n/a



### WSU Foundation Professorships & Chairs



### WSU Foundation Professorships & Chairs

	<u>FY2001</u>	<u>FY2008</u>	<u>Increase</u>
Endowed Balance	\$7,788,414	\$28,434,880	265.1%
Number of Funds	7	27	285.7%

Faculty of Distinction Program began July 2001



### WSU Foundation Authorized Payout Comparison On Endowed Funds



### WSU Foundation Scholarship Authorized Payout Comparison On Endowed Funds



### WSU Foundation 5 – Year Giving History

(Cash and Gifts-in-Kind)  
As of 2/28/08



### 5 – Year Investment Performance



**WSU Foundation  
Total Support to Campus FY08**

Endowed Funds Authorized	\$ 4,443,182
Current Funds Available	<u>\$ 7,550,358</u>
Total	\$11,993,540

**WSU Foundation  
Total Scholarship Support to  
Campus FY08**

Endowed Funds Authorized	\$ 2,120,400
Current Funds Available	<u>\$ 318,078</u>
Total	\$2,438,478

**What you do that is  
beneficial to the work of  
the WSU Foundation**

- Lead in the learning process, which is the fundamental mission of the university
- Provide support mechanisms so students will be successful and graduate
- Encourage students to participate in research opportunities
- Give students avenues of engagement which leads to "connected alumni"
- Create opportunities for alumni to be involved

- Give of time, knowledge and expertise to community groups
- Communicate academic & programmatic successes via the media
- Foster good citizenship and prepare students for leadership roles at the local, state and national level
- And more!

## Questions?

## **Wichita State University Faculty Senate meeting Monday, April 14, 2008**

**MEMBERS PRESENT:** Bolin, Brooks, Byrum, Campbell, Carruthers, Close, Coufal, Decker, deSilva, Forlaw, Gordon, Hamdeh, Hemans, Hershfield, Ho, Klunder, Lancaster, Liera-Schwichtenberg, Miller, P.Moore-Jansen, Myers, Myose, Rillema, Riordan, Rokosz, Ross, Roussell, Scherz, Smith-Campbell, Spurgeon, Taher, Vanderburgh, Yeager, Yildirim

**MEMBERS ABSENT:** Celestin, Craig-Moreland, Duncan, Hemans, Jarnagin, Ravi, Schneegurt, Turk

**MEMBERS EXCUSED:** Hager, Hathaway, Thibeault, Uhing

**EX-OFFICIO MEMBERS:** Provost Miller

### **Summary of Action:**

**I. Call of the Meeting to Order:** President Carruthers called the meeting to order at 3:30pm. President Carruthers made a motion to change the order of business. Motion passed.

### **II. New Business:**

**A. Elizabeth King, President & CEO, WSU Foundation** presented an update on the Foundation Activities and staff. The Foundation has 35 Staff, and a 120-member “National Advisory Council” (including a 20-member Board and an Executive Committee). NAC meets twice yearly; with emphasis this year is improving WSU’s research standing. Net Assets: growth from \$93.8 to 189.3 million in endowment, art and other assets since 1997. NACUBO survey ranking by market value: 2006: 93<sup>rd</sup>; 2007: 92<sup>nd</sup>. [KU Endowment 21<sup>st</sup>]. We are close to or better than our peer institutions. 17.4% growth in assets in 2007. GU state funding support has dropped from 78% in 1975 to 61.8% in 2007. The Foundation will disburse \$12 Million to campus in FY 2008. (Foundation disburses 4.25% on a five-year rolling average.)

Next major campaign is not yet decided, but important topics of current conversation include: facilities (physical plant is at capacity); deferred maintenance; scholarships, professorships and chairs.

Elizabeth King says “Thank you” to instructors for all they do to support and create donors. (*The Power Point slides are available in the Office of the Faculty Senate*)

**III. Informal Statements and Proposals:** none

**IV. Approval of the Minutes:** The minutes of March 10, 2008, were accepted as corrected.

### **V. President's Report:**

President Carruthers mentioned to following future events:

a. KBOR members will be on campus tomorrow. Executive Committee meets with them at 9am.

b. April 25 and 26 AAUP events: Friday the 25<sup>th</sup>, 3pm, reception, Dr Gary L. Miller will present on his vision of shared governance. Saturday the 26<sup>th</sup>, State AAUP meeting. Register: <http://aaup-in-ks.org>

c. Next Senate: HR will speak about 9/pay12 pay schedule issues (to comply with IRS, “spread” pay must now be handled privately). Mary Herrin, Vice President, Finance and Administration will present a budget update.

d. May 13 Faculty Awards Ceremony and General Faculty Meeting.

## **VI. Old Business:**

**A. Amended Motion from the Executive Committee regarding the proposal for +/- grading:** Motion to adopt plus/minus grading. Because the motion was altered from its original form, President Carruthers decided that this will count as first reading. She reported that (1)10 of 13 responses from Grad Council support the proposal. Some concern about calling C- “satisfactory”. (2) Senate’s Academic Affairs Committee is split on the proposal, mostly over the fact that the proposal would make +/- grading mandatory.

Discussion followed: Senator Lancaster: If mandatory aspect removed, he would support this, but not otherwise. Need to worry about the difficulty of changing back in five years if something goes wrong. Emporia has made their system optional. Senator Myose: The proposal is to make +/- grading mandatory. Don’t hedge bets by calling it optional. Senator Gordon: Administration won’t police our grading, so you could give whole grades and not +/-, but there may still be pressure from students, campus culture, to do so. Senator Spurgeon: A very small number of schools have made +/- optional; our proposal is typical, and it is implicitly mandatory. Senator Hershfield: The two best arguments in favor of +/- grading are that it gives instructors a more fine-grained and therefore fair tool for grading, plus it gives students incentive to work harder. Those arguments (by consistency of reasoning) also support including A+ = 4.3.

Senator Hershfield moved (Rokosz-2nd) amend the motion to include an A+=4.3. Much discussion and the Question was called by Senator Lancaster (Close-2nd) Question passed. Vote on the amendment 9 in favor, 15, against. Motion failed

Senator P. Moore-Jansen moved (Lancaster-2nd) to make the system optional. Discussion followed, and the Question was called by Senator Roussell (Brooks- 2nd). Question passed. Vote on the amendment 7 in favor, 16 against. Motion failed.

President Carruthers announced that the Second reading of the motion, and final vote, at next Senate meeting.

## **VIII: As May Arise: none**

The meeting was adjourned at 5:02 pm

Respectfully Submitted,  
William Vanderburgh, Secretary