

MINUTES
Faculty Senate Executive Committee
Monday, February 28, 2005 3:30 pm
K-State Union, Room 204

Present: Adams, Clark, Clegg, Gehrt, Fairchild, Herald, Hosni, Jurich, Knapp, Prince, Ross, Schultz, Schumm, Smith, Spears, Spikes, Stockham, and Zabel
Absent: Griffin, Johnston, and Rolley

I. President Jackie Spears called the meeting to order at 3:30 p.m.

II. The minutes of the January 31, 2005 meeting were approved.

III. Reports from Standing Committees

A. Academic Affairs Committee - Fred Fairchild

1. Course and Curriculum Changes

a. Undergraduate Education

1. Senator Fairchild moved to place on the Faculty Senate agenda approval of undergraduate course and curriculum changes approved by the College of Education on January 25, 2005:

CHANGE:

EDADL 212 to:	EDLST 212
EDADL 350 to:	EDLST 350
EDADL 405 to:	EDLST 405
EDADL 430 to:	EDLST 430
EDADL 450 to:	EDLST 450

ADD:

EDLST 502

Motion carried.

b. Graduate Education

1. Senator Fairchild moved to place on the Faculty Senate agenda approval of graduate course and curriculum changes approved by the Graduate Council February 1, 2005:

CHANGE

CIS 736 Computer Graphics
CIS 771 Software Specification
CS 868 Topics in Small Animal Internal Medicine I
EECE 645 Digital Electronics
HN 832 Practicum in Sensory Analysis
ME 610 Finite Element Applications in Mechanical Engineering
NE 612 (512) Principles of Radiation Detection

ADD

CS 869 Topics in Small Animal Internal Medicine II
EECE 896 Graduate Seminar in Electrical and Computer Engineering
IMSE 680 Quantitative Problem Solving Techniques
IMSE 888 Research Methods in Industrial Engineering

CURRICULUM CHANGES (Addendum 4, page 23, for description)

M.S. in Industrial Engineering

M.S. in Engineering Management

M.S. in Operations Research

CONCURRENT DEGREES – **Attachment 1** (Changes made & accepted by Grad Council)

Concurrent B.S./M.S. Degree in Industrial Engineering (Addendum 5, page 24, for description)

NEW DEGREE PROGRAM – **Attachment 2**

Master of Veterinary Biomedical Science (Addendum 6, page 26, for description)

Motion carried.

c. General Education - none

2. Senator Fairchild moved to place on the Faculty Senate agenda approval of a graduation list and additions to graduation lists.
 - a. Approve the December 2004 Graduation list.
 - b. Approve a posthumous degree for Dixie May Spence. Dixie died January 17, 2005 as a result of injuries in an automobile accident. At the time of her death, she was enrolled at Kansas State University as a senior in Apparel Marketing and Design. A request has been made to award the Bachelor of Science in Apparel and Textiles posthumously to Dixie May Spence.

Motion carried.

3. Proposed change to Academic Calendar Committee – **Attachment 3**

Senator Fairchild moved to place on the Faculty Senate agenda the proposed changes on Attachment 3. President Spears explained that the university calendars have become quite complex. These operating guidelines are an attempt to streamline the annual review of the calendar so the same issues are not discussed every year. The intent is to document the starting position for discussion within the committee and Faculty Senate. Past President Zabel commented that these guidelines will be very helpful. Senator Spikes requested that President Spears commend Monty Nielsen for developing these guidelines. Motion carried.

B. Faculty Affairs Committee - Roger Adams

Senator Adams reported Don Hedrick, representing Academic Affairs, and he met with Cheryl Strecker, Attorney's Office, about faculty rights in the classroom. She gave them the opinion that faculty have broad powers in the classroom as long as faculty are not discriminatory. The Student Handbook has three sections regarding rights, responsibilities, and expectations for classroom behavior. There needs to be an education component to explain this to faculty and graduate teaching assistants. They do not believe a new policy is needed. He reported that the committee will be discussing the proposals brought forward by the Faculty Salary Task Force at their next meeting.

C. Faculty Senate Committee on University Planning - Walter Schumm

Senator Schumm reported that Aruna Michie met with their committee to discuss the costs of the Study Abroad programs. A comparison was done. Both KU and K-State have the highest cost programs in the Big-12 because of the current emphasis on cost retrieval.

D. Faculty Senate Committee on Technology - Tweed Ross

Senator Ross reported that the committee has a full agenda for the meeting this week and he will report the outcome of that meeting at the March Faculty Senate meeting.

IV. Announcements

A. Faculty Senate Leadership Council – **Attachment 4**

President Spears discussed the items on Attachment 4. Senator Jurich stated that the By-Laws of the Honor Council should not be under the purview of the Faculty Senate because it would slow changes to the By-Laws and have a negative impact on the program. President Spears reported that all Targeted Excellence Proposals had both

an internal and external written review. However, an external review panel was never convened during the preliminary proposal review step. Senator Adams reported that Faculty Affairs will not be able to look at Faculty Compensation for Study Abroad Programs in the immediate future because other agenda items have precedence. Senators Jurich and Hosni suggested that Faculty Advocates should be compensated no matter the outcome of the case, for example, even if the case is settled by the administration before the hearing. President Spears reported that Senator Reeck has requested information on the impact of the state fiscal crises over the last few years. Planning and Analysis developed a report comparing Fall 2000 with Fall 2004 staffing data. President Spears reported that the administration provided budget information for FY 2000-2005, the university absorbed \$12.03 million of reductions to the base budget and \$10.65 million in unfunded base budget mandates. Senator Hosni requested information on the impact on administrator FTE counts as well. President Spears will include that information as well for the Faculty Senate meeting.

President Spears discussed the KSU response to the report on faculty teaching workloads released by Legislative Post-Audit. See **Attachment 6**.

B. Kansas Board of Regents Meeting – Attachment 5

President Spears discussed the Board of Regents meeting. She is nearly ready to work with Faculty Affairs to identify policies and procedures for implementing a tuition assistance program for employee dependents and spouses as it looks positive that the Board will allow the universities to develop such a policy.

C. Report from Student Senate – none

D. Other

President Spears announced that the Board of Regents will be on campus Tuesday, April 19 and will meet with the Faculty Senate Executive Committee for breakfast.

V. Old Business - none

VI. New Business - none

VII. For the Good of the University

Senator Hosni mentioned that the local schools are proposing a sales tax increase and have asked that Student Senate support their proposal. He asked if Faculty Senate would be interest in supporting the proposal as well. President Spears shared her opinion that Faculty Senate should not involve itself in political issues and that senators should voice their opinions as individuals. Senators Spikes, Ross, Schultz and others agreed with President Spears.

President-Elect Herald announced that about 60 people attended the meeting today with the local legislators and the session was well received. The legislators requested to be invited back to K-State again for a follow-up session.

VIII. Adjournment

The meeting was adjourned at 5:20 p.m.

ATTACHMENT 1 New Curriculum - Concurrent B.S./M.S.I.E. Degree

Concurrent Bachelor of Science and Master of Science Industrial Engineering Degrees

A student that successfully completes this program will receive both a B.S.I.E. and a M.S.I.E. degree from the Industrial and Manufacturing Systems Engineering Department (IMSE). This program has both a thesis and a coursework only format.

Admission Requirements: A student must petition Kansas State University's Graduate School to be admitted into this program, and:

- * be seeking a B.S.I.E. degree from IMSE
- * have completed at least 100 credit hours of his/her undergraduate degree
- * have earned a cumulative undergraduate GPA of at least 3.25
- * have a member of KSU's Graduate Faculty in the IMSE department agree to be his/her major professor (this professor can be changed in accordance of KSU's policies)
- * apply for this program before receiving his/her B.S.I.E. degree

Program Implementation:

In order to earn both the B.S. and the M.S. degrees in Industrial Engineering through the proposed concurrent degree program, a student must earn a total of 154 credit hours. This includes 124 hours of undergraduate credit and 30 graduate credit hours. The requirements for both degrees in this program meets both the Kansas Board of Regents requirements of a minimum of 124 undergraduate credit hours for a Bachelor of Science degree, and the KSU requirements that the Master of Science degree include a minimum of 30 additional credit hours beyond the B.S. degree. The student must complete university requirements of 124 under-graduate credit hours with at least a 2.0 GPA and 30 graduate credit hours with a graduate GPA of at least 3.0.

Students enrolled in the concurrent degree program will complete 4 instead of 9 undergraduate credit hours of the advanced Industrial Engineering technical electives required by the regular B.S. degree in Industrial Engineering. The material covered in the graduate courses for the concurrent degree program will cover far more than the additional 5 credit hours of material covered in the Industrial Engineering technical electives completed by students in the B.S.I.E. degree program.

Once a student is admitted to the concurrent B.S./M.S.I.E. degree program, he/she should consult the graduate handbook for policies and procedures for graduate degrees, which include: supervisory committee, final examination, thesis defense, etc. The student's supervisory committee must approve the program of study, which is that student's graduation requirements.

Once a student has completed all of the graduation requirements, he/she will graduate with both a B.S.I.E. and an M.S.I.E. degree in the same semester. In the event that a student begins this program, but does not wish to finish it, he/she must change 9 credit hours of his/her graduate classes to undergraduate credit and then he/she will receive a B.S.I.E. degree. Additionally, once the student has completed 129 credit hours the student's supervisory committee will evaluate whether or not the student will be allowed to complete the integrated B.S./M.S.I.E. program. If the supervisory committee doesn't allow the student to complete the program, then, upon completion of the B.S.I.E. requirements, the student will graduate with a B.S.I.E. degree. In either of these two cases, the student has lost the ability to count courses toward both his/her undergraduate and graduate degrees.

In the event that a student begins this program, but does not want to finish it, he/she must change his/her program of study to be only the B.S.I.E. degree program and complete the requirements for that degree. Any student that graduates with the B.S.I.E. degree may not enroll in the concurrent B.S./M.S. I.E. degree program.

Rationale: A concurrent B.S./M.S.I.E. program will encourage IMSE students to pursue their M.S. degree at KSU. This program will provide the opportunity for the top I.E. students to greatly enhance their knowledge and skills by which to reach their career objectives in engineering. The graduate student enrollment in the IMSE Department is expected to increase, providing the faculty with additional support for research and instructional programs. See the attached pages for the details of the program.

Effective Date: Spring 2005

KANSAS STATE UNIVERSITY
DEPARTMENT OF INDUSTRIAL & MANUFACTURING SYSTEMS ENGINEERING
Concurrent Bachelor of Science and Master of Science - INDUSTRIAL ENGINEERING

Program Format and Minimum Requirements*

An entering student must be pursuing a B.S.I.E. and have at least a 3.25 GPA. The student must enroll after 100 hours have been completed, but before his/her B.D. degree is awarded.

The formats for this program are as follows.*

	<u>Thesis</u>	<u>Course Work Only</u>
Core Courses	9	12#
Other IMSE Courses and Electives	15	18
Thesis	6	0
IE Seminar **	0	0
TOTAL GRADUATE CREDITS	30	30

Core Courses and Policies

IMSE 641 - Statistical Process Control in Manufacturing (for graduate credit)

IMSE 666 - Operations Research III (for graduate credit)

IMSE 811 - Advanced Production & Inventory Control

IMSE 888 - Research Methods in Industrial Engineering

To graduate, a student may receive at most one C in all of the core courses (no D's or F's are allowed). This may require some students to retake core courses.

* Actual degree requirements will be summarized on an approved plan of study. Some general guidelines include:

At least 60 percent of classes must be above the 700 level.

No more than 6 hours can be taken from an outside department without prior permission.

Courses in the IMSE department must be above the 600 level.

Courses outside the department must be above the 500 level.

No more than 6 hours can be taken at the 500 level.

Continuous enrollment required.

** Students on-campus are required to enroll in either Graduate Seminar, IMSE 892, or Engineering

Assembly, IMSE 015. In addition each student must be enrolled in IMSE 892 for at least one year.

ATTACHMENT 2

Master of Veterinary Biomedical Science (Proposal)

Basic Program Information

Proposing Institution: Kansas State University

Title of Proposed Program: Master of Veterinary Biomedical Science

Anticipated Date of Implementation: January 1, 2005

Program Proposal Narrative

Mission of KSU

Kansas State University is a comprehensive, research, land-grant institution serving students and the people of Kansas, and also the nation and the world. Since its founding in 1863, the University has evolved into a modern institution of higher education, committed to quality programs, and responsive to a rapidly changing world and the aspirations of an increasingly diverse society. Together with other major comprehensive universities, Kansas State shares responsibilities for developing human potential, expanding knowledge, enriching cultural expression, and extending its expertise to individuals, business, education, and government. These responsibilities are addressed through an array of undergraduate and graduate degree programs, research and creative activities, and outreach and public service programs. In addition, its land-grant mandate, based on federal and state legislation, establishes a focus on instructional, research, and extension activities, which is unique among the Regents' institutions.

Mission of the College of Veterinary Medicine

The College of Veterinary Medicine (CVM) supports the land-grant tradition of Kansas State University in teaching, research and public service. Even though the primary objective of the CVM is to prepare professional students to meet the demands of veterinary careers, the College is committed to preparing students for graduate programs, internships and residencies. It is imperative that students who receive training in the CVM be prepared for careers in private practice, academia, government and industrial positions. Due to its location in the middle of the United States where large numbers of food animals are produced, a major goal of the College of Veterinary Medicine is to prepare students for food animal practices and teaching, research and public service dedicated to food safety issues and providing safe food.

A key component of the CVM mission is to conduct basic and applied research and train graduate students through interdisciplinary programs. Graduate programs are available for non-veterinarians and graduate veterinarians. Graduate veterinary students may complete advanced degrees through a dual degree program (DVM/MS) while working towards to DVM, and after completion of their degree and variable amounts of work experience. Graduate students can earn the Master's degree in each of the three departments. In addition, the Ph.D. is awarded by the Department of Anatomy and Physiology and the Department of Diagnostic Medicine and Pathobiology.

Program Overview

Purpose: To establish a Master of Veterinary Biomedical Science degree offered by the College of Veterinary Medicine at Kansas State University. Each student's program will be designed by his/her supervisory committee with coursework from any of the three participating disciplines in the CVM and other departments at KSU as needed to support the student's thesis project and long-term educational goals.

Rationale: The intent of this new degree program is to merge three separate Master's degree programs into a single program with students selecting a concentration in one of the three disciplines within the CVM determined by their thesis project and supervisory committee. This organizational structure is important due to the diversity of research programs in the CVM; however, this degree program will have several advantages compared with current individual degree programs. The degree program will be coordinated by an supervisory committee consisting of the Chair of the Graduate Studies Committee from each discipline and the Associate Dean for Research and Graduate Affairs. The degree program will facilitate interdisciplinary studies within the College of Veterinary Medicine and communication between faculty and graduate students. There is a strong precedent for this combined Master's degree program in the CVM since there are already interdepartmental Master's degree programs at Kansas State University in the Department of Biochemistry, College of Engineering, the Food Science Institute, the Genetics Program and the College of Human Ecology.

Current Status of Master's Degree Programs in the CVM

The number of graduate students enrolled in M.S. degree programs in each Department in the College of Veterinary Medicine for the academic year 2003-2004 were as follows: 1) Anatomy and Physiology, 5 (includes 1 dual degree student); Department of Clinical Sciences, 10 (includes 3 dual degree students), and 3) Department of Diagnostic Medicine/Pathology, 18 (includes 3 dual degree students).

Master's Degree Requirements

Requirements for graduate admission, credit requirements and continued enrollment in the Master's degree programs in departments/disciplines within the College of Veterinary Medicine are in accordance with those of the Graduate School at Kansas State University. A minimum of 30 semester hours of credit including 6 to 8 semester hours of thesis research credit are required. Applicants with a bachelor's degree who are concurrently pursuing a DVM degree may apply 12 hours from relevant courses towards both the Master's and DVM degrees. Only two 500-level courses (6 hours total) may be used for an M.S. degree. A significant majority of course work (at least 60 per cent) should be at the 700 level or higher. Only 3 hours of problems or individualized study may apply toward the M.S. degree. Successful completion of a final oral or comprehensive written examination, or both, is required of all master's degree candidates. The final examination is administered by the supervisory committee and may include defense of the thesis, and/or a testing of the student's understanding of the field of study.

Subject to the approval of the graduate discipline, the candidate may choose one of the following program options: (1) a minimum of 30 semester hours of graduate credit including a master's thesis of 6 to 8 semester hours; (2) a minimum of 30 semester hours of graduate credit including a written report of 2 semester hours either of research or of problem work on a topic in the major field; or (3) a minimum of 30 semester hours of graduate credit in course work only, but including evidence of scholarly effort such as term papers or production of creative work, as determined by the student's supervisory committee. Decisions on each option will be made by the student's supervisory committee in consultation and approval by the student's advisor.

A graduate student may be denied continued enrollment in the university in case of: i) failure to satisfy conditions necessary for removal of probationary status, ii) accumulation of 6 or more semester hours of work with grades less than B, or grade point average less than 3.0, iii) demonstrable lack of diligence in meeting published degree requirements, iv) failure to acquire mastery of the methodology and content of one's field sufficient to complete a successful thesis.

Before the end of the second semester of graduate study, the student must file with the Graduate School a "program of study" that serves as a planning document. The student's program of study is prepared with the assistance of a supervisory committee consisting of the major advisor and two other graduate faculty members. The program is subject to the approval of the dean of the Graduate School upon recommendation of the student's supervisory committee and the appropriate department head. The program may be modified on further recommendation of the supervisory committee and the approval of the graduate dean.

Successful completion of a final oral examination or comprehensive written examination, or both, shall be required of all master's degree candidates, the specific form being determined by individual programs. The final examination is administered by the student's supervisory committee and may include a defense of the thesis or report, an interpretation of other scholarly products, or a testing of the student's understanding of the field(s) of study. The option for the final examination must be approved by the student's supervisory committee and his/her major professor.

If a student's program of study includes any course credits more than six years old at the time the student is about to complete all degree requirements, the final master's examination will normally include an examination over the body of course work listed on the program of study. The form and content of this competency examination is determined by each master's program, which may impose additional requirements for revalidating the student's competency in the supporting course work. Exceptions to this policy may be sought from the Dean of the Graduate School in a master's program for which such a revalidation examination may be inappropriate. Three copies of the Master's thesis and reports are required by the Graduate School for submission to the Kansas State University Libraries and bound in cloth in accordance with specifications for Class A binding of the Library Binding Institute. A charge to cover the cost of binding will be posted to a student's University account after the Graduate School receives the notice of intention from a student to graduate. If students desire to publish all or part of their theses before the degree is conferred, major professors should notify the Graduate School in advance by letter. If approved by the major professor, master's theses may be placed on file with University Microfilms, which will also publish an abstract in Master's Abstracts. Since master's theses and reports are submitted as part of degree requirements, the University retains the right to publish any portion as a contribution to knowledge. Patentable items created under University auspices are subject to the Regents patent policy.

Graduate Faculty-Department of Anatomy and Physiology

Head: Frank Blecha

Chair of Graduate Executive Committee: Chris Ross

Graduate Faculty:

Tom Barstow, Ph.D., University of California-Davis

Frank Blecha, Ph.D., Washington State University

Walter Cash, DVM, Kansas State University; Ph.D., Kansas State University

Peter Chenoweth, BVSc, University of Queensland, Australia; Ph.D.
University of Queensland, Australia
Elizabeth Davis, DVM, Florida State University
Howard Erickson, DVM, Kansas State University; Ph.D., Iowa State University
Lisa Freeman, DVM, Cornell University; Ph.D., The Ohio State University
Michael J. Kenney, Ph.D., University of Iowa
Meena Kumari, Ph.D., University of Delhi, India
Daniel C. Marcus, D.Sc., Washington University-St. Louis
Richard M. McAllister, Ph.D., SUNY Health Science Center-Syracuse
Timothy Musch, Ph.D., University of Wisconsin-Madison
Frederick Oehme, DVM, Kansas State University; Ph.D., University of Missouri
David Poole, Ph.D., University of California-Los Angeles
Donald Robertson, Ph.D., Iowa State University
Chris Ross, DVM, University of Missouri; Ph.D., University of Missouri
Bonnie Rush, DVM, The Ohio State University
Bruce D. Schultz, Ph.D., Cornell University
Delores Takemoto, Ph.D., University of Southern California
John Tomich, Ph.D., Guelph-Waterloo
Deryl Troyer, DVM, Kansas State University; Ph.D., Kansas State University
Philine Wangemann, Ph.D., Albert-Ludwigs University, Freiburg, Germany
Mark Weiss, Ph.D., University of Pennsylvania-Philadelphia
Ruth Welti, Ph.D., Washington University-St. Louis

Graduate Faculty-Department of Clinical Sciences

Head: Greg Grauer

Chair of graduate committee: James Roush

Graduate Faculty:

Laura J. Armbrust, DVM, Kansas State University
Mary Bagladi-Swanson, DVM, Kansas State University
David Biller, DVM, Auburn University
Alan Brightman, DVM, Kansas State University; M.S., University of Illinois
Barret Bulmer, DVM, Louisiana State University, M.S., University of Illinois
James Carpenter, DVM, M.S., Oklahoma State University
Peter Chenoweth, BVSc, Ph.D., University of Queensland, Australia
Ruthanne Chun, DVM, University of Wisconsin-Madison
Judy Cox, DVM, M.S., Kansas State University
Deborah Davenport, DVM, Auburn University, M.S., Ohio State University
Elizabeth G. Davis, DVM, University of Florida
Steve Dritz, DVM, University of Minnesota; Ph.D., Kansas State University
Roger Fingland, DVM, University of Missouri-Columbia; M.S., The Ohio State University
Laura Garrett, DVM, University of Illinois
Gregory Grauer, DVM, Iowa State University; M.S., Colorado State University
Harriett Davidson Graves, DVM, M.S., Michigan State University
Kenneth Harkin, DVM, Iowa State University
James Hoskinson, DVM, Washington State University
James Lillich, DVM, Colorado State University; M.S., Ohio State University
Diane Mason, DVM, M.S., Ohio State University; Ph.D., Kansas State University
Rose McMurphy, DVM, Washington State University
Lisa Moore, DVM, University of Florida
Walter Renberg, DVM, Oklahoma State University; M.S., Virginia Polytechnic Institute and State University
Daniel C. Richardson, DVM, Kansas State University
James Roush, DVM, Purdue University; M.S., University of Wisconsin-Madison
Bonnie Rush, DVM, M.S., Ohio State University
Michael Sanderson, DVM, Colorado State University; M.S., Washington State University
Thomas Schermerhorn, DVM, University of Pennsylvania
Mark Spire, DVM, Texas A&M; M.S., Kansas State University

Graduate Faculty-Department of Diagnostic Medicine and Pathobiology

Department Head: M.M. Chengappa

Director of graduate studies: T. G. Nagaraja

Graduate Faculty:

Gordon Andrews, DVM, Oklahoma State University; Ph.D., Kansas State University; ACVP Diplomate
Frank Blecha, Ph.D., Washington State University
Alan H. Brightman, DVM, Kansas State University; M.S., University of Illinois
M. M. Chengappa, BVSc, University of Agriculture Science, India; Ph.D., Michigan State University; ACVM Diplomate
Peter Chenoweth, BVSc, University of Queensland, Australia; Ph.D., University of Queensland, Australia
Shafiqul I. Chowdhury, DVM, Bangladesh Agricultural University; Ph.D., Free University of Berlin
Ruthanne Chun, DVM, University of Wisconsin-Madison
Brad DeBey, DVM, Ph.D., Iowa State University; ACVP Diplomate
Steve Dritz, DVM, University of Minnesota; Ph.D., Kansas State University
Michael W. Dryden, DVM, Ph.D., Purdue University
Roman Reddy Ganta, Ph.D., All India Institute of Medical Sciences
Sanjay Kapil, DVM, Haryana Agriculture University; Ph.D., University of Minnesota; ACVM Diplomate
Kerry S. Keeton, DVM, Texas A & M University; Ph.D., University of California; ACVP Diplomate
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Jerome Nietfeld, DVM, Kansas State University; Ph.D., University of Georgia; ACVP Diplomate
Richard D. Oberst, DVM, Oklahoma State University; Ph.D., University of California-Davis
Frederick W. Oehme, DVM, Kansas State University; Ph.D., University of Missouri; ABVT and ABT Diplomate
Randy Phebus, Ph.D., University of Tennessee
John Pickrell, DVM, University of Illinois; Ph.D., University of Illinois; ABVT Diplomate
Donald C. Robertson, Ph.D., Iowa State University
R. Robert R. Rowland, Ph.D., University of New Mexico
Mark Spire, DVM, Texas A&M; M.S., Kansas State University
George C. Stewart, Ph.D., University of Texas Health Science Center at Dallas
Delores J. Takemoto, Ph.D., University of Southern California
Mark Weiss, Ph.D., University of Pennsylvania-Philadelphia
Melinda Wilkerson, DVM, University of Missouri; Ph.D., Washington State University, ACVP Diplomate
Carol R. Wyatt, Ph.D., Washington State University

Program Disciplines (Graduate Catalog Text)

Anatomy and Physiology

The Department of Anatomy and Physiology is a multi-disciplinary department dedicated to the use of contemporary methods to examine important questions of modern cellular and systemic physiology, pharmacology and neuroscience. The department offers a diverse research environment with many opportunities for scientific interaction and training. Specific areas of research include comparative exercise physiology, food animal immunophysiology, molecular biology of membranes, molecular genetics and gene mapping and expression, neural control of cardiovascular function, ion channel structure and function, and transport processes and pathophysiology of microcirculation. Experimental approaches of research projects within each program range from studies at the molecular and cellular levels to isolated tissues and whole animals. Career options available with an advanced degree in anatomy or physiology include academic positions in various animal and human health science-related institutions such as Colleges of Veterinary Medicine and Schools of Medicine and Dentistry, as well as positions in industry and agribusiness.

Clinical Sciences

The primary goal of graduate study programs in the Department of Clinical Sciences is to prepare students for careers in teaching and research in a clinical specialty area. The department, along with the Veterinary Medical Teaching Hospital, has modern facilities and equipment for both basic and applied studies. Thesis projects may be done through collaborations between departmental faculty within the College and other academic units at Kansas State University units such as Animal Sciences and Industry, Dairy Sciences, Meat Sciences and the Center for Basic Cancer Research in the Division of Biology. Students may be enrolled in a combined clinical residency/MS training program or a dual degree (DVM/MS) program.

A residency program designed to prepare and qualify a veterinarian for specialty boards recognized by the American Veterinary Medical Association (AVMA) is usually combined with the graduate program. The residency program is administered separately from the graduate program and requires a separate application. While a graduate program can be accomplished in a shorter period of time, the duration of combined programs is usually three years. Details of an individual residency program can be obtained from the Director of the KSU Veterinary Medical Teaching Hospital (KSU-VMTH). Graduate programs can be completed concurrent with enrollment in the CVM or by non-DVM applicants. Residency training is a prerequisite for board certification by veterinary specialty colleges like the American College of Veterinary Internal Medicine and the American College of Veterinary Surgeons.

Diagnostic Medicine and Pathobiology

The Department of Diagnostic Medicine and Pathobiology includes faculty involved in the study of the epidemiology, diagnosis, pathogenesis, and prevention/control of infectious and parasitic diseases of animals and humans. Opportunities for advanced graduate work after the Master's degree include the Doctor of Philosophy degree in the areas of bacterial and viral pathogenesis, clinical and diagnostic pathology, epidemiology, immunology and immuno-modulation, parasitology, pathology (clinical and anatomic) and toxicology. Incoming students usually have undergraduate degrees in areas such as animal science, biology, biochemistry, genetics, food science, and microbiology or the DVM degree. Training in biology and a background in either microbiology or biochemistry are essential.

Requirements for Completion of Master of Veterinary Bioscience Degree

The credit requirements for the Master of Veterinary Bioscience degree are in accordance with those of the Graduate School, Kansas State University. A minimum of 30 semester hours of credit including 6 to 18 hours of thesis credit are required. Only two 500-level courses (6 hours total) may be used for an M.S. degree. A majority of course work (at least 60 per cent) must be at the 700 level or higher. Only 3 hours of problems or individualized study may apply toward the M.S. degree. Successful completion of a final oral or comprehensive written examination, or both, is required of all master's degree candidates. Applicants with a bachelor's degree who are concurrently pursuing a DVM degree may apply 12 hours from relevant courses toward both the master's and DVM degrees if the grades in these courses are adequate. Applicants already possessing the DVM degree can likewise select 12 hours from the professional curriculum to be applied toward the M.S. degree. The final examination is administered by the supervisory committee and may include defense of the thesis, and/or a testing of the student's understanding of the field of study.

Admission Requirements

To be admitted with full standing, the applicant must have either an average of B or better in the junior and senior undergraduate years or a veterinary medical degree from an approved institution. Adequate undergraduate preparation in the proposed field is essential. Applicants must complete a minimum of 30 hours of credit, which includes 6 to 12 hours of research credit. A student who has less than a B average, based on individual merit, may be admitted on probationary status. Full standing is attained automatically upon completion of at least 9 hours of course work for graduate credit with grade of B or better and upon the removal of any deficiency which was specified at the time of admission. International students must have a health certificate, demonstrated evidence of financial support if not support by a departmental assistantship and acceptable scores on the Test of English as a Foreign Language (TOEFL).

Students applying to the Departments of Anatomy and Physiology and Diagnostic Medicine and Pathobiology are encouraged to have completed undergraduate coursework in areas such as animal science, microbiology, biology, biochemistry/pharmacology, genetics and food science with training in biology and biochemistry being especially important.

Admission requirements in the Department of Clinical Sciences include holding a doctor of veterinary medicine degree or its equivalent. Applicants currently enrolled in the professional veterinary curriculum or those holding a baccalaureate degree will be considered on an individual basis.

Application for Admission

Applications are considered on a regular basis either as positions become available in research programs within each department or early in the calendar year for admission for the fall semester. Teaching and research assistantships are awarded on the basis of merit and availability, using the same criteria used for admission decisions. All students offered admission are considered for financial support.

Application information is available either from the Dean of the Graduate School, the Associate Dean for Research and Graduate Affairs, College of Veterinary Medicine or the Chairperson of the graduate program in each CVM department. Applications should be made by February 1st for admission to the program in a fall semester.

College of Veterinary Medicine Graduate Courses

(Full course descriptions can be found in the Graduate Catalog)

Department of Anatomy and Physiology

AP 601. Cardiorespiratory Exercise Physiology.

AP 603. Cardiovascular Exercise Physiology.

AP 700. Gross Anatomy I.

AP 705. Gross Anatomy II.

AP 710. Microscopic Anatomy I.

AP 715. Veterinary Comparative Embryology.

AP 720. Veterinary Neuroscience.

AP 737. Veterinary Physiology I.

AP 747. Veterinary Physiology II.
AP 770. Pharmacology.
AP 773. Bioinstrumentation Laboratory.
AP 790. Problems in Anatomy and Physiology.
AP 796. Topics in Kinesiology.
AP 800. Advanced Physiology of Exercise.
AP 803. Seminar.
AP 825. Special Anatomy.
AP 850. Anatomical Techniques.
AP 861. Ultrastructural Interpretation of the Nervous System.
AP 870. Advanced Cardiovascular Physiology.
AP 880. Mechanisms of Drug Action.
AP 890. Problems in Pharmacology.
AP 895. Equine Exercise Physiology.
AP 898. Master's Report.
AP 899. Research.
AP 901. Molecular Neurobiology.
AP 925. Advanced Physiology.
AP 995. Problems in Physiology.
AP 999. Research in Physiology.

Department of Clinical Sciences

Doctor of veterinary medicine degree and graduate credit with permission of instructor

CS 800. Problems in Medicine or Surgery.
CS 802. Supplemental Clinical Small Animal Soft Tissue Surgery.
CS 803. Supplemental Small Animal Internal Medicine.
CS 806. Supplemental Equine Studies.
CS 812. Production Medicine of Small Ruminants.
CS 813. Beef Production Medicine.
CS 814. Veterinary Diagnostic Imaging II.
CS 818. Supplemental Clinical Small Animal Orthopedic Surgery.
CS 821. Vet Medicine for South American Camelids.
CS 822. Exotic Animal, Wildlife and Zoo Animal Medicine.
CS 823. Companion Small Animal Medicine.

Graduate credit only with permission of the instructor

CS 850. Research in Medicine.
CS 851. Breeding Diseases.
CS 852. Interpretation of Radiology Studies of Body Systems.
CS 854. Systemic Medicine I.
CS 855. Systemic Medicine II.
CS 858. Orthopedic Surgery.
CS 859. Clinical Sciences Seminar.
CS 861. Advanced Large Animal Surgery 1.
CS 862. Advanced Large Animal Surgery 2.
CS 863. Advanced Large Animal Surgery 3.
CS 867. Advanced Diagnostic Imaging - Small Animal.
CS 868. Topics in Small Animal Internal Medicine.
CS 870. Diagnostic Methods in Feedlot Management.
CS 871. Fundamentals of Feedlot Health and Management.
CS 872. Small Animal Endoscopy.
CS 873. Advanced Topics in Small Animal Surgery.
CS 890. Clinical Sciences Problems.
CS 895. Research Methods.
CS 899. Thesis Research in Clinical Sciences.

Department of Diagnostic Medicine and Pathobiology

DMP 650. Fundamentals of Public Health and Food Safety.
DMP 705. Principles of Veterinary Immunology.
DMP 708. Principles and Methods of Epidemiology.
DMP 712. Veterinary Bacteriology and Mycology.
DMP 715. General Pathology.
DMP 718. Veterinary Parasitology.
DMP 720. Systemic Pathology.

DMP 722. Veterinary Virology.
DMP 753. Zoonoses and Preventive Medicine.
DMP 759. Laboratory Animal Science.
DMP 770. Fundamental Concepts in Emerging Pathogenic Diseases.
DMP 775. Clinical Pathology.
DMP 777. Laboratory Diagnosis.
DMP 785. Diagnostic Medicine.
DMP 790. Introduction to Research in Laboratory Medicine.
DMP 801. Toxicology.
DMP 803. Advanced Toxicology.
DMP 805. Toxins in the Biological System.
DMP 806. Environmental Toxicology.
DMP 807. Current Topics in Toxicology.
DMP 809. Problems in Toxicology.
DMP 810. Diagnostic Methods in Feedlot Management.
DMP 811. Fundamentals of Feedlot Management.
DMP 820 Rumen Metabolism.
DMP 821. Advanced Clinical Pathology Laboratory.
DMP 830. Quantitative Analysis in Food Production Veterinary Medicine.
DMP 849. Pathologic Technique and Diagnosis.
DMP 851. Pathology of Body Fluids.
DMP 852. Histopathology.
DMP 853. Veterinary Exfoliative Cytology.
DMP 854. Veterinary Epidemiology.
DMP 856. Advanced Veterinary Parasitology.
DMP 859. Surgical Pathology.
DMP 860. Pathogenic Mechanisms.
DMP 861. Advanced Diagnostic Pathology.
DMP 863. Advanced Principles of Pathology.
DMP 865. Diagnostic Veterinary Virology.
DMP 866. Pathology of Diseases of Laboratory Animals, Fish and Wildlife.
DMP 867. Advanced Topics in Comparative Pathology.
DMP 870. Seminar in Pathology.
DMP 871. Molecular Diagnostics of Infectious Diseases.
DMP 877. Advanced Laboratory Diagnosis.
DMP 878. Applications of Flow Cytometry.
DMP 880. Problems in Pathology.
DMP 890. Veterinary Hematology.
DMP 898. MS Research in Microbiology.
DMP 899. MS Research in Pathology.
DMP 925. Rumen Microbiology.
DMP 935. Necropsy Diagnosis.
DMP 947. Advanced Systemic Pathology I.
DMP 950. Advanced Systemic Pathology II.
DMP 965. Cellular and Molecular Pathology.
DMP 970. Pathology Seminar.
DMP 980. Problems in Pathology.
DMP 997. Postdoctoral Research.
DMP 998. Research in Microbiology.
DMP 999. Research in Pathology.

ATTACHMENT 3
Proposed Changes to Academic Calendar Policy

Background

The Board of Regents requires that each Regents University have on file a 3-year Academic Calendar adhering to the minimum number of class days as well as state holidays. On October 14, 2003, Faculty Senate adopted a policy establishing an Academic Calendar Committee and a process by which the academic calendar would be developed and approved. At present the Board of Regents has approved the K-State Academic Calendar through Summer 2010.

Proposed Change

Item 8, a list of general operating guidelines to be used by the Academic Calendar Committee and Faculty Senate, is to be added to the current Academic Calendar Policy.

Rationale

In adopting the policy regarding the Academic Calendar, members of Faculty Senate were adamant that faculty have significant input and final approval of the Academic Calendar sent forward to the Provost and then to the Board of Regents. Discussions on the floor of Faculty Senate last spring, as well as discussions within the committee appointed to develop the Academic Calendar, suggest that a considerable amount of time is often spent in discussing broad parameters that have, in fact, remained relatively stable over the past. Members of the Calendar Committee have proposed that the Academic Calendar policy include a list of these general operating guidelines. Elements of the proposed calendars that conform to these general operating guidelines would not require any extended discussion by either the Calendar Committee or Faculty Senate, allowing discussion to focus on those elements of the proposed calendar that may be new.

As part of the Academic Calendar Policy, these general operating guidelines can be revisited periodically by members of the Academic Calendar Committee as well as by members of Faculty Senate.

University Calendar Committee
Policies and Procedures

Approved by Faculty Senate October 14, 2003

1. The University Calendar Committee shall consist of the University Registrar (non-voting) as chairperson, three representatives of Faculty Senate appointed by the Faculty Senate President, and two students appointed by the President of the Student Body.
2. The University Calendar Committee shall maintain effective communication with the university community throughout its deliberations to insure sufficient input into the consideration process.
4. The University Calendar Committee shall make recommendations to the Faculty Senate Executive Committee not later than February 15. Faculty Senate shall then consider such recommendations for approval.
5. The President of Faculty Senate shall forward the recommendations of the Faculty Senate to the Provost for approval, copied to the President of the Student Body and the University Registrar, not later than May 15.
6. The Provost shall then send the calendar to the Board of Regents for final approval, whereupon it shall be distributed to the university community in a timely fashion by the University Registrar.
7. This process is applicable for calendar year 2005-2006 and thereafter. The current set of calendars, approved and on file with the Kansas Board of Regents, was revised in June 2002 and extends through academic year 2006-2007. While the Board of Regents is open, at any time, to modifications of previously submitted calendars, standard practice is for each Regents' institution to submit a single set of calendar projections once every five years.
8. *The following are the general operating guidelines that will be used in developing the Academic Calendar:*
 - 1) *Fall semester begins in August on a Monday, 10 days following the last class day (i.e., a Friday) of the Summer Semester;*
 - 2) *Labor Day, the first Monday in September, is a University holiday;*
 - 3) *The first Monday in October is designated as Fall Break, and is a student holiday;*
 - 4) *The traditional Thanksgiving Day (i.e., the fourth Thursday in November) is a University holiday. The Wednesday immediately prior to Thanksgiving is a student holiday. The Friday immediately following Thanksgiving is a University holiday.*
 - 5) *The fall semester is 75 class days in length (to include 14 Mondays, 16 Tuesdays, 15 Wednesdays, 15 Thursdays, and 15 Fridays), and the last day of classes is a Friday;*
 - 6) *The fall semester commencement exercises are on the last class day, a Friday and the Saturday immediately following;*
 - 7) *There are five final exam days in the fall semester beginning on the Monday following the last class day (i.e., the Friday prior), and concluding on the following Friday of the same week;*
 - 8) *The fall semester ends prior to the traditional Christmas Day holiday and the spring semester begins in January on the Thursday immediately prior to the Martin Luther King, Jr. holiday, which is the third Monday in January;*
 - 9) *The Martin Luther King, Jr. holiday is the third Monday in January and is a University holiday;*
 - 10) *Spring break, a student holiday, is five week days, beginning on the third Monday in March and concluding on the following Friday of the same week;*
 - 11) *The spring semester is 76 class days in length (to include 14 Mondays, 15 Tuesdays, 15 Wednesdays, 16 Thursdays, and 16 Fridays), and the last day of classes is a Friday;*
 - 12) *There are five final exam days in the spring semester beginning on the Monday following the last class day (i.e., the Friday prior), and concluding on the following Friday of the same week;*
 - 13) *The spring semester commencement exercises are on the last day of the final exam period, a Friday and the Saturday immediately following; and*
 - 14) *The first day of the summer semester is either 10 or 11 days (contingent upon where the Memorial Day holiday [a university holiday] falls on the calendar) following the last day of final exams (a Friday) for the spring semester.*

ATTACHMENT 4

Faculty Senate Leadership Council Report

February 2005

(Selected Items of Interest)

Faculty Salary Enhancements

The Faculty Salary Task Force has submitted two proposals involving changes to the University Handbook to Faculty Affairs. The first is that salary increases for promotion to associate professor and full professor be increased to 8% (currently 5%) and 11% (currently 7.5%) respectively. The second is that we begin investigating the feasibility of a senior professor rank. Both proposals will be taken up by Faculty Affairs.

Room Scheduling

Continued faculty complaints with regard to Room Scheduling led to a meeting involving Jackie Spears, Al Cochran, and Loleta Sump. The discussion included a discussion of the implementation of Schedule 25, the shift of responsibility for reassigning academic space to Facilities, and the need for the development of a set of guiding principles to assist the staff in Room Scheduling in dealing with requests. Jackie Spears will convene an ad hoc committee to review the use of Schedule 25 to assign classroom space, the types of situations that arise after classrooms are assigned, and guiding principles that can assist the decision-making process as requests are received.

Honor System

In response to the withdrawal of proposed changes to the Honor System Constitution and By-Laws, a meeting was held involving Jane Rowlett, Cheryl Strecker, Phil Anderson, Helene Marcoux, Lyman Baker, and Jackie Spears. Two issues were identified. First, the current Honor System Constitution allows changes to be made to the By-Laws without Faculty Senate action. This has resulted in differences in the documents on the Honor System web page and the documents in the University Handbook. In addition, substantive concerns have been raised with the By-Laws that are currently in force, by faculty members as well as by the University Attorney's Office. Changes to the Honor System Constitution will be proposed through Academic Affairs to require that changes to the By-Laws go through Faculty Senate. An ad-hoc committee is being convened to deal with the substantive issues within the By-Laws.

Targeted Excellence Process

Faculty Affairs considered possible actions in light of the fact that a review panel including at least one off-campus scholar was not convened to review preliminary proposals, as outlined in Phase II of the Targeted Excellence documents. The process followed this year was identical to that followed last year. An internal review panel was convened to review the external and internal written reviews of the preliminary proposals, primarily in response to the short time allowed between the submission of the preliminary proposals (November 8) and the deadline for notification of those preliminary proposals invited to submit full proposals (December 13). FSLC has recommended that the review process for the full proposals submitted on February 14 be continued but has requested that the Provost respond to those who developed preliminary proposals that were not invited to submit full proposals, make changes to both the timeline and process to ensure a process that can be adhered to and involves appropriate faculty involvement, and reaffirm the commitment to shared governance.

Faculty Compensation for Study Abroad Programs

Faculty Affairs has been asked to consider policy options related to compensating faculty for their involvement in Study Abroad Programs. The logistical need to limit class size creates the likelihood that such classes would not generate the tuition needed to compensate faculty in the same way that they are compensated for on-campus courses.

Compensation for Faculty Advocates

The Grievance Board Policy and Hearing Procedures (Appendix G of the University Handbook) allows for the grievant to be accompanied by a representative, who is not an attorney, to serve as an advocate and/or assist in the presentation. Often referred to as Faculty Advocates, these individuals invest considerable time in assisting the grievant in developing his/her case and presenting that case at the Grievance Hearing. Given that ombudspersons receive some compensation for their service to the University, FSLC is exploring the feasibility of providing some compensation to those individuals who volunteer to serve as advocates in a grievance process.

Impact of State Budget Crisis on University/Response to Legislative Audit

Materials will be distributed at the Executive Committee Meeting.

ATTACHMENT 5
Board of Regents Report
February 16-17, 2005
(Selected Items of Interest)

SCOCAO/COCAO

Discussed the future of the Kansas Core Outcomes Project. Progress has been made in developing shared outcomes for specific courses in ten disciplinary areas, but no one has any knowledge of the extent to which these shared outcomes are actually integrated into course syllabi. In the midst of concerns related to the ultimate purpose of the project, members agreed to consider a proposed date/place/disciplines to be included/charge for a Fall 2005 meeting.

Discussed the use of SAT scores for qualified admissions, given the fact that SAT is now including a writing component. A review of procedures used by institutional admissions offices showed that only the math and verbal scores are used. ACT is currently developing a writing component for its examination. Once that is in place, COCAO might want to consider the use of a writing component score as part of qualified admissions.

Discussed the procedures used to calculate completion rates. The rates reported by the University of Texas have increased considerably because they have begun using a U.S. Department of Education policy allowing institutions to exclude as unsuccessful all transfer students who do not complete degrees. COCOA recommended that the capacity to exclude transfer students from calculations of completion rates be built into the Postsecondary Database.

SCOPS/COPS

Discussed plans for responding to President Bush's budget recommendation that TRIO programs be eliminated and replaced by new programs designed to expand the No Child Left Behind initiative. In FY04 Kansas TRIO programs received \$6,754,591 and served 6765 Kansans. KSU's portion includes \$1,601,930, serving 587 students. Letters will be sent to members of the Kansas Congressional delegation as well as state policy makers.

Discussed questions regarding the tuition assistance enabling policy. Regents were reassured that tuition would not be increased to cover the costs of such a policy (all tuition increases have been part of a 5-year plan developed prior to the introduction of the tuition assistance policy) and that allowing differences across institutions was desirable. The issue will go back to the Finance Committee.

Began discussion of the Concurrent Enrollment Policy. Adopted some procedural and minor wording changes proposed by the Board staff. The policy will be discussed again at the March BOR meeting, at which time the issue of faculty credentials will be again raised.

BOR: Items Passed Under Consent Agenda

Approved BS in Information Systems, B.S. in Management, and B.S. in Marketing at the University of Kansas and a B.A. in Athletic Training at Wichita State University.

Amended FY2005 Capital Improvement Request for Kansas State University to include construction of a freestanding metal building to serve as an animal resource facility for the College of Veterinary Medicine. The estimated cost is \$496,000 and will be funded by private gifts and restricted fees.

BOR: Items Considered Under Discussion Agenda

Considered the Governor's Proposed Military Bill of Rights. Elements that relate to Regents' institutions include: (1) extending in-state tuition rates to dependents of military service members after the military service member has been reassigned outside of Kansas, providing the dependents remain continuously enrolled in a Regents' institution, and (2) offering tuition refund or credit if a student is a service member who must leave school because the student is called to active duty. With regard to (1), the BOR is supporting legislative proposals that would enable the Board to adopt the regulatory changes needed. With regard to (2), most institutions already have such a policy in place. The BOR adopted a policy statement that reaffirms this institutional practice.



KANSAS BOARD OF REGENTS

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Statement to the Kansas Board of Regents The State of Faculty Salaries at Kansas Universities

Reginald L. Robinson, President and CEO – Kansas Board of Regents

December 15, 2004

Overview

A recently completed audit of faculty teaching loads concluded, among other things, that faculty salaries at the state universities have, since 1985, generally increased at rates exceeding inflation. That statement is accurate, but it fails to paint either a relevant or complete picture regarding the condition of faculty salaries at our state universities.

It is indeed the case that those salaries have grown at a greater rate than inflation during that period. It is also the case, however, that for most if not all of that period, it has been the explicit policy of the state of Kansas (through initiatives like the Margin of Excellence and the Higher Education Coordination Act of 1999) to increase faculty salaries well beyond the inflation rate.

The important story to be told about faculty salary levels is not that they have grown beyond inflation pace – the state has purposely sought to achieve that result. No, the important story about faculty salaries is that they have failed to keep pace with the state's own assessment of where they need to be. That failure has consequences.

Why Faculty Salary Levels Matter for Kansas

Success in the 21st Century global economy requires that Kansans have access to high quality higher education if our state and its economy are to achieve their full potential, and if our citizens are to achieve the quality of life aspirations they hold for themselves and their families.

In this regard, high quality faculty at our universities is essential because faculty members are at the core of what universities do. Thus, a strong faculty is the most vital ingredient for a university seeking to make its contribution to the state, its economy, and its citizens. It is critical, therefore, that our universities be able to attract and retain top-notch faculty if we are to deliver our best to the people of Kansas.

Universities compete in a remarkably competitive international marketplace for outstanding faculty, in which salary is key. Strong faculty members are difficult to attract and increasingly difficult to retain. Salary is a critical element for institutions that seek to achieve success in this competitive market.

Unfortunately, Kansas universities are at a significant competitive disadvantage. The salaries they can offer make it difficult for them to attract and retain the high quality faculty members necessary to meet the needs of Kansas and its citizens.

The Problem – Faculty Salaries at Kansas Universities Fall Short

Across the board, faculty salaries at Kansas state universities fall below relevant peer averages. For example:

- Faculty salaries at both the University of Kansas and Kansas State University fall below the average of salaries for faculties at other Big 12 universities.
- Faculty salaries at the state's other universities (Emporia State University, Fort Hays State University, Pittsburg State University, Wichita State University) lag behind the average of those salaries provided at similar institutions in those same Big 12 states.
- Faculty salaries at all of our universities are below the *average* of what is paid to faculty at their Board of Regents' selected peers.
- Faculty salaries are also well below the averages paid nationally. KSU salaries rank in the bottom one-third of land grant institutions. KU salaries lag significantly behind the average of what is paid in other institutions that belong to the prestigious Association of American Universities – a grouping of the nation's top comprehensive research universities. Similarly, salaries at our other institutions fall below the average of those paid in their national comparison categories.

In short, no state university in Kansas is able to pay its faculty at a level equal to the *average* of what is paid to faculty at institutions in any legitimate peer grouping.

Salary Levels Undermine Effective Faculty Recruitment

The failure to provide competitive salaries has profound and adverse implications for our universities and for our state. First, recruiting top faculty is increasingly difficult. Here are just a few examples that illustrate the scope of the difficulty:

- At one institution, the university has been unable to recruit a department chair. During FY 2005, the position was offered to four qualified individuals, but each of the four cited salary as the reason for declining the offer.
- That same university undertook six searches in which the first choice declined the offer because they were already earning at least \$8,000 more in their present position.
- Positions in ESU's School of Library and Information Management, including the deanship, remained vacant for several years due to inability to recruit because of low salaries.

- A position in Adaptive Special Education at ESU remains vacant for a second year because the University's salary is insufficient to attract candidates in this rapidly expanding field.
- A general biology position at ESU has remained unfilled. Each candidate (including one completing a doctorate) declined the position because of the salary.
- Pittsburg State University has experienced small applicant pools for its posted faculty vacancies because the market views the salary levels PSU is able to offer as woefully inadequate.

Even success on the faculty recruiting and hiring front produces critical salary-related difficulties – namely, salary compression, which disadvantages long-term faculty members. For example, Fort Hays State University recently had to offer an annual salary of \$40,000 to hire a new English professor. Faculty members with three and four years of service are paid \$37,000, \$38,000, and \$39,000. This is a dynamic that each of our institutions experiences.

Impending Retirements Will Only Exacerbate the Problem

This difficulty in recruiting and attracting top faculty becomes even more significant when you recognize that approximately one-third of our university faculty will become retirement eligible in the next decade. This situation is not unique to Kansas. The push to replace retiring faculty nationally will only intensify the already hyper-competitive market in faculty recruiting. The ability to offer competitive salaries will become even more crucial, and, if we don't act soon, Kansas' ability to gain ground in this race will only become more difficult and more costly.

Salary Levels Make It Difficult to Retain Our Best and Brightest

Here's an unfortunate scenario that plays itself out with distressing frequency. Sometimes our universities are successful in attracting top faculty members, and then invest the time, support and other resources necessary to promote the growth and development of those professors.

Too often, those talented academics are lured away by institutions able to offer more competitive compensation packages. In this way, our institutions risk becoming "farm teams" for institutions able to offer salaries substantially higher than ours. We are already experiencing this phenomenon; here are some examples:

- An Associate Professor of Business at the University of Kansas left KU and an annual salary of \$108,924 for the University of Minnesota at a salary of \$125,000, plus a \$3,000 start-up package.
- A Librarian III for KU's renowned Slavic Collection with a salary of \$79,105 moved to Harvard University and received a salary package of over \$100,000.
- A Professor of Ecology and Evolutionary Biology and Curator in the Natural History Museum with a KU salary of \$72,052 was lured to Yale. His Yale salary of \$120,000

was one KU tried to match, but the \$775,000 in start-up funds offered by Yale put his package completely out of reach for any possibility of a match.

These three individuals were mid-career individuals who were valued very much by their colleagues and students. Each was a great contributor and their contributions and accomplishments at KU led other prestigious institutions to seek them out and recruit them. While other AAU institutions, like Minnesota, Harvard and Yale, are very often the "raiders," KU is currently in danger of losing two young faculty members for far larger salaries at institutions with reputations that are not equal to KU's:

- An Associate Professor of Business has an offer from the University of Arkansas for \$200,000 - \$75,000 more than he is currently earning at KU. In addition to this astonishing bump in salary, his teaching load, should he take the Arkansas offer, will be lower than at KU. This is one of the School's most productive and promising scholars. His loss will be very keenly felt if he decides to take the Arkansas offer.
- An Associate Professor of Teaching and Leadership in the School of Education whose KU salary is \$57,512, is pondering an offer from the University of Georgia at a salary of \$85,000, plus graduate student support, which he does not have at KU.

Here are some additional examples:

- Several faculty members have left ESU from various disciplines indicating salary as a principal reason. Two departed for better paying positions in local school districts. One left after only one year to return to a high school principal's position, which paid him \$32,000 more than he earned at ESU. Another departed for a better paying teaching position at a nearby K-12 school district.
- At Kansas State University, five outstanding academics in the biological and physical sciences have recently left for salary increases ranging from 24% to 67%.
- Additionally, seventeen top-notch faculty members, in disciplines ranging from social sciences, human nutrition and fine arts/music to veterinary medicine, mathematics and business have left the institution for increases in salary ranging from 20% to 200%.

This "raiding" activity creates a serious cyclical problem for our universities. One of our administrators was told that many institutions have adopted a recruiting strategy that looks for extremely promising assistant professors at places like universities in Kansas. These individuals will have enough experience to have demonstrated their potential as scholars and teachers. They will also have had enough time to fall behind "market rates" in salary terms, which makes them vulnerable to offers of higher salaries at institutions with lower teaching loads. When they are lured away, our institutions then must struggle to replace them in a market that demands higher salaries than we are generally able to pay, only to have the cycle begin anew.

Salary Levels Adversely Affect Faculty Morale

The failure to provide competitive salaries at our universities also has a profoundly adverse affect on institutional morale. According to a recently conducted survey of university faculty, 62% of faculty indicated that their salaries were among those aspects of their jobs about which they were least satisfied.

In addition, approximately one-third of faculty surveyed indicated that they were actively seeking employment elsewhere. We have no doubt that concerns about salary are prompting such exploration.

Salary Levels Frustrate Efforts to Achieve Faculty Diversity

The inability to offer more competitive salaries has profound implications for our institutions and their students as universities seek to provide those students with opportunities to learn from a faculty that is diverse in terms of race, ethnicity, and gender. The need to provide such opportunities is increasingly vital as the global economy develops.

The effort to diversify university faculties is being aggressively pursued by higher education institutions around the country. Faculty members who bring diversity to their campuses are among the most highly sought academics in the country. Salaries offered at Kansas universities place them at a significant competitive disadvantage in this important effort.