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Points of Discussion on MP-PIII, Academic Senate, 3-3-71

Academic Senate
Illinois State University

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To : Members of Presentation Committee
From : John S. Hill
Subject : Points of Discussion on MP-PIII, Academic Senate, 3-3-71

Advantages : Education of teachers has taken a low priority at ISU; we turn out poorly prepared teachers now; we lack good audio-visual resources; we need better teacher education.

Some people do support the idea of putting a cap on enrollment, but these same people want to keep a multipurpose university, too.

The ceilings are not all bad, in some ways: we can look the faculty over and judge what they have done; we can be selective in admissions and have higher-quality students. Too many are here to avoid the draft, hunt for husbands, or because they can't get a job.

Broad Mission : Holderman says he is reluctant to change the wording about ISU's mission so as to expand ISU's role in education.

Community Concern : At the hearing, arguments should be presented by people in the community and by businessmen.

Costs : Is the Junior College program costing too much? What is the cost of educating a junior college transfer, since most are not well prepared and many require three years beyond junior college to finish a degree.

UU/A is based in part on a larger enrollment; the operating-cost budget is figured on the basis of an enrollment of more than 20,000 students.

P-III, page 1, shows universities have been efficient: since 1960 enrollment has risen 333% and expenditures have risen 495%. The 162% difference, over 10 years, is 16.2% a year; the increase reflects inflation and rising building costs.
D.A. Programs: as P-III now stands, there is little hope for D.A. programs at ISU outside of "education."

Effect on Middle-America: P-III deprives Middle-America of the right to public education; the middle class young person cannot obtain a scholarship (they're for the poor) and cannot afford to attend a private college (they're too expensive).

P-III will limit educational opportunity for people of the state; the proposal for continuing education is fine, but it will be too expensive perhaps to maintain.

Enrollment ceilings will force people to attend private colleges, if they can afford it.

P-III closes the door on public education in Illinois. Not everyone who wants to go to college will be able to. We will have to limit enrollments, then screen transfer students.

Despite the quotation on pages 2-3 in P-III, will it be possible to give educational opportunity at all?

Effect on Phase I and Phase II: P-I set up a Higher Board to act as a go-between for the legislature and the universities. It allowed ISU to go multipurpose. P-II established different Boards and, to some, also set limits on our development.

P-III has thrown away P-I and P-II. The Higher Board, which was to stand between the legislature and the universities, has changed its own purpose. This is fickleness.

Students feel that P-III cancels out P-I and P-II. Now, to change one's major, a student must change schools, under P-III.

P-III would have ISU revert to a single-purpose institution. It calls for specialists in an age which demands generalists.
Effect on Ph.D. Programs: According to Holderman's rhetoric, "education" is restricted to pedagogy at ISU; there is little hope for advanced programs--and that restricted to DA's--outside of the field of education proper.

Doctorates must be given in several areas; to have a program in one area is not enough, for interaction is necessary.

The PhD program in biology is in jeopardy.

Graduate programs should not be evaluated only the basis of how they meet societal needs. Doctorates in the humanities are needed too.

A doctoral program cannot be run in isolation. Quality education=quality programs in all areas.

P-III is against research-oriented PhD programs.

Faculty Hiring: We have brought people to ISU under P-II, which called for ISU to be multipurpose and to develop new advanced programs. P-III betrays these people. Should we tell people hired for this Fall not to come?

Judging from what I've heard from faculty, people want to get out of ISU--if they can get out in time.

The student at ISU is condemned to receive an inferior degree, because we cannot attract good faculty under this plan.

ISU as Target: Of all the state universities, ISU has been hurt the most by P-III.

ISU is to suffer the consequences for all of the ills of the universities in the state. We also bear the brunt of suffering because of economic conditions.

Laboratory Schools: Holderman does see some of the inconsistencies in P-III, such as our centering on teacher education but yet phasing out the lab schools.

Our lab schools lack resources for effective teacher training; they have not done their jobs.

NIU argued that the lab schools have indeed performed their mission; also the closing of the schools might overwhelm the local school district, and this situation could call for state aid.
Meetings: P-III was discussed on Feb. 23 by the Executive Committee and by the Academic Planning committee; on Feb. 24 by Deans and Heads of departments; on March 1 by Morris, Rives, Helgeson, and Greenberg, in a meeting with Holderman; Hicklin will chair a meeting of the Advisory Committee on March 5; the University Advisory Committee will meet March 4.

New Bureaucracy: The section on Regional Councils, pp. 22-24, will create another level of absolute bureaucracy and this will hurt the self-governance of universities. Further, this new level of bureaucracy, between the Board and the universities, will greatly hinder education itself.

New Purpose: Little has been said about the "new purpose" of education as proposed in P-III, which calls for universities to be involved in solving social problems.

The revolutionary aspects of the document were praised at the NIU meeting.

Self-destruct: Are we really just caught up in our own trap? We proposed too many programs.

Statistics: An omission pointed out at the NIU hearing: three doctoral programs, functioning since 1962 at NIU, were not mentioned in the report.

How do we get around the Department of Labor statistics? Can we refute them?

How can we deal with the Board's view about "oversupply of personnel" and "diminishing resources"? We cannot overlook these points.

The Board is too concerned with numbers and economy, not enough with education.

Student Unrest: The plan relies heavily on student unrest as an argument for limiting enrollment.

Item G, p. 69 of P-III, specifically mentions unrest.

Will the plan itself, with its emphasis on ceilings and selective enrollment, cause campus unrest?

Let's emphasize the quality of our education and of our students to help refute the "unrest" idea.
Timetable: Universities will be able to make individual presentations of their arguments before their own Boards; such meetings are two months away, thus giving us time to develop our strategy and answers.

If there is little sentiment on campus for supporting P-III, let the Board know about it. Let students and faculty both tell the Board so.

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A statement on the legislative jurisdiction of Senate internal standing committees with respect to other committees of the University, and a list of such committees, is to be found attached to the Minutes of the meeting of July 29, 1970 (Vol. I, No. 14).