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Spring 3-24-1972

## Revision of the Governing Policy of the Board of Regents

Academic Senate  
*Illinois State University*

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### Recommended Citation

Senate, Academic, "Revision of the Governing Policy of the Board of Regents" (1972). *Academic Senate Minutes*. 133.

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ILLINOIS STATE UNIVERSITY

NORMAL, ILLINOIS  
61761

March 24, 1972

MEMORANDUM

To: Members of the Board of Regents Governance Committee

From: Members of the Joint University Advisory Committee, Illinois State University

Re: Revision of the Governing Policy of the Board of Regents

The meeting of the Joint University Advisory Committee with members of the Board Governance Committee on Wednesday, March 15 seemed to us to be a most fruitful one. Several clarifications were made about the March 13 revised draft of the Governing Policy. The result was an improved, though yet incomplete document. Several points remain unresolved, however, some of which are of paramount significance to the university community. Major concern about some changes have been expressed in the university community as was expressed at the meeting. Reference is made to the following sentences deleted on page 14:

"The Board recognizes, however, that the faculty has primary responsibility in such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status (including appointments, reappointments, non-reappointments, promotions, the offering of tenure, and dismissal), and those aspects of student life which relate to the educational process. In such areas the Board acknowledges that faculty decisions should be determinative except in rare instances and for compelling reasons, which the Board would communicate in writing to the elected faculty organization at the university concerned."

and to the footnote deleted on page 23:

"The Board of Regents delegates authority in such matters to the faculties of the Regency universities."

Regarding all matters relating to the Regency Universities, Article V, Section 5 of the revised draft clearly and appropriately establishes the ultimate responsibility of the Board, including the power to act on its own initiative. One logically concludes therefore that every action or recommendation of officers or agencies of the Regency

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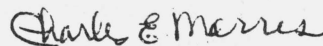
Universities is subject to review and approval by the Board. We recognize and accept this authority and seek no change in this status. However, we strongly feel that the use of the word primary in the first sentence is appropriate and best describes the role of the faculty without in any way diminishing the authority or power of the Board in the matters cited. Specifically, the word primary connotes that in such areas as curriculum, subject matter, etc., the initial and basic decision is made by those persons who have the experience, training, and associations (internal and external) to exercise informed judgement. In all these matters, the final decision is the Board's.

We feel that the footnote on page 23 is justified, as well as explained, by the 1966 statement on Government of Colleges and Universities which was approved by the Association of Governing Boards of Universities and Colleges (11/18/66), the American Council on Education (10/12/66), and the American Association of University Professors (April 1967). (Copies of the statement are attached.) We therefore request that the footnote also remain as appears in the original Governing Policy.

It is suggested that Article V, Section 2 provide that the constitutions of the Regency Universities also be included in an Appendix to the Governing Policy.

Further discussion of the above points with any member of the committee would be welcomed.

Respectfully,



Charles E. Morris  
Associate Professor of Mathematics  
For Members of the Joint University  
Advisory Committee, I.S.U.

CEM/bw

cc: Mr. Robert Barr  
President David K. Berlo  
Mr. Franklin Matsler  
Professor Cullom Davis  
Professor Charles Edwards

4/5/72

To: ISU Senators and Others  
From: Ellen Kelly, ISU Senator

#### ACADEMIC STANDARDS AND THE BUDGETARY PROCESS

In January of this year the Academic Senate in both discussion and formal resolution reflected its great concern regarding the trend toward unilateral dictation by the Board of Regents, and the Board of Higher Education without opportunity for faculty-student involvement.

The precipitating action was the deletion of required physical education activity credit courses by the Board of Regents, and the deletion of all physical education activity credit courses, whether required or elective, at all state universities. Superintendent Bakalis implied that physical education would be removed shortly as one of the requirements in Teacher Certification. The Board of Higher Education assigned cuts at each university. The cuts in the two Departments of Health and Physical Education at Illinois State University were placed at \$315,000, in spite of the fact that the departments had had no requirement for the past year, and enrollments had declined very little following the shift to voluntary status.

In early February the Board of Higher Education circulated the Sample-Flentje report which reversed the Board's January position and endorsed elective physical education activity courses for credit. Restoration of budgetary cuts was not mentioned in the report, however.

In early March the State Teacher Certification Board reaffirmed the values of physical education for credit for teachers, and did not remove it from the options in the teacher certification requirements.

Now in determining budgets for 1972-3, the ISU Central Administration has directed, as one of three "soft money" shifts, that three faculty positions be shifted out of the Department of Health and Physical Education for Women in the College of Applied Science and Technology and into a department in another college, this without consultation with the faculty persons involved. This is merely a manipulation of soft money. It saves the University nothing. The faculty members involved are opposed to this transfer. The particular area involved is one of the highly successful, highly visible, most indisputably "liberal arts" aspects of physical education, as physical education is currently defined in national educational patterns, and as taught in our schools.

On top of soft money cuts in the Department of Health and Physical Education for Women, the department is being required to make hard money cuts which will necessitate a 62% reduction in the present purely voluntary physical education general education program, which is a service to every department in the university. In the fall of 1971, 4636 students were enrolled in courses taught by faculty of this department. ~~FOR FALL 1972~~ Most classes were closed and many students turned away. For fall 1972, under identical conditions of no requirement for graduation and one of a series of options to complete the Teacher Certification requirements, only 1758 spaces in courses can be staffed. This program has also served for the past 20 years, at least, as a valuable on-campus practicum opportunity for early exploration of major students' aptitudes for teacher education. The drastic reductions will therefore weaken the major program also.

These program directives, necessitated by central administration budget cuts, are distinctly academic concerns. They should be recognized as such by faculty and student senators and others as possible precedent setting trends.

