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Senate Meeting December 11, 1974

Academic Senate
Illinois State University

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ACADEMIC SENATE MINUTES

December 11, 1974

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CALL TO ORDER
Chairperson Sutherland called the meeting to order at 7:10 p.m. in Stevenson 401.

ROLL CALL
Roll call was taken and a quorum was declared to be present.

APPROVAL OF MINUTES
VI, 92 A motion (Ms. Chesebro, Mr. Kolasa) to table approval of the minutes carried.

RESIGNATIONS OF SENATORS
Letters of resignation from George L. Wallace and Charles R. Hicklin were read.
VI, 93 A motion (Mr. Madore, Mr. Arnold) to accept the resignations with regret was approved.

SEATING OF SENATOR
The Chairperson stated that Greg Ewald would be the replacement for Felicitas Berlanga. Mr. Ewald was not present, but the Chairperson declared Mr. Ewald to be seated.

A letter of resignation from John Briggs from the Selection Committee for Dean of the Graduate School was read.

IN MEMORIAM: DR. FRANCIS R. GEIGLE
The Chairperson read a commemoration statement written by President Budig for Dr. Francis R. Geigle:

Illinois State University has lost a good and proven friend in the passing of Dr. Francis R. Geigle. He gave the institution needed leadership and stability during a difficult period in its history.

President Geigle's many friends at ISU and within the Bloomington-Normal community will miss him and his refreshing way. We extend our deepest sympathies to Mrs. Geigle.

CHAIRPERSON'S REMARKS
The Chairperson asked Mr. Hickrod to report on the budgeting process as requested at the last meeting by Mr. White. The Chairperson remarked that he thought it was appropriate for Mr. Hickrod's report to come under the heading of Chairperson's Remarks.
Mr. Hickrod stated that Dean Belshe, Chairman of the Budget Team, and Warren Harden, member of the Budget Team, were present and could respond to any questions. Mr. Hickrod deferred to President Budig to make some remarks about the Board of Higher Education budgetary negotiations in process. President Budig stated that earlier today ISU had completed its testimony in front of the BHE staff. The BHE staff recommendations will probably become public around December 17 and will most likely be accepted by the Illinois Board of Higher Education at its January meeting. President Budig read a statement which outlines where ISU stands in the budgetary process. (See appendix for statement.)

Mr. Hickrod listed the members of the Budget Team: Stan Rives, Neal Gamsky, John Sealock, Dean Belshe, and Warren Harden. He explained that budget allotments to departments are made on the basis of Full Time Equivalent (FTE) faculty. Mr. Hickrod listed the various categories involved in the budgeting process: administrative, direct instruction, indirect instruction, academic advisement. Mr. Hickrod stated that the data on credit hour production and FTE allotment is public knowledge. He stated that such areas as athletics make separate appearances in front of the Budget Team. Mr. Hickrod expressed his concern about four years from now when credit hour production will fall because of enrollment patterns. Mr. Hickrod recommended that we allocate more resources into off-campus instruction. It was pointed out that it takes a lot of off-campus enrollment to make one FTE. Mr. Hickrod said that he did not want to be a prophet of doom; our market situation seems to be better than other universities. He said that we must try to increase off-campus enrollment as a hedge against a drop in undergraduate enrollment. He reported that there is some talk about allocating FTEs directly to the director of off-campus extension to purchase instructors for those courses that the director wants taught. Some of the lines, for instance, that have been withdrawn from the English or History departments might be shifted to extension; and those departments might be able to hold some of those lines by offering extension courses. It was emphasized that we cannot build a large off-campus enrollment on an overload basis. Another concern which Mr. Hickrod raised was the role of the department chairman in the budgeting process. He stated that we are currently going through the process of evaluating the department chairman. He said that the department chairman is caught in the scissors between the faculty and the dean. There is an attempt to increase the fiscal powers of the deans; deans now have discretionary powers of allocation. He admitted that there were two sides to the appeal situation. The department chairman must have an appeal mechanism to appear before the Budget Team to make a case for maintaining FTEs; yet the Budget Team must not be overwhelmed by appeals (e.g., on printing, commodities). Mr. Hickrod stated that the 30+ allotments to indirect instruction should perhaps be reallocated on the basis of community and public service. We monitor research allocations fairly well, but we do not have the mechanism for monitoring public service lines. In the summer, the research lines are allotted through the Graduate School via committee, but during the regular year another procedure is used. Mr. Hickrod said that he would have to ask why one department in Arts and Sciences has more research lines than the entire College of Education or the College of Business. Mr. Hickrod said that he felt that some procedure needs to be set up to look into the procedure by which research lines are allotted. He raised a question if the same procedure as is used in the summer could be used. Mr. Hickrod stated that the allocations on the academic side are better documented than on the non-academic side. Mr. Hickrod said that the Budget Team meets three times a week and is a task-oriented group.

Mr. Hickrod turned the discussion over to Dean Belshe. Dean Belshe pointed out that the plan which Mr. Hickrod had discussed did not have any official approval by the committee but was one of the possibilities. Dean Belshe said that Mr. Hickrod's point that there was
a need for an appeal process was well taken, although in the past the department chairmen have been coming directly to the central administration until the colleges were reestablished. Dean Belshe stated that in all cases the allocation of resources should be in line with the Academic Plan. He asked Dr. Harden to discuss allotments to research and allotments to indirect instruction. Mr. Harden did not choose to discuss the historical allocation of research positions and the definitions of research. Mr. Hickrod called upon Mr. Harden again to discuss the allocation of research lines. Mr. Harden stated that there were a certain number of lines that have been devoted historically to research. In 1973 the BHE cut the University in certain sections, and research lines were one area that was cut. He said that we have a request in for FY76 for a number of research positions. Mr. Harden said that there really wasn't much to be said about that area. Indirect instructional cost does not cover public service; the BHE has a line for public service, but in all of these BHE categories non-credit work is involved, and these are not heavy allocations at ISU at the present time. Dean Helgeson said he would make some comments about the research area. He said that Mr. Hickrod had compared ISU to one of the major universities in Florida. He said that at such a university the state tax sources are matched by or exceeded by private and governmental grants. He said that we in no way compare with the kind of support such major universities obtain. He stated that the proportion of funds allocated in the summer is about the same as during the regular year. Mr. Helgeson said that the particular department in Arts and Sciences has a faculty with a research orientation, who consistently obtain a high number of external grants for research work. President Budig emphasized that the department head always had the option to appeal to the Vice President or Provost. He stated that he welcomed the opportunity to clarify that there was such a route presently available. Mr. White stated that he hoped that the chairpersons would have the opportunity to raise the wisdom of the allocation as well as the operational and economic efficiency of it. Mr. White clarified the role of the Faculty Research Summer Review Committee. Mr. Taylor stated he believed that there was some research that showed we would lose up to 40% of the freshman class through dropout and he asked if this problem was being attacked in a systematic manner. Mr. Harden said that his office had made some studies on the holding power of ISU. The graduation rate of the class of 1968, according to Mr. Harden, was 52% on a longitudinal basis. A more recent study shows a slight increase in the attrition rate. He stated that there is no doubt that there is an increase in the dropout rate, and that this was happening nationwide. Mr. Taylor stated that while the U of I has a higher dropout rate than we do is there some way, perhaps through academic advisement, that we could improve the holding power of ISU. President Budig responded that the University was keenly aware of the points that Mr. Taylor was raising. He said that the Task Force on Enrollment tried to respond directly to those points and have suggested seven to nine recommendations which are applicable to the point. President Budig stated that the University is in the process of taking some specific action to address itself to the point. He stated that we have made additional programs which will increase the holding power of the University. He stated that some recommendations may be forthcoming to the Senate in a couple of months. Mr. Quane raised a question about departments with a declining enrollment where the FTEs are going up. Mr. Harden explained that new faculty had been added by new program requests. He mentioned the program for the reduction of size in the social science classes in which thirty faculty were involved. He stated that the class size in the social sciences was the highest in the state and that this program was to reduce the class size which entailed additional FTEs. Mr. Harden said that there really isn't a formula for the allocation to indirect instruction. He said that the allocation of research positions fits the pattern of those departments which offer advanced degrees. Mr. Hickrod pointed out that this is not true in the Department of Educational Admin-
istration. Mr. Hickrod stated that people do more around the campus than we realize, and we are not monitoring public service as we are research. President Budig stated that before Dr. West departed from the BHE he had agreed that the BHE would entertain a study of the exact nature of public service so that it could be incorporated into the budgeting process.

ADMINISTRATOR’S REMARKS

There were no further administrative remarks.

REMARKS OF THE STUDENT ASSOCIATION PRESIDENT

Mr. Arnold stated that at the last meeting he had reported that he and Dan Taylor had written a report for the Board of Regents on the financing of higher education. He stated that the report had been presented to the Board. He had asked at that time for the establishment of an ad hoc committee to study the matter, and the Board had appointed such a committee.

ACTION ITEMS

1. Revision of ByLaw 4.4e

A motion (Mr. Rogers, Mr. Baska) to accept the proposal to change ByLaw 4.4e was made. Mr. Hicklin introduced an amendment to the motion; to add after the last sentence: "and that no more than 50% of the student senators be so appointed or a term of no more than 9 months be filled in this manner." (Mr. Hicklin, Mr. Woods)

Mr. Parr suggested that we should send this back to committee and have them incorporate the particular amendment. A motion (Mr. Parr, Mr. White) to refer back to committee was made. Ms. Frankland said that this proposal represents a consensus of the Rules Committee, that this proposal allows for flexibility, and that an election could take place within this proposal. Mr. Woods said that he thought it was ridiculous to delay any longer. Mr. Woods said that Mr. Hicklin's amendment covers the extreme cases. Mr. Reitan, a member of the Rules Committee, said that he did not want to see the proposal referred back again. The motion to refer to committee failed. A motion (Mr. Tarrant, Mr. Taylor) to close debate was approved. The motion to amend passed.

The proposal as amended reads: In the event that the Academic Senate finds the above procedures to be impractical, the Academic Senate may of its own motion request the appropriate college council to fill a faculty vacancy. A student vacancy will be filled from the appropriate constituency by the student members of the Academic Senate; and that no more than 50% of the student senators be so appointed or a term of no more than 9 months be filled in this manner.

2. Change in College Deans Selection Committee Policies and Procedures

A motion (Mr. White, Mr. Quane) to approve the revision was made. Mr. Ficek called the question. The motion to revise the college deans selection committee policies and
procedures was approved.

The revision states: In item 2-d, add after the last sentence the following sentence: "No more than one member may come from a single department unless the college has fewer than three departments."

3. Election of Secretary

Ballots were distributed for an election to fill Mr. Hicklin's unexpired term as secretary.

4. Election of Member to the Joint University Advisory Committee

Mr. Tarrant nominated Senator Amster. Mr. Smith nominated Senator Rex. Mr. Steinbach expressed a wish to second Senator Amster's nomination. The Chairperson announced that the Rules Committee would study the feasibility of a constitutional amendment to allow the seating of a civil service person on the Joint University Advisory Committee. He stated that the Executive Committee has asked the Rules Committee to study this matter, since we do not know yet what the CCGR will recommend or what the governance form will be. Mr. Sutherland stated that in no way should the exploration of seating a civil service person on JUAC be construed as relating to the seating of civil service persons on the Senate.

Mr. Quane was elected Secretary by a majority on the first ballot.

5. Ratification of Election of Donna Maddox to the Dean of Graduate School Search Committee

The Chairperson announced that John Briggs, a student member of the Dean of Graduate School Search Committee, had resigned; the Executive Committee had moved to the runner-up and had declared the runner-up to be elected. A motion (Mr. Madore, Mr. Morris) to ratify the action of the Executive Committee was approved.

Stephanie Amster was elected to a position on JUAC, filling the vacancy created by Mr. Hicklin's resignation. The term will expire in March.

6. Ratification of Election of Normand Madore to the Faculty Advisory Committee to the Board of Higher Education

The Chairperson announced that Dr. Madore was elected by the Executive Committee to serve on the Faculty Advisory Committee to the Board of Higher Education until March. A motion (Mr. Guane, Mr. Baska) to ratify the election of Dr. Madore was approved.

7. Election of Student Members to the Advisory Committee on Affirmative Action for Minorities

The Chairperson reported that the nominees for these positions are Steven McDaniels, Gwen Kelly, and Joe Arnold. A motion (Mr. Madore, Mr. Kolasa) to accept the student members as nominated was approved. Mr. Hicklin commended the Student Association for furnishing details of telephone numbers, addresses, and social security numbers for the nominees.
Mr. Gordon asked the nature of the ballots being passed about since there is no election currently underway. Mr. Woods suggested that the Senators hold on to them because before the evening is over somebody else might resign.

INFORMATION ITEMS

I. Academic Plan

The Chairperson stated that various open hearings had been held on the Academic Plan. He noted that Dean Rives had forwarded to the Senate a memorandum stating the urgency with which the Academic Plan should be considered. The plan will be forwarded to the staff of the Board of Regents with the understanding that the Senate will soon act on it. Mr. Rives was introduced by Chairperson Sutherland.

Dean Rives stated that he would respond to questions. He said that a summary of the changes in the plan had been provided to the Senate.

The Chairperson asked Pat Chesebro, chairperson of the Academic Affairs Committee, to open discussion. She stated that hearings had been held and the Academic Affairs Committee had discussed the plan. She stated that there were some changes in the statement about continuing education and its relationship to the contracting for ongoing programs. She also remarked that the campus and community statement could be strengthened.

Mr. Arnold stated that Student Association had been given a chance to respond and that a statement would be forthcoming in the near future. He stated that although the Plan is not considered perfect by his constituents it is considered better than last year’s Academic Plan. He stated that at this time he had no intention of amending it. He did express a concern that Health Service was not included in the Plan. Mr. Arnold said that he was assuming that institutions are racist. He pointed out that the 100-level history course did not include any mention of the contributions of black people or other minorities to history. He said that he was appalled at the fact that one cannot inject the contributions of all persons into such a course. He said that while he thought there should be special courses for such studies he also thought that they should also be included in the regular curriculum.

Dr. Budig stated that this was a very significant document; it is an on-going process and is subject to annual review. Mr. Hicklin stated that at the Faculty Advisory Committee to the Board of Higher Education meeting last Friday he found that our Academic Plan was considered a model in terms of faculty involvement and the relationship between the budgeting process and the Academic Plan.

The Chairperson turned the Chair over to Mr. Kolasa in order to make a personal comment. He said that he thought that we should be very cautious and careful about the rhetoric we use in referring to students. The Chairperson referred to the use of the terms "input" and "output" in reference to students. He urged that in future planning we be extremely careful about this; he stated that it could be extremely dangerous in that the conceptual models we create and the labels we use can come to channel our thinking. The Chairperson then read from paragraph one on page 19 on the allocation of resources. He urged the University...
not to think of students as "input" and "outputs" or "resources" which the University "consumes". Mr. Kolasa said that he had discussed this with Mr. Arnold and considered it very degrading to refer to students as "inputs" and "outputs" and expressed a hope that this could be stricken from the Plan or modified. Mr. Hickrod commended the Office of Institutional Research for including so much helpful data in the appendix of the Academic Plan. Mr. Madore asked that if there were any major objections still to come to let them be known so that we would try to give a sense of the Senate to Dean Rives to transmit to the Board staff. Mr. Rives said that he hoped that major concerns would be expressed tonight. He reminded the Senate that this was really a revision of a document that the Senate approved last year. He pointed out that the only major changes were in section three. Ms. Chesebro asked if the Senate was ready to accept the Plan. The Chairperson said that this could be done with a suspension of the rules. Dr. Reitan said that we spend hours on trivial matters, and now we seem to want to approve the Academic Plan without a real rigorous discussion. Mr. Arnold said that one of the reasons he wanted to be on the Senate was to deal with the Academic Plan. Mr. Taylor complained that nowhere in the Academic Plan were financial aids discussed. President Budig stated that he felt the subject of financing higher education should be dealt with at great length rather than being treated superficially in a paragraph in the Academic Plan. He said that we now have a committee formed at the Board of Regents meeting to discuss the topic of financing higher education.

Dean Rives outlined the changes in the Academic Plan. He noted that there was a much stronger emphasis on student development, a direct result of comments made last year in the Senate discussion. The statement on page 10 had been added. The specific collegiate missions were added. Section 2 is totally new. Section 3 contains several new programs which are documented in a memo to the Senate (see appendix for memo). Dean Rives stated that one of the deletions from last year is the program in physical therapy which was deleted because a program similar to this is being introduced at the Peoria School of Medicine. He said that the comment that Health Services should be added is very pertinent and next year would be added.

Mr. Reitan asked how the Plan would be considered at the next meeting. The Chairperson stated that the Plan can be broken down in sections through appropriate motions.

Mr. Quane asked about the reestablishment of the masters degree in physics. Dean Rives stated that the deletion of this program was a result of the reallocation in answer to the 15% cut memo of several years ago. He said that if ISU was to be a comprehensive University at the undergraduate and masters level this lack reduced our comprehensiveness. Dean Rives said this would be a difficult program to reestablish after its disestablishment.

The Chairperson appealed to everyone to get their statements in writing to the Senate Office if they had suggestions for revisions.

A ten minute recess was declared.

2. Governance Revision

Chairperson Sutherland reviewed the CCGR deliberations. He asked that we limit our discussion tonight and stated that the CCGR report would be continued as an information
Chairperson Sutherland reminded the Senate that there have been two public hearings on this report and that this should not be a time for basic questions nor should it be a time for carping or grumbling. He asked the Senators to confine their remarks to substantive matters.

Chairperson Sutherland introduced John Boaz to begin the discussion. Other members of the Committee - Fran Leary and Thomas Eimermann - joined the Senate at the table. Mr. Boaz gave a review of the history of the work of the committee. He reviewed phase 1 which was technical changes to the University Constitution to bring it in line with the Board of Regents policy. Phase 2 was to consider new models for governance. Mr. Boaz said that hearings had previously been held on revised model 1 and had been reported in the Vidette some time ago. He outlined the revisions made in this model which included the inclusion of executive assistants in the governance process. He stated that the committee felt that they should come to the Senate to get the Senate's opinion on the three alternatives before it. Mr. Eimermann explained the addition of executive assistants organization in model 1. He explained model 2 which brings out autonomous areas for students and faculty and a possible reduction in the size of the governance bodies. Model 2 would allow for policy decisions to be passed directly to the President from standing committees if the Senate did not review them within a designated time. Model 2 provides for a University Senate with 15 faculty, 10 students, 5 civil service, 1 executive assistant, 2 administrators, and the President. Mr. Eimermann then discussed model 3 which provides for a University Senate meeting in two different sessions - an administrative session and an academic session. The Administrative session would include 13 faculty, 10 students, 10 civil service, 1 executive assistant, 1 administrator, and the President; the Academic session would have 13 faculty, 10 students, 1 administrator and the President.

Mr. Taylor asked which model the present Academic Senate would be. Mr. Taylor stated that we are in compliance now with the Board of Regents policy and we don't really need to do anything to comply with Board of Regents policy. Mr. Eimermann said that the Board of Regents had not mandated that civil service be on the Senate but they had mandated that civil service must be worked into the governance structure in a meaningful way. He said that in order for civil service input to be meaningful for this campus, they must be on the Senate. Mr. Hicklin reminded Mr. Taylor that the Board of Regents several times has spoken to the question of whether or not civil service would be involved meaningfully in the governance process. In answer to a question from Mr. Taylor as to whether the Faculty Association would turn into a union, Mr. Eimermann said that if the faculty decided that there would be a union, there will be one regardless if there is or is not a Faculty Association. Mr. Parr raised a question about the provisions for model 2 making no provisions for continuity between the various bodies and the University Senate. He pointed out that there is no provision for the chairman of the Student Association to be on the University Senate. It was pointed out that one body could be promulgating one policy and another body with the same constituency represented could be promulgating a different policy. Mr. Eimermann stated that this could be possible. Mr. Mead asked where the Executive Committee, which is provided for in model 1, is in models 2 and 3. Mr. Hickrod asked if we were adding a level to faculty governance. Governance starts at the departmental level, then the collegiate level, then the Faculty Association level, and then the University Senate level. Mr. Eimermann said that there was presently a Student Association,
and a Civil Service Council. He stated that the only group that is not presently constituted is the Faculty Association. Mr. Madore pointed out that the only groups that are being added are the Faculty Association and the Executive Assistants Organization. Mr. Henry questioned the use of the arrows in model 3. Mr. Leary stated that the civil service did not consider adding two civil service seats to the Academic Senate to be shared governance. He said that the civil service were not trying to downgrade the Academic Senate, but that it was a problem of fitting in the appropriate number of people into the present structure without going to a different model.

Mr. Sutherland thanked the members of the committee for coming and said that the Senate would return to the discussion of the models at the next meeting.

3. Incomplete Policy

Chairperson Sutherland asked Ms. Chesebro to introduce the item. Ms. Chesebro showed that there was a difference between the proposal from the Academic Affairs Committee and the proposal from the Academic Standards Committee. She stated that the Academic Affairs Committee had met with the Academic Standards Committee three times during the last six months. She said that this proposal is only in regard to undergraduate incomplete policy. Ms. Chesebro outlined the areas of disagreement between the two proposals. She said that there was disagreement over the necessity of the chairperson's signature, over the provision for a default grade, over giving a copy to the student, over the period of time in which the incomplete should be made up. Members of the Academic Standards Committee were invited to the table. They said that they had not seen the proposal from the Academic Affairs Committee until this evening, and that the Academic Standards Committee had not met to discuss the proposal from the Academic Affairs Committee. Mr. Mink stated that there were some problems about the default grade in that it would be an A, B, C, D, F, or I again. Mr. Mink stated that it was not equitable to give a student a year to complete a grade when some students had completed the course in the regular time period. He stated that incompletes take up the time of the professor which he should be using for students he presently has. He stated that this would be especially true around finals time as those with incompletes tried to finish their work at the same time that the instructor's present students were trying to finish course requirements. Mr. Mink said that the incomplete should be used for the small percentage of the student body such as those who become ill. Mr. Carr stated that a large number of incompletes are being used to maximize grade points or to get around a course the student could not handle or to get around an overload. It was suggested that we tighten up on the present incomplete policy rather than accept a more restrictive policy. Mr. Gordon questioned what was meant by the statement that "an Incomplete may be the most appropriate grade for a course." Ms. Chesebro stated that an F is a punitive grade for the faculty's irresponsibility. Mr. Carr cited the abuses of the incomplete policy in order to gain veteran's benefits.

VI, 101 A motion (Mr. Tarrant, Mr. Ficek) to adjourn was approved, with Mr. Henry and Ms. Frankland voting "no". The meeting adjourned at 11:18 p.m.

For the Academic Senate,

Charles R. Hicklin
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Statement by Gene A. Budig
December 11, 1974

With regard to our fiscal year 76 operational budget request, we believe that we have reason to be optimistic.

Preliminary indicators from the Board of Higher Education staff strongly hint that ISU, for the second straight year, will receive one of the larger budgetary increases in the State of Illinois.

We fully anticipate that our percentage increase will be the largest among the three Regency Universities, and we further anticipate that the BHE staff will be receptive to our salary increase proposal.

ISU's ability to hold enrollment again has given the institution an advantage in its budgetary case with the State. But we must continue our efforts to maintain a high level of good students if we are to make needed programmatic advancements.

It appears that our top priority in the capital construction budget will not survive in its present form---namely, the more than $5 million item for the Union Auditorium. Therefore, Mr. Sealock and members of the Board of Regents staff have been working on an alternate plan to hopefully secure Operation and Maintenance funding from the State which would permit lower student fee support for the Union Auditorium.

We know that the Board of Higher Education staff is sympathetic to the problem, but we are uncertain as to their ability to support us at this time. Be assured that we will continue to do all in our power to bring this need for student fee relief to the attention of the BHE and General Assembly.
I. INTRODUCTION
The Committee on Constitutional and Goverance Review was jointly created by President Berlo and the Academic Senate in January 1973. It originally consisted of three faculty members (John Boaz, Fred Fuss, and Mary K. Hauser), three students (Bill Brundage, Jim Manis, and Debbie Patterson), and three civil service personnel (Fran Leary, Betty Hinthorn, and Marge Smith) and additional faculty member (Tom Elmermann) was appointed as a non-voting Executive Secretary to the committee. In January, 1974 John Boaz resigned to participate in an ISU International studies program in France and Tom Elmermann was appointed to the third voting faculty position.
During the first five months of CCGR's existence, it developed recommendations for constitutional changes that would bring the ISU document into compliance with recently altered Board of Regents' Bylaws. Those recommendations were sent to the Senate where they were acted upon in August and forwarded to the Board of Regents (which approved them at Its January meeting.) Since June, CCGR has turned Its attention to the consideration of revisions in the actual governance structure.

II. GOVERNANCE OBJECTIVES
The CCGR has sought to revise the current governance system in such a way as to:
1. Maintain ISU's traditional principles of shared governance;
2. Provide Civil Service personnel a role in campus governance;
3. Reduce the time individual governance participants must spend by reducing the number of variety of topics coming before any particular governance group;
4. Add flexibility to the shared governance principle;
5. Insure constitutional conformity with Board of Regents' Bylaws;
6. Improve communication between representatives and their constituencies.

III. THE PRINCIPLE OF SHARED GOVERNANCE
While the committee generally favored the concept of shared governance (having faculty, students and civil service personnel sitting down to work together on common problems) it raised objections to the fact that the current system locks in faculty-student participation at a 3/2 ratio on all issues and locks out the Civil Service people on areas that are of direct concern to them. CCGR has therefore sought to reach an equitable compromise between the principle of shared governance and the principle that the amount of interest and expertise that different groups have varies with the type of issues that are involved. For example, while Civil Service have interest and expertise in parking problems they have neither interest nor expertise on questions of academic standards. With these things in mind the committee has developed the following system for governance.

IV. CONSTITUENCY GROUPS
The Basic Units of the proposed system are three representative constituency-based groups for students, faculty, and civil service. The present structure of the Student Association and a modified Civil Service Council would be the constituent groups for students and civil service. Faculty would form a faculty group that would have representation based on colleges. Each of these groups would have specific functions that were assigned to it, and it alone by the constitution. A breakdown of the duties of each group is listed below. Following that list there will be a listing of current ISU committees that have functions which would be assigned to this area. Please note that this list of current committees is only illustrative of the types of functions performed and would not appear in the constitution itself. Likewise, it is quite possible that these functions might be transferred to new committees in new combinations at the discretion of the constituent group involved.
A. Student Assembly
1. Placement of students on the University Council, on the external committees of the Academic Senate and the University Council, and on its own committee structure.
2. Advising the administration on matters of: a) non-academic student conduct, b) allocation of student fees, c) operation of functions supported by student fees with the exception of recreation, intercollegiate athletics, and physical plant utilization, d) policies on non-academic student organizations.
3. Supervision of internal service programs such as legal aid, tenants union, and the book store.

B. Faculty Group
The exact size and composition of this group would be left to the faculty themselves; until such time as a group of this type could be formed the faculty members of the Academic Senate could constitute this group.
1. Placement of faculty on the University Council, on external committees of the Academic Senate and the University Council and on its own internal committees.
2. Advising administration on matters of: 1) academic freedom and tenure, b) faculty grievance, c) FSC and APT policies and procedures, d) faculty load and other policies related to research, and e) work rules.
Current University Committees that would fall within its jurisdiction include: Faculty, Entertainment, Health Services, and Union Board.

B. The University Council
This body would be composed of 6 faculty, 6 student, 6 civil service personnel, and 2 administrators. The membership would be appointed by the constituency groups discussed previously. A suggested list of duties would include:
1. Advising administration on policies regarding:
   a) admissions requirements
   b) registration and withdrawal
   c) grading system used
   d) graduation requirements
   e) general course offerings
   f) University studies and teacher education
   g) academic programs
   h) honors program
   i) honorary degrees
   j) library regulations
   k) University-supported research
   l) content of Code of Academic Ethics and procedures for handling specific grievances.
Supervision of external committees related to these functions and appointment power where either the Student Assembly or the faculty group failed to fill committee vacancies within a reasonable period of time.
Current University Committees that would fall within its jurisdiction include: Academic Standards, Curriculum, Rainstatement, Graduate Council, Academic Planning, Honors Council, University Studies, Teacher Education, Library, and SCERB.

C. Civil Service Council
1. Placement of civil service on the University Council, on external committees of the Academic Senate and the University Council and on its own internal committees.
2. Advising administration on matters of a) grievance policies and procedures, b) economic well-being, and c) work rules.
There are no University wide committees that presently exist that would fall within its jurisdiction other than the committee.

V. SHARED GOVERNANCE GROUPS
In addition to the three constituency groups listed above, there would be two shared governance bodies dealing with academic and non-academic matters respectively.

A. The Academic Senate
This body would be composed of 18 faculty, 12 students, and 2 administrators. Both faculty and students would be elected on the basis of college constituencies. The administrators would be voting members and would be appointed by the President. The size of the body has been reduced to make it a more workable group. Its list of duties would include the following:

Advising administration on policies regarding:
   a) admissions requirements
   b) registration and withdrawal
   c) grading system used
   d) graduation requirements
   e) general course offerings
   f) University studies and teacher education
   g) academic programs
   h) honors program
   i) honorary degrees
   j) library regulations
   k) University-supported research
   l) content of Code of Academic Ethics and procedures for handling specific grievances.

C. The Executive Board
This body would be composed of the President of the University, the Chairman of the Academic Senate, the Chairman of the University Council, the Chairman of each of the three constituency groups, and the Chairman of the ISU delegation to the Joint University Advisory Committee to the Board of Regents. Its functions would include:
1. Setting jurisdictional disputes and coordinating the activities of the various governance bodies.
2. Establishing and supervising an elections commission that would conduct all elections related to official campus governance groups.

VI. THE PROBLEM OF COORDINATION
While there are in fact five different substantive governance groups, there will be only one group that is constitutionally authorized to act on any given issue. Thus there should not be any competition among groups or situations where two groups both advise the administration on the same problem.
CCGR hopes to spell out these jurisdictional lines as conclusively as possible in the constitution itself. However, it anticipates that there will inevitably be some issues which seem to overlap these jurisdictional boundaries. When such instances arise it will be the Executive Board's duty to settle them on a case by case basis by assigning them to whichever body they deem to be the most appropriate.
The membership of the Executive Board is constituted in such a way that it will always have at least one member with first hand knowledge of the current activities of each of the governance groups. Thus coordination can be maximized and competition minimized.

VII. CONCLUSIONS
It is always easier to maintain the status quo than to implement changes. However, it is impossible to maintain the status quo without still giving Civil Service a role. Likewise, it is impossible to maintain the status quo if we want to give faculty, students, or Civil Service a right to deal with some issues on their own.
Functions

1. Student Association
   a. Placement of students on external governance committees.
   b. Developing policies on student organizations, student fee distribution, housing, and operation of groups supported by student fees (with the exception of intercollegiate athletics and recreation).
   c. Administering internal service programs like legal aid, tenant union and book store.

2. Faculty Council
   a. Placement of faculty on external governance committees.
   b. Developing policies on academic freedom and tenure, faculty grievances, FSC and APT matters, faculty load, etc.

3. Civil Service Council
   a. Placement of Civil Service on external governance committees.
   b. Developing policies on grievance procedures, work rules and economic well-being.

4. Executive Assistants Council
   a. Placement of Executive Assistants on external governance committees.
   b. Developing policies on grievance procedures, work rules and economic well-being.

5. External Governance Committees
   a. Developing policies in areas such as curriculum, academic standards, calendar, recreation, parking, building hours and uses, etc.
Size and Selection

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<td>10 students</td>
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<td>2 administrators</td>
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<td>1 President</td>
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- 15 faculty selected by their constituents in campus-wide elections.
- 10 students selected by their constituents in campus-wide elections.
- 5 civil service members selected by their constituents in campus-wide elections.
- 1 ex. assistant selected by President.
- 2 administrators selected by President.
- 1 President selected by President.

Academic related committees (16)
such as Acad. Stds, Un.Studies, Curriculum, Honors, etc.

- 9 faculty appt by Faculty Counc.
- 6 students appt by Student Assoc
- 1 adm. appt by President

General environment comm. (17)
such as Budget, Parking, Recreation, etc.

- 5 faculty appt by Faculty Counc.
- 5 students appt by Student Assoc
- 5 civil service appt by CS Coun.
- 1 ex asst appt by Ex Asst Counc.
- 1 adm appt by President

SCERB

- 4 students appt by Student Assoc
- 2 faculty appt by Faculty Counc.
- 1 Chairman appt by President

ATHLETIC COUNCIL

- Same as presently constituted

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<th>Civil Service Council</th>
<th>Ex. Asst. Council</th>
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Authority Patterns

MODEL #3

President

University Senate

Academic Session

Administrative Session

Faculty Council

Academic Committees

Student Association

Civil Service Council

Exec.Assist. Council

Environmental Committees

The Senate would meet first in its Administrative Session to consider non-academic matters. Here faculty, students, civil service, executive assistants, and administrators would all participate. When it met in academic session to consider academic matters, only the faculty, students and administrators would participate.

Functions

1. Student Association
   a. Placement of students on external governance committees.
   b. Developing policies on student organizations, student fee distribution, housing, and operation of groups supported by student fees (with the exception of intercollegiate athletics and recreation).
   c. Administering internal service programs like legal aid, tenant union and book store.

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   a. Placement of Civil Service on external governance committees.
   b. Developing policies on grievance procedures, work rules and economic well-being.

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   a. Placement of Executive Assistants on external governance committees.
   b. Developing policies on grievance procedures, work rules and economic well-being.

5. External Governance Committees
   a. Developing policies in areas such as curriculum, academic standards, calendar, recreation, parking, building hours and uses, etc.
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