Spring 2-26-1975

Senate Meeting February 26, 1975

Academic Senate
Illinois State University

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ACADEMIC SENATE MINUTES

February 26, 1975

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Meetings of the Academic Senate are open to members of the University Community. Persons attending the meetings may participate in discussion with the consent of the Senate.

Persons desiring to bring items to the attention of the Senate may do so by contacting any members of the Senate.
Call to Order

Chairperson Robert Sutherland called the meeting to order at 7:05 p.m. in room 401 Stevenson Hall.

Approval of Minutes

The minutes from the February 12 meeting were approved.

Chairperson's Remarks

The Chairperson commented that this meeting would be the last meeting of the Academic Senate that he would chair as this was the last meeting of this session of the Senate.

Administrator's Remarks

President asked that the Senate go into a brief executive session at this time for some announcements concerning honorary degrees for the upcoming commencement.

Remarks of Student Association President

No remarks.

Action Items:

I. Proposal for Ed.D. in Curriculum and Instruction

The major point of discussion was the employability of graduates from the proposed program. The data concerning the job opportunities was being aggregated at the present time and it was stated that the proposal, if approved, would not be forwarded until the adequate support data concerning the need for this program had been assembled. Another question of the effects of reallocation was raised. The question of whether resources would be drained from the undergraduate programs to support the Ed.D. was answered by the statement that the undergraduate programs were already shrinking and therefore reallocation would not have a harmful effect. A motion by Chesebro, seconded by Brubeck, to approve the proposed Ed.D. in Curriculum and Instruction with the understanding that the necessary support data would accompany the proposal when it was forwarded was approved.

At this point the Chairperson recognized Senator Ficek who read a statement concerning the accreditation of the College of Business into the record. This statement appears in the Appendix.
2. Recommendations from Student Association on the Academic Plan.

The recommendations from the Student Association concerning the Academic Plan had been revised to correct some minor errors. Considerable discussion of these recommendations had taken place at the previous Senate meeting. The changes from the previous meeting were highlighted. A motion was made by White, seconded by Arnold, to receive with gratitude the revised Student Association suggestions for the 1976-81 Academic Plan, and that the Academic Planning Committee be encouraged to study these recommendations. The discussion which followed centered around the idea that the Senate recognizes the legitimacy of the concerns but that the Senate does not take any stand concerning any particular issue. The motion carried.

3. Recommendation on Master Plan IV.

The responses received from the academic community concerning the recommendations for Master Plan IV had been incorporated into the revised document presented for action. A motion was made by Chesebro, seconded by Quane, to approve the recommendation on Master Plan IV. Some concern was voiced about the lack of mention of doctoral programs. An amendment was offered by Hickrod, seconded by Frankland, to insert the words "supplemented by selected doctoral programs" on page 4, line 4. The amendment carried. The original motion as amended carried.

4. Parking Committee Recodification.

A motion to adopt the codification was made. A motion to table the original motion until the Parking Committee could be present to speak about the codification was made by Taylor, seconded by Madore. The motion to table carried.

Information Items:

1. Faculty Affairs Committee Recommendation re Faculty Dismissal for Reasons of Financial Exigency.

The Faculty Affairs Committee reported that the University Legal Counsel and Dean Helgeson had asked that this proposal be withheld again at this time. More time was needed to make clear the points of administrative responsibility before acting on the proposal. A written report will be forwarded by March 19 to the Senate by Dean Helgeson.

2. Proposal for a Major in Information Sciences.

Dr. Edward Streeter and Dr. Forest Wisely from the Department of Information Sciences joined the Senate to discuss the proposal. Some questions which were raised concerning the proposal were reviewed by Dr. Streeter. These questions were:

1. Why was the Department formed?
2. What is information science?
3. What kind of job opportunities will the graduates of the program have?
4. Why does the proposal lack structure?
Responses to these questions were made by Dr. Streeter and Dr. Wisely. In addition, it was stated that the program will draw students from the Department of Information Sciences and no additional funds would be needed to implement the program. A motion to suspend the rules was made by Chesebro, seconded by Boyd. It was explained that the Academic Affairs Committee will have almost all new members in the next session and this motion was made to assist in clearing the calendar. The motion to suspend the rules failed.

3. Bicycle Committee Codification.

The need for a permanent bicycle committee was explained. This need was discussed since most of the changes made by bicycles seem to affect parking on or near campus. It was suggested that perhaps a better solution might be to establish the bicycle committee as an ad hoc committee of the Senate. The possibility of an annual report to be made by the committee and the liaison between parking committee and the bicycle committee were discussed. The proposal was sent to the Rules Committee.


Deans Art White and Barbara Uehling and Drs. Linneman and Richardson joined the Senate to discuss the proposed doctoral program in English. It was stated that this proposal was the fourth of the four D.A. programs to be presented to the Senate. This type of degree has had the approval of the Board of Higher Education and it is in the current academic plan and has been approved by the Graduate Council. The major questions raised by the Senate dealt with:

1. How the need for the program was determined;
2. Estimates of enrollment;
3. Reallocation of funds for the program;
4. Teaching experience needed to enter the program;
5. Residency requirements and dissertation.

It was stated that the need and estimate of enrollment had been based upon a survey conducted by the Department of English. The major need appeared to be an in-service need of already employed college level teachers. The amount of funding for the program appeared to be only that required to support the teaching of one seminar per semester. It was stated that teaching experience would be necessary to enter the program. Discussion concerning the residency requirements centered on the present University catalog requirements. The dissertation requirement is approximately twenty-five percent of the program requirements since it is expected that the dissertation would be a substantial part of the program. The relationship of the D.A. and an Ed.D. in English was discussed. The differences seem to be in the integration of experiences.

A motion was made to suspend the rules by Chesebro, seconded by Amster. The Academic Affairs Committee had been asked to make the motion by the Executive Committee. The motion failed on a roll call vote.

A motion to remove the Parking Committee codification from the table was made by Henry, seconded by Taylor. The motion carried. A motion to send the codification to the Administrative Affairs Committee was made by Henry, seconded by Taylor. The motion carried.
Committee Reports

1. Budget Report

Dr. Hickrod made four observations: the budgetary planning process is ending for fiscal 1976; the President has asked for recommendations from the General Revenue Advisory Committee; adjustments in a negative sense have been made at universities where enrollments and credit hour generation was down; the budgetary process is very fractionalized.

2. Orientation Committee

Dr. Quane stated that the plans for the orientation dinner and meeting for the new senators had been completed. Those senators who would be serving on the Senate next session were also invited to attend the meeting. Invitations would be mailed to all senators soon.

Faculty Affairs Committee - Mr. Smith called the Senate’s attention to the request of the Faculty Affairs Committee for a committee to design a parallel APT system for temporary faculty in time for that system to also take effect no later than the 1976-77 academic year. Mr. Smith reported that the Economic Well Being Committee had forwarded two recommendations to the Faculty Affairs Committee - one on a retirement annuity escalation clause and the other a reminder about full funding of the retirement system. (See appendix for FAC memo re temporary faculty.)

Rules Committee - Mr. Roderick reported that the Rules Committee had approved the addition of one student to the Council for Teacher Education and had approved the Bylaws of the Council of the College of Applied Science and Technology.

Student Affairs Committee - Mr. Sims reported that two students have been appointed to the Union Board screening committee.

Administrative Affairs Committee - Mr. Duty reported that the committee had met with Senator Steinbach on the bicycle codification and would be meeting on Friday to tabulate the results of the questionnaire on summer school scheduling.

Academic Affairs Committee - No report.

President Budig commented that this was Senator Sutherland’s last meeting. He asked that the Senators join in giving him a well deserved round of applause. Chairperson Sutherland stated that the Senators have done their homework and have been good and faithful servants of the University.

A motion to adjourn was made by Duty, seconded by Morris. The meeting adjourned at 9:35 p.m.

For the Academic Senate,

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The College of Business is actively pursuing accreditation by the American Assembly of Collegiate Schools of Business. This is the primary objective of the College. The target date for accreditation is October, 1978. This date and the rationale underlying the need for accreditation is contained in the Academic Plan, 1975-80 submitted to the Board of Regents and the Board of Higher Education.

The enrollments in the College of Business are growing rapidly. Still the high quality of the instruction has and will be maintained. Graduates from the College find ready placement in the job market which attests to the acceptance and credibility accorded the degrees conferred on its students. In fact, in many areas, Accounting for example, the quality of the College's graduates is regarded by employers as second only to the University of Illinois.

In summary, the College of Business is deeply committed to high quality education for all of its students. This quality is reflected by the larger number of job offers received by its graduates.

The objective to pursue and obtain accreditation is indicative of the College's strong belief in the quality of its programs and the high credibility of its degrees. Given the rigorous standards of the American Assembly of Collegiate Schools of Business, such a conviction is obviously necessary. Otherwise there would be no point in seeking accreditation.
The following are recommendations concerning the Academic Plan for 1975-1980 which were formulated by an ad hoc committee of the Student Association Assembly appointed by SA President Joe Arnold on December 2, 1974. This committee consisted of Joe Arnold, Scott Nixon, Ray Parpan, Doug Sims, Scott Graham and Gail Holmberg. Recommendations were submitted to the Student Association Assembly and approved Sunday, January 19, 1975.

The following is a list of our reactions to the Academic Plan:

1. The number one priority among the new programs should be the Contract Major because of its flexibility to design and attempt new types of educational experiences. This may also be a force to attract new students.

2. There should be a Bachelors Degree in Computer Science because no other institution in Illinois has such a program. There has been a large enrollment and demand for the computer area within the various departments throughout the University. It is a great idea to have those departments working together to establish an interdisciplinary major.

3. It is important to continue to work towards reducing the size of classes in the social sciences. In addition, it would be beneficial to continue to work towards reducing the university-wide student-faculty ratio from present level of 18-1 to 15-1.

4. As illustrated in Table 8, page 33 of the Academic Plan, incoming freshmen have indicated a need for special assistance in reading, studying, writing and math. There should be a plan for instituting remedial courses in these areas and improving the Reading-Study Skills and Math Skills Centers.

5. It is our understanding that the university is currently utilizing the Day Care Center in Turner Hall as a "lab school" of sorts for students in Early Childhood Education. We have every reason to expect that the use of this facility for this purpose will increase in the future. We feel that it is an excellent idea to use the Day Care Center in this way. It will provide an excellent lab experience for people in the program. However, we feel that the Day Care Center should be funded in part through academic money if it is to be used in this manner. The Day Care Center currently receives funds from a number of areas including student activity fees, government grants and individual donations. We do not suggest that any of these areas should decrease their contribution but rather that they should receive academic funds in addition to their present budget. In this way they can improve the quality of their service and the value of the lab experience. We strongly encourage the university to request funds for this purpose.
6. We support all efforts on the part of the University for full accreditation of the College of Business.

7. We believe that many programs which should have been mentioned in the University-wide Programs section were left out such as the Health Service and the Reading Study Skills Center. Both of these programs are important to the functioning of the university and in need of long range planning.

8. In general we believe that University-wide Programs should go through a similar long range planning and evaluation process that the academic programs go through. At present many of these programs are evaluated only by the administrative units.

Also there is a need for Student Services to be evaluated by the consumers of those services, as is now done with classes. We feel that the student services are just as important as classroom activities and that they should be evaluated with the same amount of care.

9. In general we agree with the priorities set for the Student Financial Aids Office. However, we'd like to add two more. The first is to expand the number of personnel in the office in order to more adequately serve student needs. The second is to set loans as the last alternative when it comes to compiling a financial aid package for an individual student.

10. We also feel that the Honors Program needs continued expansion and improvement. An additional objective should be an evaluation of honors courses presently offered throughout the university to see if they are meeting the needs of honors students.

11. We support all of the university's efforts to improve and expand the High Potential Student Program. We believe that this program is vital to the university. We recommend that the university establish a remedial education program to aid HPS students so that they can better compete on the university level.

12. There has been considerable question raised about the quality of Residential Programming. Suggestions have been made and these include the use of Program Assistants and/or increased staff for the Office of Residential Programming. There should be continued research into improvement of this area through either reallocation of resources within the program or increased funding.
TO: THE ILLINOIS BOARD OF HIGHER EDUCATION

RECOMMENDATIONS RELATING TO MASTER PLAN IV

FROM: ACADEMIC SENATE
ILLINOIS STATE UNIVERSITY

DATE: February 25, 1975

In your letter to President Gene A. Budig on November 22, 1974, you requested that Illinois State University make recommendations concerning the "Goals of Higher Education; Institutional Mission and Scope designations; and Qualitative Improvements of Existing Illinois Higher Education Programs and Services, and Elimination of Unnecessary Functions." The Illinois State University Academic Plan, 1975-1980, prepared for the Board of Regents and passed unanimously by the ISU Academic Senate on January 22, 1975, makes designations of ISU institutional missions and scope, provides for qualitative improvements in its programs and services, reviews the viability of selected ISU programs and services, and suggests the elimination of what it regards as unnecessary functions. The Academic Plan does not, however, as your phrasing seems to request, treat qualitative improvements in existing Illinois higher education in general nor does it suggest what functions are unnecessary and should be eliminated from other institutions. If the Illinois Board of Higher Education desires such expressions, they will be forthcoming.

For the present, then, Illinois State University interprets your request for our recommendations concerning the "Goals of Higher Education" and the designation of our "Institutional Mission and Scope" as a means by which the ISHE can elicit from ISU a sharper image of its relation to the other institutions of higher education in the State of Illinois and the nation. This response attempts to fulfill your request and serves as a cover letter and introductory statement for the Illinois State University Academic Plan, 1975-1980, submitted herewith.

The goals of education in the State of Illinois and the nation are sharply qualified by the fact that our society is by definition a free society in which, as the State and Federal constitutions provide, the people are sovereign. The continuation and success of a society so structured depend on the existence of an enlightened and independent citizenry, capable of making wise and responsible choices. The goals, the structures, and the functions of public universities must be focused on this end and be given simple, direct pertinence.

Given this end, the public universities are the responsibility and the function of the whole society for the whole society. They must serve impartially all citizens regardless of race, creed, national origin, color, sex, economic level, political party, and other majorities and minorities by educating qualified students to the highest possible levels of which they are capable. It is thus that citizens become able to participate fully and freely...
in the economic, social, and political processes of society. It is thus that
the strengths growing from the diversity of mind and talent and the strengths
resulting from the "consent of the governed" can operate for the good of all.
The concept of "allocated" or "limited" functions can not be permitted to vi­
olate these societal and university responsibilities nor the freedom of the
students to learn or the faculty to teach and do the research necessary for
that teaching. Indeed, "the state, when it establishes and supports scientific
and scholarly institutions through the use of public funds, must employ organi­
zational measures such as will respect the exercise of the fundamental right of
freely conducted scientific and scholarly activities to the fullest extent
possible, given the other legitimate tasks of academic institutions and in view
of the fundamental rights of other participants in them."1

Education is the process of the discovery and extension of knowledge
by students and faculty alike. Higher education is distinguished from education
at the elementary and secondary levels by having an older, more selected, and
more mature body of students. The subject matters and instruction must be
appropriate for this group, and they must build on and be efficiently correlated
with the subject matters and instruction provided in the earlier schools.
Defined thus, public higher education concentrates more directly and intensely
on the discovery and transmission of knowledge and on the discipline of the
reason and the emotions necessary for the achievement of knowledge and its wise
use. Balance and wisdom in gaining and using knowledge make necessary the
cultivation of artistic, moral, and spiritual sensibilities because members of
a free society must understand and protect the values, beliefs, and rights of
other members if they are to have their own values, beliefs, and rights un­
stood and protected.

The goals of higher education can be further clarified by reference to
the tasks performed by five distinct types of institutions: (1) the research
institutes given entirely to research designed to extend the frontiers of
knowledge within a limited area, frequently the sciences, in which isolated and
concentrated functions do not require repeated contacts with other curricula
or fields; (2) the multiversity, usually a public university or a well-endowed
private university, which includes the comprehensive university described below
and a full complement of professional and specialized schools such as law,
medicine, international relations, architecture, theology, social research, etc.,
to which the comprehensive university makes no direct and necessary curricular
contributions; (3) the comprehensive university, such as ISU, concentrating on
the basic arts and sciences necessary for a general or liberal education and on
vocational and professional schools such as teaching, business, educational
administration, technology, etc., to which strong arts and science programs are
essential and make repeated contributions through the master's degree level and,
in teaching, through the doctorate; (4) the undergraduate liberal arts colleges
which prepare fully for few vocations or professions but concentrate in depth on
the undergraduate arts and sciences necessary for all vocations and professions;
and (5) the community colleges which provide for (a) continuing education,
(b) vocations not requiring baccalaureate degrees, and (c) transfer to other
colleges and universities. Students not aware of the limitations of the colleges
and universities they elect to attend frequently waste their abilities or direct
them into channels for which they are not fitted by nature or previous training,

thus cheating society of the full development of individual potential and creating individual unhappiness and, eventually, societal maladjustments.

The institutions, curricular structures, and content of higher education require continued academic and societal attention, but the consequent changes must not neglect the intellectual character of higher education or the mental, emotional, and moral considerations which are the responsibilities of knowledge and rationality. If change is to be worth the cost and effort, it must become a part of evolutionary development which, in the field of knowledge and institutions, is at least as reliable in producing its posterity as is genetic sequence among men and beasts. In attaining its goals -- however laudable they may seem, higher education, which develops in this evolutionary way, must avoid the fallacy of separating means and ends or sacrificing one to the other. They are one, and wisdom and justice demand that they be so regarded.

Higher education has at least three broad instructional purposes: (1) to satisfy the intellectual interests and to provide for the vocational needs of individual students; (2) to prepare citizens to evaluate, criticize, and strengthen the economic, social, and political institutions which are essential to a free society and, consequently, merit perpetuation; and (3) to preserve, strengthen, and renew the culture which has produced our free society and its basic institutions.

At more practical levels, higher education seeks (1) to improve people by generating knowledge for its own sake because it is from this knowledge that scientific, social, and intellectual advances begin; (2) to lead students in their development of self-knowledge which includes the understanding of their place in their own generation and the place of their generation in the history of the nation and our culture as they evolve; and (3) to provide students with the knowledge and skills which will make them employable, self-directing, and capable of independent and responsible action. These goals require advancing the intellectual and professional capabilities of students through study, training, research, and service. They aim at increasing social justice through establishing equality of opportunity. They include and depend on the continuous self-evaluation of individuals and of society as a whole in order to secure the benefits of new knowledge and self-renewal in the sequence of generations.

It is within the framework of these and similar goals that Illinois State University formulated its institutional mission and scope as phrased in its Academic Plan, 1975-1980. To secure the clearest articulation of the goals of higher education and its institutional mission and scope, Illinois State University recommends that the first paragraph of the tentative Illinois Board of Higher Education statement of mission and scope for Illinois State University, dated October 1, 1974, be reworded as follows:

"As Illinois' oldest public institution of higher education, Illinois State University should continue to distinguish itself as a State and national leader in the art, science, and content of teaching at all levels. In keeping with this mission, ISU should maintain its

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existing strong liberal arts and professional programs in its attempt to develop a unique national reputation as a center of excellence in a public institution that is primarily oriented toward undergraduate and master's degree programs supplemented by selected doctoral programs and that provides an effective balance between the complementary functions of teaching and research.

Approved by Academic Senate
Illinois State University
February 26, 1975

Attachment: Illinois State University
Academic Plan, 1975-1980
Report From: Ralph Smith, Ch. Faculty Affairs Committee

To: Academic Senators

On February 17, the committee submitted to President Budig and Dean Helgeson comments and recommendations concerning the Report of the APT Reform Committee (Robert’s Report). One of the recommendations was significant but peripheral to the subject of the Reform Committee’s report. To accord it separate visibility the wording of that particular recommendation is as follows:

Although the APT Reform Committee did not address the question of the participation of temporary faculty in its report, we feel very strongly that this large group of colleagues must share in APT procedures. We ask that a committee be appointed immediately to design a parallel system to the one herein recommended in time for that system to also take effect no later than the 1976-77 academic year.