Academic Senate Minutes

Fall 11-12-1980

Senate Meeting November 12, 1980

Academic Senate
Illinois State University

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ACADEMIC SENATE MINUTES
(not approved by the Academic Senate)

November 12, 1980  Volume XII, No. 6

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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 member of the Senate.
ACADEMIC SENATE MINUTES
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November 12, 1980 Volume XII, No. 6

Call to Order

Chairperson Cohen called the meeting to order at 7:00 p.m.

Roll Call

Secretary Kohn called the roll and declared that a quorum was present. Mr. Cohen announced the addition of an information item to the agenda: Proposed Calendar Guidelines (9.12.80.2).

Approval of the Minutes of October 29, 1980

On a motion by Ms. Anderson (seconded by Ms. Crafts), the minutes of the October 29, 1980 meeting were approved with the following comments:
(1) Mr. Woodson noted that the average time to get in to the Writing Center was one day, not a week and a half, as was implied at the last meeting. Also, according to the director of the center, the center was and had been adequately staffed. (2) Mr. Friedberg raised the question of a discrepancy in the information provided on services available to students in learning centers, noting that no one was turned away from the Math Center. He hoped the Senate had not made a decision on the Academic Good Standing Policy change based on incorrect data. He asked for a report on the exact circumstances in the learning centers. (3) Mr. Hicklin felt the comments he made at the last meeting were not adequately reported in the minutes, that there should have been more elaboration on the views he expressed. On a voice vote, the motion to approve the minutes passed.

Chairperson's Remarks

Mr. Cohen said he had been asked to announce that contributions could be made to the Memorial Fund for Herb Sanders through the ISU Foundation.

Administrators' Remarks

President Watkins announced that he would be giving his State of the University Address on Thursday, November 13, at 4:00 p.m., in Hayden Auditorium.

Provost Boothe announced two vacancies in his office: Dr. Stanley Rives, Associate Provost and Dean of Instruction, had resigned as of January 1, 1981; Dr. Shailer Thomas, Assistant Provost and Director of Summer Sessions, had resigned effective at the end of summer session, 1981, to go back to full time teaching. National searches would be conducted for both positions and search committees would be selected in accordance with procedures outlined in the appropriate university policy. Mr. Boothe further stated that the average ACT score of new students was 20.16, compared with 19.74 for last year and 19.3 for two years ago, with 18.5 being the national average.
Student Body President's Remarks

Mr. Henriksen mentioned the appointment of David Cain as Vice President of the Student Association, following the resignation of Jeff Thut. He reported that 60% of the registered voters in student precincts had voted in the recent national election and attributed this good turnout to the Student Association's voter registration and voter education efforts.

Vice Chairperson's Remarks

Mr. Barton had no remarks.

ACTION ITEMS

Student Input on Teaching Effectiveness (5.3.79.1)*

XII-31 Mr. Schmaltz, Chairperson of Academic Affairs Committee, moved approval of the policy regarding Student Input on Teaching Effectiveness as presented at the last Senate meeting. The motion was seconded by Ms. Varner.

Proposed Policy: Student Input on Teaching Effectiveness

Student input shall be one of several factors considered when a Department Faculty Status Committee makes decisions regarding faculty members' professional performance. Each department shall devise an instrument for providing student input on teaching effectiveness. The form of the input and the actual questions asked shall be determined by the individual DFSC.

The instrument is to be administered during the last quarter of the course by someone other than the person regularly teaching the course. The instrument must protect the anonymity of students as far as possible. The faculty member and the DFSC shall have access to the results only after the final grades have been handed in. Students must be informed of these two safeguards at the time of administration.

Either in the administrative procedures or on the actual form itself, it must be made clear to students that they may report any irregularities in administration or attempts to influence their responses on the form to the relevant department chairperson.

Each DFSC shall provide a copy of the instrument and a complete description of the administrative procedures to the College Faculty Status Committee. The CFSC shall determine the following three matters: (1) whether the anonymity of students is protected as far as possible (2) whether students are adequately informed at the time of administration that access to results will not occur until after the final grades have been handed in (3) whether it is made clear to students that they may report irregularities in administration or attempts to influence their responses to the relevant department chairperson.

XII-32 Mr. Hicklin, in reflecting the concerns raised at the last meeting, moved a substitute motion (seconded by Mr. Madore), changing paragraphs one, two,
and four, as follows:

1. Student input shall be one of several factors considered when a Departmental Faculty Status Committee or Faculty Evaluation Committee makes decisions regarding faculty members' professional performance. Each department, each laboratory school and the Office of Clinical Experiences shall devise an instrument for providing university student input on university teaching effectiveness or the adequacy and quality of clinical experiences in the laboratory schools or the quality of supervision of student teachers, where appropriate.

2. The instrument is to be administered during the last quarter of the course or after the clinical experience or student teaching, by someone other than the person regularly teaching the course. The instrument must protect the anonymity of students as far as possible. The faculty member and the DFSC or FEC shall have access to the results only after the final grades or evaluation of experiences have been handed in. Students must be informed of these two safeguards at the time of administration.

4. Each DFSC or FEC shall provide a copy of the instrument and a complete description of the administrative procedures to the College Faculty Status Committee. The CFSC shall determine the following three matters: (1) whether the anonymity of students is protected as far as possible (2) whether students are adequately informed at the time of administration that access to results will not occur until after the final grades have been handed in (3) whether it is made clear to students that they may report irregularities in administration or attempts to influence their responses to the relevant department chairperson or Lab School Director or the Director of Clinical Experiences.

Mr. Hicklin explained that the lab schools had no Department Faculty Status Committee and that Clinical Experiences needed to be evaluated. Mr. Schmaltz reported that the members of the Academic Affairs Committee had considered Mr. Hicklin's proposal and were unanimously opposed because they felt the matter was an internal concern for the College of Education, not for the Academic Senate.

Mr. Brickell spoke also against the amendment, noting that tenure decisions were not applicable for the lab schools but only for departments. Evaluation procedures do exist in the lab schools under the direction of the Dean of the College of Education. Clinical Experiences have gone on for a long time and evaluations were needed from the public schools where student teachers were placed. Mr. Hicklin said that last year's Academic Affairs Committee had accepted the language he was now proposing. Field Experience students in the lab schools were not covered by the present policy and needed to be included.

Mr. Madore pointed out that the lab schools had recently been given a different status and there was a need for feedback now that they were public schools. Mr. Hirt argued that the effect of the amendment would be an evaluation of the student teaching program, not of teaching effectiveness. Mr. Madore mentioned that the lab school structure was not a department and wouldn't be covered by the originally proposed policy. Ms. Varner felt that the lab schools should have the same opportunity for evaluating the Clinical Experiences as did the public schools, but this should not be tied to a University policy. Mr. Tuttle expressed the view that the Clinical Experiences
Mr. Hicklin mentioned that the proposed policy excluded the lab schools.

Mr. Tuttle moved the previous question (seconded by Mr. Shulman). The motion passed on a voice vote.

On a roll call vote, the Hicklin Amendment (XII-32) failed: 34, no; 7, yes; 6 abstentions.

Mr. Kohn proposed the following amendment (accepted by Mr. Schmaltz and Ms. Varner as "friendly") so that paragraph two would read as follows:

2. The instrument is to be administered during the last quarter of the course by someone other than the person regularly teaching the course. The instrument must protect the anonymity of students as far as possible. Only the faculty member and the DFSC shall have access to the results except in appeal cases and only after the final grades have been handed in. Students must be informed of these two safeguards at the time of administration.

These changes were incorporated in the original motion.

Ms. Wieczorek moved, as an amendment, the following change in paragraph one (seconded by Mr. Murphy):

1. Student input shall be one of several factors considered when a Department Faculty Status Committee makes decisions regarding faculty members' professional performance. Each department shall devise an instrument for providing student input on teaching effectiveness. The form of the input and the actual questions asked shall be determined by the individual DFSC, but all evaluations shall include a blank piece of paper on which students may make additional comments in all departments where a separate space for this purpose has not already been provided.

Mr. Hicklin felt this would hamper departments which use a computerized instrument and that it would be adding too much detail to the proposed policy. Mr. Polan felt it would be beneficial for students to be allowed to make subjective criticism. Mr. Henriksen also favored the amendment because it demanded more thought on the part of students and would provide valuable input. Mr. Schmaltz said that the proposed policy was a compromise, guaranteeing departmental determination of content. The proposed policy did not prohibit provision for written comments, but it should not be forced on the departments. Mr. Barton felt that having the space for comments available would be appreciated by students and might be found desirable by some instructors. Ms. Balbach expressed her reservations concerning a questionnaire worked out by DFSC committees, preferring the expertise of professional testing and measurement personnel who might design an instrument that could be used across campus. Mr. Sam, Mr. Murphy, and Ms. Zunker all spoke in favor of the amendment. Mr. Watkins noted that, as a teacher, the written comments were the most valuable part of the evaluation to him. Mr. Koerselman agreed and noted that many of the questions on forms tended to be superficial and didn't address the significant issues. Mr. Tuttle had reservations about mandating content of the instrument across campus. Written comments were helpful to committees who wanted them. By mandating them, it might deceive some students if DFS committees decided to ignore these comments. Mr. Friedberg favored the amendment in principle and hoped that the policy was
not requiring the comments to be typed. Mr. Schmaltz asked the Senate to consider what would be gained by this amendment since it might force some departments to do what they do not want to do. Mr. Friedhoff felt it was important to make the information available to the faculty member, not necessarily the DFSC, because of the need for good teaching at the undergraduate level in order to maintain enrollments. Mr. Brickell favored the amendment because written comments had been very helpful to him.

After noting that the main question was one of forcing departments versus the value of written comments, Mr. Kohn moved the previous question (seconded by Mr. Henriksen). The motion passed on a voice vote.

The amendment (XII-34) was adopted by a voice vote.

Mr. Madore asked if provisions had been considered for protection of the faculty against capricious acts and if the committee had considered the legal implications of using anonymous data on a yearly basis. Mr. Schmaltz responded that he thought that the second question had been partially answered in the courts; no consideration had been given to the first question.

Mr. Hicklin felt the friendly amendment proposed earlier by Mr. Kohn had not really been discussed. He moved to strike the Kohn amendment (seconded by Mr. Henriksen), noting that some departments depended on the College Faculty Status Committee to get a ruling different from the Departmental Committee. Student input under the amendment would be available to the College Committee only if an appeal was made. Mr. Kohn felt that his amendment provided a good safeguard, but did not prohibit the faculty member from asking the College Committee to look at all the material. Mr. Hirt asked if a College Committee could request additional data without there having been an appeal. Mr. Grever noted that the department recommended promotion, not the college. Mr. Boothe stated that if a minority report was submitted, the College Committee had to make a decision and could obtain all the information only if an appeal was filed.

Mr. Tuttle moved the previous question. It was seconded by Mr. Hicklin. The motion passed on a voice vote.

By a show of hands, the Senate voted 24:19 to strike the Kohn amendment.

Mr. Madore moved (seconded by Mr. Hicklin) an amendment to the policy, as follows:

Paragraph one, line 11: "Student input, excluding anonymous statements, shall be one..." and

adding a new paragraph two:

The use of anonymous statements will be restricted to instructional improvement efforts within departments.

Mr. Madore felt that the data gained from written comments could lead to staff improvement if used solely for improvement of instruction. Ms. Varner intimated that very positive and very negative student comments were not given too much weight and that Mr. Madore's concern was unjustified. Mr. Young suggested that students might feel intimidated if they had to be identified, that faculty had wanted anonymity when evaluating their department
chairpersons, and that trust was needed in the judgment of the DFSC to recognize capricious acts. Mr. Barton was concerned that a student who gave a poor evaluation would be in a difficult position if he had to take other courses from the same instructor. After further discussion, the motion was defeated on a voice vote.

XII-39 Mr. Barton moved (seconded by Mr. Holmes) the previous question. The motion passed. On a voice vote, the main motion (XII-31), as amended, passed.

XII-40 Following a five-minute recess, Mr. Henriksen moved that the Student Input on Teaching Effectiveness Policy be reviewed by the Academic Senate on an annual basis (seconded by Mr. Sam). Mr. Henriksen felt that the new policy was a step in the right direction but needed to be studied on a continuing basis, a point disputed by Mr. Schmaltz who hoped that the departments would review their own procedures every year. The motion failed on a voice vote.

Mr. Barton raised the question of how the policy would be publicized and advocated printing it in the University Catalog. Mr. Jabker was asked for his opinion and suggested the University Policy Handbook or the University Handbook instead of the catalog. Mr. Barton moved that it is the sense of the Senate to include the Student Input on Teaching Effectiveness Policy in the Class Schedule Book. In the discussion which followed, concerns were repeatedly expressed about sufficient publicity that would (a) encourage students to take the process seriously and (b) appear in widely read publications, available to students.

XII-41 Mr. Boothe moved (seconded by Ms. Newby) the previous question, which passed on a voice vote. Motion XII-41 then passed on a voice vote.

Change in Early Admissions Program (6.12.80.1)*

XII-43 Mr. Cohen yielded the gavel to Mr. Barton and moved approval of a new early admissions policy (seconded by Ms. Anderson), explaining that the new policy simplified the process and allowed for easier recruitment. Mr. Hicklin asked if this would enable high school students or 8th graders admitted to the University to live in dorms and serve on the Senate. Mr. Cohen said the Selection Committee would carefully screen the students and would be looking at the probable success of the student. Distinctions between part and full time students should be kept in mind. This was a new area in higher education and some questions about the results of the program were difficult to answer. Mr. Friedhoff felt that students eligible for this program were rare, but those intellectually qualified should not be banned from membership on the Senate. The motion passed unanimously by a voice vote.

Mr. Cohen resumed the chair.

Committee Appointments

XII-44 Mr. Young, for the Rules Committee, presented the faculty nominations which had previously been distributed and moved their approval (seconded by Mr. Kolb).
The motion passed on a voice vote.

XII-45

Mr. Young moved (seconded by Mr. Murphy) approval of the following student appointments:
To be forwarded to President Watkins for his appointment: Barbara Farris and Gene LeCompte, 1-year student terms on SCERB Student Grievance Committee. Sharon Sparrow, Anita Schertz, and James Cruce, Council on University Studies, one-year terms.

The motion passed on a voice vote.

INFORMATION ITEM

Proposed Calendar Guidelines (9.12.80.2)*

Mr. Tuttle, Chairperson of Administrative Affairs Committee, noted that a specific annual calendar would be brought to the Senate for approval following the adoption of the suggested guidelines. Questions raised in earlier discussion led the committee to suggest that the fall recess (a) ought to occur on Friday and (b) should be at the mid-point of the semester, between the first and second nine weeks. Mr. Hicklin spoke in favor of long-range planning, with the Senate setting dates for the University to follow, which would avoid schedule changes every year, and provide stability. Mr. Kohn asked if the committee had discussed any drastic changes such as January/February closing to save on energy costs, or a three-semester year. (Answer: Not extensively.) Mr. Shulman asked about the effect on lab sections. Mr. Hicklin responded that having the fall break on a Friday instead of a Monday was an attempt to correct the science-related problems and that it probably wasn't possible to please more than 75% of the university community. The question of starting the semester after Labor Day had been considered but not approved. Mr. Grever pointed out that with a Friday in the fall break instead of Monday, Monday evening classes lost only the Labor Day break and Fine Arts would lose only one weekend. Responding to Ms. Crafts inquiry if current classes conformed to the 750 minutes required (guideline #2), Mr. Boothe said the policy had recently been reviewed by the Council of Deans and classes now in existence were in compliance.

COMMITTEE REPORTS

Academic Affairs. Mr. Schmaltz said the next meeting of the committee would be at 7:00 p.m. on November 19 in Felmley 206. The committee had been asked to review a proposal made by the Academic Standards Committee requesting a change in the policy regarding Honors at Commencement. The new policy, supported unanimously by the Academic Affairs Committee at its November 5, 1980, meeting, effective with the 1981-82 Catalog, would be as follows (action by the full Senate not necessary):

Degrees with Distinction. A student must have completed at least 50 semester hours at Illinois State University to be eligible
for a degree with distinction. Students who have an accumulated GPA (grade point average) of 3.90 through 4.00 are graduated summa cum laude; those with a GPA of 3.80 through 3.89 are graduated magna cum laude; and those with a GPA of 3.65 through 3.79 are graduated cum laude. Students who qualify for these degrees with distinction wear an appropriate shoulder loop as part of their academic gown at commencement and their names appear in the commencement program as being awarded degrees with distinction. All grades earned at Illinois State University are counted in computing the grade point average, except those earned during the Spring semester if graduation requirements are completed then. Transcript notations of graduating cum laude, magna cum laude, and summa cum laude are based on the total grade point average, including the final semester.

Budget Committee. Mr. Hirt reported that the committee had met on November 10 and discussed faculty and student representation on the Budget Team. The next meeting was scheduled for 1:00 p.m. in Hovey 308 on November 17, 1980.

Executive Committee. Mr. Cohen announced the next meeting would be on November 19, 1980, at 8:15 a.m. in Hovey 308.

Joint University Advisory Committee. Ms. Crafts reported the group would be meeting on November 19, 1980, in conjunction with the November meeting of the Board of Regents held at ISU.

Rules Committee. Mr. Young announced that the name of Professor Keith Stearns would be forwarded to the Office of the Vice President for Administrative Services for membership on the Parking and Traffic Committee.

Student Affairs Committee. Ms. Rosebery said the committee would meet briefly following the Senate meeting.

Adjournment

XII-46  On a motion by Mr. Schmaltz (seconded by Mr. Sam), the meeting adjourned at 9:35 p.m. The motion passed.

For the Academic Senate,

Walter Kohn, Secretary
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N=No
Y=Yes
PROPOSED POLICY: Student Input on Teaching Effectiveness
Approved by the Academic Senate on November 12, 1980

Student input shall be one of several factors considered when a Department Faculty Status Committee (DFSC) makes decisions regarding faculty members' professional performance. Each department shall devise an instrument for providing student input and the actual questions asked shall be determined by the individual DFSC, but all evaluations shall include a blank piece of paper on which students may make additional comments in all departments where a separate space for this purpose has not already been provided.

The instrument is to be administered during the last quarter of the course by someone other than the person regularly teaching the course. The instrument must protect the anonymity of students as far as possible. The faculty member and the DFSC shall have access to the results only after the final grades have been handed in. Students must be informed of these two safeguards at the time of administration.

Either in the administrative procedures or on the actual form itself, it must be made clear to students that they may report any irregularities in administration or attempts to influence their responses on the form to the relevant department chairperson.

Each DFSC shall provide a copy of the instrument and a complete description of the administrative procedures to the College Faculty Status Committee (CFSC). The CFSC shall determine the following three matters: (1) whether the anonymity of students is protected as far as possible; (2) whether students are adequately informed at the time of administration that access to results will not occur until after the final grades have been handed in; (3) whether it is made clear to students that they may report irregularities in administration or attempts to influence their responses to the relevant department chairperson.
EARLY ADMISSIONS PROGRAM

Illinois State through its Early Admissions Program provides an opportunity for qualified persons to be admitted to the University prior to graduation from high school. In general, it is expected that an applicant will have completed at least two years of work at the high school level; however, the University recognizes the possibility that some persons may be admitted earlier. This program provides either part-time or full admission opportunities.

GENERAL ADMISSIONS REQUIREMENTS

Each applicant must be able to provide evidence of an appropriate academic ability or talent to be considered for admission. In addition, each applicant must have the endorsement of the chief administrators of the home school system.

Application forms for early admission are available from the Director of Honors and will be sent on request. Each application will be reviewed carefully by a Selection Committee appointed by the Provost to represent the appropriate areas of the University. This Committee, chaired by the Director of Honors, will determine the action to be taken on each application by the Office of Admissions and Records, which has the responsibility for final approval of the application.

PART-TIME ADMISSIONS REQUIREMENTS

Applicants requesting part-time early admission during the summer or regular academic year must:
- provide evidence of potential success.
- have approval of the experience by the principal or chief administrator of their home school.

FULL-TIME ADMISSIONS REQUIREMENTS

Applicants requesting early admission as freshman must:
- achieve a score on an appropriate standardized examination as determined by the Selection Committee that verifies the applicant's possibilities for success in completing a baccalaureate degree.
- demonstrate reasonable standards of social maturity and independence.
- provide evidence of a special academic ability or talent that warrants early admission to the University.
- have the approval of the principal or chief administrator of the home school and the superintendent of the school system.

ACADEMIC CREDIT

Full-time early admissions will be awarded full academic credit. Students in the part-time Early Admission program will either be awarded immediate credit, if in the judgement of the Selection Committee they are able to successfully complete a baccalaureate program at Illinois State, otherwise, such credit will be held in escrow and awarded only after the successful completion of a minimum of thirty credit hours of additional coursework at Illinois State.
EXCEPTIONS

Whether full or part-time, all students admitted under the Early Admissions program are subject to all of the regulations, policies, and procedures of the University. These responsibilities and opportunities are published annually in the Undergraduate Catalog.

COSTS

Regular tuition and fees apply to all who are selected to be admitted. For those who are eligible, financial aid, scholarships, and other forms of assistance may be awarded.

DEADLINES

Applications may be submitted at any time; however, it is advisable to begin the process as early as possible inasmuch as the time required to review each application will be greater than the time required for regular admission applications. Late applications may be denied for reasons unrelated to the applicant’s qualifications.

INFORMATION

Potential applicants to the Early Admissions Program should call (309-438-2559) or write to:

Director of Honors
Illinois State University
Normal, IL 61761
PROPOSED CALENDAR GUIDELINES - Beginning 1982-83

1. The annual academic calendar shall consist of two semesters and a summer session (which may have several components).

2. A minimum of 750 minutes shall be required for each semester hour of lecture credit and 1500 minutes for each semester hour of laboratory credit.

3. The fall semester shall begin in August and conclude in December before Christmas.

   Breaks during the fall semester shall be scheduled for Labor Day, a fall recess (in October), and Thanksgiving.

4. The spring semester shall begin in January and conclude in May.

   A one-week semester break shall be scheduled during the month of March.

   Commencement shall be scheduled for a Saturday or Sunday in May, except that Mother's Day is to be avoided as a commencement date.

5. The summer session calendar may consist of both short and long sessions. The short sessions may precede and/or follow the long session.

   Summer session classes shall not be scheduled for July 4 and Memorial Day.

6. The specific academic calendar for each year must be approved by the Academic Senate (as a recommendation to the President), the President of the University, and the Board of Regents.

INFORMATION ITEM
Academic Senate Meeting
11/12/80
Business Item 9.12.80.2

pch