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ACADEMIC SENATE MINUTES

(not approved by the Academic Senate)

February 8, 1984

Volume XV, No. ¹⁰9

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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.

*Related materials in Appendix.

ACADEMIC SENATE MINUTES

(not approved by the Academic Senate)

February 8, 1984

Volume XV, No. 9

Call to Order

Chairperson Ritt called the meeting of the Academic Senate to order at 7:02 p.m. in the Circus Room of the Bone Student Center.

Roll Call

Secretary Gowdy called the roll and declared a quorum present.

Approval of the Minutes of January 18, 1984

Dr. Dammers submitted a letter to the chair noting corrections and changes in his remarks about the Baccalaureate Degree: "p. 4 bottom line, College of Fine Arts BS in Comprehensive Art Education (130 hours).; p. 5 line 8-9, delete "No . . . department."; p. 5 paragraph 4, line 3-4 would be the maximum for a major delete "required"; with a maximum of 21 hours in University Studies to be mandated by a department.; p. 5, paragraph 4, line 6, together may mandate; p. 5, paragraph 5, line 4, who would identify sequences outside the major department; p. 5, paragraph 5, line 7, For example, a student with a major of 36 hours could have 36 hours of electives.; p. 6, paragraph 1, line 10-11, Dr. Dammers said that the UCC should be prepared to say "No" and that it should be watching very closely over the next few years.; p. 7, paragraph 2, line 15, change would to could . . . departments could offer sequences that would, for. . . "

Mr. Friedhoff mentioned that his comment about Dr. Bowen being purged from the University of Illinois in the McCarthy era was meant as a justification.

XV-61 Mr. Quick moved acceptance of the minutes of January 18, 1984 with corrections, (second, Mohr). The motion passed on a voice vote.

Chairperson's Remarks

The Chairperson had no remarks.

Vice Chairperson's Remarks

Mr. Quick announced that applications for external committees were due Friday, February 10. The Student Senators were to meet for a short time after the Senate meeting.

Student Body President's Remarks

Mr. Bedingfield announced that the Student Body Board of Directors was sponsoring a voter's registration drive this week on the second floor of Bone Student Center.

Administrators' Remarks

Mr. Watkins said a press release would appear in the ISU Report that Illinois State University's Provost Search Committee had concluded its evaluations and had conferred with President Lloyd Watkins. President Watkins confirmed that this stage of the search process had been reached but that no action would be announced until the week of February 20 at the earliest because of time needed for negotiation and because he would be away from campus. He had no further comment.

At 7:15 p.m. the President called for a brief executive session.

When regular business was resumed at 7:27 p.m. Mr. Watkins noted something he thought could be replicated many times over at the university. He called attention to the article in the morning Pantagraph about the Department of Accounting. Twenty-five of the nation's top accounting firms had ranked ISU fifth in the nation following some very distinguished schools: University of Michigan, Michigan State, the University of Texas, and the University of Illinois. He thought that said something about our faculty. He was confident that exactly the same results in terms of satisfaction could be recounted in department after department. We had every right to hold our heads high, to feel good about ourselves, to let everyone know that this was an outstanding university with outstanding people.

Mr. Strand and Mr. Gamsky had no remarks.

Mr. Harden spoke about the handout "Earnings Per Staff Year, Appropriated State Funds," from an IBHE document showing actual expenditures computed on the basis of a staff year of twelve months. He likened it to an averaged W-2 form showing actual earnings of one year of staff time for administrative, faculty, and civil service positions for FY 1980 - FY 1983. He noted that in terms of other sources of income, ISU had done quite well compared to other schools in total amount of dollars paid out. In reply to several questions he further noted that the sums represented total actual dollars of expenditures, not including retirement or fringe benefits. The figure for faculty salary represented what faculty actually got on the average, including temporary faculty and part-time faculty. Money for research grants was included if it was inside the University -- say Graduate Deans research funds. Soft money would show in figures derived from non-appropriated funds.

ACTION ITEMS

The Baccalaureate Degree at ISU (1.18.84.1)

XV-62 Mr. Hobbs for the Academic Affairs Committee moved approval of the report on the Baccalaureate Degree at ISU (1.18.84.1) (second, Whitcomb). Mr. Hobbs noted the report had been approved unanimously by the Academic Affairs Committee. He deferred to Mr. Strand, who said that following the information stage of this item at last Senate meeting, he and Dr. Dammers had considered how to address the concerns expressed. Dr. Dammers had met with the committee and would discuss changes.

Dr. Dammers said that the committee had attempted to address the concerns that the Senate expressed at its last meeting. He noted the new pages had been distributed for pages 5, 6, and 7. On page 6 the quotation had been moved down and separated. A clause had been added to the first sentence. The word vocation had been explained in section II. a. He appreciated its use in federal law. On page 7 the quote included additional information. Three paragraphs on page 7 had been adjusted to some degree as a result of Senate questions and concerns. He called attention to a change on page 20, paragraph 3, sentence 2: "The regular curriculum channels include . . ." (rather than originate with). Further information included copies of a letter to Mr. Eimmermann answering questions about programs of study which exceed the limits in recommendations 1--4 and a two-page biography of Howard Bowen. He wanted substitute pages 5, 6, 7, and 20 included as part of the document. Mr. Hobbs replied that these were part of the motion.

Ms. Balbach spoke about pages 5, 6, and 7. She still thought the extensiveness of the quotation really did not strengthen the document and she recommended deletion of page 6 in its entirety and the first paragraph of page 7. She pointed out the transition from the last paragraph on page 5 to paragraph 2, page 7 "At Illinois State University . . ." She thought the long text was an interesting set of Bowen's ideas, but thought them examples. Mr. Hobbs had no objection as a friendly amendment if it did not affect the substance of the report. He thought the inclusion of the Bowen quotation was to strengthen the rationale.

Dr. Dammers said there was a two-fold purpose for inclusion: 1. it was illustrative; 2. it was an argument to authority. The committee had discussed whether to retain the quotation and decided that since they had shared the document with the entire academic community since November with no major objection, they chose to leave it in. Ms. Balbach pointed out that with so much detail in the quotation need had already arisen to qualify terminology, such as the word vocation, and that others might see other problems.

XV-63 Ms. Balbach moved that page 6 be deleted entirely and that the first paragraph under B on page 7 be deleted. (Second, Mohr).

Mr. Parr suggested that the Bowen quotation be moved to an appendix so that it would remain in the document. He agreed that it interrupted the flow of thought. He further noted the margin was incorrect on page 7.

XV-64 Since his suggestion was not accepted as a friendly amendment, Mr. Parr then moved that the quotation be removed, but put in some other part of the report (appendix). Mr. Quick seconded the motion.

Mr. Strand was opposed to the amendment. We were on the third circulation of the document and no one else had raised this question. The document had also been shared with Board of Regents staff. In deference to the committee which had worked long and hard, he would prefer to see their efforts sustained.

Mr. Piland thought the quotation was appropriate and should be left in the document.

(XV-64) The chair called Mr. Parr's amendment to the amendment. The motion failed on a voice vote.

(XV-63) There was no further discussion on Ms. Balbach's amendment. On a voice vote, the motion failed.

Ms. Crafts' suggestions about format on page 7 were accepted as editorial changes.

XV-65 Mr. Eimermann moved deletion of a sentence on page 19, recommendation 6: Students who elect a major course of study that mandates a relatively small number of hours (for example those in the range of 27-36) should be strongly urged to select a concentration from another department. (Second, Friedhoff).

Section 6 had to do with concentrations that were less than minors. Mr. Eimermann said he philosophically disagreed with the particular statement that students should create such a concentration contrary to taking as wide a breadth of courses as possible.

Mr. Dammers thought there was no particular problem with the deletion. The concern was that students in non-teaching programs with a 36-hour major plus university studies would have 36 hours of electives. The committee heartily agreed on having breadth for those students and felt this option would offer an additional alternative to a minor or to simply a number of different courses for students in non-teaching programs who had a large number of elective hours. The concern was that such students who really didn't want a 24-hour minor be guided toward a useful application of their elective hours. He did not know how the committee felt, but didn't think the sentence was that negative.

Mr. Eimermann said he felt that it was a good idea that the departments compare notes so that students interested in taking these courses would be guided in the proper sequences. He wholly supported that. His sole objection was to the way he read the sentence: ". . .should be strongly urged to select a concentration" implied that all students needed to meet the concentration level.

Dr. Dammers replied that there was nothing magical about the use of 12. The committee believed that four courses in an area were substantial, fewer were not. The committee would like to have the sentence, but would not object if it were left out.

Mr. Luther thought it would be easier for a person to move from one job field into another field with some preparation in other disciplines to broaden his background.

Mr. Friedhoff said the report seemed to concentrate on specialization rather than electives. He didn't believe students would behave irresponsibly with 36 hours of electives, but thought that the faculty would need to become increasingly involved with academic advisement. They would need time to advise in order to help students maximize their opportunities, to have the flexibility to grow in jobs, later on. He felt it might be a kind of cop-out that an advisor would just say take this sequence or that one.

Mr. Pazmino as a student favored more flexibility and more individual attention for students. Mr. Hobbs said if the sentence were deleted, the preceding sentence almost encompassed the idea in spirit. Mr. Pontius spoke against the amendment. He mentioned that it usually took 30 to 60 minutes to advise students in their department. It would be of great benefit if departments had logical sequences. Experts in an area would design the concentrations ahead of time, rather than have the student pick up just any old course at the last minute. (What have you got that fits in a 2:00 p.m. time slot for 3 hours credit?)

Dr. Dammers agreed with Mr. Friedhoff about advising. He did not think the proposal was a cop out, but precisely the opposite. These sequences would be outside the student's major department. He saw them as assisting the advisement process and called attention to the phrase if possible. The offering would be strictly by choice. If a department agreed that a concentration was useful or helpful to the student, it had the option of making it available.

Questions from Mr. Ritt brought out that "concentrations of 12 to 18 hours" would be offered by departments to students who were not majors in the department. Further, presence or absence of that third sentence did not preclude making such concentrations available. In effect, if the sentence were deleted it would remove the requirement of the major department "strongly urging" certain concentrations. Mr. Pontius could not see anything to prevent several departments cooperating in suggesting appropriate courses.

(XV-65)

On a voice vote and then a show of hands, the motion was defeated.

Mr. Rosenbaum wanted clarification about recommendations 2 and 5 and the proposal to delete the comprehensive major. He noted the rationale of recommendation 2 alluded to the comprehensive major and recommendation 5 proposed to delete the term comprehensive as program reviews came up but did not specifically say eliminate it. Was that what was intended?

Dr. Dammers replied that the recommendation did propose deleting it, but allowed departments if they opposed deletion to argue their case during program review. The origin of the term was in teacher education programs but no longer fit. Rather than suggest a first-rate major--comprehensive-- and a second-rate major, the decision was to eliminate the comprehensive major.

With regard to the 55-hour maximum in recommendation 2, Mr. Rosenbaum pointed out the implication that the normal guideline was 55 hours, but really wasn't--the limit was only 37 hours for a non-comprehensive major. Dr. Dammers said most programs had 54-55 hour majors. What the committee was saying was that we would not be allowing any movement upward of the limit from the major departments. The 37-hour limit had been kept on because of the teacher education major. Now that the requirement for a minor had been dropped for teacher education, there was no longer an either/or situation of major/minor vs. comprehensive major, hence no longer a need for the comprehensive major. Dr. Dammers said there had been no standard decision. Comprehensive majors in the catalog varied, with 54-55 hours within a department for some. The intent was to allow more flexibility for departments. In a department, both 37-hour and 50-hour majors would be possible.

Mr. Friedhoff thought Mr. Rosenbaum's points were well taken and believed we really had not come to grips with some of the major issues raised in the recommendations from the committee. The committee was formed to deal with the problem of departments asking people to take more than 120 hours and to define the baccalaureate degree. It had developed a rationale for the undergraduate degree, and had provided a rationale from Howard Bowen, but he believed the document bore little relationship to the philosophy or rationale behind it. The major would not be limited to 37 hours. Any department in the university might require up to 55 hours; some were already requiring 55 hours within the department. He thought we could not be satisfied with that kind of emphasis in a 4-year baccalaureate degree program, where almost half a person's program requirements would be done in one department. That was not consistent with Howard Bowen's statement. He perceived this as a modestly political document which would not ruffle too many feathers, but questioned whether it forgot students. He thought students on the average changed majors two or three times during their stay at ISU; he didn't believe the university could ask a student to be so sure as a freshman or sophomore. Simply because students change their minds, he thought it a great disservice to them to allow departments to require 55 hours for a major. It might be good for the university because it would help enrollment, but it would cost the students more. Part of our function was to recognize what students are and create curricula that would take that into consideration. He recommended the document go back to the committee for reconsideration of the apparent 55-hour maximum.

Mr. Strand responded that the Board of Regents staff had requested preparation of the document. The assignment had no political overtones, no requests to play politics, no direction to overlook any constituency. It was his sincere conviction that the committee looked at what was educationally sound for a baccalaureate degree, examining the professional literature, looking about them as to what students were doing, and exercising their best professional judgment. Dr. Dammers noted that ISU of all Illinois public universities had the largest number of hours--48--in the university studies program and had been diligent in continuing to examine the program, a demonstrated concern for that side of a student's education. He said there currently were 54 and 55 hour majors at ISU, with courses all in one department. That was nothing new nor drastic. Many people felt that 60 hours was appropriate for a major, but the committee stayed with the maximum number of hours at 55. The committee believed this to be an educationally sound document.

Mr. Scharton said that he had been a party to construction of the document last year. It had been necessary to arbitrate and negotiate. He noted possible consequences from adopting the document. First, by the structuring of the bachelor's degree a department could encumber as many as 97 of the student's hours. He thought that put a disproportionate share of choice in the hands of faculty members. In recommendation 6, in which departments were encouraged to provide concentrations, the tendency was further carried out. He thought that departments might be encouraged to provide concentrations, the tendency was further carried out. He thought that departments might be encouraged toward entrepreneurial tendencies and that electives might be practically eliminated. There was a potential for departments to penetrate into university studies. Finally, the general tendency might be to subordinate broad education in subject areas to preparation for certain careers.

(XV-62) The chair called the question to approve the report as submitted with the included modifications. On a roll call vote, the motion carried (32: 3: 2).

Change in 1984-85 Academic Calendar (1.27.84.1)

The chair announced the item required a two-thirds vote to promulgate before it could be brought as an action item.

XV-66 Mr. McCracken moved to promulgate (Second, Quick).

Mr. Hobbs asked if there was any reason for the item being hurried through the Senate. Mr. Strand said calendars had been approved four or five years in advance, but before the initiation of the Christmas shutdown. At the time this calendar was approved, the problem with the shutdown--which would impact on operations of Admissions and Records, **Financial Aids** and the Computer Center--was not evident. The deadline for printing of the fall schedule books was the end of the week. The 1985 catalogs were being printed. Any changes to be included would have to be made tonight. Mr. Hobbs questioned if the new calendar had been checked out with other areas. Mr. Strand said this calendar with its proposed changes had been shared with each of the staff administrators and sent to each of the Deans. It was not without problems--such as madrigal dinners for next year. The major types of checks had been made and there were no problems. This calendar would parallel very closely that of the past fall semesters.

Mr. Reitan inquired if this was like an information stage--were we asking questions here, or what were we doing? Mr. Ritt said it was permissible to treat it as an information stage. In effect, **it was a parliamentary** means of permitting the item to be brought for action. Senate Bylaws required promulgation before the decision stage. The decision stage could be reached by distributing the material to the Senate at least five days before the action and having it placed on the agenda by the executive board.

Mr. Reitan noted the inconveniences of having to rush the item through and wondered if it would be possible for 1984 to put on some extra help--maybe pay some overtime and get through the squeeze--and then go ahead and change the calendar in 1985. Mr. Strand said the additional cost of bringing people back during the shutdown period would mean paying overtime,

which would be very costly. Secondly, the buildings would have to be heated. With the shutdown for most university employees, it would be very difficult to come back or to come in on the 24th and try to locate people who had not submitted their grades. Therefore, it was anticipated that there would be a large number of missing grades in the process.

Mr. Reitan wondered if exam week could be shortened by a day or so and faculty urged to get grades in early. Mr. Strand said that was considered, but abandoned as not being academically sound. Dr. Venerable said it took three and a half days to process grades from turn-in to mail. Gaining two days wouldn't help. (In reply to a later question, he said grades were run each evening as turned in. Then there was a final run.)

Ms. Balbach asked why the work couldn't be done on Saturday and Sunday since Julian Hall was never shut down and the computers would still be on. Assuming most of the work would be in Julian, she did not see that there would be any big expenses for heating the buildings. Dr. Venerable said grades were due on Monday the 24th, which would mean working over Christmas.

Ms. Balbach suggested people work overtime to process the grades. She thought it would cost more in air conditioning to bring people back earlier. Bringing faculty back to work on August 16 and 17 would interrupt departmental planning retreats. When would faculty have time for individual preparation? Mr. Strand said August 15th was the first day of faculty contracts. Mr. Watkins noted that the cost of air conditioning the residence halls came from bond revenue funds, but not that for academic buildings, which would come from appropriated funds. He pointed out that we were talking about different budgets. He assured everyone that Hovey Hall was not habitable during the Christmas shutdown.

Mr. Rosenbaum raised a point of order whether the debate should be on moving to the action stage. The chair said he chose to allow debate to go on because of the questions raised by Senator Reitan and others.

Ms. Slonneger asserted there were two main difficulties with the changes in the academic calendar: Starting a week early would cut substantially into the income of students with summer employment. Changing the calendar would allow for a four-week Christmas break, and she found three weeks too long. She preferred moving the shutdown period.

Mr. Strand responded to the economic concerns. He pointed out that the calendar for the University shifts year by year on a day-by-day basis, and eventually moves back; it would recycle itself periodically in spite of whatever action was taken tonight. There was a trade-off in that employment lost in August might be compensated for by the opportunity of getting out earlier at Christmas and being employed for the Christmas rush.

Mr. Rosenbaum asked about the calendar being checked by Administrative Affairs to see if there was a home football game the weekend of fall break. Ms. Crafts answered that October 13 was open and October 12 was an away game. Since there were an even number of weeks of classes, fall break would come approximately in the middle of the fall term.

Mr. McCracken asked why grades could not be processed in January? Dr. Venerable answered that we would return from shutdown on January 3, a Thursday. With three and a half days needed to process grades, it would be the following week before grades could be distributed. And that was not counting any down time on the computer.

Mr. Stokes asked on what date the Christmas shutdown became reality, when it began, and by whom decided. Mr. Strand answered that we have had two types of experimental calendar changes in the last few years: the Christmas shutdown and the four-day work week. After the second successful shutdown there was consensus among members of the President's staff that this was something that we ought to continue. That was the process by which the decision was made.

Mr. Eimermann felt uncomfortable about voting on this because of lack of specific, concrete information. He had received more faculty comment on this item than anything else, chiefly many negative comments. He thought it very difficult to pick up extra employment during Christmas and it would be easier to keep a summer job one week longer. He wanted to see some real figures in terms of costs for air conditioning. He noted that bond revenue monies came out of student fees. August was about the worst time of year for air conditioning classrooms and dormitories; holding off another week would be highly desirable. Faculty, especially if they taught summer school, were hard pressed to get any time away from campus for vacation. Those with children in school were further limited in vacation time. What was so bad about doing grades the first week of January?

Mr. Hiebert suggested starting Spring Semester '85 a week later, rather than moving the fall semester, and processing grades after the shutdown, although he allowed it might cause poor rapport between students and parents during a long Christmas break.

Dr. Venerable said that change would add a week in May, which would mean changing the summer schedule, and then we'd be right back where we were.

Mr. Mohr expressed concern about the service areas of the University. Wouldn't building maintenance and dorm contracts all have to be done over? He could see that causing real problems.

Ms. Spight said many students would base the decision of whether to return to school spring semester upon their first semester grades. Getting financial aid might also depend upon whether they did well the first semester.

Mr. Friedhoff said he had also received a number of phone calls and comments on this issue. Some faculty were concerned that they would be losing a week of summer employment. Ms. Batsche asked if the change would affect the faculty contracts. It would not.

Mr. Quick suggested splitting the week of finals and starting them December 12. Or could the finals week be moved up one week? Mr. Strand said these options had been considered but were abandoned as not being educationally sound.

Mr. Mohr repeated his question about the earlier start affecting the service areas of the University.

Mr. Gamsky answered that the start-up of residence halls would not pose a big problem. However, the late processing of grades would affect many offices. Financial Aids needed grades to function properly. There would be no time to notify students of unsatisfactory progress. Those who were in violation might show up for second semester and not be able to receive aid. He agreed that it was more expensive to air condition residence halls than to heat and would cost a substantial amount. Contracts had already been printed for the residence halls, and a supplementary notice would have to be provided of a change in contract. (There are approximately 8,000 students in residence halls.) His office could cope either way. He wished there was a third alternative.

Mr. Watkins said the idea of a Christmas shutdown came up after the calendar had been adopted. Savings had been substantial--\$50,000 to \$75,000. What was suggested as an appropriate beginning date was within the contractual period of faculty members. Secondly, it was not an extraordinary change in comparison with other previous starting dates. A couple of years ago we started on the 18th. There would be inconveniences whatever the decision, with no first-rate solution. He said there was need to go over the 5-year calendar and re-submit it.

Mr. Friedhoff said Mr. Quick's suggestion for a split-week kind of thing--on an emergency basis--had merit and suggested eliminating fall vacation day and holding classes on Labor Day to pick up two days. Mr. Watkins answered that a state university would probably have to close on Labor Day --a state and federal holiday.

Ms. Crafts said that the total number of days in the university term was perhaps beyond that which many other universities required. If the evaluation period were started on December 12, we would lose three days from the fall term.

Mr. Bedingfield addressed Senator Mohr's question about off-campus students being affected in rental leases: he said most off-campus leases started August 1 or 15.

Ms. Balbach asked why we were concerned about heating costs in winter, but not air conditioning costs in summer. Mr. Harden replied that we had saved tremendous amounts of money at shutdown on appropriated funds. Both the four-day work week and the Christmas shutdown had saved money. Mr. Watkins said we did not have shutdown at the end of summer school and beginning of fall: all general revenue buildings were open in summer and twelve-month employees would be working. General revenue buildings could not be closed down with staff needing to work in them. Residence halls were bond revenue and could be closed when students were gone.

Mr. Reitan said we were discussing a number of things we didn't have to discuss. 1) We would have a Christmas shutdown. 2) January was too late to run grades. 3) We really didn't need to discuss differences between bond revenue and general revenue. 4) There was an emergency situation for fall, 1984. It was a very serious action to change the calendar in mid-stream. He believed the semester should not begin early and backed up Ms. Crafts suggestion to begin exams early, doing this as an emergency action. He did not think it would be a serious dilution of academic standards.

Mr. Strand replied that if the exams were finished by December 18, and faculty had their grades turned in by December 19, processing could take place before the Christmas shutdown.

XV-67 Mr. Quick moved the previous question (Second, Luther). The motion carried.

The Chair announced that after promulgation, the item would move to the action stage and might be amended.

(XV-66) In a roll call vote on the issue of promulgation, the motion carried. (35:2:0)

XV-68 Mr. Strand moved that the fall semester calendar for 1984 be adjusted as proposed in the mailing. (Second, Bedingfield).

XV-69 Mr. Reitan proposed an amendment: As an emergency measure, without establishing a precedent for the future, the proposed schedule be amended to begin final exams on Wednesday, December 12 and concluding on Tuesday, December 18 with all grades due at noon Wednesday, December 19. Also to move the starting date of the semester to Thursday, August 23. (Second, Quick).

Mr. Eimermann asked why the whole semester could not be jogged half a week? Mr. Strand said shortening the semester would affect the number of class minutes per credit hours and would not have allowed us to retain the integrity of the calendar guidelines. Another academic problem was the general opposition to starting the examination process in the middle of the week. Both students and faculty considered a weekend break between classes and exams desirable. Mr. Eimermann asked what the difference was between Mr. Reitan's proposal and Mr. Quick's. Mr. Strand said Reitan's was more academically sound: it would take three days out of the schedule; Quick's would take a whole week. There was need to observe the calendar guidelines.

Mr. Reitan reiterated that it was serious to change the starting date; he thought it should remain as established.

Mr. Eimermann wondered if there was any problem with giving exams on Saturday. Mr. Strand said there would be a few conflicts with Saturday classes and Saturday exams. Mr. Eimermann asked if it would be possible not to change the beginning date and let the administration work out the giving of exams. Mr. Watkins said the exam schedule could be worked out and thought Mr. Reitan and Mr. Eimermann would be supportive when the exam schedule came out followed by cries of upset faculty.

Ms. Crafts suggested a friendly amendment for starting August 23, not having a fall break, giving a reading day on December 12, and holding the evaluation period December 13, 14, 15, 17, and 18 with grades due at noon on December 19.

At 9:35 p.m. the Chair called a ten-minute recess to come up with an alternate motion.

XV-68
(XV-69) At 9:52 business resumed and Mr. Strand moved the original proposal with the following changes: Start the fall semester on August 23 as originally approved; omit the fall break; omit the reading day; hold examinations on December 12, 13, 14, 15, and 17 with grades due by noon on December 19. (Second, Pontius).

XV-70 Mr. Quick moved an amendment from the student caucus: begin August 23; keep fall break day; have exams on December 13, 14, 15, 17, and 18. (Second, Townsend).

The amendment failed on a voice vote.

Mr. Strand commented that this amendment would remove one day from the class schedule by removing fall break. When Ms. Batsche asked if students would rather have fall break than a reading day, Mr. Quick said they would.

Mr. Luther said formerly faculty had fifteen weeks of instruction time, then it went down to fourteen weeks. He would rather not chop three days off the teaching schedule. Mr. Reitan responded to Mr. Luther that he had tried to make clear this was a one-shot deal addressing an emergency situation.

XV-71 Mr. Quick moved starting three days earlier and ending three days earlier. (Second, Pazmino). The first day of classes would be August 20 rather than August 23; finals would begin December 12. Mr. Fetty pointed out that this would alter the number of whole weeks in the semester. Many departments with laboratory requirements needed whole weeks to use labs.

Mr. Hobbs asked how many academic days would be lost with the Strand proposal. Mr. Strand said there would be a net loss of two days. With the Quick proposal there would be no loss. In a voice vote, the Quick Amendment failed.

Ms. Spight brought out that the contracts for residence halls said air conditioning would only be on until September 10. Mr. Gamsky said he did not know costs. The committee on room and board rates had proposed an early-date shutdown on fall air conditioning.

Mr. Rosenbaum said he had calculated the days. If we eliminated the fall break the semester came to fifteen full weeks of classes minus one day.

XV-72 Mr. Watkins moved the previous question. On a roll call vote his motion carried. (27: 9: 1) (Second, Gowdy).

(XV-68) The main motion was to approve the 1984-85 Academic Calendar with the noted changes: Start fall semester August 23; omit fall break; omit reading day; exams December 12-17, with grades due at noon on December 19. Mr. Reitan stressed that this be understood as an emergency measure for one year only. The motion carried 26: 11. 0.

Committee Reports

Academic Affairs. No report.

Administrative Affairs. Ms. Crafts noted the committee would be considering future calendar changes and asked that any suggestions be submitted to them.

Budget Committee. No report.

Faculty Affairs Committee. Faculty Affairs Committee called attention to the statement on temporary faculty which had been distributed to departmental offices. The Faculty Affairs Committee will hold a hearing about the temporary faculty issue on Monday February 13, from 3:30 to 5:00 p.m. in Hovey Hall 418. Faculty members were encouraged to attend.

Mr. Eimermann asked for clarification on page 2, second sentence, and was told there was flexibility at the present time for reassignment.

Rules Committee. No report.

Student Affairs Committee. No report.

Communications. None

XV-73 Mr. Pontius moved to adjourn (second, Quick). The motion passed on a voice vote.

The Senate adjourned at 10:15 p.m.

For the Academic Senate,

Laura E. Gowdy

NAME	ATTEN-DANCE	VOTE				ROLL	CALL	VOICE VOTE		
		Motion #XV-62	Motion #XV-66	Motion #XV-68	Motion #XV-72			Motion No.	Y	N
BALBACH	P	abstain	Y	Y	Y			XV-61	X	
BATSCHÉ	P	Y	Y	Y	Y	32Y - 3N - 2ab		XV-62		
BEDINGFIELD	P	N	Y	N	N			XV-63		X
BOWEN	P	Y	Y	Y	Y			XV-64		X
CAKORA	resigned	-	-	-	-			XV-65		X
CARMODY	P	Y	Y	Y	Y	35Y - 2N - 0		XV-66		
CRAFTS	P	Y	Y	Y	Y			XV-67	X	
EIMERMANN	P	Y	N	Y	Y	26Y - 11N - 0		XV-68	X	
FESE	P	Y	Y	N	N		*	XV-69	X	
FETTY	P	Y	Y	N	N			XV-70		
FRIEDHOFF	P	N	Y	X	Y			XV-71		X
GAMSKY	P	Y	Y	X	Y	27Y - 9N - 1ab		XV-72		
GERKIN	excused	-	-	-	-			XV-73	X	
GOWDY	P	Y	Y	Y	Y					
HARDEN	P	Y	Y	Y	Y					
HIEBERT	P	Y	Y	Y	Y	*AMENDMENT #69 was				
HOBBS	P	Y	Y	Y	Y	included in alternate				
HUGDAHL	excused	-	-	-	-	motion #68.				
KIC	absent	-	-	-	-					
LIVESAY	excused	-	-	-	-					
LOVELL	P	Y	Y	Y	Y					
LOWE	excused	-	-	-	-					
LUTHER	P	Y	Y	N	Y					
McCRACKEN	P	Y	Y	Y	Y					
MILLER	excused	-	-	-	-					
MOHR	P	Y	Y	Y	Y					
OLSEN	P	Y	Y	N	N					
PARKE	P	Y	Y	N	Y					
PARR	P	Y	Y	Y	present					
PAZMINO	P	Y	Y	N	Y					
PHILLIPS	excused	-	-	-	-					
PILAND	P	Y	Y	Y	Y					
PONTIUS	P	Y	Y	Y	Y					
PRITNER	excused	-	-	-	-					
QUICK	P	Y	Y	N	N					
REITAN	P	Y	Y	Y	Y					
RITT	P	Y	Y	Y	Y					
ROSENBAUM	P	abstain	Y	Y	Y					
SCHARTON	P	N	Y	Y	Y					
SLONNEGER	P	Y	Y	N	N					
SMITH	absent	-	-	-	-					
SPIGHT	P	Y	Y	N	N					
STOKES	P	Y	N	Y	Y					
STRAND	P	Y	Y	Y	Y					
TAYLOR	excused	-	-	-	-					
TOWNSEND	P	Y	Y	N	N					
TSATSOS	excused	-	-	-	-					
WATKINS	P	Y	Y	Y	Y					
WHITCOMB	P	Y	Y	Y	Y					
WILLIAMS	excused	-	-	-	-					

ACADEMIC CALENDAR 1984-85

FIRST SEMESTER 1984

August 23	Thursday	Program change for students who have paid their bills
August 24	Friday	Residual registration
August 27	Monday	Classes begin
September 3	Monday	Labor Day
October 20	Saturday	First half semester ends
October 22	Monday	Second half semester begins
November 21	Wednesday	Thanksgiving vacation begins 5:30 p.m.
November 26	Monday	Classes resume
December 12	Wednesday	Begin evaluation period
December 17	Monday	Fall semester ends
December 19	Wednesday	Grades due by noon

SECOND SEMESTER 1985

January 10	Thursday	Program change for students who have paid their bills
January 11	Friday	Residual registration
January 14	Monday	Classes begin
March 9	Saturday	First half semester ends
March 9	Saturday	Spring vacation begins at noon
March 18	Monday	Classes resume
May 4	Saturday	Reading Day
May 6	Monday	Evaluation period begins
May 10	Friday	Semester Ends
May 11	Saturday	Commencement

SUMMER SESSIONS 1985

May 13	Monday	Summer Session begins
May 31	Friday	Memorial Day
July 4	Thursday	Independence Day
August 9	Friday	Summer session ends

Approved by the Academic Senate, February 8, 1984

Business Item 1.27.84.1

MEMO

DEPARTMENT OF CURRICULUM AND INSTRUCTION

TO: Executive Committee of Academic Senate
FROM: College of Education Council
RE: Bylaw Changes in College of Education
DATE: February 1, 1983

Ryong

Article 1, Section 4 Redefinition of Faculty Associate. New definition fits current use of the term.

Article 4, Section 2a Last paragraph, change reference from Article 5, Section 6a to Article 5, Section 5a.

Article 4, Section 2b Last paragraph, change reference, Article 5, Section 6b to Article 5, Section 5b.

Article 4, Section 3c Eligible to succeed, change himself to himself/herself.

Article 5, Section 2 Election schedule, A, B, C, changed from fall semester to third week in April.

Article 5, Section 3 Change in wording: "To comply with election, look at changes in Article 5, Section 2.

Article 5, Section B Faculty Associate, new section to cover voting privileges of faculty associates (note relettering of Section B and C to Section C and D).

Article 7, Section 2 Change in quorum requirements, more than 1/2 of total membership, instead of 2/3 required.

Article 7, Section 3 Agenda--rewording of this section to include employees of the college other than faculty members.

Article 7, Section 4 Minutes--change in distribution policy. Follow same pattern as academic senate. Intention--to conserve paper.

Article 9 Article rewritten so as to deal only with FSC and College Curriculum Committee. Also, FSC procedures changed to fit university requirements. College Curriculum Committee eligibility to include length of term in office.

Continued on page two . . .

- Article 9 Elections--changed to eliminate requirements of election of an alternate.
- Article 10, Section 1 Departmental Governance--language changed to include administrative units other than departments. Change would also cover such units as laboratory schools.
- Article 10, Section 2b Changed length of time between departments' assessments from four to five years.
- Article 10, Section 3 Brings this section in compliance with the university.
- Article 15 Drops Section 15, which is no longer applicable.

CHANGES SUGGESTED AT DECEMBER 14, 1983 SENATE MEETING:

Page I-2 and I-3 — he/she

Page I-8 (11/1/82) -- ARTICLE IX. Section 1. b. Last Paragraph
No faculty member may serve on more than one FSC Committee nor serve more than one consecutive term on the College FSC Committee.

I. Bylaws, College of Education, Illinois State University

PREAMBLE

The faculty of the College of Education hereby establishes these bylaws to serve as the primary governing policy for the College of Education. All matters of conduct and all proposals of and for the College of Education faculty are to be considered and approved in accordance with the provisions of the Illinois State University Constitution and of these Bylaws.

ARTICLE I. DEFINITION OF TERMS

In these Bylaws, the terms below will have the following meanings unless otherwise indicated:

1. Department

The term "department" denotes the three major academic units of the college within which programs reside and faculty hold rank.

2. Department Chairman

The term "department chairman" will denote head, chairman, or acting head, or acting chairman of departments.

3. Faculty

A faculty member is one who holds rank as an instructor or higher in a department of the College of Education.

4. Faculty Associate

A faculty associate is an individual who is appointed on term assignment to the University without conventional faculty rank.

5. Student

A student is any person, undergraduate or graduate, who has been officially admitted to the University and is enrolled full time and is in a professional education program in the College of Education.

6. Administrative Personnel

Administrative personnel are those persons whose appointments are designated as administration.

ARTICLE II. THE COUNCIL OF THE COLLEGE OF EDUCATION

The faculty of the College of Education hereby establishes the Council of the College of Education to serve as the primary governing body of the college.

ARTICLE III. PURPOSE OF THE COLLEGE COUNCIL

The College Council shall act as the agency through which all proposals that are identified and promulgated as policies of the College of Education faculty are considered and approved in accordance with the provisions of the Illinois State University Constitution and of these By-laws.

ARTICLE IV. MEMBERSHIP - COLLEGE COUNCIL

Section 1. Council Composition

a. Faculty

The College of Education College Council shall have four faculty representatives from the Department of Curriculum and Instruction, four faculty representatives from the Department of Specialized Educational Development, and two faculty representatives from the Department of Educational Administration and Foundations.

b. Students

The College of Education College Council shall have one student representative from each department in the college.

c. Administrative Personnel

The College of Education College Council shall have one administrative representative from College administration. (If the Dean is not the administrative representative, he/she shall serve as an ex-officio non-voting member of the Council.)

Section 2. Eligibility for Membership

a. Faculty

All faculty members who hold permanent appointments and who have been full-time faculty members at Illinois State University for at least one academic year preceding election of the College Council shall be eligible for membership, unless (1) they are on leave at

the time of the election, (2) they are officially scheduled for a leave during any portion of a prospective term of office, (3) they are on disability leave under the University Retirement System, or (4) they are on the College Faculty Status Committee. A department chairman is eligible for election only as a representative of the Administrative personnel of the College.

When a faculty member of the College Council ceases to be eligible to serve, he must be replaced in accordance with ARTICLE V, Section 6a.

b. Students

Any student as defined in ARTICLE I is eligible to serve on the College Council.

When a student member ceases to be enrolled in a professional education program of the College of Education or is enrolled in the University less than full time, he/she must be replaced in accordance with ARTICLE V, Section 6b.

c. Administrative Personnel

The administrative personnel eligible to serve on the College Council shall be the Dean, department heads and any other member of the Administrative Council.

Section 3. Terms of Office

a. Faculty

Elected faculty members of the College Council shall serve three-year terms. No faculty member may serve more than two consecutive terms but will be eligible for re-election after one year. For purposes of this section, a period of service of eighteen months to three years shall be considered a term.

b. Students

Student representatives on the College Council shall serve one-year terms and are eligible to succeed themselves.

c. Administrative Representatives

The administrative representative on the College Council shall serve a one-year term and be eligible to succeed himself.

ARTICLE V. COUNCIL ELECTIONS

Section 1. Elections Committee

The College Council shall appoint an Elections Committee to assure the nomination and election of members of the Council at the proper times. In addition, this committee shall supervise the nomination and election of members of all committees whose members are elected by faculty-at-large. It shall also prepare rules for the conduct of nominations and elections which are consistent with these Bylaws. Before such rules shall take effect, they must be approved by the College Council.

Section 2. Election Schedules

a. Faculty

During the third and fourth weeks of the fall semester, the departments shall elect departmental representatives to the College Council.

b. Students

During the third and fourth weeks of the fall semester, students from each department shall elect their representatives to the College Council according to regulations developed by the department.

c. Administrative Personnel

During the third and fourth weeks of the fall semester the administrative personnel in the College shall elect their representative to the College Council.

d. Election Results

The Election Committee shall announce the results of these elections to the entire faculty of the college through the appropriate media.

Section 3. Beginning of Terms of Office

Newly elected members shall begin their terms of office within the first regular meeting of the College Council following these elections.

Section 4. Eligibility for Voting

a. Faculty

All faculty members of the College of Education who are employed full time in the University are eligible to vote. The dean of the college and administrative personnel may vote in the departments where they hold their rank. Persons who are on leave or disability are not eligible to vote.

b. Faculty Associates

Faculty Associates who have major assignments in departments of the college are eligible to vote.

c. Administrative Personnel

All administrative personnel of the college, with the exception of those who are on leave or disability, are eligible to participate in the election of the administrative representative on the College Council.

d. Students

Voting eligibility of students shall be determined in the manner described in ARTICLE V, Section 2b.

Section 5. Vacancies

a. Faculty

If a vacancy occurs among the departmental representatives on the College Council, the department concerned shall elect a replacement to serve the remainder of the term of office.

Persons on sabbatical or other leaves of absence shall be deemed to have vacated their seats on the Council or elected committees of the College Council.

b. Students

If a vacancy occurs among the student representatives on the College Council, the students in the Department concerned shall elect a replacement to serve the remainder of the term of office.

c. Administrative Personnel

If a vacancy occurs in the position of administrative representative, the administrative personnel shall elect a replacement to serve the remainder of the term of office.

ARTICLE VI. COUNCIL OFFICERS

Section 1. Elections

At the first regular meeting after the election of new members, the College Council shall nominate and choose by ballot from its elected members a chairman who is a faculty representative, a vice-chairman, and a secretary for one-year terms. These officers shall assume their duties immediately upon election.

Section 2. Executive Committee

The officers named above and the dean of the college shall constitute the Executive Committee of the College Council. The Executive Committee shall also include a student representative currently serving on the council. The Executive Committee shall prepare the agenda for each Council meeting and shall perform such other functions as the Council assigns to it.

ARTICLE VII. COUNCIL MEETINGS

Section 1. Regular Meetings

The College Council shall hold regular meetings at least once each month during the academic year and may meet during the summer months. Faculty members and students may attend all meetings of the

council except executive sessions, but they may participate in discussion only with the consent of the Council.

Section 2. Quorum

Two-thirds of the total membership or three-fourths of the faculty representatives of the Council shall constitute a quorum.

Section 3. The Agenda

Faculty members and students desiring to bring specific matters to the attention of the College Council shall communicate them in writing to any member of the Executive Committee ten or more days before the meeting at which they wish matters considered. This time limit may be waived by a majority vote of the Council. The secretary of the Council shall publicize the agenda at least seven days before each regular meeting.

Section 4. Minutes

Minutes of the College Council meetings shall be mailed to all members of the Council and the college faculty within ten days after each meeting. Each departmental office shall post a copy of the minutes on a bulletin board available to departmental students. At least one permanent file of minutes shall be kept in the office of the dean of the college.

Section 5. Special Meetings

Special meetings may be called by the chairman of the College Council, or in his absence by the vice-chairman and must, upon written request of at least one-third of the Council members, be called within five school days of the receipt of the request.

Section 6. Parliamentary Authority

The parliamentary authority for use in Council meetings shall be Roberts Rules of Order, Revised.

ARTICLE VIII. COUNCIL POWERS AND DUTIES

Section 1.

The Council shall:

- a. Consider and approve all proposals that are identified and promulgated as policies formulated by the College of Education faculty.

- b. Review and discuss all matters related to the organization, re-organization, establishment, or elimination of any departments and/or units in the college.
- c. Also serve in an advisory capacity to the dean of the College of Education.

Section 2.

The College Council shall create a CFS Committee and a Curriculum Committee and such other regular and special committees and boards as are necessary to assist the College of Education in the development of its basic policies. The Council shall determine the method of appointment or election and the powers, duties, and organization of each college committee and board which it creates (excepting those committees for which provisions are described in ARTICLE IX). The Council shall not normally consider a matter which is usually the responsibility of a committee or board until the committee or board has reported on the matter to the Council.

Section 3.

Before any committee, board, council, administrative group or official of the college or any of its constituent parts, or any other organization, may formulate or execute a policy in the name of the faculty of the college, the policy must be submitted to and approved by the College Council in accordance with these Bylaws.

Section 4.

All committees and boards of the College Council are accountable to the Council. The Council shall establish the kinds of reporting procedures each committee and/or board shall use.

Section 5.

The College Council must hold regular meetings and may call special meetings of the college faculty or any part thereof. For meetings which it calls, the Council shall establish the rules and the agenda, which rules shall not contravene these Bylaws.

ARTICLE

IX. COMMITTEES - COLLEGE

Section 1.

The College Council shall create a CFS Committee and a Curriculum Committee and such other regular and special committees and

7/1/80

boards as necessary to assist the College of Education in the development of its basic policies.

Section 2. College Faculty Status Committee

a. Membership

The College of Education FSC Committee shall have two members from each department plus the Dean of the College who will serve as the chairman.

b. Eligibility

All permanent faculty holding rank and major assignment in Departments of the College who have been full-time faculty members at Illinois State University for at least one academic year preceding election of the FSC Committee shall be eligible.

Members of the College Council are not eligible for membership on the FSC Committee while members of the Council.

No faculty member may serve on more than one FSC Committee nor serve more than one full consecutive term on the College FSC Committee.

c. Nominations and Elections

Each department in the College of Education may nominate and submit to the College Council twice the number to be elected but shall present a slate of nominees that is at least 50% greater than the number to be elected. The College Council shall elect the College FSC Committee from the slates presented.

Section 3. College Curriculum Committee

a. Membership

The College of Education Curriculum Committee shall have four faculty representatives from the Department of Curriculum and Instruction, four faculty representatives from the Department of Specialized Educational Development, and two faculty representatives from the Department of Educational Administration and Foundations.

b. Eligibility

All permanent faculty members of the College of Education employed full time within the University shall be eligible for election to the College Curriculum Committee.

No faculty member may serve more than one full consecutive term on the College Curriculum Committee.

c. Elections

Departments shall elect their representatives and alternates (each representative should have an alternate). The College Council shall confirm election of members of the College Curriculum Committee.

ARTICLE X. DEPARTMENTS

Section 1. Governance

Departments of the College of Education shall provide for the participation of faculty and students in their governance. Each department shall submit as part of its annual report to the Council a description of the ways it has involved faculty and students in its governance.

Section 2. Evaluation

- a. The Department chairman shall include in his/her annual report a brief evaluation of the department based in part on the suggestions of staff and students.
- b. Each department shall be formally evaluated on a staggered basis every four years or more often if in the judgment of the College Council it becomes necessary. The Council shall establish procedures and determine the date of evaluation of each department.
- c. Departments shall be evaluated on the basis of criteria developed by each department, and approved by the College Council. The criteria shall take into consideration the specific functions, goals, and obligations of individual departments.

Section 3. Selection of Department Chairman

Department chairman in the College of Education shall be selected according to the policies, criteria, and procedures established by the College Council.

ARTICLE XI. REFERENDA

Section 1.

Any decision or action of the College Council may be referred to a vote of the faculty of the College of Education in accordance with the procedures established in this article.

Section 2.

The College faculty may request a referendum vote on any College Council decision or action by submitting a petition signed by at least twenty percent of the voting members of the faculty. Such petitions shall be presented to the Executive Committee within ten school days after the minutes reporting the decision or action have been distributed. The Elections Committee shall conduct an election on the question within one month of the day the Executive Committee received the petition.

Section 3.

The College Council may refer to a vote of the faculty any matter pending before it or any decision or action.

Section 4.

When a College Council decision or action or an amendment to these Bylaws is referred to the College faculty, the faculty shall vote by secret ballot in an election conducted by the Elections Committee. Prior to any referendum election, the Council shall provide the faculty an opportunity to discuss the question to be voted on at one or more of the following:

- a. College faculty meeting.
- b. Department faculty meeting.
- c. Other groupings of the faculty.

Section 5.

A two-thirds majority of the votes cast in a referendum election shall be required to reverse a decision of the College Council, to approve an amendment, or to act on a matter referred by the Council to the faculty.

ARTICLE XII. STUDENT PETITIONS

By a petition of 100 signatures to the Executive Committee of the College Council, students may request: (1) reconsideration of Council legislation, (2) consideration of legislation, (3) arrangements for a hearing before the Council, and (4) consideration of an amendment to these Bylaws. The validity of signatures shall be determined in accordance with ARTICLE I, Section 5.

ARTICLE XIII. AMENDMENTS

Section 1. Faculty

Amendments to these Bylaws may be initiated by a petition signed by twenty percent of the voting members of the College of Education faculty. After the petition has been received by the College Council, it shall be referred to the Elections Committee which will conduct the referendum. If two-thirds of those voting in the referendum election vote for the proposal, the proposal shall be adopted.

Section 2. Council Members

Amendments to these Bylaws may be initiated by a petition signed by four voting members of the College Council. After the petition has been received by the College Council and approved by two-thirds of the members, it shall be referred to the Elections Committee and handled in the manner described in Section 1 of this article.

Section 3. Students

Amendments to these Bylaws may be initiated by a petition signed by 100 students as outlined in ARTICLE XII. After the petition has been received by the Council and approved by two-thirds vote of the members, it shall be referred to the Elections Committee and handled in the manner described in Section 1 of this article.

ARTICLE XIV. REVIEW OF THESE BYLAWS

These Bylaws shall be systematically reviewed every four years by a committee appointed by the College Council. Recommendations of the Review Committee shall be submitted to the Council and publicized through appropriate media.

ARTICLE XV. ADOPTION OF BYLAWS

These Bylaws shall be considered adopted by the College of Education when they have been approved by a simple majority of the members eligible to vote (1) in the College of Education and (2) in at least two of the three departments.

Revised 1978-79 School Year

Bylaws, College of Education, Illinois State University

PREAMBLE

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4. Faculty Associate

A faculty associate is an individual employed in one of the laboratory school units and designated in his/her contract as a "Faculty Associate."

5. Student

A student is any person, undergraduate or graduate, who has been officially admitted to the University and is enrolled full time and is in a professional education program in the College of Education.

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Administrative personnel are those persons whose appointments are designated as administration.

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Section 1. Council Composition

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c. Administrative Personnel

The College of Education College Council shall have one administrative representative from College administration. (If the Dean is not the administrative representative, he/she shall serve as an ex-officio non-voting member of the Council.)

Section 2. Eligibility for Membership

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are on disability leave under the University Retirement System, or (4) they are on the College Faculty Status Committee. A department chairman is eligible for election only as a representative of the Administrative personnel of the College.

When a faculty member of the College Council ceases to be eligible to serve, he/she must be replaced in accordance with ARTICLE V, Section 5a.

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Any student as defined in ARTICLE I is eligible to serve on the College Council.

When a student member ceases to be enrolled in a professional education program of the College of Education or is enrolled in the University less than full time, he/she must be replaced in accordance with ARTICLE V, Section 5b.

c. Administrative Personnel

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b. Students

By the third week in April students from each department shall elect their representatives to the College Council according to regulations developed by the department and submitted to the College Council.

c. Administrative Personnel

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d. Election Results

The Election Committee shall announce the results of these elections to the entire faculty of the college through the appropriate media.

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Newly elected members shall begin their terms of office at the first regular meeting of the College Council in the Fall Semester.

Section 4. Eligibility for Voting

a. Faculty

All faculty members of the College of Education who are employed full time in the University are eligible to vote. The dean of the college and administrative personnel may vote in the departments

where they hold their rank. Persons who are on leave or disability are not eligible to vote.

b. Administrative Personnel

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Section 5. Vacancies

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c. Administrative Personnel

If a vacancy occurs in the position of administrative representative, the administrative personnel shall elect a replacement to serve the remainder of the term of office.

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Section 1. Elections

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Section 2. Quorum

More than one-half of the total membership or three-fourths of the faculty representatives of the Council shall constitute a quorum.

Section 3. The Agenda

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Minutes of the College Council meetings shall be mailed to all members of the Council and to those members of the College of Education requesting them in writing within 10 days after each meeting. Each administrative office shall post a copy of the minutes on a bulletin board available to students. At least one permanent file of minutes shall be kept in the Office of the Dean of the College.

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The parliamentary authority for use in Council meetings shall be Roberts Rules of Order, Revised.

ARTICLE VIII. COUNCIL POWERS AND DUTIES

Section 1.

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- a. Consider and approve all proposals that are identified and promulgated as policies formulated by the College of Education faculty.
- b. Review and discuss all matters related to the organization, reorganization, establishment, or elimination of any departments and/or units in the college.
- c. Also serve in an advisory capacity to the dean of the College of Education.

Section 2.

The College Council shall create a CFS Committee and a Curriculum Committee and such other regular and special committees and boards as are necessary to assist the College of Education in the development of its basic policies. The Council shall determine the method of appointment or election and the powers, duties, and organization of each college committee and board which it creates (excepting those committees for which provisions are described in ARTICLE IX). The Council shall not normally consider a matter which is usually the responsibility of a committee or board until the committee or board has reported on the matter to the Council.

Section 3.

Before any committee, board, council, administrative group or official of the college or any of its constituent parts, or any other organization, may formulate or execute a policy in the name of the faculty of the college, the policy must be submitted to and approved by the College Council in accordance with these Bylaws.

Section 4.

All committees and boards of the College Council are accountable to the Council. The Council shall establish the kinds of reporting procedures each committee and/or board shall use.

Section 5.

The College Council must hold regular meetings and may call special meetings of the college faculty or any part thereof. For meetings which it calls, the Council shall establish the rules and the agenda, which rules shall not contravene these Bylaws.

ARTICLE IX. COMMITTEES - COLLEGE

Section 1. College Faculty Status Committee

a. Membership

The College of Education FSC Committee shall have two members from each department plus the Dean of the College who will serve as the chairman.

b. Eligibility

All permanent faculty holding rank and major assignment in departments of the college who have been full-time faculty members at Illinois State University for at least one academic year preceding election of the CFSC shall be eligible.

Members of the College Council are not eligible for membership on the CFSC while members of the Council.

No faculty member may serve on more than one FSC Committee nor serve more than one consecutive term on the College FSC Committee.

c. Nominations and Elections

The College of Education nominations and elections for the CFSC shall be conducted in accordance with the Illinois State University Faculty Appointment, Salary, Promotion, and Tenure policies.

Section 2. College Curriculum Committee

a. Membership

The College of Education Curriculum Committee shall have four faculty representatives from the Department of Curriculum and Instruction, four faculty representatives from the Department of Specialized Educational Development, and two faculty representatives from the Department of Educational Administration and Foundations.

b. Eligibility

All permanent faculty members of the College of Education employed full time within the University shall be eligible for election to the College Curriculum Committee. Terms of office are for two years. No faculty member may serve more than one full consecutive term on the College Curriculum Committee.

No faculty member may serve more than one full consecutive term on the College Curriculum Committee.

c. Elections

Departments shall elect their representatives. The College Council shall confirm election of members of the College Curriculum Committee.

ARTICLE X. DEPARTMENTS

Section 1. Governance

Administrative units of the College of Education shall provide for the participation of faculty and students in their governance. Each administrative unit shall submit as part of its annual report to the Council a description of the ways it has involved faculty and students in its governance.

Section 2. Evaluation

- a. The Department chairpersons shall include in their annual report a brief evaluation of the department based in part on the suggestions of staff and students.
- b. Each department shall be formally evaluated on a staggered basis every five years or more often if in the judgment of the College Council it becomes necessary. The Council shall establish procedures and determine the date of evaluation of each department.
- c. Departments shall be evaluated on the basis of criteria developed by each department, and approved by the College Council. The criteria shall take into consideration the specific functions, goals, and obligations of individual departments.

Section 3. Selection of Department Chairman

Department Chairpersons in the College of Education shall be selected according to the policies, criteria, and procedures determined by the College Council and the policies of the University.

ARTICLE XI. REFERENDA

Section 1.

Any decision or action of the College Council may be referred to a vote of the faculty of the College of Education in accordance with the procedures established in this article.

Section 2.

The College faculty may request a referendum vote on any College Council decision or action by submitting a petition signed by at least twenty percent of the voting members of the faculty. Such petitions shall be presented to the Executive Committee within ten school days after the minutes reporting the decision or action have been distributed. The Elections Committee shall conduct an election on the question within one month of the day the Executive Committee received the petition.

Section 3.

The College Council may refer to a vote of the faculty any matter pending before it or any decision or action.

Section 4.

When a College Council decision or action or an amendment to these Bylaws is referred to the College faculty, the faculty shall vote by secret ballot in an election conducted by the Elections Committee. Prior to any referendum election, the Council shall provide the faculty an opportunity to discuss the question to be voted on at one or more of the following:

- a. College faculty meeting.
- b. Department faculty meeting.
- c. Other groupings of the faculty.

Section 5.

A two-thirds majority of the votes cast in a referendum election shall be required to reverse a decision of the College Council, to approve an amendment, or to act on a matter referred by the Council to the faculty.

ARTICLE XII. STUDENT PETITIONS

By a petition of 100 signatures to the Executive Committee of the College Council, students may request: (1) reconsideration of Council legislation, (2) consideration of legislation, (3) arrangements for a hearing before the Council, and (4) consideration of an amendment to these Bylaws. The validity of signatures shall be determined in accordance with ARTICLE I, Section 5.

ARTICLE XIII. AMENDMENTS

Section 1. Faculty

Amendments to these Bylaws may be initiated by a petition signed by twenty percent of the voting members of the College of Education faculty. After the petition has been received by the College Council, it shall be referred to the Elections Committee which will conduct the referendum. If two-thirds of those voting in the referendum election vote for the proposal, the proposal shall be adopted.

Section 2. Council Members

Amendments to these Bylaws may be initiated by a petition signed by four voting members of the College Council. After the petition has been received by the College Council and approved by two-thirds of the members, it shall be referred to the Elections Committee and handled in the manner described in Section 1 of this article.

Section 3. Students

Amendments to these Bylaws may be initiated by a petition signed by 100 students as outlined in ARTICLE XII. After the petition has been received by the Council and approved by two-thirds vote of the members, it shall be referred to the Elections Committee and handled in the manner described in Section 1 of this article.

ARTICLE XIV. REVIEW OF THESE BYLAWS

These Bylaws shall be systematically reviewed every four years by a committee appointed by the College Council. Recommendations of the Review Committee shall be submitted to the Council and publicized through appropriate media.

Table 1-2

FY1984 RECOMMENDATIONS
HIGHER EDUCATION OPERATIONS AND GRANTS

(In thousands of dollars)

<u>Resource Requirements</u>	<u>FY1984 Appropriations</u>	<u>FY1985 Requests</u>	<u>FY1985 Recommendations</u>	<u>Dollar Increase Over FY1984 Appropriations</u>	<u>Percent Increase Over FY1984 Appropriations</u>
Universities	\$ 903,133.7	\$1,027,999.5	\$ 976,442.8	\$ 73,309.1	8.1%
Community Colleges	156,573.4	194,378.7	171,449.8	14,876.4	9.5
Illinois State Scholarship Contribution	143,268.6	207,318.0	152,461.6	9,193.0	6.4
Financial Assistance to Private Institutions	11,495.0	15,000.0	12,255.0	760.0	6.6
Health Education Grants	17,703.9	21,591.1	18,729.7	1,024.8	5.8
Institutional Grant Programs	1,989.3	5,168.1	2,676.8	687.5	34.6
Board of Higher Education	1,641.0	1,782.3	1,743.0	102.0	6.2
Subtotal-Educational Operations and Grants	<u>\$1,235,804.9</u>	<u>\$1,473,237.7</u>	<u>\$1,335,757.7</u>	<u>\$ 99,952.8</u>	<u>8.1%</u>
Retirement	55,880.6	106,096.0	106,096.0	50,215.4	89.9
Total	<u>\$1,291,685.5</u>	<u>\$1,579,333.7</u>	<u>\$1,441,853.7</u>	<u>\$150,168.2</u>	<u>11.6%</u>
<u>Source of Appropriated Funds</u>					
General Revenue Fund	\$1,056,991.7	\$1,304,916.6	\$1,192,506.3	\$135,514.6	12.8%
Universities Income Fund	182,014.3	182,050.0	194,200.9	12,186.6	6.7
Other	52,679.5	92,367.1	55,146.5	2,467.0	4.7

Table IV-2

**FY1985 RECOMMENDATIONS
UNIVERSITIES OPERATIONS AND GRANTS**

(In thousands of dollars)

<u>Resource Requirements</u>	<u>FY1984 Appropriations</u>	<u>FY1985 Requests</u>	<u>FY1985 Recommendations</u>	<u>Dollar Increase Over FY1984 Appropriations</u>	<u>Percent Increase Over FY1984 Appropriations</u>
<u>Board of Governors</u>	<u>\$146,440.0</u>	<u>\$ 165,423.2</u>	<u>\$158,166.0</u>	<u>\$11,726.0</u>	<u>8.0%</u>
Chicago State University	23,165.7	26,080.0	25,054.2	1,888.5	8.2
Eastern Illinois University	32,263.2	36,980.2	35,058.2	2,795.0	8.7
Governors State University	16,735.2	18,787.5	17,862.7	1,127.5	6.7
Northeastern Illinois University	28,067.1	31,731.9	30,452.3	2,385.2	8.5
Western Illinois University	42,724.6	47,670.2	45,901.2	3,176.6	7.4
Central Office	921.3	1,025.8	993.8	72.5	7.9
Cooperative Computer Center	2,562.9	3,147.6	2,843.6	280.7	11.0
<u>Board of Regents</u>	<u>157,733.8</u>	<u>184,432.0</u>	<u>170,425.6</u>	<u>12,691.8</u>	<u>8.0%</u>
Illinois State University	61,943.1	71,962.4	66,941.2	4,998.1	8.1
Northern Illinois University	79,902.8	93,824.4	86,678.3	6,775.5	8.5
Sangamon State University	15,253.7	17,788.3	16,132.4	878.7	5.8
Central Office	634.2	856.9	673.7	39.5	6.2
<u>Southern Illinois University</u>	<u>165,671.0</u>	<u>186,612.7</u>	<u>178,886.9</u>	<u>13,215.9</u>	<u>8.0</u>
Carbondale	116,850.7	131,856.3	126,351.6	9,500.9	8.1
Edwardsville	47,819.1	53,669.9	51,072.7	3,253.6	6.8
Springfield Office	1,001.2	1,086.5	1,462.6	461.4	46.1
<u>University of Illinois</u>	<u>433,288.9</u>	<u>491,511.6</u>	<u>468,964.3</u>	<u>35,675.4</u>	<u>8.2%</u>
Chicago	196,031.5	221,003.5	211,541.4	15,509.9	7.9
Urbana/Champaign	214,913.2	245,462.2	233,500.3	18,587.1	8.6
Central Administration	22,344.2	25,065.9	23,922.6	1,578.4	7.1
<u>Total</u>	<u>\$903,133.7</u>	<u>\$1,027,999.5</u>	<u>\$976,442.8</u>	<u>\$73,309.1</u>	<u>8.1%</u>
<u>Source of Appropriated Funds</u>					
General Revenue Fund	\$710,505.9	\$ 833,622.4	\$770,572.9	\$60,067.0	8.5%
Universities Income Fund	182,014.3	182,050.0	194,200.9	12,186.6	6.7
Other	10,613.5	12,327.1	11,669.0	1,055.5	9.9

Table IV-4

FY1985 RECOMMENDATIONS
UNIVERSITIES OPERATIONS AND GRANTS

(in thousands of dollars)

	<u>FY1984 Appropriations</u>	<u>Total Adjustments to the FY1984 Base</u>	<u>Salary Increases</u>	<u>Cost Increases</u>	<u>O & M for New Buildings</u>	<u>Program and Institutional Support</u>	<u>Total Recommended Increases</u>	<u>Total Recommended for FY1985*</u>
<u>Board of Governors</u>	<u>\$146,440.0</u>	<u>\$(218.8)</u>	<u>\$ 7,438.9</u>	<u>\$ 2,195.2</u>	<u>\$ -0-</u>	<u>\$ 2,310.7</u>	<u>\$11,944.8</u>	<u>\$158,166.0</u>
Chicago State University	23,165.7	40.5	1,176.9	365.8	-0-	305.3	1,848.0	25,054.2
Eastern Illinois University	32,263.2	(58.2)	1,660.7	482.9	-0-	709.6	2,853.2	35,058.2
Governors State University	16,735.2	(145.9)	808.4	293.6	-0-	171.4	1,273.4	17,862.7
Northeastern Illinois University	28,067.1	(17.1)	1,448.0	413.7	-0-	540.6	2,402.3	30,452.3
Western Illinois University	42,724.6	(38.1)	2,201.3	573.0	-0-	440.4	3,214.7	45,901.2
Central Office	921.3	-0-	46.0	11.5	-0-	15.0	72.5	993.8
Cooperative Computer Center	2,562.9	-0-	97.6	54.7	-0-	128.4	280.7	2,843.6
<u>Board of Regents</u>	<u>157,733.8</u>	<u>(41.8)</u>	<u>7,751.6</u>	<u>2,603.0</u>	<u>-0-</u>	<u>2,379.0</u>	<u>12,733.6</u>	<u>170,425.6</u>
Illinois State University	61,943.1	-0-	2,952.6	1,059.5	-0-	986.0	4,998.1	66,941.2
Northern Illinois University	79,902.8	213.7	4,011.4	1,282.4	-0-	1,268.0	6,561.8	86,678.3
Sangamon State University	15,253.7	(255.5)	756.4	252.8	-0-	125.0	1,134.2	16,132.4
Central Office	634.2	-0-	31.2	8.3	-0-	-0-	39.5	673.7
<u>Southern Illinois University</u>	<u>165,671.0</u>	<u>26.7</u>	<u>7,987.8</u>	<u>2,342.1</u>	<u>-0-</u>	<u>2,859.3</u>	<u>13,189.2</u>	<u>178,886.9</u>
Carbondale	116,850.7	103.4	5,577.9	1,632.8	-0-	2,186.8	9,397.5	126,351.6
Edwardsville	47,819.1	(476.9)	2,365.1	692.9	-0-	672.5	3,730.5	51,072.7
System Office	1,001.2	400.2	44.8	16.4	-0-	-0-	61.2	1,462.6
<u>University of Illinois</u>	<u>433,288.9</u>	<u>(366.3)</u>	<u>22,008.3</u>	<u>6,378.5</u>	<u>251.9</u>	<u>7,403.0</u>	<u>36,041.7</u>	<u>468,964.3</u>
Chicago	196,031.5	(271.0)	9,653.8	3,261.4	145.9	2,719.8	15,780.9	211,541.4
Urbana/Champaign	214,913.2	(85.3)	11,269.3	2,861.1	106.0	4,436.0	18,672.4	233,500.3
Central Administration	22,344.2	(10.0)	1,085.2	256.0	-0-	247.2	1,588.4	23,922.6
<u>Total</u>	<u>\$903,133.7</u>	<u>\$(600.2)</u>	<u>\$45,186.6</u>	<u>\$13,518.8</u>	<u>\$251.9</u>	<u>\$14,952.0</u>	<u>\$73,909.3</u>	<u>\$976,442.8</u>

* The FY1985 Recommendation is the sum of FY1984 Appropriations, Total Adjustments to the FY1984 Base, and Total Recommended Increases in FY1985.

BOARD OF REGENTS
ILLINOIS STATE UNIVERSITY

FY1985 Recommendations
(dollars in thousands)

Resource Requirements

FY1984 Appropriations \$ 61,943.1

Recommended Increases 4,998.1

Salary Increase	2,952.6
General Cost Increase	600.2
Utility Cost Increase	349.7
Library Cost Increase	109.6
Program and Institutional Support	986.0

FY1985 Appropriation Recommendation \$ 66,941.2

Source of Appropriated Funds

General Revenue Fund	49,970.4
University Income Fund	16,970.8

Total Appropriated Funds \$ 66,941.2

BOARD OF REGENTS
ILLINOIS STATE UNIVERSITY

Supporting Detail
(dollars in thousands)

Program and Institutional Support

Interdisciplinary Computer Education Development	311.0	
Technology Instructional Equipment	250.0	
Repair and Maintenance/Permanent Improvements	425.0	
Total Program and Institutional Support		\$ <u>986.0</u>

University Income Fund

University Estimate for FY1985	15,935.3	
Revisions to Estimate	17.9	
Tuition Increase	1,017.6	
Total University Income Fund		\$ <u>16,970.8</u>

TABLE 1
SUMMARY OF CAPITAL REQUESTS AND
RECOMMENDATIONS FOR FY1985

<u>System/Institution</u>	<u>Amount Requested</u>	<u>Recommendation</u>
<u>Board of Governors</u>		
Chicago State University	\$ 1,555,900	\$ 755,200
Eastern Illinois University	2,607,400	736,500
Governors State University	3,216,600	3,185,300
Northeastern Illinois University	5,330,700	1,694,900
Western Illinois University	<u>2,378,600</u>	<u>1,753,800</u>
Subtotal	15,089,200	8,125,700
<u>Board of Regents</u>		
Illinois State University	8,380,900	2,408,100
Northern Illinois University	7,114,600	1,225,000
Sangamon State University	<u>1,490,700</u>	<u>750,100</u>
Subtotal	16,986,200	4,383,200
<u>Southern Illinois University</u>		
Carbondale	4,477,600	967,300
Edwardsville	<u>1,779,000</u>	<u>1,640,000</u>
Subtotal	6,256,600	2,607,300
<u>University of Illinois</u>		
Chicago	17,898,900	4,255,400
Urbana/Champaign	<u>23,032,100</u>	<u>10,447,500</u>
Subtotal	40,931,000	14,702,900
University Total	<u>\$79,263,000</u>	<u>\$29,819,100</u>
<u>Illinois Community College Board</u>		
College of DuPage	875,700	875,700
Kishwaukee College	3,248,400	3,065,300
Lewis and Clark Community College	1,906,800	1,906,800
John Wood Community College	2,098,200	2,090,700
Various Colleges-Structural Deficiencies	5,544,000	4,000,000
Other Colleges	<u>8,843,700</u>	<u>-0-</u>
Subtotal	22,516,800	11,938,500

Table 1 (continued)

<u>System/Institution</u>	<u>Amount Requested</u>	<u>Recommendation</u>
<u>Energy Conservation and Fuel Conversion Projects</u>		
Chicago State University	\$ 554,000	\$ 246,600
Eastern Illinois University	1,104,200	693,400
Northern Illinois University	1,445,600	199,000
Southern Illinois University Carbondale	387,100	206,100
University of Illinois Urbana/Champaign	20,428,300	7,232,400
Other Universities	<u>17,801,100</u>	<u>-0-</u>
Subtotal	41,720,300	8,577,500
<u>Food Production and Research</u>		
Western Illinois University	150,300	150,300
Illinois State University	225,700	-0-
Southern Illinois University Carbondale	2,015,000	1,151,700
University of Illinois Urbana/Champaign	<u>13,371,300</u>	<u>11,591,300</u>
Subtotal	15,762,300	<u>12,893,300</u>
Total	<u>\$159,262,400</u>	<u>\$63,228,400</u>

ILLINOIS STATE UNIVERSITY

<u>Project Description/Budget Category</u>	<u>Amount</u>	
	<u>Requested</u>	<u>Recommendation</u>
Steam Line Replacement-Phase II-a (Utilities)	\$ 795,800	\$ 795,800
Minor Remodeling #1 (SR ³ -Remodeling)	1,296,400	1,296,400
Moulton Hall Window Replacements (SR ³ - Remodeling)	<u>315,900</u>	<u>315,900</u>
Subtotal	2,408,100	2,408,100
Other Requests Not Recommended	<u>5,972,800</u>	<u>-0-</u>
Total	<u>\$8,380,900</u>	<u>\$2,408,100</u>

Project Descriptions

Steam Line Replacement-Phase II-a (Utilities, \$795,800)

This project will replace 800 lineal feet of buried steam line on the West Campus with a steam line enclosed in a walk-through tunnel. Seven major University buildings are served by this line. This is the second phase of a steam line replacement program which will replace campus secondary steam lines with new steam lines in walk-through tunnels. Funding has been provided to complete the first phase of the steam line replacement program.

Minor Remodeling #1 (SR³-Remodeling, \$1,296,400)

The following components are included in this project:

Center for Visual Arts-Ventilation System (\$174,600). This project will provide for modification of the existing ventilation system in order to exhaust dangerous fumes from the building.

Edwards Hall-Elevator (\$342,900). The installation of an elevator will provide for handicapped accessibility to the second and third floors of Edwards Hall. These floors house specialized facilities for the science and communications programs and Capen Auditorium.

Stevenson Hall-Roof Replacement (\$154,900). This project will provide for replacement of portions of the building's deteriorated roof.

Illinois State University (continued)

General Services Building-Service Elevator (\$159,700). This project will eliminate the present ramp and loading dock at the basement level and will provide for a first floor level loading dock and freight elevator for access to the basement level. Printing services machinery and paper storage are located in the basement level and recurrent floods of Sugar Creek make it necessary to protect permanently the basement level access area.

Life Safety Work (\$216,700). This project will provide for life safety work in four buildings. Work to be undertaken includes handrails, upgraded fire alarms, one basement sprinkler system, and smoke and fire doors.

Schroeder Hall Window Reduction (\$247,600). This project will provide for the replacement of one-half of the glass curtain wall with insulated panels, and for caulking and restoration of the remaining windows.

Moulton Hall Window Replacements (SR³-Remodeling, \$315,900)

This project will replace 218 existing wood window units with double glazed, weather stripped, aluminum units. In addition to completing the remodeling of Moulton Hall, this project will result in substantial energy savings.

ACADEMIC SENATE MINUTES

(not approved by the Academic Senate)

February 8, 1984

Volume XV, No. 9

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Adjournment

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.

*Related materials in Appendix.

ACADEMIC SENATE MINUTES

(not approved by the Academic Senate)

February 8, 1984

Volume XV, No. 9

Call to Order

Chairperson Ritt called the meeting of the Academic Senate to order at 7:02 p.m. in the Circus Room of the Bone Student Center.

Roll Call

Secretary Gowdy called the roll and declared a quorum present.

Approval of the Minutes of January 18, 1984

Dr. Dammers submitted a letter to the chair noting corrections and changes in his remarks about the Baccalaureate Degree: "p. 4 bottom line, College of Fine Arts BS in Comprehensive Art Education (130 hours).; p. 5 line 8-9, delete "No . . . department."; p. 5 paragraph 4, line 3-4 would be the maximum for a major delete "required"; with a maximum of 21 hours in University Studies to be mandated by a department.; p. 5, paragraph 4, line 6, together may mandate; p. 5, paragraph 5, line 4, who would identify sequences outside the major department; p. 5, paragraph 5, line 7, For example, a student with a major of 36 hours could have 36 hours of electives.; p. 6, paragraph 1, line 10-11, Dr. Dammers said that the UCC should be prepared to say "No" and that it should be watching very closely over the next few years.; p. 7, paragraph 2, line 15, change would to could . . . departments could offer sequences that would, for. . . "

Mr. Friedhoff mentioned that his comment about Dr. Bowen being purged from the University of Illinois in the McCarthy era was meant as a justification.

XV-61 Mr. Quick moved acceptance of the minutes of January 18, 1984 with corrections, (second, Mohr). The motion passed on a voice vote.

Chairperson's Remarks

The Chairperson had no remarks.

Vice Chairperson's Remarks

Mr. Quick announced that applications for external committees were due Friday, February 10. The Student Senators were to meet for a short time after the Senate meeting.

Student Body President's Remarks

Mr. Bedingfield announced that the Student Body Board of Directors was sponsoring a voter's registration drive this week on the second floor of Bone Student Center.

Administrators' Remarks

Mr. Watkins said a press release would appear in the ISU Report that Illinois State University's Provost Search Committee had concluded its evaluations and had conferred with President Lloyd Watkins. President Watkins confirmed that this stage of the search process had been reached but that no action would be announced until the week of February 20 at the earliest because of time needed for negotiation and because he would be away from campus. He had no further comment.

At 7:15 p.m. the President called for a brief executive session.

When regular business was resumed at 7:27 p.m. Mr. Watkins noted something he thought could be replicated many times over at the university. He called attention to the article in the morning Pantagraph about the Department of Accounting. Twenty-five of the nation's top accounting firms had ranked ISU fifth in the nation following some very distinguished schools: University of Michigan, Michigan State, the University of Texas, and the University of Illinois. He thought that said something about our faculty. He was confident that exactly the same results in terms of satisfaction could be recounted in department after department. We had every right to hold our heads high, to feel good about ourselves, to let everyone know that this was an outstanding university with outstanding people.

Mr. Strand and Mr. Gamsky had no remarks.

Mr. Harden spoke about the handout "Earnings Per Staff Year, Appropriated State Funds," from an IBHE document showing actual expenditures computed on the basis of a staff year of twelve months. He likened it to an averaged W-2 form showing actual earnings of one year of staff time for administrative, faculty, and civil service positions for FY 1980 - FY 1983. He noted that in terms of other sources of income, ISU had done quite well compared to other schools in total amount of dollars paid out. In reply to several questions he further noted that the sums represented total actual dollars of expenditures, not including retirement or fringe benefits. The figure for faculty salary represented what faculty actually got on the average, including temporary faculty and part-time faculty. Money for research grants was included if it was inside the University -- say Graduate Deans research funds. Soft money would show in figures derived from non-appropriated funds.

ACTION ITEMS

The Baccalaureate Degree at ISU (1.18.84.1)

XV-62 Mr. Hobbs for the Academic Affairs Committee moved approval of the report on the Baccalaureate Degree at ISU (1.18.84.1) (second, Whitcomb). Mr. Hobbs noted the report had been approved unanimously by the Academic Affairs Committee. He deferred to Mr. Strand, who said that following the information stage of this item at last Senate meeting, he and Dr. Dammers had considered how to address the concerns expressed. Dr. Dammers had met with the committee and would discuss changes.

Dr. Dammers said that the committee had attempted to address the concerns that the Senate expressed at its last meeting. He noted the new pages had been distributed for pages 5, 6, and 7. On page 6 the quotation had been moved down and separated. A clause had been added to the first sentence. The word vocation had been explained in section II. a. He appreciated its use in federal law. On page 7 the quote included additional information. Three paragraphs on page 7 had been adjusted to some degree as a result of Senate questions and concerns. He called attention to a change on page 20, paragraph 3, sentence 2: "The regular curriculum channels include. . ." (rather than originate with). Further information included copies of a letter to Mr. Eimmermann answering questions about programs of study which exceed the limits in recommendations 1--4 and a two-page biography of Howard Bowen. He wanted substitute pages 5, 6, 7, and 20 included as part of the document. Mr. Hobbs replied that these were part of the motion.

Ms. Balbach spoke about pages 5, 6, and 7. She still thought the extensiveness of the quotation really did not strengthen the document and she recommended deletion of page 6 in its entirety and the first paragraph of page 7. She pointed out the transition from the last paragraph on page 5 to paragraph 2, page 7 "At Illinois State University" She thought the long text was an interesting set of Bowen's ideas, but thought them examples. Mr. Hobbs had no objection as a friendly amendment if it did not affect the substance of the report. He thought the inclusion of the Bowen quotation was to strengthen the rationale.

Dr. Dammers said there was a two-fold purpose for inclusion: 1. it was illustrative; 2. it was an argument to authority. The committee had discussed whether to retain the quotation and decided that since they had shared the document with the entire academic community since November with no major objection, they chose to leave it in. Ms. Balbach pointed out that with so much detail in the quotation need had already arisen to qualify terminology, such as the word vocation, and that others might see other problems.

XV-63 Ms. Balbach moved that page 6 be deleted entirely and that the first paragraph under B on page 7 be deleted. (Second, Mohr).

Mr. Parr suggested that the Bowen quotation be moved to an appendix so that it would remain in the document. He agreed that it interrupted the flow of thought. He further noted the margin was incorrect on page 7.

XV-64 Since his suggestion was not accepted as a friendly amendment, Mr. Parr then moved that the quotation be removed, but put in some other part of the report (appendix). Mr. Quick seconded the motion.

Mr. Strand was opposed to the amendment. We were on the third circulation of the document and no one else had raised this question. The document had also been shared with Board of Regents staff. In deference to the committee which had worked long and hard, he would prefer to see their efforts sustained.

Mr. Piland thought the quotation was appropriate and should be left in the document.

- (XV-64) The chair called Mr. Parr's amendment to the amendment. The motion failed on a voice vote.
- (XV-63) There was no further discussion on Ms. Balbach's amendment. On a voice vote, the motion failed.

Ms. Crafts' suggestions about format on page 7 were accepted as editorial changes.

- XV-65 Mr. Eimermann moved deletion of a sentence on page 19, recommendation 6: Students who elect a major course of study that mandates a relatively small number of hours (for example those in the range of 27-36) should be strongly urged to select a concentration from another department. (Second, Friedhoff).

Section 6 had to do with concentrations that were less than minors. Mr. Eimermann said he philosophically disagreed with the particular statement that students should create such a concentration contrary to taking as wide a breadth of courses as possible.

Mr. Dammers thought there was no particular problem with the deletion. The concern was that students in non-teaching programs with a 36-hour major plus university studies would have 36 hours of electives. The committee heartily agreed on having breadth for those students and felt this option would offer an additional alternative to a minor or to simply a number of different courses for students in non-teaching programs who had a large number of elective hours. The concern was that such students who really didn't want a 24-hour minor be guided toward a useful application of their elective hours. He did not know how the committee felt, but didn't think the sentence was that negative.

Mr. Eimermann said he felt that it was a good idea that the departments compare notes so that students interested in taking these courses would be guided in the proper sequences. He wholly supported that. His sole objection was to the way he read the sentence: ". . .should be strongly urged to select a concentration" implied that all students needed to meet the concentration level.

Dr. Dammers replied that there was nothing magical about the use of 12. The committee believed that four courses in an area were substantial, fewer were not. The committee would like to have the sentence, but would not object if it were left out.

Mr. Luther thought it would be easier for a person to move from one job field into another field with some preparation in other disciplines to broaden his background.

Mr. Friedhoff said the report seemed to concentrate on specialization rather than electives. He didn't believe students would behave irresponsibly with 36 hours of electives, but thought that the faculty would need to become increasingly involved with academic advisement. They would need time to advise in order to help students maximize their opportunities, to have the flexibility to grow in jobs, later on. He felt it might be a kind of cop-out that an advisor would just say take this sequence or that one.

Mr. Pazmino as a student favored more flexibility and more individual attention for students. Mr. Hobbs said if the sentence were deleted, the preceding sentence almost encompassed the idea in spirit. Mr. Pontius spoke against the amendment. He mentioned that it usually took 30 to 60 minutes to advise students in their department. It would be of great benefit if departments had logical sequences. Experts in an area would design the concentrations ahead of time, rather than have the student pick up just any old course at the last minute. (What have you got that fits in a 2:00 p.m. time slot for 3 hours credit?)

Dr. Dammers agreed with Mr. Friedhoff about advising. He did not think the proposal was a cop out, but precisely the opposite. These sequences would be outside the student's major department. He saw them as assisting the advisement process and called attention to the phrase if possible. The offering would be strictly by choice. If a department agreed that a concentration was useful or helpful to the student, it had the option of making it available.

Questions from Mr. Ritt brought out that "concentrations of 12 to 18 hours" would be offered by departments to students who were not majors in the department. Further, presence or absence of that third sentence did not preclude making such concentrations available. In effect, if the sentence were deleted it would remove the requirement of the major department "strongly urging" certain concentrations. Mr. Pontius could not see anything to prevent several departments cooperating in suggesting appropriate courses.

(XV-65) On a voice vote and then a show of hands, the motion was defeated.

Mr. Rosenbaum wanted clarification about recommendations 2 and 5 and the proposal to delete the comprehensive major. He noted the rationale of recommendation 2 alluded to the comprehensive major and recommendation 5 proposed to delete the term comprehensive as program reviews came up but did not specifically say eliminate it. Was that what was intended?

Dr. Dammers replied that the recommendation did propose deleting it, but allowed departments if they opposed deletion to argue their case during program review. The origin of the term was in teacher education programs but no longer fit. Rather than suggest a first-rate major--comprehensive-- and a second-rate major, the decision was to eliminate the comprehensive major.

With regard to the 55-hour maximum in recommendation 2, Mr. Rosenbaum pointed out the implication that the normal guideline was 55 hours, but really wasn't--the limit was only 37 hours for a non-comprehensive major. Dr. Dammers said most programs had 54-55 hour majors. What the committee was saying was that we would not be allowing any movement upward of the limit from the major departments. The 37-hour limit had been kept on because of the teacher education major. Now that the requirement for a minor had been dropped for teacher education, there was no longer an either/or situation of major/minor vs. comprehensive major, hence no longer a need for the comprehensive major. Dr. Dammers said there had been no standard decision. Comprehensive majors in the catalog varied, with 54-55 hours within a department for some. The intent was to allow more flexibility for departments. In a department, both 37-hour and 50-hour majors would be possible.

Mr. Friedhoff thought Mr. Rosenbaum's points were well taken and believed we really had not come to grips with some of the major issues raised in the recommendations from the committee. The committee was formed to deal with the problem of departments asking people to take more than 120 hours and to define the baccalaureate degree. It had developed a rationale for the undergraduate degree, and had provided a rationale from Howard Bowen, but he believed the document bore little relationship to the philosophy or rationale behind it. The major would not be limited to 37 hours. Any department in the university might require up to 55 hours; some were already requiring 55 hours within the department. He thought we could not be satisfied with that kind of emphasis in a 4-year baccalaureate degree program, where almost half a person's program requirements would be done in one department. That was not consistent with Howard Bowen's statement. He perceived this as a modestly political document which would not ruffle too many feathers, but questioned whether it forgot students. He thought students on the average changed majors two or three times during their stay at ISU; he didn't believe the university could ask a student to be so sure as a freshman or sophomore. Simply because students change their minds, he thought it a great disservice to them to allow departments to require 55 hours for a major. It might be good for the university because it would help enrollment, but it would cost the students more. Part of our function was to recognize what students are and create curricula that would take that into consideration. He recommended the document go back to the committee for reconsideration of the apparent 55-hour maximum.

Mr. Strand responded that the Board of Regents staff had requested preparation of the document. The assignment had no political overtones, no requests to play politics, no direction to overlook any constituency. It was his sincere conviction that the committee looked at what was educationally sound for a baccalaureate degree, examining the professional literature, looking about them as to what students were doing, and exercising their best professional judgment. Dr. Dammers noted that ISU of all Illinois public universities had the largest number of hours--48--in the university studies program and had been diligent in continuing to examine the program, a demonstrated concern for that side of a student's education. He said there currently were 54 and 55 hour majors at ISU, with courses all in one department. That was nothing new nor drastic. Many people felt that 60 hours was appropriate for a major, but the committee stayed with the maximum number of hours at 55. The committee believed this to be an educationally sound document.

Mr. Scharton said that he had been a party to construction of the document last year. It had been necessary to arbitrate and negotiate. He noted possible consequences from adopting the document. First, by the structuring of the bachelor's degree a department could encumber as many as 97 of the student's hours. He thought that put a disproportionate share of choice in the hands of faculty members. In recommendation 6, in which departments were encouraged to provide concentrations, the tendency was further carried out. He thought that departments might be encouraged to provide concentrations, the tendency was further carried out. He thought that departments might be encouraged toward entrepreneurial tendencies and that electives might be practically eliminated. There was a potential for departments to penetrate into university studies. Finally, the general tendency might be to subordinate broad education in subject areas to preparation for certain careers.

(XV-62) The chair called the question to approve the report as submitted with the included modifications. On a roll call vote, the motion carried (32: 3: 2).

Change in 1984-85 Academic Calendar (1.27.84.1)

The chair announced the item required a two-thirds vote to promulgate before it could be brought as an action item.

XV-66 Mr. McCracken moved to promulgate (Second, Quick).

Mr. Hobbs asked if there was any reason for the item being hurried through the Senate. Mr. Strand said calendars had been approved four or five years in advance, but before the initiation of the Christmas shutdown. At the time this calendar was approved, the problem with the shutdown--which would impact on operations of Admissions and Records, **Financial Aids** and the Computer Center--was not evident. The deadline for printing of the fall schedule books was the end of the week. The 1985 catalogs were being printed. Any changes to be included would have to be made tonight. Mr. Hobbs questioned if the new calendar had been checked out with other areas. Mr. Strand said this calendar with its proposed changes had been shared with each of the staff administrators and sent to each of the Deans. It was not without problems--such as madrigal dinners for next year. The major types of checks had been made and there were no problems. This calendar would parallel very closely that of the past fall semesters.

Mr. Reitan inquired if this was like an information stage--were we asking questions here, or what were we doing? Mr. Ritt said it was permissible to treat it as an information stage. In effect, **it was a parliamentary** means of permitting the item to be brought for action. Senate Bylaws required promulgation before the decision stage. The decision stage could be reached by distributing the material to the Senate at least five days before the action and having it placed on the agenda by the executive board.

Mr. Reitan noted the inconveniences of having to rush the item through and wondered if it would be possible for 1984 to put on some extra help--maybe pay some overtime and get through the squeeze--and then go ahead and change the calendar in 1985. Mr. Strand said the additional cost of bringing people back during the shutdown period would mean paying overtime,

which would be very costly. Secondly, the buildings would have to be heated. With the shutdown for most university employees, it would be very difficult to come back or to come in on the 24th and try to locate people who had not submitted their grades. Therefore, it was anticipated that there would be a large number of missing grades in the process.

Mr. Reitan wondered if exam week could be shortened by a day or so and faculty urged to get grades in early. Mr. Strand said that was considered, but abandoned as not being academically sound. Dr. Venerable said it took three and a half days to process grades from turn-in to mail. Gaining two days wouldn't help. (In reply to a later question, he said grades were run each evening as turned in. Then there was a final run.)

Ms. Balbach asked why the work couldn't be done on Saturday and Sunday since Julian Hall was never shut down and the computers would still be on. Assuming most of the work would be in Julian, she did not see that there would be any big expenses for heating the buildings. Dr. Venerable said grades were due on Monday the 24th, which would mean working over Christmas.

Ms. Balbach suggested people work overtime to process the grades. She thought it would cost more in air conditioning to bring people back earlier. Bringing faculty back to work on August 16 and 17 would interrupt departmental planning retreats. When would faculty have time for individual preparation? Mr. Strand said August 15th was the first day of faculty contracts. Mr. Watkins noted that the cost of air conditioning the residence halls came from bond revenue funds, but not that for academic buildings, which would come from appropriated funds. He pointed out that we were talking about different budgets. He assured everyone that Hovey Hall was not habitable during the Christmas shutdown.

Mr. Rosenbaum raised a point of order whether the debate should be on moving to the action stage. The chair said he chose to allow debate to go on because of the questions raised by Senator Reitan and others.

Ms. Slonneger asserted there were two main difficulties with the changes in the academic calendar: Starting a week early would cut substantially into the income of students with summer employment. Changing the calendar would allow for a four-week Christmas break, and she found three weeks too long. She preferred moving the shutdown period.

Mr. Strand responded to the economic concerns. He pointed out that the calendar for the University shifts year by year on a day-by-day basis, and eventually moves back; it would recycle itself periodically in spite of whatever action was taken tonight. There was a trade-off in that employment lost in August might be compensated for by the opportunity of getting out earlier at Christmas and being employed for the Christmas rush.

Mr. Rosenbaum asked about the calendar being checked by Administrative Affairs to see if there was a home football game the weekend of fall break. Ms. Crafts answered that October 13 was open and October 12 was an away game. Since there were an even number of weeks of classes, fall break would come approximately in the middle of the fall term.

Mr. McCracken asked why grades could not be processed in January? Dr. Venerable answered that we would return from shutdown on January 3, a Thursday. With three and a half days needed to process grades, it would be the following week before grades could be distributed. And that was not counting any down time on the computer.

Mr. Stokes asked on what date the Christmas shutdown became reality, when it began, and by whom decided. Mr. Strand answered that we have had two types of experimental calendar changes in the last few years: the Christmas shutdown and the four-day work week. After the second successful shutdown there was consensus among members of the President's staff that this was something that we ought to continue. That was the process by which the decision was made.

Mr. Eimermann felt uncomfortable about voting on this because of lack of specific, concrete information. He had received more faculty comment on this item than anything else, chiefly many negative comments. He thought it very difficult to pick up extra employment during Christmas and it would be easier to keep a summer job one week longer. He wanted to see some real figures in terms of costs for air conditioning. He noted that bond revenue monies came out of student fees. August was about the worst time of year for air conditioning classrooms and dormitories; holding off another week would be highly desirable. Faculty, especially if they taught summer school, were hard pressed to get any time away from campus for vacation. Those with children in school were further limited in vacation time. What was so bad about doing grades the first week of January?

Mr. Hiebert suggested starting Spring Semester '85 a week later, rather than moving the fall semester, and processing grades after the shutdown, although he allowed it might cause poor rapport between students and parents during a long Christmas break.

Dr. Venerable said that change would add a week in May, which would mean changing the summer schedule, and then we'd be right back where we were.

Mr. Mohr expressed concern about the service areas of the University. Wouldn't building maintenance and dorm contracts all have to be done over? He could see that causing real problems.

Ms. Spight said many students would base the decision of whether to return to school spring semester upon their first semester grades. Getting financial aid might also depend upon whether they did well the first semester.

Mr. Friedhoff said he had also received a number of phone calls and comments on this issue. Some faculty were concerned that they would be losing a week of summer employment. Ms. Batsche asked if the change would affect the faculty contracts. It would not.

Mr. Quick suggested splitting the week of finals and starting them December 12. Or could the finals week be moved up one week? Mr. Strand said these options had been considered but were abandoned as not being educationally sound.

Mr. Mohr repeated his question about the earlier start affecting the service areas of the University.

Mr. Gamsky answered that the start-up of residence halls would not pose a big problem. However, the late processing of grades would affect many offices. Financial Aids needed grades to function properly. There would be no time to notify students of unsatisfactory progress. Those who were in violation might show up for second semester and not be able to receive aid. He agreed that it was more expensive to air condition residence halls than to heat and would cost a substantial amount. Contracts had already been printed for the residence halls, and a supplementary notice would have to be provided of a change in contract. (There are approximately 8,000 students in residence halls.) His office could cope either way. He wished there was a third alternative.

Mr. Watkins said the idea of a Christmas shutdown came up after the calendar had been adopted. Savings had been substantial--\$50,000 to \$75,000. What was suggested as an appropriate beginning date was within the contractual period of faculty members. Secondly, it was not an extraordinary change in comparison with other previous starting dates. A couple of years ago we started on the 18th. There would be inconveniences whatever the decision, with no first-rate solution. He said there was need to go over the 5-year calendar and re-submit it.

Mr. Friedhoff said Mr. Quick's suggestion for a split-week kind of thing--on an emergency basis--had merit and suggested eliminating fall vacation day and holding classes on Labor Day to pick up two days. Mr. Watkins answered that a state university would probably have to close on Labor Day--a state and federal holiday.

Ms. Crafts said that the total number of days in the university term was perhaps beyond that which many other universities required. If the evaluation period were started on December 12, we would lose three days from the fall term.

Mr. Bedingfield addressed Senator Mohr's question about off-campus students being affected in rental leases: he said most off-campus leases started August 1 or 15.

Ms. Balbach asked why we were concerned about heating costs in winter, but not air conditioning costs in summer. Mr. Harden replied that we had saved tremendous amounts of money at shutdown on appropriated funds. Both the four-day work week and the Christmas shutdown had saved money. Mr. Watkins said we did not have shutdown at the end of summer school and beginning of fall: all general revenue buildings were open in summer and twelve-month employees would be working. General revenue buildings could not be closed down with staff needing to work in them. Residence halls were bond revenue and could be closed when students were gone.

Mr. Reitan said we were discussing a number of things we didn't have to discuss.

- 1) We would have a Christmas shutdown.
- 2) January was too late to run grades.
- 3) We really didn't need to discuss differences between bond revenue and general revenue.
- 4) There was an emergency situation for fall, 1984. It was a very serious action to change the calendar in mid-stream. He believed the semester should not begin early and backed up Ms. Crafts suggestion to begin exams early, doing this as an emergency action. He did not think it would be a serious dilution of academic standards.

Mr. Strand replied that if the exams were finished by December 18, and faculty had their grades turned in by December 19, processing could take place before the Christmas shutdown.

XV-67 Mr. Quick moved the previous question (Second, Luther). The motion carried.

The Chair announced that after promulgation, the item would move to the action stage and might be amended.

(XV-66) In a roll call vote on the issue of promulgation, the motion carried. (35:2:0)

XV-68 Mr. Strand moved that the fall semester calendar for 1984 be adjusted as proposed in the mailing. (Second, Bedingfield).

XV-69 Mr. Reitan proposed an amendment: As an emergency measure, without establishing a precedent for the future, the proposed schedule be amended to begin final exams on Wednesday, December 12 and concluding on Tuesday, December 18 with all grades due at noon Wednesday, December 19. Also to move the starting date of the semester to Thursday, August 23. (Second, Quick).

Mr. Eimermann asked why the whole semester could not be jogged half a week? Mr. Strand said shortening the semester would affect the number of class minutes per credit hours and would not have allowed us to retain the integrity of the calendar guidelines. Another academic problem was the general opposition to starting the examination process in the middle of the week. Both students and faculty considered a weekend break between classes and exams desirable. Mr. Eimermann asked what the difference was between Mr. Reitan's proposal and Mr. Quick's. Mr. Strand said Reitan's was more academically sound: it would take three days out of the schedule; Quick's would take a whole week. There was need to observe the calendar guidelines.

Mr. Reitan reiterated that it was serious to change the starting date; he thought it should remain as established.

Mr. Eimermann wondered if there was any problem with giving exams on Saturday. Mr. Strand said there would be a few conflicts with Saturday classes and Saturday exams. Mr. Eimermann asked if it would be possible not to change the beginning date and let the administration work out the giving of exams. Mr. Watkins said the exam schedule could be worked out and thought Mr. Reitan and Mr. Eimermann would be supportive when the exam schedule came out followed by cries of upset faculty.

Ms. Crafts suggested a friendly amendment for starting August 23, not having a fall break, giving a reading day on December 12, and holding the evaluation period December 13, 14, 15, 17, and 18 with grades due at noon on December 19.

At 9:35 p.m. the Chair called a ten-minute recess to come up with an alternate motion.

At 9:52 business resumed and Mr. Strand moved the original proposal with the following changes: Start the fall semester on August 23 as originally approved; omit the fall break; omit the reading day; hold examinations on December 12, 13, 14, 15, and 17 with grades due by noon on December 19. (Second, Pontius).

XV-68
(XV-69)

Mr. Quick moved an amendment from the student caucus: begin August 23; keep fall break day; have exams on December 13, 14, 15, 17, and 18. (Second, Townsend).

XV-70

The amendment failed on a voice vote.

Mr. Strand commented that this amendment would remove one day from the class schedule by removing fall break. When Ms. Batsche asked if students would rather have fall break than a reading day, Mr. Quick said they would.

Mr. Luther said formerly faculty had fifteen weeks of instruction time, then it went down to fourteen weeks. He would rather not chop three days off the teaching schedule. Mr. Reitan responded to Mr. Luther that he had tried to make clear this was a one-shot deal addressing an emergency situation.

XV-71

Mr. Quick moved starting three days earlier and ending three days earlier. (Second, Pazmino). The first day of classes would be August 20 rather than August 23; finals would begin December 12. Mr. Fetty pointed out that this would alter the number of whole weeks in the semester. Many departments with laboratory requirements needed whole weeks to use labs.

Mr. Hobbs asked how many academic days would be lost with the Strand proposal. Mr. Strand said there would be a net loss of two days. With the Quick proposal there would be no loss. In a voice vote, the Quick Amendment failed.

Ms. Spight brought out that the contracts for residence halls said air conditioning would only be on until September 10. Mr. Gamsky said he did not know costs. The committee on room and board rates had proposed an early-date shutdown on fall air conditioning.

Mr. Rosenbaum said he had calculated the days. If we eliminated the fall break the semester came to fifteen full weeks of classes minus one day.

XV-72

Mr. Watkins moved the previous question. On a roll call vote his motion carried. (27: 9: 1) (Second, Gowdy).

(XV-68)

The main motion was to approve the 1984-85 Academic Calendar with the noted changes: Start fall semester August 23; omit fall break; omit reading day; exams December 12-17, with grades due at noon on December 19. Mr. Reitan stressed that this be understood as an emergency measure for one year only. The motion carried 26: 11. 0.

Committee Reports

Academic Affairs. No report.

Administrative Affairs. Ms. Crafts noted the committee would be considering future calendar changes and asked that any suggestions be submitted to them.

Budget Committee. No report.

Faculty Affairs Committee. Faculty Affairs Committee called attention to the statement on temporary faculty which had been distributed to departmental offices. The Faculty Affairs Committee will hold a hearing about the temporary faculty issue on Monday February 13, from 3:30 to 5:00 p.m. in Hovey Hall 418. Faculty members were encouraged to attend.

Mr. Eimermann asked for clarification on page 2, second sentence, and was told there was flexibility at the present time for reassignment.

Rules Committee. No report.

Student Affairs Committee. No report.

Communications. None

XV-73 Mr. Pontius moved to adjourn (second, Quick). The motion passed on a voice vote.

The Senate adjourned at 10:15 p.m.

For the Academic Senate,

Laura E. Gowdy

NAME	ATTEN-DANCE	VOTE				ROLL	CALL	VOICE VOTE		
		Motion #XV-62	Motion #XV-66	Motion #XV-68	Motion #XV-72			Motion No.	Y	N
BALBACH	P	abstain	Y	Y	Y			XV-61	X	
BATSCHÉ	P	Y	Y	Y	Y	32Y - 3N - 2ab		XV-62		
BEDINGFIELD	P	N	Y	N	N			XV-63		X
BOWEN	P	Y	Y	Y	Y			XV-64		X
CAKORA	resigned	-	-	-	-			XV-65		X
CARMODY	P	Y	Y	Y	Y	35Y - 2N - 0		XV-66		
CRAFTS	P	Y	Y	Y	Y			XV-67	X	
EIMERMANN	P	Y	N	Y	Y	26Y - 11N - 0		XV-68	X	
FESE	P	Y	Y	N	N		*	XV-69	X	
FETTY	P	Y	Y	N	N			XV-70		
FRIEDHOFF	P	N	Y	X	Y			XV-71		x
GAMSKY	P	Y	Y	X	Y	27Y - 9N - 1ab		XV-72		
GERKIN	excused	-	-	-	-			XV-73	X	
GOWDY	P	Y	Y	Y	Y					
HARDEN	P	Y	Y	Y	Y					
HIEBERT	P	Y	Y	Y	Y	*AMENDMENT #69 was				
HOBBS	P	Y	Y	Y	Y	included in alternate				
HUGDAHL	excused	-	-	-	-	motion #68.				
KIC	absent	-	-	-	-					
LIVESAY	excused	-	-	-	-					
LOVELL	P	Y	Y	Y	Y					
LOWE	excused	-	-	-	-					
UTHER	P	Y	Y	N	Y					
McCRACKEN	P	Y	Y	Y	Y					
MILLER	excused	-	-	-	-					
MOHR	P	Y	Y	Y	Y					
OLSEN	P	Y	Y	N	N					
PARKE	P	Y	Y	N	Y					
PARR	P	Y	Y	Y	present					
PAZMINO	P	Y	Y	N	Y					
PHILLIPS	excused	-	-	-	-					
PILAND	P	Y	Y	Y	Y					
PONTIUS	P	Y	Y	Y	Y					
PRITNER	excused	-	-	-	-					
QUICK	P	Y	Y	N	N					
REITAN	P	Y	Y	Y	Y					
RITT	P	Y	Y	Y	Y					
ROSENBAUM	P	abstain	Y	Y	Y					
SCHARTON	P	N	Y	Y	Y					
SLONNEGER	P	Y	Y	N	N					
SMITH	absent	-	-	-	-					
SPIGHT	P	Y	Y	N	N					
STOKES	P	Y	N	Y	Y					
STRAND	P	Y	Y	Y	Y					
TAYLOR	excused	-	-	-	-					
OWNSEND	P	Y	Y	N	N					
TSATSOS	excused	-	-	-	-					
WATKINS	P	Y	Y	Y	Y					
WHITCOMB	P	Y	Y	Y	Y					
WILLIAMS	excused	-	-	-	-					

ACADEMIC CALENDAR 1984-85

FIRST SEMESTER 1984

August 23	Thursday	Program change for students who have paid their bills
August 24	Friday	Residual registration
August 27	Monday	Classes begin
September 3	Monday	Labor Day
October 20	Saturday	First half semester ends
October 22	Monday	Second half semester begins
November 21	Wednesday	Thanksgiving vacation begins 5:30 p.m.
November 26	Monday	Classes resume
December 12	Wednesday	Begin evaluation period
December 17	Monday	Fall semester ends
December 19	Wednesday	Grades due by noon

SECOND SEMESTER 1985

January 10	Thursday	Program change for students who have paid their bills
January 11	Friday	Residual registration
January 14	Monday	Classes begin
March 9	Saturday	First half semester ends
March 9	Saturday	Spring vacation begins at noon
March 18	Monday	Classes resume
May 4	Saturday	Reading Day
May 6	Monday	Evaluation period begins
May 10	Friday	Semester Ends
May 11	Saturday	Commencement

SUMMER SESSIONS 1985

May 13	Monday	Summer Session begins
May 31	Friday	Memorial Day
July 4	Thursday	Independence Day
August 9	Friday	Summer session ends

Approved by the Academic Senate, February 8, 1984

Business Item 1.27.84.1

From 1967 to 1974 the amount of coursework required in general education generally declined, while the amount of coursework in the major remained stable; the result was an increase in hours given to electives. Today college and University curricula throughout the United States are redeveloping general education requirements, and it is apparent that general education will continue to be an area of interest and concern for higher education through the 1980's.

One indicator of the rekindled interest in general education is the report of the National Commission on Excellence in Education, entitled A Nation at Risk: The Imperative for Educational Reform, which addresses the importance of general education in preparing students for lifelong learning.

"In a world of ever-accelerating competition and change in the conditions of the workplace, of ever-greater danger, and of ever-larger opportunities for those prepared to meet them, educational reform should focus on the goal of creating a Learning Society. At the heart of such a society is the commitment to a set of values and to a system of education that affords all members the opportunity to stretch their minds to full capacity, from early childhood through adulthood, learning more as the world itself changes. Such a society has as a basic foundation the idea that education is important not only because of what it contributes to one's career goals but also because of the value it adds to the general quality of one's life" (A Nation at Risk).

A baccalaureate degree provides a balanced education, incorporating both the breadth of general or university studies and the intensity of an in-depth study of a discipline. Illinois State University has insisted on the value and importance of these components in a baccalaureate degree. In recent years the University has restructured completely the required hours, areas of study, and the approved courses in the University Studies program, completing this task as others in higher education were just beginning to call for the improvement of general education in America. In developing major areas of studies, departments continually update their curricular offerings through the approved College and University channels. Departments at ISU have been aggressive in seeking to offer strong, up-to-date major areas of study. In both the University Studies program and in major fields of study, then, Illinois State University is asserting its strength and tradition in curriculum development.

Howard Bowen has described the baccalaureate course of study as the completion of both personal education and practical education. By personal education he means the "broad development or fulfillment of the whole person," and by practical education, the "training for work, family life, politics, consumer choice, health, leisure activities, and other practical affairs" (The State of the Nation and the Agenda for Higher Education, 1982).

Bowen is specific about the topics he would include in each area, and the following outline is presented as an indication of his thinking.

"These subjects (not necessarily courses) could constitute a six-year program, two years in high school and four years in college:

I. Personal Education

A. The common core

1. Language skills including reading, writing, speaking, and, in an era of electronic communication, listening--all in English.
2. Logic, mathematics, and computer science.
3. History of Western civilization with special emphasis on the development of democratic institutions.
4. Philosophy.
5. Religious studies.
6. National and world geography with special reference to peoples, cultures, economies, ecology, and relationships.
7. Foreign languages: not required but with incentives or encouragement such that a substantial minority of persons would elect to study them in some depth so that the nation could have contact with many foreign cultures.
8. Educational opportunities: training and guidance related to opportunities and techniques for lifelong educational use of adult education, radio, television, books, magazines, newspapers, libraries, churches, museums, musical organizations, armed forces, workplaces, unions, clubs, experiential learning, and independent study. As Alfred Whitehead observed (1929, p. 6), 'Education is the acquisition of the art of the utilization of knowledge.'
9. Career opportunities: the concept of vocation, world of work, and choice of vocation.
10. Physical education and outdoor recreation.

B. Required fields within each of which limited choices of specific courses would be permitted. In each field, emphases would be on fundamental principles, methods, and great issues.

1. Natural sciences
2. The humanities
3. The fine arts
4. Social studies

C. The entire program of personal education would be designed to help students acquire a cosmopolitan outlook. This would be achieved partly through the study of world geography and foreign languages as specified, partly through elective courses pertaining to international affairs and foreign cultures, partly through the regular curriculum and the extracurricular life of each institution.

II. Practical education

- ### A. Meeting the requirement of a major field of study in the sciences and arts that might provide the basis for a vocation* or for the advanced study leading eventually to a vocation; or preparing for a vocation; or through undergraduate study, apprenticeship, on-the-job experience and training, and so on.

*For the purposes of this document a vocation is considered to be a career.

- B. Preparing for other practical affairs such as interpersonal relations, management of personal business, child development, health, consumer choice, and use of leisure."

Bowen points out that personal education and practical education are not simply equivalent to general education and a major area of study respectively. Indeed, personal education and practical education occur in and through the combination of a general education program and a major area of study.

At Illinois State University both personal and practical education are achieved through the University Studies program and through the major area of study. Personal education occurs primarily through the University Studies program and secondarily through the major course of study; practical education occurs primarily through the major course of study together with courses mandated by the major department and secondarily through the University Studies program. An integration of personal and practical education is an essential attribute of the baccalaureate course of study. In order to implement goals for the final two years of high school and four years of baccalaureate education, the University may develop greater communication with school districts throughout Illinois about appropriate senior high school studies, along the lines of articulation agreements with two-year colleges.

The goal, then, of the baccalaureate degree at Illinois State University is the achievement of both personal and practical education through the requirements of the University Studies program and the various major and minor courses of study offered in the five colleges, College of Applied Science and Technology, College of Arts and Sciences, College of Business, College of Education, and College of Fine Arts, that comprise the University.

¹Reprinted with permission of Howard R. Bowen from pp. 104-105, The State of the Nation and the Agenda for Higher Education. Howard R. Bowen is R. Stanton Avery Professor of Economics and Education at Claremont Graduate School. He is the author or coauthor of ten books and many articles and pamphlets. His numerous honorary degrees and awards include special awards for educational leadership.

HOWARD R. BOWEN is R. Stanton Avery Professor of Economics and Education at Claremont Graduate School. A native of Spokane, Washington, he attended Washington State University, received the Ph.D. degree in economics from the University of Iowa (1935), and was a postdoctoral student at Cambridge University and the London School of Economics (1937-1938). He is an economist who in recent years has specialized in the economics of higher education.

His career has included service in business, government, and higher education. Bowen was chief economist of the Joint Committee on Internal Revenue Taxation of the U.S. Congress (1942-1945) and economist of the Irving Trust Company, a Wall Street bank (1945-1947). He has taught at the University of Iowa, Williams College, and Claremont Graduate School. He served as dean of the Business School at the University of Illinois and as president or chancellor of three institutions: Grinnell College (1955-1964), the University of Iowa (1964-1969), and Claremont University Center (1970-1974).

Bowen has served on the boards of many organizations and is currently a director or trustee of Grinnell College, Claremont University Center, and Teachers Insurance and Annuity Association. He has been president of the American Finance Association, The American Association for Higher Education, the Association for the Study of Higher Education, and the Western Economic Association and chairman of the National Citizens' Committee for Tax Revision and Reduction (1963) and of the National Commission on Technology, Automation, and Economic Progress. He is a member of the National Academy of Education. Bowen has been a member of foreign missions to Japan, Thailand, and Yugoslavia. His numerous honorary degrees and awards include special awards for educational leadership presented by the National Council of Independent Colleges and Universities, the New York

Association of Colleges and Universities, and Change magazine.

Howard Bowen is the author or coauthor of ten books and many articles and pamphlets. Among his books are Toward Social Economy (1948, reprinted 1977), Social Responsibilities of the Businessman (1953), Graduate Education in Economics (1954), Automation and Economic Progress (1966), The Finance of Higher Education (1969), Efficiency in Liberal Education (1971), Investment in Learning (1977), and The Costs of Higher Education (1981).

(From pp. xvii-xviii, The State of the Nation and the Agenda for Higher Education, 1982)

Illinois State University

College of Arts and Sciences
Department of English

January 24, 1984

TO: Tom Eimermann, Political Science

FROM: Richard Dammers, English

SUBJECT: Programs of study exceeding guidelines

In response to your questions about programs which exceed the limits in recommendations one through four, the following information is provided.

Recommendation One:

The following programs of study exceed the 124 total semester hour limitation:

1. Comprehensive Home Economics Education - 125 hrs.
2. Comprehensive Art Education - 130 hrs.
3. BME Comprehensive Music Education - 127 hrs.
4. BME Instrumental - Orchestra Sequence - 130 hrs.
5. BME - Instrumental - Band Sequence - 130 hrs.
6. BME - Choral - General - Keyboard Sequence - 129 hrs.
7. BFA Comprehensive Theatre Major - Acting Sequence - 128 hrs.
8. SP.ED Deaf and Hard of Hearing Sequence - 126 hrs.

Recommendation Two:

There are no programs of study exceeding this limit.

Recommendations Three and Four:

The following programs of study exceed the limitations on hours mandated by the major department:

1. Comprehensive Environmental Health
101 hrs. mandated by department (currently in process of revision)
2. Comprehensive Environmental Health Industrial Hygiene Sequence
100 hrs. mandated by department (currently in process of revision)
3. Accounting: Industrial Accounting Sequence
100 hrs. mandated by department
4. BFA Theatre Comprehensive Major - Acting Sequence
80 hrs. mandated by department

The hour requirements in the programs listed above have been confirmed by Dr. Carolyn Bartlett, Associate Director of Admissions and Records.

To the best of my knowledge there are no other programs exceeding the guideline in Recommendation four.

Since the members of the Senate may be interested in this information, a copy of this memo will be shared with each member of the Senate on February 8.

RHD:s1

Normal-Bloomington, Illinois
Phone: 309/438-3667

Stevenson Hall
Normal, Illinois 61761

EARNINGS PER STAFF YEAR
APPROPRIATED STATE FUNDS

ADMINISTRATIVE AND OTHER PROFESSIONAL

	FY1980 AMOUNT	FY1981 AMOUNT	FY1982 AMOUNT	FY1983 AMOUNT	% CHANGE 80-81	% CHANGE 81-82	% CHANGE 82-83
BOARD OF GOVERNORS							
CHICAGO STATE UNIVERSITY	24,760.36	27,103.25	29,273.53	29,612.61	9.46	8.00	1.15
EASTERN ILLINOIS UNIVERSITY	26,179.38	27,504.34	29,410.14	29,834.35	5.06	6.92	1.44
GOVERNORS STATE UNIVERSITY	29,015.15	30,602.64	33,080.20	33,670.62	5.47	8.09	1.70
NORTHEASTERN ILLINOIS UNIV.	25,251.73	26,546.20	28,228.41	28,824.88	5.12	6.33	2.11
WESTERN ILLINOIS UNIVERSITY	26,789.05	28,135.15	30,032.08	30,870.77	5.02	6.74	2.79
CENTRAL OFFICE	34,293.10	36,726.49	39,565.21	38,637.79	7.09	7.72	2.34-
COOPERATIVE COMPUTER CENTER	15,500.00	28,081.81	32,600.00	33,945.45	86.33	12.87	4.12
SUBTOTAL	26,166.90	27,957.42	29,930.15	30,529.62	6.84	7.05	2.00
BOARD OF REGENTS							
ILLINOIS STATE UNIVERSITY	25,113.03	26,028.08	28,014.65	28,634.33	3.64	7.63	2.21
NORTHERN ILLINOIS UNIVERSITY	24,116.29	25,715.60	27,397.79	28,836.30	6.63	6.54	5.25
SANGAMON STATE UNIVERSITY	26,089.54	26,888.47	29,082.40	30,204.72	3.06	8.15	3.85
CENTRAL OFFICE	34,010.52	37,022.22	37,773.19	37,720.00	8.85	2.02	1.4-
SUBTOTAL	24,903.21	26,166.33	28,022.06	29,074.91	5.07	7.09	3.75
SOUTHERN ILLINOIS UNIVERSITY							
CARBONDALE	21,673.11	23,491.54	25,437.56	25,996.43	8.39	8.28	2.19
SCHOOL OF MEDICINE	25,096.64	26,544.23	26,763.93	25,199.06	5.76	.82	5.84-
EDWARDSVILLE	23,177.42	25,362.00	26,736.47	27,319.86	9.42	5.41	2.10
SCHOOL OF DENTAL MEDICINE	18,559.24	34,365.57	37,314.00	34,294.67	85.16	8.57	8.09-
SYSTEM OFFICE	40,800.00	44,660.00	48,220.00	48,850.00	9.46	7.97	1.30
SUBTOTAL	22,662.84	24,802.54	26,465.39	26,751.47	9.44	6.70	1.08
UNIVERSITY OF ILLINOIS							
CHICAGO UNIVERSITY CENTER	23,886.59	25,882.64	27,724.34	29,082.74	8.35	7.11	4.89
CHICAGO HEALTH SCIENCES CNTR	30,393.09	28,828.77	31,567.02	32,726.99	5.14-	9.49	3.67
URBANA/CHAMPAIGN	24,850.80	24,456.69	26,403.89	27,745.09	1.58-	7.96	5.07
GENERAL UNIVERSITY	28,536.13	28,088.83	30,515.19	32,021.81	1.56-	8.63	4.93
SUBTOTAL	25,997.02	26,204.00	28,261.92	29,515.32	.79	7.85	4.43
TOTAL	25,097.90	26,232.73	28,166.11	29,077.39	4.52	7.37	3.23

EARNINGS PER STAFF YEAR
APPROPRIATED STATE FUNDS

FACULTY

	FY1980 AMOUNT	FY1981 AMOUNT	FY1982 AMOUNT	FY1983 AMOUNT	% CHANGE 80-81	% CHANGE 81-82	% CHANGE 82-83
BOARD OF GOVERNORS							
CHICAGO STATE UNIVERSITY	21,268.53	22,287.94	26,777.07	27,710.96	4.79	20.14	3.48
EASTERN ILLINOIS UNIVERSITY	24,658.83	25,449.99	27,687.21	28,436.91	3.20	8.79	2.70
GOVERNORS STATE UNIVERSITY	23,643.13	24,471.83	26,474.56	26,605.54	3.50	8.18	.49
NORTHEASTERN ILLINOIS UNIV.	23,734.14	27,005.28	29,099.80	30,137.99	13.78	7.75	3.56
WESTERN ILLINOIS UNIVERSITY	25,178.46	26,711.15	28,808.44	30,734.48	6.08	7.85	6.68
SUBTOTAL	24,018.88	25,443.16	28,028.22	29,124.56	6.09	9.98	3.91
BOARD OF REGENTS							
ILLINOIS STATE UNIVERSITY	26,466.07	27,451.53	31,004.00	31,668.49	3.72	12.94	2.14
NORTHERN ILLINOIS UNIVERSITY	23,378.07	25,885.55	28,138.77	28,371.28	10.72	8.70	.82
SANGAMON STATE UNIVERSITY	24,203.04	26,457.83	29,673.28	29,031.51	9.31	12.15	2.16-
SUBTOTAL	24,601.65	26,548.96	29,360.42	29,676.00	7.91	10.58	1.07
SOUTHERN ILLINOIS UNIVERSITY							
CARBONDALE	22,387.07	24,289.34	26,070.87	26,444.12	8.49	7.33	1.43
SCHOOL OF MEDICINE	34,883.11	36,056.09	38,283.92	37,585.41	3.36	6.17	1.82-
EDWARDSVILLE	25,151.31	26,526.00	28,488.22	29,184.58	5.46	7.39	2.44
SCHOOL OF DENTAL MEDICINE	33,134.39	33,596.82	36,731.03	35,785.54	1.39	9.32	2.57-
SYSTEM OFFICE	10,000.00	10,333.33	11,066.66	11,000.00	3.33	7.09	.60-
SUBTOTAL	24,259.50	25,981.93	27,892.59	28,324.01	7.10	7.35	1.54
UNIVERSITY OF ILLINOIS							
CHICAGO UNIVERSITY CENTER	23,077.10	26,816.61	29,549.67	31,064.94	16.20	10.19	5.12
CHICAGO HEALTH SCIENCES CNTR	27,385.37	30,637.96	33,755.51	35,116.25	11.87	10.17	4.03
URBANA/CHAMPAIGN	23,154.68	26,290.70	28,673.35	29,992.04	13.54	9.06	4.59
GENERAL UNIVERSITY	17,745.47	22,954.62	25,486.43	26,825.30	29.35	11.02	5.25
SUBTOTAL	23,871.01	27,228.35	29,801.82	31,161.72	14.06	9.45	4.56
TOTAL	24,110.11	26,553.01	29,038.09	29,959.78	10.09	9.35	3.17

EARNINGS PER STAFF YEAR
APPROPRIATED STATE FUNDS

CIVIL SERVICE

	FY1980 AMOUNT	FY1981 AMOUNT	FY1982 AMOUNT	FY1983 AMOUNT	% CHANGE 80-81	% CHANGE 81-82	% CHANGE 82-83
BOARD OF GOVERNORS							
CHICAGO STATE UNIVERSITY	13,118.87	14,613.17	15,538.59	15,555.62	11.39	6.33	.10
EASTERN ILLINOIS UNIVERSITY	11,473.65	12,011.44	13,519.19	13,720.08	4.68	12.55	1.46
GOVERNORS STATE UNIVERSITY	13,088.56	14,168.06	15,410.70	16,011.28	8.24	8.77	3.89
NORTHEASTERN ILLINOIS UNIV.	13,047.23	13,583.26	14,766.21	14,924.77	4.10	8.70	1.07
WESTERN ILLINOIS UNIVERSITY	12,246.37	13,112.46	14,326.86	14,211.90	7.07	9.26	.60-
CENTRAL OFFICE	12,252.63	12,652.63	14,413.04	13,779.06	3.26	13.91	4.39-
COOPERATIVE COMPUTER CENTER	11,592.00	13,864.86	16,620.80	16,916.80	19.60	19.87	1.78
SUBTOTAL	12,484.65	13,376.33	14,660.77	14,774.22	7.14	9.60	.77
BOARD OF REGENTS							
ILLINOIS STATE UNIVERSITY	11,866.87	12,891.70	14,223.08	14,624.08	8.63	10.32	2.81
NORTHERN ILLINOIS UNIVERSITY	12,768.50	13,935.12	15,104.72	15,265.33	9.13	8.39	1.06
SANGAMON STATE UNIVERSITY	12,802.33	12,619.51	13,739.97	14,334.30	1.42-	8.87	4.32
CENTRAL OFFICE	14,775.00	15,425.00	17,000.00	16,700.00	4.39	10.21	1.76-
SUBTOTAL	12,450.66	13,393.38	14,604.82	14,910.45	7.57	9.04	2.09
SOUTHERN ILLINOIS UNIVERSITY							
CARHONDALE	12,323.33	13,268.89	15,306.24	15,487.38	7.67	15.35	1.18
SCHOOL OF MEDICINE	11,282.91	12,378.39	13,866.13	14,066.38	9.70	12.01	1.44
EDWARDSVILLE	12,124.67	13,241.08	14,326.43	14,726.79	9.20	8.19	2.79
SCHOOL OF DENTAL MEDICINE	10,717.54	11,075.93	12,082.41	11,904.35	3.34	9.08	1.47-
SYSTEM OFFICE	12,612.50	14,050.00	16,387.50	16,687.50	11.39	16.63	1.63
SUBTOTAL	12,015.52	13,025.94	14,674.40	14,919.96	8.40	12.65	1.67
UNIVERSITY OF ILLINOIS							
CHICAGO UNIVERSITY CENTER	13,223.82	16,293.38	17,687.85	18,470.72	23.21	8.55	4.42
CHICAGO HEALTH SCIENCES CNTR	13,920.04	15,138.59	16,239.31	17,141.94	8.75	7.27	5.55
URBANA/CHAMPAIGN	12,743.86	13,805.93	14,961.11	15,744.64	8.33	8.36	5.23
GENERAL UNIVERSITY	12,667.09	14,256.68	15,174.84	16,215.46	12.54	6.44	6.85
SUBTOTAL	13,200.90	14,627.47	15,789.63	16,643.96	10.80	7.94	5.41
TOTAL	12,758.74	13,928.09	15,209.21	15,738.66	9.16	9.19	3.48

STAFF EARNINGS
NONAPPROPRIATED FUNDS

ADMINISTRATIVE AND OTHER PROFESSIONAL

(IN THOUSANDS OF DOLLARS)	FY1980 AMOUNT	FY1981 AMOUNT	FY1982 AMOUNT	FY1983 AMOUNT	% CHANGE 80-81	% CHANGE 81-82	% CHANGE 82-83
BOARD OF GOVERNORS							

CHICAGO STATE UNIVERSITY	509.10	578.00	467.00	467.00	13.53	19.20-	.00
EASTERN ILLINOIS UNIVERSITY	615.50	855.30	1,199.10	1,108.10	38.96	40.19	7.58-
GOVERNORS STATE UNIVERSITY	116.00	224.10	170.50	470.70	93.18	23.91-	176.07
NORTHEASTERN ILLINOIS UNIV.	65.00	83.60	86.30	80.20	28.61	3.22	2.20
WESTERN ILLINOIS UNIVERSITY	530.60	548.30	568.30	568.30	3.33	3.64	.00
SUBTOTAL	1,836.20	2,289.30	2,491.20	2,702.30	24.67	8.81	8.47
BOARD OF REGENTS							

ILLINOIS STATE UNIVERSITY	1,378.52	1,354.59	1,542.64	1,575.95	1.73-	13.88	2.15
NORTHERN ILLINOIS UNIVERSITY	996.50	1,174.30	1,266.80	1,016.90	17.84	7.87	19.72-
SANGAMON STATE UNIVERSITY	94.50	167.80	167.20	177.80	77.56	.35-	6.33
SUBTOTAL	2,469.52	2,696.69	2,976.64	2,770.65	9.19	10.38	6.92-
SOUTHERN ILLINOIS UNIVERSITY							

CARBONDALE	3,110.80	3,558.50	3,751.80	3,808.10	14.39	5.43	1.50
SCHOOL OF MEDICINE	362.70	389.90	466.80	683.60	7.49	19.72	46.44
EDWARDSVILLE	837.20	890.10	905.80	1,116.90	6.31	1.76	23.30
SCHOOL OF DENTAL MEDICINE	19.20	.00	.00	.00	100.00-	.00	.00
SUBTOTAL	4,329.90	4,838.50	5,124.40	5,608.60	11.74	5.90	9.44
UNIVERSITY OF ILLINOIS							

CHICAGO UNIVERSITY CENTER	2,221.53	2,247.43	2,665.36	2,657.28	1.16	18.59	.30-
CHICAGO HEALTH SCIENCES CNTR	6,814.50	8,197.98	9,361.75	10,761.89	20.30	14.19	14.95
URBANA/CHAMPAIGN	6,640.30	6,106.39	7,150.19	6,977.86	8.04-	17.09	2.41-
GENERAL UNIVERSITY	609.75	529.63	620.19	660.32	13.13-	17.09	6.47
SUBTOTAL	16,286.08	17,081.43	19,797.49	21,057.35	4.88	15.90	6.36
TOTAL	24,921.70	26,905.92	30,389.73	32,138.90	7.96	12.94	5.75

STAFF EARNINGS
NONAPPROPRIATED FUNDS

FACULTY

(IN THOUSANDS OF DOLLARS)	FY1980 AMOUNT	FY1981 AMOUNT	FY1982 AMOUNT	FY1983 AMOUNT	% CHANGE 80-81	% CHANGE 81-82	% CHANGE 82-83
BOARD OF GOVERNORS							
CHICAGO STATE UNIVERSITY	353.70	301.00	358.00	358.00	14.89-	18.93	.00
EASTERN ILLINOIS UNIVERSITY	393.90	338.80	207.00	254.80	13.98-	38.90-	23.09
GOVERNORS STATE UNIVERSITY	288.90	438.00	471.00	250.50	51.60	7.53	46.81-
NORTHEASTERN ILLINOIS UNIV.	513.00	628.30	539.10	397.10	22.47	14.19-	26.34-
WESTERN ILLINOIS UNIVERSITY	1,018.10	992.10	1,036.20	1,036.20	2.55-	4.44	.00
SUBTOTAL	2,567.60	2,698.20	2,611.30	2,296.60	5.08	3.22-	12.05-
BOARD OF REGENTS							
ILLINOIS STATE UNIVERSITY	1,323.94	1,177.93	1,188.16	1,249.11	11.02-	.86	5.12
NORTHERN ILLINOIS UNIVERSITY	1,716.60	2,233.10	2,202.10	2,202.50	30.08	1.38-	.01
SANGAMON STATE UNIVERSITY	282.90	418.60	352.20	374.20	47.96	15.86-	6.24
SUBTOTAL	3,323.44	3,829.63	3,742.46	3,825.81	15.23	2.27-	2.22
SOUTHERN ILLINOIS UNIVERSITY							
CARBONDALE	2,987.60	3,626.80	3,852.20	3,910.00	21.39	6.21	1.50
SCHOOL OF MEDICINE	570.50	686.30	806.80	708.70	20.29	17.55	12.15-
EDWARDSVILLE	897.10	882.00	848.60	983.80	1.68-	3.78-	15.93
SCHOOL OF DENTAL MEDICINE	68.80	16.00	52.70	13.20	76.74-	229.37	74.95-
SUBTOTAL	4,524.00	5,211.10	5,560.30	5,615.70	15.18	6.70	.99
UNIVERSITY OF ILLINOIS							
CHICAGO UNIVERSITY CENTER	3,266.04	3,522.26	4,085.83	3,861.03	7.84	16.00	5.50-
CHICAGO HEALTH SCIENCES CNTR	10,418.39	11,348.67	11,832.95	12,456.15	8.92	4.26	5.26
URBANA/CHAMPAIGN	32,179.65	29,763.57	30,830.77	34,238.80	7.50-	3.58	11.05
GENERAL UNIVERSITY	537.68	477.42	518.50	533.85	11.20-	8.60	2.96
SUBTOTAL	46,401.76	45,111.92	47,268.05	51,089.83	2.77-	4.77	8.08
TOTAL	56,816.80	56,850.85	59,182.11	62,827.94	.05	4.10	6.16

STAFF EARNINGS
NONAPPROPRIATED FUNDS

CIVIL SERVICE

(IN THOUSANDS OF DOLLARS)	FY1980 AMOUNT	FY1981 AMOUNT	FY1982 AMOUNT	FY1983 AMOUNT	% CHANGE 80-81	% CHANGE 81-82	% CHANGE 82-83
BOARD OF GOVERNORS							
CHICAGO STATE UNIVERSITY	424.90	398.50	520.70	520.70	6.21-	30.66	.00
EASTERN ILLINOIS UNIVERSITY	2,954.10	3,392.30	3,849.30	3,911.00	14.83	13.47	1.60
GOVERNORS STATE UNIVERSITY	527.40	613.60	721.90	649.80	16.34	17.64	9.98-
NORTHEASTERN ILLINOIS UNIV.	343.60	495.70	445.40	490.40	44.26	10.14-	10.10
WESTERN ILLINOIS UNIVERSITY	1,974.80	3,193.50	3,580.20	3,580.20	61.71	12.10	.00
SUBTOTAL	6,224.80	8,093.60	9,117.50	9,152.10	30.02	12.65	.37
BOARD OF REGENTS							
ILLINOIS STATE UNIVERSITY	5,440.68	6,194.32	6,251.47	6,199.06	13.85	.92	.03-
NORTHERN ILLINOIS UNIVERSITY	6,878.20	7,435.30	8,264.90	8,152.40	8.09	11.15	1.36-
SANGAMON STATE UNIVERSITY	163.40	235.30	442.00	583.80	44.00	67.84	32.06
SUBTOTAL	12,482.28	13,864.92	14,958.37	14,935.26	11.07	7.88	.15-
SOUTHERN ILLINOIS UNIVERSITY							
CARBONDALE	6,225.40	6,922.00	7,702.10	7,817.60	11.18	11.26	1.49
SCHOOL OF MEDICINE	866.70	1,561.10	1,579.20	2,046.90	80.11	1.15	29.61
EDWARDSVILLE	1,127.50	1,223.40	1,263.80	1,462.80	8.50	3.30	15.74
SCHOOL OF DENTAL MEDICINE	103.40	23.90	129.90	119.50	76.88-	443.51	8.00-
SUBTOTAL	8,323.00	9,730.40	10,675.00	11,446.80	16.90	9.70	7.22
UNIVERSITY OF ILLINOIS							
CHICAGO UNIVERSITY CENTER	3,057.35	4,064.01	5,101.29	5,331.69	32.92	25.52	4.51
CHICAGO HEALTH SCIENCES CNTR	27,986.02	35,686.44	41,101.69	45,661.45	27.51	15.17	11.09
URBANA/CHAMPAIGN	20,568.29	24,902.37	27,837.36	28,541.30	21.07	11.78	2.52
GENERAL UNIVERSITY	1,561.77	1,501.00	1,867.05	2,246.79	3.89-	24.38	20.33
SUBTOTAL	53,173.43	66,153.82	75,907.39	81,781.23	24.41	14.74	7.73
TOTAL	80,203.51	97,842.74	110,658.26	117,315.39	21.99	13.09	6.01

ACADEMIC SENATE MINUTES

(not approved by the Academic Senate)

February 8, 1984

Volume XV, No. ¹⁰~~9~~

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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.

*Related materials in Appendix.

ACADEMIC SENATE MINUTES

(not approved by the Academic Senate)

February 8, 1984

Volume XV, No. 9

Call to Order

Chairperson Ritt called the meeting of the Academic Senate to order at 7:02 p.m. in the Circus Room of the Bone Student Center.

Roll Call

Secretary Gowdy called the roll and declared a quorum present.

Approval of the Minutes of January 18, 1984

Dr. Dammers submitted a letter to the chair noting corrections and changes in his remarks about the Baccalaureate Degree: "p. 4 bottom line, College of Fine Arts BS in Comprehensive Art Education (130 hours).; p. 5 line 8-9, delete "No . . . department."; p. 5 paragraph 4, line 3-4 would be the maximum for a major delete "required"; with a maximum of 21 hours in University Studies to be mandated by a department.; p. 5, paragraph 4, line 6, together may mandate; p. 5, paragraph 5, line 4, who would identify sequences outside the major department; p. 5, paragraph 5, line 7, For example, a student with a major of 36 hours could have 36 hours of electives.; p. 6, paragraph 1, line 10-11, Dr. Dammers said that the UCC should be prepared to say "No" and that it should be watching very closely over the next few years.; p. 7, paragraph 2, line 15, change would to could . . . departments could offer sequences that would, for. . . "

Mr. Friedhoff mentioned that his comment about Dr. Bowen being purged from the University of Illinois in the McCarthy era was meant as a justification.

XV-61 Mr. Quick moved acceptance of the minutes of January 18, 1984 with corrections, (second, Mohr). The motion passed on a voice vote.

Chairperson's Remarks

The Chairperson had no remarks.

Vice Chairperson's Remarks

Mr. Quick announced that applications for external committees were due Friday, February 10. The Student Senators were to meet for a short time after the Senate meeting.

Student Body President's Remarks

Mr. Bedingfield announced that the Student Body Board of Directors was sponsoring a voter's registration drive this week on the second floor of Bone Student Center.

Administrators' Remarks

Mr. Watkins said a press release would appear in the ISU Report that Illinois State University's Provost Search Committee had concluded its evaluations and had conferred with President Lloyd Watkins. President Watkins confirmed that this stage of the search process had been reached but that no action would be announced until the week of February 20 at the earliest because of time needed for negotiation and because he would be away from campus. He had no further comment.

At 7:15 p.m. the President called for a brief executive session.

When regular business was resumed at 7:27 p.m. Mr. Watkins noted something he thought could be replicated many times over at the university. He called attention to the article in the morning Pantagraph about the Department of Accounting. Twenty-five of the nation's top accounting firms had ranked ISU fifth in the nation following some very distinguished schools: University of Michigan, Michigan State, the University of Texas, and the University of Illinois. He thought that said something about our faculty. He was confident that exactly the same results in terms of satisfaction could be recounted in department after department. We had every right to hold our heads high, to feel good about ourselves, to let everyone know that this was an outstanding university with outstanding people.

Mr. Strand and Mr. Gamsky had no remarks.

Mr. Harden spoke about the handout "Earnings Per Staff Year, Appropriated State Funds," from an IBHE document showing actual expenditures computed on the basis of a staff year of twelve months. He likened it to an averaged W-2 form showing actual earnings of one year of staff time for administrative, faculty, and civil service positions for FY 1980 - FY 1983. He noted that in terms of other sources of income, ISU had done quite well compared to other schools in total amount of dollars paid out. In reply to several questions he further noted that the sums represented total actual dollars of expenditures, not including retirement or fringe benefits. The figure for faculty salary represented what faculty actually got on the average, including temporary faculty and part-time faculty. Money for research grants was included if it was inside the University -- say Graduate Deans research funds. Soft money would show in figures derived from non-appropriated funds.

ACTION ITEMS

The Baccalaureate Degree at ISU (1.18.84.1)

Mr. Hobbs for the Academic Affairs Committee moved approval of the report on the Baccalaureate Degree at ISU (1.18.84.1) (second, Whitcomb). Mr. Hobbs noted the report had been approved unanimously by the Academic Affairs Committee. He deferred to Mr. Strand, who said that following the information stage of this item at last Senate meeting, he and Dr. Dammers had considered how to address the concerns expressed. Dr. Dammers had met with the committee and would discuss changes.

Dr. Dammers said that the committee had attempted to address the concerns that the Senate expressed at its last meeting. He noted the new pages had been distributed for pages 5, 6, and 7. On page 6 the quotation had been moved down and separated. A clause had been added to the first sentence. The word vocation had been explained in section II. a. He appreciated its use in federal law. On page 7 the quote included additional information. Three paragraphs on page 7 had been adjusted to some degree as a result of Senate questions and concerns. He called attention to a change on page 20, paragraph 3, sentence 2: "The regular curriculum channels include . . ." (rather than originate with). Further information included copies of a letter to Mr. Eimmermann answering questions about programs of study which exceed the limits in recommendations 1--4 and a two-page biography of Howard Bowen. He wanted substitute pages 5, 6, 7, and 20 included as part of the document. Mr. Hobbs replied that these were part of the motion.

Ms. Balbach spoke about pages 5, 6, and 7. She still thought the extensiveness of the quotation really did not strengthen the document and she recommended deletion of page 6 in its entirety and the first paragraph of page 7. She pointed out the transition from the last paragraph on page 5 to paragraph 2, page 7 "At Illinois State University" She thought the long text was an interesting set of Bowen's ideas, but thought them examples. Mr. Hobbs had no objection as a friendly amendment if it did not affect the substance of the report. He thought the inclusion of the Bowen quotation was to strengthen the rationale.

Dr. Dammers said there was a two-fold purpose for inclusion: 1. it was illustrative; 2. it was an argument to authority. The committee had discussed whether to retain the quotation and decided that since they had shared the document with the entire academic community since November with no major objection, they chose to leave it in. Ms. Balbach pointed out that with so much detail in the quotation need had already arisen to qualify terminology, such as the word vocation, and that others might see other problems.

XV-63 Ms. Balbach moved that page 6 be deleted entirely and that the first paragraph under B on page 7 be deleted. (Second, Mohr).

Mr. Parr suggested that the Bowen quotation be moved to an appendix so that it would remain in the document. He agreed that it interrupted the flow of thought. He further noted the margin was incorrect on page 7.

XV-64 Since his suggestion was not accepted as a friendly amendment, Mr. Parr then moved that the quotation be removed, but put in some other part of the report (appendix). Mr. Quick seconded the motion.

Mr. Strand was opposed to the amendment. We were on the third circulation of the document and no one else had raised this question. The document had also been shared with Board of Regents staff. In deference to the committee which had worked long and hard, he would prefer to see their efforts sustained.

Mr. Piland thought the quotation was appropriate and should be left in the document.

(XV-64) The chair called Mr. Parr's amendment to the amendment. The motion failed on a voice vote.

(XV-63) There was no further discussion on Ms. Balbach's amendment. On a voice vote, the motion failed.

Ms. Crafts' suggestions about format on page 7 were accepted as editorial changes.

XV-65 Mr. Eimermann moved deletion of a sentence on page 19, recommendation 6: Students who elect a major course of study that mandates a relatively small number of hours (for example those in the range of 27-36) should be strongly urged to select a concentration from another department. (Second, Friedhoff).

Section 6 had to do with concentrations that were less than minors. Mr. Eimermann said he philosophically disagreed with the particular statement that students should create such a concentration contrary to taking as wide a breadth of courses as possible.

Mr. Dammers thought there was no particular problem with the deletion. The concern was that students in non-teaching programs with a 36-hour major plus university studies would have 36 hours of electives. The committee heartily agreed on having breadth for those students and felt this option would offer an additional alternative to a minor or to simply a number of different courses for students in non-teaching programs who had a large number of elective hours. The concern was that such students who really didn't want a 24-hour minor be guided toward a useful application of their elective hours. He did not know how the committee felt, but didn't think the sentence was that negative.

Mr. Eimermann said he felt that it was a good idea that the departments compare notes so that students interested in taking these courses would be guided in the proper sequences. He wholly supported that. His sole objection was to the way he read the sentence: ". . .should be strongly urged to select a concentration" implied that all students needed to meet the concentration level.

Dr. Dammers replied that there was nothing magical about the use of 12. The committee believed that four courses in an area were substantial, fewer were not. The committee would like to have the sentence, but would not object if it were left out.

Mr. Luther thought it would be easier for a person to move from one job field into another field with some preparation in other disciplines to broaden his background.

Mr. Friedhoff said the report seemed to concentrate on specialization rather than electives. He didn't believe students would behave irresponsibly with 36 hours of electives, but thought that the faculty would need to become increasingly involved with academic advisement. They would need time to advise in order to help students maximize their opportunities, to have the flexibility to grow in jobs, later on. He felt it might be a kind of cop-out that an advisor would just say take this sequence or that one.

Mr. Pazmino as a student favored more flexibility and more individual attention for students. Mr. Hobbs said if the sentence were deleted, the preceding sentence almost encompassed the idea in spirit. Mr. Pontius spoke against the amendment. He mentioned that it usually took 30 to 60 minutes to advise students in their department. It would be of great benefit if departments had logical sequences. Experts in an area would design the concentrations ahead of time, rather than have the student pick up just any old course at the last minute. (What have you got that fits in a 2:00 p.m. time slot for 3 hours credit?)

Dr. Dammers agreed with Mr. Friedhoff about advising. He did not think the proposal was a cop out, but precisely the opposite. These sequences would be outside the student's major department. He saw them as assisting the advisement process and called attention to the phrase if possible. The offering would be strictly by choice. If a department agreed that a concentration was useful or helpful to the student, it had the option of making it available.

Questions from Mr. Ritt brought out that "concentrations of 12 to 18 hours" would be offered by departments to students who were not majors in the department. Further, presence or absence of that third sentence did not preclude making such concentrations available. In effect, if the sentence were deleted it would remove the requirement of the major department "strongly urging" certain concentrations. Mr. Pontius could not see anything to prevent several departments cooperating in suggesting appropriate courses.

(XV-65) On a voice vote and then a show of hands, the motion was defeated.

Mr. Rosenbaum wanted clarification about recommendations 2 and 5 and the proposal to delete the comprehensive major. He noted the rationale of recommendation 2 alluded to the comprehensive major and recommendation 5 proposed to delete the term comprehensive as program reviews came up but did not specifically say eliminate it. Was that what was intended?

Dr. Dammers replied that the recommendation did propose deleting it, but allowed departments if they opposed deletion to argue their case during program review. The origin of the term was in teacher education programs but no longer fit. Rather than suggest a first-rate major--comprehensive-- and a second-rate major, the decision was to eliminate the comprehensive major.

With regard to the 55-hour maximum in recommendation 2, Mr. Rosenbaum pointed out the implication that the normal guideline was 55 hours, but really wasn't--the limit was only 37 hours for a non-comprehensive major. Dr. Dammers said most programs had 54-55 hour majors. What the committee was saying was that we would not be allowing any movement upward of the limit from the major departments. The 37-hour limit had been kept on because of the teacher education major. Now that the requirement for a minor had been dropped for teacher education, there was no longer an either/or situation of major/minor vs. comprehensive major, hence no longer a need for the comprehensive major. Dr. Dammers said there had been no standard decision. Comprehensive majors in the catalog varied, with 54-55 hours within a department for some. The intent was to allow more flexibility for departments. In a department, both 37-hour and 50-hour majors would be possible.

Mr. Friedhoff thought Mr. Rosenbaum's points were well taken and believed we really had not come to grips with some of the major issues raised in the recommendations from the committee. The committee was formed to deal with the problem of departments asking people to take more than 120 hours and to define the baccalaureate degree. It had developed a rationale for the undergraduate degree, and had provided a rationale from Howard Bowen, but he believed the document bore little relationship to the philosophy or rationale behind it. The major would not be limited to 37 hours. Any department in the university might require up to 55 hours; some were already requiring 55 hours within the department. He thought we could not be satisfied with that kind of emphasis in a 4-year baccalaureate degree program, where almost half a person's program requirements would be done in one department. That was not consistent with Howard Bowen's statement. He perceived this as a modestly political document which would not ruffle too many feathers, but questioned whether it forgot students. He thought students on the average changed majors two or three times during their stay at ISU; he didn't believe the university could ask a student to be so sure as a freshman or sophomore. Simply because students change their minds, he thought it a great disservice to them to allow departments to require 55 hours for a major. It might be good for the university because it would help enrollment, but it would cost the students more. Part of our function was to recognize what students are and create curricula that would take that into consideration. He recommended the document go back to the committee for reconsideration of the apparent 55-hour maximum.

Mr. Strand responded that the Board of Regents staff had requested preparation of the document. The assignment had no political overtones, no requests to play politics, no direction to overlook any constituency. It was his sincere conviction that the committee looked at what was educationally sound for a baccalaureate degree, examining the professional literature, looking about them as to what students were doing, and exercising their best professional judgment. Dr. Dammers noted that ISU of all Illinois public universities had the largest number of hours--48--in the university studies program and had been diligent in continuing to examine the program, a demonstrated concern for that side of a student's education. He said there currently were 54 and 55 hour majors at ISU, with courses all in one department. That was nothing new nor drastic. Many people felt that 60 hours was appropriate for a major, but the committee stayed with the maximum number of hours at 55. The committee believed this to be an educationally sound document.

Mr. Scharton said that he had been a party to construction of the document last year. It had been necessary to arbitrate and negotiate. He noted possible consequences from adopting the document. First, by the structuring of the bachelor's degree a department could encumber as many as 97 of the student's hours. He thought that put a disproportionate share of choice in the hands of faculty members. In recommendation 6, in which departments were encouraged to provide concentrations, the tendency was further carried out. He thought that departments might be encouraged to provide concentrations, the tendency was further carried out. He thought that departments might be encouraged toward entrepreneurial tendencies and that electives might be practically eliminated. There was a potential for departments to penetrate into university studies. Finally, the general tendency might be to subordinate broad education in subject areas to preparation for certain careers.

(XV-62) The chair called the question to approve the report as submitted with the included modifications. On a roll call vote, the motion carried (32: 3: 2).

Change in 1984-85 Academic Calendar (1.27.84.1)

The chair announced the item required a two-thirds vote to promulgate before it could be brought as an action item.

XV-66 Mr. McCracken moved to promulgate (Second, Quick).

Mr. Hobbs asked if there was any reason for the item being hurried through the Senate. Mr. Strand said calendars had been approved four or five years in advance, but before the initiation of the Christmas shutdown. At the time this calendar was approved, the problem with the shutdown--which would impact on operations of Admissions and Records, **Financial** Aids and the Computer Center--was not evident. The deadline for printing of the fall schedule books was the end of the week. The 1985 catalogs were being printed. Any changes to be included would have to be made tonight. Mr. Hobbs questioned if the new calendar had been checked out with other areas. Mr. Strand said this calendar with its proposed changes had been shared with each of the staff administrators and sent to each of the Deans. It was not without problems--such as madrigal dinners for next year. The major types of checks had been made and there were no problems. This calendar would parallel very closely that of the past fall semesters.

Mr. Reitan inquired if this was like an information stage--were we asking questions here, or what were we doing? Mr. Ritt said it was permissible to treat it as an information stage. In effect, **it was a parliamentary** means of permitting the item to be brought for action. Senate Bylaws required promulgation before the decision stage. The decision stage could be reached by distributing the material to the Senate at least five days before the action and having it placed on the agenda by the executive board.

Mr. Reitan noted the inconveniences of having to rush the item through and wondered if it would be possible for 1984 to put on some extra help--maybe pay some overtime and get through the squeeze--and then go ahead and change the calendar in 1985. Mr. Strand said the additional cost of bringing people back during the shutdown period would mean paying overtime,

which would be very costly. Secondly, the buildings would have to be heated. With the shutdown for most university employees, it would be very difficult to come back or to come in on the 24th and try to locate people who had not submitted their grades. Therefore, it was anticipated that there would be a large number of missing grades in the process.

Mr. Reitan wondered if exam week could be shortened by a day or so and faculty urged to get grades in early. Mr. Strand said that was considered, but abandoned as not being academically sound. Dr. Venerable said it took three and a half days to process grades from turn-in to mail. Gaining two days wouldn't help. (In reply to a later question, he said grades were run each evening as turned in. Then there was a final run.)

Ms. Balbach asked why the work couldn't be done on Saturday and Sunday since Julian Hall was never shut down and the computers would still be on. Assuming most of the work would be in Julian, she did not see that there would be any big expenses for heating the buildings. Dr. Venerable said grades were due on Monday the 24th, which would mean working over Christmas.

Ms. Balbach suggested people work overtime to process the grades. She thought it would cost more in air conditioning to bring people back earlier. Bringing faculty back to work on August 16 and 17 would interrupt departmental planning retreats. When would faculty have time for individual preparation? Mr. Strand said August 15th was the first day of faculty contracts. Mr. Watkins noted that the cost of air conditioning the residence halls came from bond revenue funds, but not that for academic buildings, which would come from appropriated funds. He pointed out that we were talking about different budgets. He assured everyone that Hovey Hall was not habitable during the Christmas shutdown.

Mr. Rosenbaum raised a point of order whether the debate should be on moving to the action stage. The chair said he chose to allow debate to go on because of the questions raised by Senator Reitan and others.

Ms. Slonneger asserted there were two main difficulties with the changes in the academic calendar: Starting a week early would cut substantially into the income of students with summer employment. Changing the calendar would allow for a four-week Christmas break, and she found three weeks too long. She preferred moving the shutdown period.

Mr. Strand responded to the economic concerns. He pointed out that the calendar for the University shifts year by year on a day-by-day basis, and eventually moves back; it would recycle itself periodically in spite of whatever action was taken tonight. There was a trade-off in that employment lost in August might be compensated for by the opportunity of getting out earlier at Christmas and being employed for the Christmas rush.

Mr. Rosenbaum asked about the calendar being checked by Administrative Affairs to see if there was a home football game the weekend of fall break. Ms. Crafts answered that October 13 was open and October 12 was an away game. Since there were an even number of weeks of classes, fall break would come approximately in the middle of the fall term.

Mr. McCracken asked why grades could not be processed in January? Dr. Venerable answered that we would return from shutdown on January 3, a Thursday. With three and a half days needed to process grades, it would be the following week before grades could be distributed. And that was not counting any down time on the computer.

Mr. Stokes asked on what date the Christmas shutdown became reality, when it began, and by whom decided. Mr. Strand answered that we have had two types of experimental calendar changes in the last few years: the Christmas shutdown and the four-day work week. After the second successful shutdown there was consensus among members of the President's staff that this was something that we ought to continue. That was the process by which the decision was made.

Mr. Eimermann felt uncomfortable about voting on this because of lack of specific, concrete information. He had received more faculty comment on this item than anything else, chiefly many negative comments. He thought it very difficult to pick up extra employment during Christmas and it would be easier to keep a summer job one week longer. He wanted to see some real figures in terms of costs for air conditioning. He noted that bond revenue monies came out of student fees. August was about the worst time of year for air conditioning classrooms and dormitories; holding off another week would be highly desirable. Faculty, especially if they taught summer school, were hard pressed to get any time away from campus for vacation. Those with children in school were further limited in vacation time. What was so bad about doing grades the first week of January?

Mr. Hiebert suggested starting Spring Semester '85 a week later, rather than moving the fall semester, and processing grades after the shutdown, although he allowed it might cause poor rapport between students and parents during a long Christmas break.

Dr. Venerable said that change would add a week in May, which would mean changing the summer schedule, and then we'd be right back where we were.

Mr. Mohr expressed concern about the service areas of the University. Wouldn't building maintenance and dorm contracts all have to be done over? He could see that causing real problems.

Ms. Spight said many students would base the decision of whether to return to school spring semester upon their first semester grades. Getting financial aid might also depend upon whether they did well the first semester.

Mr. Friedhoff said he had also received a number of phone calls and comments on this issue. Some faculty were concerned that they would be losing a week of summer employment. Ms. Batsche asked if the change would affect the faculty contracts. It would not.

Mr. Quick suggested splitting the week of finals and starting them December 12. Or could the finals week be moved up one week? Mr. Strand said these options had been considered but were abandoned as not being educationally sound.

Mr. Mohr repeated his question about the earlier start affecting the service areas of the University.

Mr. Gamsky answered that the start-up of residence halls would not pose a big problem. However, the late processing of grades would affect many offices. Financial Aids needed grades to function properly. There would be no time to notify students of unsatisfactory progress. Those who were in violation might show up for second semester and not be able to receive aid. He agreed that it was more expensive to air condition residence halls than to heat and would cost a substantial amount. Contracts had already been printed for the residence halls, and a supplementary notice would have to be provided of a change in contract. (There are approximately 8,000 students in residence halls.) His office could cope either way. He wished there was a third alternative.

Mr. Watkins said the idea of a Christmas shutdown came up after the calendar had been adopted. Savings had been substantial--\$50,000 to \$75,000. What was suggested as an appropriate beginning date was within the contractual period of faculty members. Secondly, it was not an extraordinary change in comparison with other previous starting dates. A couple of years ago we started on the 18th. There would be inconveniences whatever the decision, with no first-rate solution. He said there was need to go over the 5-year calendar and re-submit it.

Mr. Friedhoff said Mr. Quick's suggestion for a split-week kind of thing--on an emergency basis--had merit and suggested eliminating fall vacation day and holding classes on Labor Day to pick up two days. Mr. Watkins answered that a state university would probably have to close on Labor Day--a state and federal holiday.

Ms. Crafts said that the total number of days in the university term was perhaps beyond that which many other universities required. If the evaluation period were started on December 12, we would lose three days from the fall term.

Mr. Bedingfield addressed Senator Mohr's question about off-campus students being affected in rental leases: he said most off-campus leases started August 1 or 15.

Ms. Balbach asked why we were concerned about heating costs in winter, but not air conditioning costs in summer. Mr. Harden replied that we had saved tremendous amounts of money at shutdown on appropriated funds. Both the four-day work week and the Christmas shutdown had saved money. Mr. Watkins said we did not have shutdown at the end of summer school and beginning of fall: all general revenue buildings were open in summer and twelve-month employees would be working. General revenue buildings could not be closed down with staff needing to work in them. Residence halls were bond revenue and could be closed when students were gone.

Mr. Reitan said we were discussing a number of things we didn't have to discuss. 1) We would have a Christmas shutdown. 2) January was too late to run grades. 3) We really didn't need to discuss differences between bond revenue and general revenue. 4) There was an emergency situation for fall, 1984. It was a very serious action to change the calendar in mid-stream. He believed the semester should not begin early and backed up Ms. Crafts suggestion to begin exams early, doing this as an emergency action. He did not think it would be a serious dilution of academic standards.

Mr. Strand replied that if the exams were finished by December 18, and faculty had their grades turned in by December 19, processing could take place before the Christmas shutdown.

XV-67 Mr. Quick moved the previous question (Second, Luther). The motion carried.

The Chair announced that after promulgation, the item would move to the action stage and might be amended.

(XV-66) In a roll call vote on the issue of promulgation, the motion carried. (35:2:0)

XV-68 Mr. Strand moved that the fall semester calendar for 1984 be adjusted as proposed in the mailing. (Second, Bedingfield).

XV-69 Mr. Reitan proposed an amendment: As an emergency measure, without establishing a precedent for the future, the proposed schedule be amended to begin final exams on Wednesday, December 12 and concluding on Tuesday, December 18 with all grades due at noon Wednesday, December 19. Also to move the starting date of the semester to Thursday, August 23. (Second, Quick).

Mr. Eimermann asked why the whole semester could not be jogged half a week? Mr. Strand said shortening the semester would affect the number of class minutes per credit hours and would not have allowed us to retain the integrity of the calendar guidelines. Another academic problem was the general opposition to starting the examination process in the middle of the week. Both students and faculty considered a weekend break between classes and exams desirable. Mr. Eimermann asked what the difference was between Mr. Reitan's proposal and Mr. Quick's. Mr. Strand said Reitan's was more academically sound: it would take three days out of the schedule; Quick's would take a whole week. There was need to observe the calendar guidelines.

Mr. Reitan reiterated that it was serious to change the starting date; he thought it should remain as established.

Mr. Eimermann wondered if there was any problem with giving exams on Saturday. Mr. Strand said there would be a few conflicts with Saturday classes and Saturday exams. Mr. Eimermann asked if it would be possible not to change the beginning date and let the administration work out the giving of exams. Mr. Watkins said the exam schedule could be worked out and thought Mr. Reitan and Mr. Eimermann would be supportive when the exam schedule came out followed by cries of upset faculty.

Ms. Crafts suggested a friendly amendment for starting August 23, not having a fall break, giving a reading day on December 12, and holding the evaluation period December 13, 14, 15, 17, and 18 with grades due at noon on December 19.

At 9:35 p.m. the Chair called a ten-minute recess to come up with an alternate motion.

At 9:52 business resumed and Mr. Strand moved the original proposal with the following changes: Start the fall semester on August 23 as originally approved; omit the fall break; omit the reading day; hold examinations on December 12, 13, 14, 15, and 17 with grades due by noon on December 19. (Second, Pontius).

Mr. Quick moved an amendment from the student caucus: begin August 23; keep fall break day; have exams on December 13, 14, 15, 17, and 18. (Second, Townsend).

The amendment failed on a voice vote.

Mr. Strand commented that this amendment would remove one day from the class schedule by removing fall break. When Ms. Batsche asked if students would rather have fall break than a reading day, Mr. Quick said they would.

Mr. Luther said formerly faculty had fifteen weeks of instruction time, then it went down to fourteen weeks. He would rather not chop three days off the teaching schedule. Mr. Reitan responded to Mr. Luther that he had tried to make clear this was a one-shot deal addressing an emergency situation.

Mr. Quick moved starting three days earlier and ending three days earlier. (Second, Pazmino). The first day of classes would be August 20 rather than August 23; finals would begin December 12. Mr. Fetty pointed out that this would alter the number of whole weeks in the semester. Many departments with laboratory requirements needed whole weeks to use labs.

Mr. Hobbs asked how many academic days would be lost with the Strand proposal. Mr. Strand said there would be a net loss of two days. With the Quick proposal there would be no loss. In a voice vote, the Quick Amendment failed.

Ms. Spight brought out that the contracts for residence halls said air conditioning would only be on until September 10. Mr. Gamsky said he did not know costs. The committee on room and board rates had proposed an early-date shutdown on fall air conditioning.

Mr. Rosenbaum said he had calculated the days. If we eliminated the fall break the semester came to fifteen full weeks of classes minus one day.

Mr. Watkins moved the previous question. On a roll call vote his motion carried. (27: 9: 1) (Second, Gowdy).

The main motion was to approve the 1984-85 Academic Calendar with the noted changes: Start fall semester August 23; omit fall break; omit reading day; exams December 12-17, with grades due at noon on December 19. Mr. Reitan stressed that this be understood as an emergency measure for one year only. The motion carried 26: 11. 0.

Committee Reports

Academic Affairs. No report.

Administrative Affairs. Ms. Crafts noted the committee would be considering future calendar changes and asked that any suggestions be submitted to them.

Budget Committee. No report.

Faculty Affairs Committee. Faculty Affairs Committee called attention to the statement on temporary faculty which had been distributed to departmental offices. The Faculty Affairs Committee will hold a hearing about the temporary faculty issue on Monday February 13, from 3:30 to 5:00 p.m. in Hovey Hall 418. Faculty members were encouraged to attend.

Mr. Eimermann asked for clarification on page 2, second sentence, and was told there was flexibility at the present time for reassignment.

Rules Committee. No report.

Student Affairs Committee. No report.

Communications. None

XV-73 Mr. Pontius moved to adjourn (second, Quick). The motion passed on a voice vote.

The Senate adjourned at 10:15 p.m.

For the Academic Senate,

Laura E. Gowdy

NAME	ATTEN- DANCE	VOTE						VOICE VOTE		
		Motion #XV-62	Motion #XV-66	Motion #XV-68	Motion #XV-72	ROLL	CALL	Motion No.	Y	N
BALBACH	P	abstain	Y	Y	Y			XV-61	X	
BATSCHÉ	P	Y	Y	Y	Y	32Y - 3N - 2ab		XV-62		
BEDINGFIELD	P	N	Y	N	N			XV-63		X
BOWEN	P	Y	Y	Y	Y			XV-64		X
CAKORA	resigned	-	-	-	-			XV-65		X
CARMODY	P	Y	Y	Y	Y	35Y - 2N - 0		XV-66		
CRAFTS	P	Y	Y	Y	Y			XV-67	X	
EIMERMANN	P	Y	N	Y	Y	26Y - 11N - 0		XV-68	X	
FESE	P	Y	Y	N	N		*	XV-69	X	
FETTY	P	Y	Y	N	N			XV-70		
FRIEDHOFF	P	N	Y	X	Y			XV-71		X
GAMSKY	P	Y	Y	X	Y	27Y - 9N - 1ab		XV-72		
GERKIN	excused	-	-	-	-			XV-73	X	
GOWDY	P	Y	Y	Y	Y					
HARDEN	P	Y	Y	Y	Y					
HIEBERT	P	Y	Y	Y	Y	*AMENDMENT #69 was				
HOBBS	P	Y	Y	Y	Y	included in alternate				
HUGDAHL	excused	-	-	-	-	motion #68.				
KIC	absent	-	-	-	-					
LIVESAY	excused	-	-	-	-					
LOVELL	P	Y	Y	Y	Y					
LOWE	excused	-	-	-	-					
LUTHER	P	Y	Y	N	Y					
McCRACKEN	P	Y	Y	Y	Y					
MILLER	excused	-	-	-	-					
MOHR	P	Y	Y	Y	Y					
OLSEN	P	Y	Y	N	N					
PARKE	P	Y	Y	N	Y					
PARR	P	Y	Y	Y	present					
PAZMINO	P	Y	Y	N	Y					
PHILLIPS	excused	-	-	-	-					
PILAND	P	Y	Y	Y	Y					
PONTIUS	P	Y	Y	Y	Y					
PRITNER	excused	-	-	-	-					
QUICK	P	Y	Y	N	N					
REITAN	P	Y	Y	Y	Y					
RITT	P	Y	Y	Y	Y					
ROSENBAUM	P	abstain	Y	Y	Y					
SCHARTON	P	N	Y	Y	Y					
SLONNEGER	P	Y	Y	N	N					
SMITH	absent	-	-	-	-					
SPIGHT	P	Y	Y	N	N					
STOKES	P	Y	N	Y	Y					
STRAND	P	Y	Y	Y	Y					
TAYLOR	excused	-	-	-	-					
OWNSEND	P	Y	Y	N	N					
TSATSOS	excused	-	-	-	-					
WATKINS	P	Y	Y	Y	Y					
WHITCOMB	P	Y	Y	Y	Y					
WILLIAMS	excused	-	-	-	-					

ACADEMIC CALENDAR 1984-85

FIRST SEMESTER 1984

August 23	Thursday	Program change for students who have paid their bills
August 24	Friday	Residual registration
August 27	Monday	Classes begin
September 3	Monday	Labor Day
October 20	Saturday	First half semester ends
October 22	Monday	Second half semester begins
November 21	Wednesday	Thanksgiving vacation begins 5:30 p.m.
November 26	Monday	Classes resume
December 12	Wednesday	Begin evaluation period
December 17	Monday	Fall semester ends
December 19	Wednesday	Grades due by noon

SECOND SEMESTER 1985

January 10	Thursday	Program change for students who have paid their bills
January 11	Friday	Residual registration
January 14	Monday	Classes begin
March 9	Saturday	First half semester ends
March 9	Saturday	Spring vacation begins at noon
March 18	Monday	Classes resume
May 4	Saturday	Reading Day
May 6	Monday	Evaluation period begins
May 10	Friday	Semester Ends
May 11	Saturday	Commencement

SUMMER SESSIONS 1985

May 13	Monday	Summer Session begins
May 31	Friday	Memorial Day
July 4	Thursday	Independence Day
August 9	Friday	Summer session ends

Approved by the Academic Senate, February 8, 1984

Business Item 1.27.84.1

From 1967 to 1974 the amount of coursework required in general education generally declined, while the amount of coursework in the major remained stable; the result was an increase in hours given to electives. Today college and University curricula throughout the United States are redeveloping general education requirements, and it is apparent that general education will continue to be an area of interest and concern for higher education through the 1980's.

One indicator of the rekindled interest in general education is the report of the National Commission on Excellence in Education, entitled A Nation at Risk: The Imperative for Educational Reform, which addresses the importance of general education in preparing students for lifelong learning.

"In a world of ever-accelerating competition and change in the conditions of the workplace, of ever-greater danger, and of ever-larger opportunities for those prepared to meet them, educational reform should focus on the goal of creating a Learning Society. At the heart of such a society is the commitment to a set of values and to a system of education that affords all members the opportunity to stretch their minds to full capacity, from early childhood through adulthood, learning more as the world itself changes. Such a society has as a basic foundation the idea that education is important not only because of what it contributes to one's career goals but also because of the value it adds to the general quality of one's life" (A Nation at Risk).

A baccalaureate degree provides a balanced education, incorporating both the breadth of general or university studies and the intensity of an in-depth study of a discipline. Illinois State University has insisted on the value and importance of these components in a baccalaureate degree. In recent years the University has restructured completely the required hours, areas of study, and the approved courses in the University Studies program, completing this task as others in higher education were just beginning to call for the improvement of general education in America. In developing major areas of studies, departments continually update their curricular offerings through the approved College and University channels. Departments at ISU have been aggressive in seeking to offer strong, up-to-date major areas of study. In both the University Studies program and in major fields of study, then, Illinois State University is asserting its strength and tradition in curriculum development.

Howard Bowen has described the baccalaureate course of study as the completion of both personal education and practical education. By personal education he means the "broad development or fulfillment of the whole person," and by practical education, the "training for work, family life, politics, consumer choice, health, leisure activities, and other practical affairs" (The State of the Nation and the Agenda for Higher Education, 1982).

Bowen is specific about the topics he would include in each area, and the following outline is presented as an indication of his thinking.

"These subjects (not necessarily courses) could constitute a six-year program, two years in high school and four years in college:

I. Personal Education

A. The common core

1. Language skills including reading, writing, speaking, and, in an era of electronic communication, listening--all in English.
2. Logic, mathematics, and computer science.
3. History of Western civilization with special emphasis on the development of democratic institutions.
4. Philosophy.
5. Religious studies.
6. National and world geography with special reference to peoples, cultures, economies, ecology, and relationships.
7. Foreign languages: not required but with incentives or encouragement such that a substantial minority of persons would elect to study them in some depth so that the nation could have contact with many foreign cultures.
8. Educational opportunities: training and guidance related to opportunities and techniques for lifelong educational use of adult education, radio, television, books, magazines, newspapers, libraries, churches, museums, musical organizations, armed forces, workplaces, unions, clubs, experiential learning, and independent study. As Alfred Whitehead observed (1929, p. 6), 'Education is the acquisition of the art of the utilization of knowledge.'
9. Career opportunities: the concept of vocation, world of work, and choice of vocation.
10. Physical education and outdoor recreation.

B. Required fields within each of which limited choices of specific courses would be permitted. In each field, emphases would be on fundamental principles, methods, and great issues.

1. Natural sciences
2. The humanities
3. The fine arts
4. Social studies

C. The entire program of personal education would be designed to help students acquire a cosmopolitan outlook. This would be achieved partly through the study of world geography and foreign languages as specified, partly through elective courses pertaining to international affairs and foreign cultures, partly through the regular curriculum and the extracurricular life of each institution.

II. Practical education

- ### A. Meeting the requirement of a major field of study in the sciences and arts that might provide the basis for a vocation* or for the advanced study leading eventually to a vocation; or preparing for a vocation; or through undergraduate study, apprenticeship, on-the-job experience and training, and so on.

*For the purposes of this document a vocation is considered to be a career.

- B. Preparing for other practical affairs such as interpersonal relations, management of personal business, child development, health, consumer choice, and use of leisure."

Bowen points out that personal education and practical education are not simply equivalent to general education and a major area of study respectively. Indeed, personal education and practical education occur in and through the combination of a general education program and a major area of study.

At Illinois State University both personal and practical education are achieved through the University Studies program and through the major area of study. Personal education occurs primarily through the University Studies program and secondarily through the major course of study; practical education occurs primarily through the major course of study together with courses mandated by the major department and secondarily through the University Studies program. An integration of personal and practical education is an essential attribute of the baccalaureate course of study. In order to implement goals for the final two years of high school and four years of baccalaureate education, the University may develop greater communication with school districts throughout Illinois about appropriate senior high school studies, along the lines of articulation agreements with two-year colleges.

The goal, then, of the baccalaureate degree at Illinois State University is the achievement of both personal and practical education through the requirements of the University Studies program and the various major and minor courses of study offered in the five colleges, College of Applied Science and Technology, College of Arts and Sciences, College of Business, College of Education, and College of Fine Arts, that comprise the University.

¹Reprinted with permission of Howard R. Bowen from pp. 104-105, The State of the Nation and the Agenda for Higher Education. Howard R. Bowen is R. Stanton Avery Professor of Economics and Education at Claremont Graduate School. He is the author or coauthor of ten books and many articles and pamphlets. His numerous honorary degrees and awards include special awards for educational leadership.

HOWARD R. BOWEN is R. Stanton Avery Professor of Economics and Education at Claremont Graduate School. A native of Spokane, Washington, he attended Washington State University, received the Ph.D. degree in economics from the University of Iowa (1935), and was a postdoctoral student at Cambridge University and the London School of Economics (1937-1938). He is an economist who in recent years has specialized in the economics of higher education.

His career has included service in business, government, and higher education. Bowen was chief economist of the Joint Committee on Internal Revenue Taxation of the U.S. Congress (1942-1945) and economist of the Irving Trust Company, a Wall Street bank (1945-1947). He has taught at the University of Iowa, Williams College, and Claremont Graduate School. He served as dean of the Business School at the University of Illinois and as president or chancellor of three institutions: Grinnell College (1955-1964), the University of Iowa (1964-1969), and Claremont University Center (1970-1974).

Bowen has served on the boards of many organizations and is currently a director or trustee of Grinnell College, Claremont University Center, and Teachers Insurance and Annuity Association. He has been president of the American Finance Association, The American Association for Higher Education, the Association for the Study of Higher Education, and the Western Economic Association and chairman of the National Citizens' Committee for Tax Revision and Reduction (1963) and of the National Commission on Technology, Automation, and Economic Progress. He is a member of the National Academy of Education. Bowen has been a member of foreign missions to Japan, Thailand, and Yugoslavia. His numerous honorary degrees and awards include special awards for educational leadership presented by the National Council of Independent Colleges and Universities, the New York

Association of Colleges and Universities, and Change magazine.

Howard Bowen is the author or coauthor of ten books and many articles and pamphlets. Among his books are Toward Social Economy (1948, reprinted 1977), Social Responsibilities of the Businessman (1953), Graduate Education in Economics (1954), Automation and Economic Progress (1966), The Finance of Higher Education (1969), Efficiency in Liberal Education (1971), Investment in Learning (1977), and The Costs of Higher Education (1981).

(From pp. xvii-xviii, The State of the Nation and the Agenda for Higher Education, 1982)

Illinois State University

College of Arts and Sciences
Department of English

January 24, 1984

TO: Tom Eimermann, Political Science

FROM: Richard Dammers, English

SUBJECT: Programs of study exceeding guidelines

In response to your questions about programs which exceed the limits in recommendations one through four, the following information is provided.

Recommendation One:

The following programs of study exceed the 124 total semester hour limitation:

1. Comprehensive Home Economics Education - 125 hrs.
2. Comprehensive Art Education - 130 hrs.
3. BME Comprehensive Music Education - 127 hrs.
4. BME Instrumental - Orchestra Sequence - 130 hrs.
5. BME - Instrumental - Band Sequence - 130 hrs.
6. BME - Choral - General - Keyboard Sequence - 129 hrs.
7. BFA Comprehensive Theatre Major - Acting Sequence - 128 hrs.
8. SP.ED Deaf and Hard of Hearing Sequence - 126 hrs.

Recommendation Two:

There are no programs of study exceeding this limit.

Recommendations Three and Four:

The following programs of study exceed the limitations on hours mandated by the major department:

1. Comprehensive Environmental Health
101 hrs. mandated by department (currently in process of revision)
2. Comprehensive Environmental Health Industrial Hygiene Sequence
100 hrs. mandated by department (currently in process of revision)
3. Accounting: Industrial Accounting Sequence
100 hrs. mandated by department
4. BFA Theatre Comprehensive Major - Acting Sequence
80 hrs. mandated by department

The hour requirements in the programs listed above have been confirmed by Dr. Carolyn Bartlett, Associate Director of Admissions and Records.

To the best of my knowledge there are no other programs exceeding the guideline in Recommendation four.

Since the members of the Senate may be interested in this information, a copy of this memo will be shared with each member of the Senate on February 8.

RHD:s1

Normal-Bloomington, Illinois
Phone: 309/438-3667

Stevenson Hall
Normal, Illinois 61761

EARNINGS PER STAFF YEAR
APPROPRIATED STATE FUNDS

ADMINISTRATIVE AND OTHER PROFESSIONAL

	FY1980 AMOUNT	FY1981 AMOUNT	FY1982 AMOUNT	FY1983 AMOUNT	% CHANGE 80-81	% CHANGE 81-82	% CHANGE 82-83
BOARD OF GOVERNORS							
CHICAGO STATE UNIVERSITY	24,760.36	27,103.25	29,273.53	29,612.61	9.46	8.00	1.15
EASTERN ILLINOIS UNIVERSITY	26,179.38	27,504.34	29,410.14	29,834.35	5.06	6.92	1.44
GOVERNORS STATE UNIVERSITY	29,015.15	30,602.64	33,080.20	33,670.62	5.47	8.09	1.70
NORTHEASTERN ILLINOIS UNIV.	25,251.73	26,546.20	28,228.41	28,824.88	5.12	6.33	2.11
WESTERN ILLINOIS UNIVERSITY	26,789.05	28,135.15	30,032.08	30,870.77	5.02	6.74	2.79
CENTRAL OFFICE	34,293.10	36,726.49	39,565.21	38,637.79	7.09	7.72	2.34-
COOPERATIVE COMPUTER CENTER	15,500.00	28,881.81	32,600.00	33,945.45	86.33	12.87	4.12
SUBTOTAL	26,166.90	27,957.42	29,930.15	30,529.62	6.84	7.05	2.00
BOARD OF REGENTS							
ILLINOIS STATE UNIVERSITY	25,113.03	26,028.08	28,014.65	28,634.33	3.64	7.63	2.21
NORTHERN ILLINOIS UNIVERSITY	24,116.29	25,715.60	27,397.79	28,836.30	6.63	6.54	5.25
SANGAMON STATE UNIVERSITY	26,089.54	26,888.47	29,082.40	30,204.72	3.06	8.15	3.85
CENTRAL OFFICE	34,010.52	37,022.22	37,773.19	37,720.00	8.85	2.02	.14-
SUBTOTAL	24,903.21	26,166.33	28,022.06	29,074.91	5.07	7.09	3.75
SOUTHERN ILLINOIS UNIVERSITY							
CARBONDALE	21,673.11	23,491.54	25,437.56	25,996.43	8.39	8.28	2.19
SCHOOL OF MEDICINE	25,096.64	26,544.23	26,763.93	25,199.06	5.76	.82	5.84-
EDWARDSVILLE	23,177.42	25,362.00	26,736.47	27,319.86	9.42	5.41	2.18
SCHOOL OF DENTAL MEDICINE	18,559.24	34,365.57	37,314.00	34,294.67	85.16	8.57	8.09-
SYSTEM OFFICE	40,800.00	44,660.00	48,220.00	48,850.00	9.46	7.97	1.30
SUBTOTAL	22,662.84	24,802.54	26,465.39	26,751.47	9.44	6.70	1.08
UNIVERSITY OF ILLINOIS							
CHICAGO UNIVERSITY CENTER	23,886.59	25,882.64	27,724.34	29,082.74	8.35	7.11	4.89
CHICAGO HEALTH SCIENCES CNTR	30,393.09	28,828.77	31,567.02	32,726.99	5.14-	9.49	3.67
URBANA/CHAMPAIGN	24,850.80	24,456.69	26,403.89	27,745.09	1.58-	7.96	5.07
GENERAL UNIVERSITY	28,536.13	28,088.83	30,515.19	32,021.81	1.56-	8.63	4.93
SUBTOTAL	25,997.02	26,204.00	28,261.92	29,515.32	.79	7.65	4.43
TOTAL	25,097.90	26,232.73	28,166.11	29,077.39	4.52	7.37	3.23

EARNINGS PER STAFF YEAR
APPROPRIATED STATE FUNDS

	FACULTY						
	FY1980 AMOUNT	FY1981 AMOUNT	FY1982 AMOUNT	FY1983 AMOUNT	% CHANGE 80-81	% CHANGE 81-82	% CHANGE 82-83
BOARD OF GOVERNORS							
CHICAGO STATE UNIVERSITY	21,268.53	22,287.94	26,777.07	27,710.96	4.79	20.14	3.48
EASTERN ILLINOIS UNIVERSITY	24,658.83	25,449.99	27,687.21	28,436.91	3.20	8.79	2.70
GOVERNORS STATE UNIVERSITY	23,643.13	24,471.83	26,474.56	26,605.54	3.50	8.18	.49
NORTHEASTERN ILLINOIS UNIV.	23,734.14	27,005.28	29,099.80	30,137.99	13.78	7.75	3.56
WESTERN ILLINOIS UNIVERSITY	25,178.46	26,711.15	28,808.44	30,734.48	6.08	7.85	6.68
SUBTOTAL	24,018.88	25,443.16	28,028.22	29,124.56	6.09	9.94	3.91
BOARD OF REGENTS							
ILLINOIS STATE UNIVERSITY	26,466.07	27,451.53	31,004.00	31,668.49	3.72	12.94	2.14
NORTHERN ILLINOIS UNIVERSITY	23,378.07	25,885.55	28,138.77	28,371.28	10.72	8.70	.82
SAUGAMON STATE UNIVERSITY	24,203.04	26,457.83	29,673.28	29,031.51	9.31	12.15	2.16-
SUBTOTAL	24,601.65	26,548.96	29,360.42	29,676.00	7.91	10.58	1.07
SOUTHERN ILLINOIS UNIVERSITY							
CARBONDALE	22,387.07	24,289.34	26,070.87	26,444.12	8.49	7.33	1.43
SCHOOL OF MEDICINE	34,883.11	36,056.09	38,283.92	37,585.41	3.36	6.17	1.82-
EDWARDSVILLE	25,151.31	26,526.00	28,488.22	29,184.58	5.46	7.39	2.44
SCHOOL OF DENTAL MEDICINE	33,134.39	33,596.82	36,731.03	35,785.54	1.39	9.32	2.57-
SYSTEM OFFICE	10,000.00	10,333.33	11,066.66	11,000.00	3.33	7.09	.60-
SUBTOTAL	24,259.50	25,981.93	27,892.59	28,324.01	7.10	7.35	1.54
UNIVERSITY OF ILLINOIS							
CHICAGO UNIVERSITY CENTER	23,077.10	26,816.61	29,549.67	31,064.94	16.20	10.19	5.12
CHICAGO HEALTH SCIENCES CNTR	27,385.37	30,637.96	33,755.51	35,116.25	11.87	10.17	4.03
URBANA/CHAMPAIGN	23,154.68	26,290.70	28,673.35	29,992.04	13.54	9.06	4.59
GENERAL UNIVERSITY	17,745.47	22,954.62	25,486.43	26,825.30	29.35	11.02	5.25
SUBTOTAL	23,871.01	27,228.35	29,801.82	31,161.72	14.06	9.45	4.56
TOTAL	24,118.11	26,553.01	29,038.09	29,959.78	10.09	9.35	3.17

CIVIL SERVICE

	FY1980 AMOUNT	FY1981 AMOUNT	FY1982 AMOUNT	FY1983 AMOUNT	% CHANGE 80-81	% CHANGE 81-82	% CHANGE 82-83
BOARD OF GOVERNORS							
CHICAGO STATE UNIVERSITY	13,118.87	14,613.17	15,538.59	15,555.62	11.39	6.33	.10
EASTERN ILLINOIS UNIVERSITY	11,473.65	12,011.44	13,519.19	13,720.08	4.68	12.55	1.46
GOVERNORS STATE UNIVERSITY	13,088.56	14,168.06	15,410.70	16,011.28	8.24	8.77	3.89
NORTHEASTERN ILLINOIS UNIV.	13,047.23	13,583.26	14,766.21	14,924.77	4.10	8.70	1.07
WESTERN ILLINOIS UNIVERSITY	12,246.37	13,112.48	14,326.86	14,211.90	7.07	9.26	.60-
CENTRAL OFFICE	12,252.63	12,652.63	14,413.04	13,779.06	3.26	13.91	4.39-
COOPERATIVE COMPUTER CENTER	11,592.00	13,864.86	16,620.80	16,916.80	19.60	19.87	1.70
SUBTOTAL	12,484.65	13,376.33	14,660.77	14,774.22	7.14	9.60	.77
BOARD OF REGENTS							
ILLINOIS STATE UNIVERSITY	11,866.87	12,891.70	14,223.08	14,624.08	8.63	10.32	2.81
NORTHERN ILLINOIS UNIVERSITY	12,768.50	13,935.12	15,104.72	15,265.33	9.13	8.39	1.06
SANGAMON STATE UNIVERSITY	12,802.33	12,619.51	13,739.97	14,334.30	1.42-	8.87	4.32
CENTRAL OFFICE	14,775.00	15,425.00	17,000.00	16,700.00	4.39	10.21	1.76-
SUBTOTAL	12,450.66	13,393.38	14,604.82	14,910.45	7.57	9.04	2.09
SOUTHERN ILLINOIS UNIVERSITY							
CARBONDALE	12,323.33	13,268.89	15,306.24	15,487.38	7.67	15.35	1.18
SCHOOL OF MEDICINE	11,282.91	12,378.39	13,866.13	14,066.38	9.70	12.01	1.44
EDWARDSVILLE	12,124.67	13,241.08	14,326.43	14,726.79	9.20	8.19	2.79
SCHOOL OF DENTAL MEDICINE	10,717.54	11,075.93	12,082.41	11,904.35	3.34	9.08	1.47-
SYSTEM OFFICE	12,612.50	14,050.00	16,387.50	16,687.50	11.39	16.63	1.83
SUBTOTAL	12,015.52	13,025.94	14,674.40	14,919.96	8.40	12.65	1.67
UNIVERSITY OF ILLINOIS							
CHICAGO UNIVERSITY CENTER	13,223.82	16,293.38	17,687.85	18,470.72	23.21	8.55	4.42
CHICAGO HEALTH SCIENCES CNTR	13,920.04	15,138.59	16,239.31	17,141.94	8.75	7.27	5.55
URBANA/CHAMPAIGN	12,743.86	13,805.93	14,961.11	15,744.64	8.33	8.36	5.23
GENERAL UNIVERSITY	12,667.09	14,256.68	15,174.84	16,215.46	12.54	6.44	6.85
SUBTOTAL	13,200.90	14,627.47	15,789.63	16,643.96	10.80	7.94	5.41
TOTAL	12,758.74	13,928.09	15,209.21	15,738.66	9.16	9.19	3.48

STAFF EAL IGS
NONAPPROPRIATED FUNDS

ADMINISTRATIVE AND OTHER PROFESSIONAL

(IN THOUSANDS OF DOLLARS)	FY1980 AMOUNT	FY1981 AMOUNT	FY1982 AMOUNT	FY1983 AMOUNT	% CHANGE 80-81	% CHANGE 81-82	% CHANGE 82-83
<u>BOARD OF GOVERNORS</u>							
CHICAGO STATE UNIVERSITY	509.10	578.00	467.00	467.00	13.53	19.20-	.00
EASTERN ILLINOIS UNIVERSITY	615.50	855.30	1,199.10	1,108.10	38.96	40.19	7.58-
GOVERNORS STATE UNIVERSITY	116.00	224.10	170.50	470.70	93.18	23.91-	176.07
NORTHEASTERN ILLINOIS UNIV.	65.00	83.60	86.30	88.20	28.61	3.22	2.20
WESTERN ILLINOIS UNIVERSITY	530.60	548.30	568.30	568.30	3.33	3.64	.00
SUBTOTAL	1,836.20	2,289.30	2,491.20	2,702.30	24.67	8.81	0.47
<u>BOARD OF REGENTS</u>							
ILLINOIS STATE UNIVERSITY	1,378.52	1,354.59	1,542.64	1,575.95	1.73-	13.88	2.15
NORTHERN ILLINOIS UNIVERSITY	996.50	1,174.30	1,266.80	1,016.90	17.84	7.87	19.72-
SANGAMON STATE UNIVERSITY	94.50	167.80	167.20	177.80	77.56	.35-	6.33
SUBTOTAL	2,469.52	2,696.69	2,976.64	2,770.65	9.19	10.38	6.92-
<u>SOUTHERN ILLINOIS UNIVERSITY</u>							
CARBONDALE	3,110.80	3,558.50	3,751.80	3,808.10	14.39	5.43	1.50
SCHOOL OF MEDICINE	362.70	389.90	466.80	683.60	7.49	19.72	46.44
EDWARDSVILLE	837.20	890.10	905.80	1,116.90	6.31	1.76	23.30
SCHOOL OF DENTAL MEDICINE	19.20	.00	.00	.00	100.00-	.00	.00
SUBTOTAL	4,329.90	4,838.50	5,124.40	5,600.60	11.74	5.90	9.44
<u>UNIVERSITY OF ILLINOIS</u>							
CHICAGO UNIVERSITY CENTER	2,221.53	2,247.43	2,665.36	2,657.28	1.16	18.59	.30-
CHICAGO HEALTH SCIENCES CNTR	6,814.50	8,197.98	9,361.75	10,761.89	20.30	14.19	14.95
URBANA/CHAMPAIGN	6,640.30	6,106.39	7,150.19	6,977.86	8.04-	17.09	2.41-
GENERAL UNIVERSITY	609.75	529.63	620.19	660.32	13.13-	17.09	6.47
SUBTOTAL	16,286.08	17,081.43	19,797.49	21,057.35	4.88	15.90	6.36
TOTAL	24,921.70	26,905.92	30,389.73	32,138.90	7.96	12.94	5.75

STAFF EARNINGS
NONAPPROPRIATED FUNDS

FACULTY

(IN THOUSANDS OF DOLLARS)	FY1980 AMOUNT	FY1981 AMOUNT	FY1982 AMOUNT	FY1983 AMOUNT	% CHANGE 80-81	% CHANGE 81-82	% CHANGE 82-83
BOARD OF GOVERNORS							
CHICAGO STATE UNIVERSITY	353.70	301.00	358.00	358.00	14.89-	18.93	.00
EASTERN ILLINOIS UNIVERSITY	393.90	338.80	207.00	254.80	13.98-	38.90-	23.09
GOVERNORS STATE UNIVERSITY	288.90	438.00	471.00	250.50	51.60	7.53	46.81-
NORTHEASTERN ILLINOIS UNIV.	513.00	628.30	539.10	397.10	22.47	14.19-	26.34-
WESTERN ILLINOIS UNIVERSITY	1,018.10	992.10	1,036.20	1,036.20	2.55-	4.44	.00
SUBTOTAL	2,567.60	2,698.20	2,611.30	2,296.60	5.08	3.22-	12.05-
BOARD OF REGENTS							
ILLINOIS STATE UNIVERSITY	1,323.94	1,177.93	1,108.16	1,249.11	11.02-	.86	5.12
NORTHERN ILLINOIS UNIVERSITY	1,716.60	2,233.10	2,202.10	2,202.50	30.08	1.38-	.01
SANGAMON STATE UNIVERSITY	282.90	418.60	352.20	374.20	47.96	15.86-	6.24
SUBTOTAL	3,323.44	3,829.63	3,742.46	3,825.81	15.23	2.27-	2.22
SOUTHERN ILLINOIS UNIVERSITY							
CARBONDALE	2,987.60	3,626.80	3,852.20	3,910.00	21.39	6.21	1.50
SCHOOL OF MEDICINE	570.50	686.30	806.80	708.70	20.29	17.55	12.15-
EDWARDSVILLE	897.10	882.00	848.60	983.80	1.68-	3.78-	15.93
SCHOOL OF DENTAL MEDICINE	68.80	16.00	52.70	13.20	76.74-	229.37	74.95-
SUBTOTAL	4,524.00	5,211.10	5,560.30	5,615.70	15.18	6.70	.99
UNIVERSITY OF ILLINOIS							
CHICAGO UNIVERSITY CENTER	3,266.04	3,522.26	4,005.83	3,861.03	7.84	16.00	5.50-
CHICAGO HEALTH SCIENCES CNTR	10,418.39	11,348.67	11,832.95	12,456.15	8.92	4.26	5.26
URBANA/CHAMPAIGN	32,179.65	29,763.57	30,830.77	34,238.80	7.50-	3.58	11.05
GENERAL UNIVERSITY	537.68	477.42	518.50	533.85	11.20-	8.60	2.96
SUBTOTAL	46,401.76	45,111.92	47,268.05	51,089.83	2.77-	4.77	8.08
TOTAL	56,816.80	56,850.85	59,182.11	62,827.94	.05	4.10	6.16

STAFF EARNINGS
NONAPPROPRIATED FUNDS

CIVIL SERVICE

(IN THOUSANDS OF DOLLARS)	FY1980 AMOUNT	FY1981 AMOUNT	FY1982 AMOUNT	FY1983 AMOUNT	% CHANGE 80-81	% CHANGE 81-82	% CHANGE 82-83
BOARD OF GOVERNORS							
CHICAGO STATE UNIVERSITY	424.90	398.50	520.70	520.70	6.21-	30.66	.00
EASTERN ILLINOIS UNIVERSITY	2,954.10	3,392.30	3,849.30	3,911.00	14.83	13.47	1.60
GOVERNORS STATE UNIVERSITY	527.40	613.60	721.90	649.80	16.34	17.64	9.98-
NORTHEASTERN ILLINOIS UNIV.	343.60	495.70	445.40	490.40	44.26	10.14-	10.10
WESTERN ILLINOIS UNIVERSITY	1,974.80	3,193.50	3,580.20	3,580.20	61.71	12.10	.00
SUBTOTAL	6,224.80	8,093.60	9,117.50	9,152.10	30.02	12.65	.37
BOARD OF REGENTS							
ILLINOIS STATE UNIVERSITY	5,440.68	6,194.32	6,251.47	6,199.06	13.85	.92	.83-
NORTHERN ILLINOIS UNIVERSITY	6,878.20	7,435.30	8,264.90	8,152.40	8.09	11.15	1.36-
SANGAMON STATE UNIVERSITY	163.40	235.30	442.00	503.80	44.00	87.84	32.08
SUBTOTAL	12,482.28	13,864.92	14,958.37	14,935.26	11.07	7.88	.15-
SOUTHERN ILLINOIS UNIVERSITY							
CARBONDALE	6,225.40	6,922.00	7,702.10	7,817.60	11.18	11.26	1.49
SCHOOL OF MEDICINE	866.70	1,561.10	1,579.20	2,046.90	80.11	1.15	29.61
EDWARDSVILLE	1,127.50	1,223.40	1,263.80	1,462.80	8.50	3.30	15.74
SCHOOL OF DENTAL MEDICINE	103.40	23.90	129.90	119.50	76.88-	443.51	8.00-
SUBTOTAL	8,323.00	9,730.40	10,675.00	11,446.80	16.90	9.70	7.22
UNIVERSITY OF ILLINOIS							
CHICAGO UNIVERSITY CENTER	3,057.35	4,064.01	5,101.29	5,331.69	32.92	25.52	4.51
CHICAGO HEALTH SCIENCES CNTR	27,986.02	35,686.44	41,101.69	45,661.45	27.51	15.17	11.09
URBANA/CHAMPAIGN	20,568.29	24,902.37	27,837.36	20,541.30	21.07	11.78	2.52
GENERAL UNIVERSITY	1,561.77	1,501.00	1,867.05	2,246.79	3.89-	24.38	20.33
SUBTOTAL	53,173.43	66,153.82	75,907.39	81,781.23	24.41	14.74	7.73
TOTAL	80,203.51	97,842.74	110,658.26	117,315.39	21.99	13.09	6.01

THE BACCALAUREATE DEGREE AT ILLINOIS STATE UNIVERSITY

Report of the University Curriculum Committee-Committee to Study the
Baccalaureate

Members:

Donna Brink Fox
James Johnson
Dixie Mills
Keith Stearns
Edna Vanderbeck
Richard Dammers

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PREFACE

Two years ago the Board of Regents directed that Illinois State University study the baccalaureate degree. The University was mandated to develop policies governing the scope of program requirements for the baccalaureate and its components. Efforts were initiated during 1981-82 and were continued throughout the 1982-83 academic year.

In August, 1983, Dr. David Strand, Interim Provost, requested that the University Curriculum Committee complete the task by developing a document on the baccalaureate by December, 1983. Members of the UCC Committee to Study the Baccalaureate were Dr. Donna Brink Fox, Music; Dr. James Johnson, Psychology; Dr. Dixie Mills, Finance and Law; Dr. Keith Stearns, Specialized Educational Development; and Dr. Edna Vanderbeck, HPERD. Dr. Richard Dammers, English, was assigned to work with this committee as a resource person.

This document was completed in cooperation with the academic community at Illinois State University. Development of the document included regular communication with departments, Colleges, curriculum committees, College Councils, Academic Affairs Committee, Academic Senate, and administrators. All were invited to respond to the first and second drafts of the document, and many suggestions were received and incorporated. The committee presented the attached document to Dr. David Strand on December 6, 1983.

I. Purpose and Goals of the Baccalaureate Degree

Higher education was introduced in North America on October 26, 1636, when the Massachusetts General Court passed the legislative act which led to Harvard College. The purpose of Harvard and of other colonial colleges was primarily to provide education to colonial political and religious leaders; from the very beginning the colonies felt some sense of obligation to provide educational opportunity. With a clearly defined goal, the preparation of civil and religious leaders, this educational design was perceived to be vocational and preparatory in nature.

After the Revolutionary War, the purposes and goals of higher education became more diverse as the nation grew and new institutions of higher learning developed. New states reaffirmed a continuing relationship with old colleges and encouraged the development of new institutions of higher learning. Through this relationship with the states, colleges incurred a responsibility for preparing people for the duties and requirements of citizenship. While the content and direction of the bachelor's degree in the United States has evolved over almost three hundred and fifty years, the general purpose has remained relatively steady. The baccalaureate in the United States had and continues to have as its major purpose the preparation of people to live fuller, more satisfying, and more responsible lives through a general intellectual and social development and through a specific and intensive study of one or more bodies of knowledge.

With rigorous continuity the structure of a college education and the baccalaureate degree has adhered to a pattern of four years of study divided between general studies and a specific discipline. The few exceptions to this pattern occurred in experiments conducted by major universities, such as Harvard University and the University of Chicago among others, where the bachelor's degree was attempted in three years. For the most part these experiments have been abandoned. Some components of these experimental approaches to the baccalaureate were deemed successful, however, and they exist on many campuses. For example, the College Level Examination Program, Departmental Proficiency Examinations, and Advanced Placement Programs developed from these experiments. Other changes saw the beginning of 3-2 programs, in which students take 3 years of baccalaureate level study and 2 years of graduate study in order to complete bachelor's and master's degrees in five years or to complete an engineering program. The influx of part-time adult students in baccalaureate programs throughout the United States will cause an increase in the number of people completing degrees in varied periods of time. Despite these exceptions, however, the standard length of time given to baccalaureate study in the United States was and is four years.

In his essay entitled "The Baccalaureate Degree: What Does It Mean? What Should it Mean?" Howard Bowen asserts that the bachelor's degree involves completion of a four-year program having some breadth of learning among the traditional academic subjects including the sciences, social studies, and humanities and some depth of learning through a modest specialization in a single field or area (AAHE Bulletin, Nov. 1981, p. 11). The division of time given to these two emphases varies considerably from curriculum to curriculum and university to university. In general, however, there is a division of degree requirements into general studies and a major area of studies, with the remaining courses devoted to a minor area, professional studies, or electives.

From 1967 to 1974 the amount of coursework required in general education generally declined, while the amount of coursework in the major remained stable; the result was an increase in hours given to electives. Today college and University curricula throughout the United States are redeveloping general education requirements, and it is apparent that general education will continue to be an area of interest and concern for higher education through the 1980's.

One indicator of the rekindled interest in general education is the report of the National Commission on Excellence in Education, entitled A Nation at Risk: The Imperative for Educational Reform, which addresses the importance of general education in preparing students for lifelong learning.

"In a world of ever-accelerating competition and change in the conditions of the workplace, of ever-greater danger, and of ever-larger opportunities for those prepared to meet them, educational reform should focus on the goal of creating a Learning Society. At the heart of such a society is the commitment to a set of values and to a system of education that affords all members the opportunity to stretch their minds to full capacity, from early childhood through adulthood, learning more as the world itself changes. Such a society has as a basic foundation the idea that education is important not only because of what it contributes to one's career goals but also because of the value it adds to the general quality of one's life" (A Nation at Risk).

A baccalaureate degree provides a balanced education, incorporating both the breadth of general or university studies and the intensity of an in-depth study of a discipline. Illinois State University has insisted on the value and importance of these components in a baccalaureate degree. In recent years the University has restructured completely the required hours, areas of study, and the approved courses in the University Studies program, completing this task as others in higher education were just beginning to call for the improvement of general education in America. In developing major areas of studies, departments continually update their curricular offerings through the approved College and University channels. Departments at ISU have been aggressive in seeking to offer strong, up-to-date major areas of study. In both areas, then, Illinois State University is asserting its strength and tradition in curriculum development.

Howard Bowen has described the baccalaureate course of study as the completion of both personal education and practical education. By personal education he means the "broad development or fulfillment of the whole person," and by practical education, the "training for work, family life, politics, consumer choice, health, leisure activities, and other practical affairs" (The State of the Nation and the Agenda for Higher Education, 1982). Bowen is specific about the topics he would include in each area. "These subjects (not necessarily courses) could constitute a six-year program, two years in high school and four years in college:

I. Personal Education

A. The common core

1. Language skills including reading, writing, speaking, and, in an era of electronic communication, listening--all in English.
2. Logic, mathematics, and computer science.
3. History of Western civilization and special emphasis on the development of democratic institutions.
4. Philosophy.
5. Religious studies.
6. National and world geography with special reference to peoples, cultures, economies, ecology, and relationships.
7. Foreign languages: not required but with incentives or encouragement such that a minority of persons would elect to study them in some depth so that the nation could have contact with many foreign cultures.
8. Educational opportunities: training and guidance related to opportunities and techniques for lifelong educational use of adult education, radio, television, books, magazines, newspapers, libraries, churches, museums, musical organizations, armed forces, workplaces, unions, clubs, experiential learning, and independent study. As Alfred Whitehead observed (1929, p. 6), 'Education is the acquisition of the art of the utilization of knowledge.'
9. Career opportunities: the concept of vocation, world of work, and choice of vocation.
10. Physical education and outdoor recreation.

B. Required fields within each of which limited choices of specific courses would be permitted. In each field, emphases would be on fundamental principles, methods, and great issues.

1. Natural sciences
2. The humanities
3. The fine arts
4. Social studies

C. The entire program of personal education would be designed to help students acquire a cosmopolitan outlook. This would be achieved partly through the study of world geography and foreign languages as specified, partly through elective courses pertaining to inter-personal affairs and foreign cultures, partly through the regular curriculum and the extracurricular life of each institution.

II. Practical education

- A. Meeting the requirement of a major field of study in the sciences and arts that might provide the basis for a vocation or for the advanced study leading eventually to a vocation; or preparing for a vocation; or through undergraduate study, apprenticeship, on-the-job experience and training, and so on.
- B. Preparing for other practical affairs such as interpersonal relations, management of personal business, child development, health, consumer choice, and use of leisure."

(Reprinted with permission of Howard R. Bowen.)

Bowen points out that personal education and practical education are not simply equivalent to general education and a major area of study respectively. Indeed, personal education and practical education occur in and through the combination of a general education program and a major area of study. In order to implement these goals for the final two years of high school and four years of baccalaureate education, the University may develop greater communication with school districts throughout Illinois about appropriate senior high school studies, along the lines of articulation agreements with two-year colleges. At Illinois State University both personal and practical education are achieved through the University Studies program and through the major area of study. Personal education occurs primarily through the University Studies program and secondarily through the major course of study; practical education occurs primarily through the major course of study together with courses mandated by the major department and secondarily through the University Studies program. An integration of personal and practical education is an essential attribute of the baccalaureate course of study. The goal, then, of the baccalaureate degree at Illinois State University is the achievement of both personal and practical education through the requirements of the University Studies program and the various major and minor courses of study offered in the five colleges, College of Applied Science and Technology, College of Arts and Sciences, College of Business, College of Education, and College of Fine Arts, that comprise the University.

II. Baccalaureate Degree Programs at Illinois State University

Undergraduate degrees available at Illinois State University include the Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, Bachelor of Fine Arts, Bachelor of Music, and Bachelor of Music Education degrees.

- A. Requirements for the Bachelor of Arts (B.A.) degree: University Studies requirements; general requirements for graduation; field or fields of study requirements; 32 semester hours in humanities and social sciences; and three semesters or equivalent of foreign language, with at least one semester at the level of 115 or higher taken in college, with Foreign Language classes taught exclusively in English excluded (the Department of Foreign Languages establishes high school and proficiency equivalents). Students for whom English is not their native language can meet their Foreign Language requirement either by taking COM 110 and two English courses or by meeting the requirements in a foreign language other than their first language.
- B. Requirements for Bachelor of Science (B.S.) degree: University Studies requirements; general requirements for graduation; and field or fields of study requirements.
- C. Requirements for Bachelor of Science in Education (B.S. in Ed.) degree: University Studies requirements; general requirements for graduation; teacher education approved major; and professional education requirements.
- D. Requirements for Bachelor of Fine Arts (B.F.A.) Degree: University Studies requirements; general requirements for graduation; and Art or Theatre field of study requirements for B.F.A. degree.

Since the Fine Arts professional degrees at ISU (B.F.A., B.M., and B.M.E.) are less well known than the B.A., B.S., and B.S. in Ed. degrees, a more detailed description of these degrees is provided. The information about these professional degrees is taken from the new program requests submitted to and approved by the Board of Regents and Board of Higher Education.

1. BACHELOR OF FINE ARTS DEGREE PROGRAM IN THE DEPARTMENT OF THEATRE. (October 3, 1978)

The Bachelor of Fine Arts Degree is conceived by the Department of Theatre at Illinois State University as: (1) a professional undergraduate program that prepares students in a more highly specialized and directed way to enter professional fields in acting and costume/stage design, and graduate programs in the fine arts; (2) a program devised for the student devoted to a career in the fine arts; (3) a program where students may receive early recognition, specialized career guidance, and achieve a level of competency that permits them to compete for career opportunities in the field of theatre (acting and costume/stage design); and (4) a program that permits a high degree of concentration in specific subject areas.

The important features of the Bachelor of Fine Arts Program are as

follows: (1) the program permits the faculty to select undergraduate students and give them the benefits of a rigorous professional involvement; (2) the program would guarantee a personal interrelationship between the faculty and student, so that the student would be given an opportunity to reach the fullest potential for aesthetic performance and understanding; and (3) the program would permit the designing of curricula appropriate to a student's professional aspirations in acting, stage and costume design.

The Bachelor of Fine Arts Major (B.F.A.) is a program leading to a four year professional degree that offers high concentration in acting and costume/stage design. Theatre Programs are accredited by the National Association of Schools of Theatre.

2. THE BACHELOR OF FINE ARTS DEGREE PROGRAM IN THE DEPARTMENT OF ART,
(July 30, 1975)

The Bachelor of Fine Arts Degree is conceived by the Art Department at Illinois State University as: (1) a professional undergraduate program that prepares students in a more highly specialized and directed way to enter professional fields in the arts and graduate programs in the fine arts; (2) a program devised for the student devoted to a career in the fine arts; (3) a program where students may receive early recognition, specialized career guidance, and achieve a level of competency that permits them to compete for career opportunities in the field of art; and (4) a program that permits a high degree of concentration in specific subject areas.

The important features of the Bachelor of Fine Arts Program are as follows: (1) the program permits the faculty to select undergraduate students and give them the benefits of a rigorous professional involvement; (2) the program would guarantee a personal interrelationship between the faculty and student, so that the student would be given an opportunity to reach the fullest potential for aesthetic performance and understanding; and (3) the program would permit the designing of individual curricula appropriate to each student's professional aspirations.

E. Requirements for Bachelor of Music (B.M.) degree: University Studies requirements; general requirements for graduation; and music field of study requirements for B.M. degree.

The rationale for the Bachelor of Music degree is taken from the new program request dated March, 1969, to the Board of Regents.

The proposed program provides for in-depth study in music theory, music history and literature, applied study and performance (68 hours) and for both broad and in-depth experiences in general education. An effort has been made to structure a balanced program of experiences in music and general education based on (1) a study of Bachelor of Music degree programs in other Illinois institutions of higher education as well as reputable institutions outside the state, (2) recommendations of the National Association of Schools of Music, and (3) the policies and recommendations pertaining to general education as established by the faculty of Illinois State University.

- F. Requirements for Bachelor of Music Education (B.M.E.) Degree: University Studies requirements; general requirements for graduation; music field of study requirements for B.M.E. degree; and professional education requirements.

The new program requests for the Bachelor of Music and Bachelor of Music Education degrees were presented together to the Board of Regents in March, 1969.

Whereas the Bachelor of Music degree requires a 68 semester hour music field of study component, the Bachelor of Music Education degree requires a 60 semester hour music field of study component. (Approved by the University Council, October 16, 1968, and by the Board of Regents in March, 1969.)

- G. General requirements for graduation: The following graduation requirements apply to all students. Meeting graduation requirements is the individual responsibility of each student. The student and adviser should check the student's program of courses frequently to assure that the student is fulfilling the following graduation requirements (all references to hours are to semester credit hours.)
1. Total Hours: The actual hour requirement for an undergraduate degree varies by the program or combination of programs that a student elects. A student must have a minimum of 120 hours of credit acceptable toward graduation. Some courses may not count toward graduation. These restrictions are noted in the course descriptions. There are some curricula or combinations of fields that require additional hours. If all specified requirements are completed with fewer than 120 hours, a student must elect sufficient course work to total at least 120.
 2. University Studies: University Studies hours must total at least 48 hours exclusive of courses taken in the student's major department and distributed over eight areas as described in the Catalog. A transfer student who is admitted to the University from a public community college in Illinois and who has completed an Associate Degree in a baccalaureate-oriented sequence shall be considered to have met the University Studies requirement; other transfer students must complete the regular University Studies program.

If a student from an Illinois public community college transfers to Illinois State with six or fewer semester hours remaining to complete a baccalaureate-oriented associate degree, he or she may present evidence of the award of that degree at the completion of the first semester at Illinois State and be considered to have completed the University Studies requirement.
 3. Major-Minor Options: Liberal arts or non-teacher education students who are candidates for B.S. or B.A. degrees must complete a major field of study. Completion of a second major, minor, and the second minor is optional. Teacher education students who are candidates for a B.S., B.A., B.S. in Ed. or B.M.E. degree must complete professional education requirements and a major approved for teacher education.

Some teacher education majors also require a teacher education minor (See Appendix A).

4. Senior College Hours: The senior college hours (courses numbered 200 or above) must total at least 42 hours. Coursework transferred from other colleges and universities is not counted as senior college credit if freshmen and sophomores are regularly permitted to enroll in such work. No credit from two-year colleges may be counted as senior level.
5. Grade Point Average: Unless otherwise specified in a specific program, the grade point average for all courses taken at Illinois State University must be 2.0 (C) or higher. In addition, the student must have a grade point average of 2.0 (C) or higher in the courses required in the major and the minor if the student has a minor.
6. Removal of Incompletes: Each Incomplete grade (I) must be removed at least six weeks before the Spring commencement or two weeks before August graduation if the course is to be used in meeting graduation requirements.
7. Residence Requirements: Unless otherwise specified in a specific program, the residence requirement is completion of one-half of the last two years (a minimum of 30 hours) at Illinois State University.
8. Constitution Examination: Each student must pass an examination on the Constitution of the United States and the State of Illinois and on the proper use of the American flag. It is given on five different dates throughout the year as listed on the Directory of Classes for each semester and for the eight-week summer session. A student may also meet this requirement by successful completion of Political Science 105 or by presenting certification of having passed an appropriate examination at another accredited Illinois college or university.
9. Correspondence and Extension Course Limit: A student may not present more than 32 hours of extension and correspondence credit from other institutions for graduation. Of the 32 hours, not more than 16 hours of correspondence credit will be accepted. Illinois State University no longer distinguishes between those courses offered on campus and those offered off campus and does not offer correspondence courses. Therefore, all credit hours earned at Illinois State apply toward graduation unless specifically noted otherwise.
10. The President and Academic Senate have recently approved a Junior Year Writing Examination, which will begin in 1984-85. A passing grade will be required for graduation.

III. Components of baccalaureate degree programs at ISU

- A. University Studies (general education): General education usually includes required courses or areas of study within the traditional liberal arts and sciences, but it may also include applied areas emphasized more recently in higher education. At Illinois State University students select courses from eight broadly defined areas:
- I. Communication Studies
 - II. Humanistic Studies
 - III. Natural Science Studies
 - IV. Quantitative and Logical Studies
 - V. Social Science and Psychological Studies
 - VI. Aesthetic Studies
 - VII. Contemporary Life Studies
 - VIII. Nonwestern Cultures and Traditions

Only one course, Language and Composition, is specifically required; for all others a student may choose from courses approved for each area by the Council on University Studies. The current forty-eight-hour program was approved by the Academic Senate on October 17, 1979. Subsequently the Council on University Studies developed with the faculty the general and specific criteria for determining course selection. This program aims to achieve what Howard Bowen calls personal education and practical education.

The fundamental rationale for requiring general education courses at Illinois State University is contained in a statement from the American Association of State Colleges and Universities on the meaning of the baccalaureate:

"A baccalaureate degree assumes a capability to deal creatively and realistically with personal, community, national, and international concerns. It assumes that a college graduate is able to think logically, to act rationally, and to make appropriate decisions about the future based on past and present conditions and circumstances. It also assumes an understanding of ethics and aesthetics which provides a foundation for the development of a value system which can be translated into effective social action.

To qualify for the baccalaureate degree, a student must at least: (1) achieve mastery in written and spoken English; (2) understand and be able to apply scientific method and basic mathematical concepts; (3) gain a perspective of the social sciences, including knowledge about the interaction of human groups, and of world and U.S. history, institutions, and economic systems; and (4) have acquired basic knowledge and competencies in the humanities, such as literature, art, and foreign language, and a knowledgeable appreciation of the value of the humanities to the individual and to society. The competencies must be carefully and appropriately evaluated. In addition, the student must achieve mastery of a subject or interdisciplinary field and must be made aware, through counseling, of the relationship of the specialty to vocational or professional use."

The University Studies Program provides a core of fundamental

knowledge, skill, and understanding. The content of University Studies courses is important to the educated layperson rather than to the specialist in the field, although this does not mean that all courses in the program are introductory or non-technical in nature. The program is designed to meet each of the following goals:

- to provide personal enrichment.
- to offer a systematic design for further learning.
- to be broad in scope rather than focused on a narrow portion of a discipline.
- to reflect major values and ideas and to offer the opportunity to examine such values and ideas.
- to assure a breadth of knowledge and an understanding of the basic processes of disciplined inquiry that society might reasonably expect from a college graduate.

Because of the limited number of hours required in each group, a student may have only one exposure to a discipline or area. For this reason, care should be taken to select courses that will ensure breadth within as well as across disciplines and areas of study.

General Requirements

Each student seeking a bachelor's degree must satisfy the requirements of the University Studies program. A transfer student who has completed an associate degree based on a baccalaureate-oriented sequence and who is admitted to the University from a public community college in Illinois shall be considered to have attained junior standing and to have met his or her University Studies requirements. All other students must meet the minimum requirements for each group in the program--a total of 48 hours exclusive of courses in a student's major department. Some students may wish to complete the requirements through the Individual University Studies Program. The Proficiency and Placement Examinations section of the University Undergraduate Catalog describes how a student may meet some of the University Studies requirements through the College Level Examination Program (CLEP) and other proficiency examinations.

Double Majors: The exclusion of courses from a major department applies only to the declared or first major--not to the second or undeclared major.

Minors: Any University Studies course may be used to meet the requirements of a minor.

Contract Major: Any University Studies course may be used to meet the 48 hour requirement without regard for courses from a major department for students who are pursuing a Contract Major, Arts and Science Contract Major, or Social Sciences Major.

Teacher Certification: Group requirements in the University Studies program have been designed to meet the general education requirements for teacher certification in Illinois.

International Studies: Credit in University Studies may be earned through the Study Abroad program.

University Studies Groups (See Appendix B for complete listing of courses)

Group 1: Communication Studies (9 hours): Study related to the collection, preparation, and presentation of ideas and information directed toward achieving personal skill in written and oral communication. English 101 is required.

Group 2: Humanistic Studies (9 hours): Study of history (the study of past events, especially those concerned with particular nations, periods, and individuals), literature (the study of native and foreign culture through the exploration of the literature of that culture), and philosophy (the study of values, ethics, and general principles which provide rational explanations) directed toward acquiring basic knowledge in the humanities. Courses must be selected from at least two departments.

Group 3: Natural Science Studies (6 hours): Study of biological sciences (the study of life and living matter in all forms, especially with regard to the origin, growth, reproduction, and structure of life forms) and the physical sciences (the study of structure, properties, origin, and energy relations of matter apart from the phenomena of life) directed toward an understanding of and an ability to apply the scientific method to natural phenomena.

Group 4: Quantitative and Logical Studies (3 hours): Study of mathematics (the study of numbers and space configurations and their operations, measurement, and the relationships in both the abstract form of pure mathematics and the practical form of applied mathematics), computer science (the study and understanding of the logical organization and transformation of information directed toward the development of the problem-solving skills necessary in a computer environment), and logic (study of principles of valid reasoning and correct inference) directed toward the understanding of basic computational skills and the ability to think logically.

Group 5: Social Science and Psychological Studies (9 hours): Study of the social sciences of anthropology, economics, human geography, political science, and sociology (the study of aspects of past and present activities, conduct, interactions, and organizations of humans) and the study of psychology (the study of mental phenomena, especially those associated with behavior and problems of adjustment to the environment) directed toward an understanding of and an ability to apply the scientific methods to human activity. Courses must be selected from at least two departments.

Group 6: Aesthetic Studies (3 hours): Study of the fine and applied arts having to do with the creation and application of diverse modes of communication, ideas, and emotions by means of visual and nonvisual representations and symbols toward developing aesthetic understanding and appreciation.

Group 7: Contemporary Life Studies (6 hours): Study of the applied arts of agriculture (the production of food and the management of natural fiber plant and animal resources), business and management (organization, operation, administration, and control of private and public organizations), Criminal Justice Sciences (the study of the criminal justice system), education (instruction and training within and outside educational organizations), health and physical education (maintenance and restoration of physical and mental health), home economics (the study of the reciprocal relations of family to its natural and man-made resources and environments), technology (practical application of basic scientific knowledge to the design, production, and operation of systems for human control of the natural environment), and other appropriate applied studies directed toward development and understanding of the use of liberal studies in applied areas in order to deal creatively and realistically with personal, community, national, and international concerns.

Group 8: Nonwestern Cultures and Traditions (3 hours): Study of some aspect of a culture other than one's own directed not only toward a better understanding of the cultural complexity of a shrinking and increasingly interdependent world but also toward gaining a new perspective of Western culture. (Courses in this group must be concerned with the cultures and traditions of one or more of the following geographic areas: Africa and neighboring islands (not in the Mediterranean Sea); Caribbean Islands with nonwestern cultures; Central America; China, Mongolia, Japan, Korea (East Asia), Taiwan; India, Pakistan, and neighboring countries; Mexico; Middle East; Pacific Islands (U.S. Administration); Philippines and islands of Indonesia; Pre-contact cultures of Americas, Australia, or New Zealand; South America; Southeastern Asia (Burma, Cambodia, Laos, Thailand, Vietnam, and others).

- B. Definition of Terms from 1983-84 Undergraduate Catalog: A major is designed so that a student ordinarily would combine it with a minor. A comprehensive major is designed to be more inclusive, and the student would not ordinarily combine it with a minor. Subdivisions of majors are of two types; 1) a sequence is a subdivision of a major in which there are specific curriculum requirements, and 2) a concentration is a subdivision of a major which is provided for advisement purposes only (there are no specific curriculum requirements in a concentration). A minor is a combination of courses, not to exceed 24 hours, that provides a cohesive introduction to an area of study.

The current University Curriculum Committee Policies and Procedures state the following: "Credit limits for Majors, Comprehensive Majors, Interdisciplinary Programs, and Minors (Approved by University Council, February 21, 1968): Departments, Groups of Departments, and/or Divisions will adhere to the following requirements for majors, comprehensive majors, interdisciplinary programs, and minors for all undergraduate degrees. Exceptions may be made only by agreement of the University Curriculum Committee and the Academic Senate.

- a. **Majors:** No major may have more than 37 semester hours of credit as a maximum requirement of that department.
 - b. **Comprehensive Majors and Interdisciplinary Programs:** Comprehensive Majors and Interdisciplinary Programs may have no more than 55 semester hours of credit as a maximum requirement. No more than 37 semester hours of credit may be from any one area in an interdisciplinary program. (It is understood that a comprehensive major consists of distinct, but related, fields of knowledge.)
 - c. **Minors:** No minor may have more than 24 semester hours from an area as a maximum requirement.
 - d. **Electives:** There will be no restrictions placed on the use of elective hours."
- C. **Major Course of Study:** The major course of study for the baccalaureate degree requires an in-depth study of the principles and practice of a discipline. A major course of study should prepare a student to use in various ways the content and the methodology of a discipline. At the same time a major course of study for the baccalaureate degree does not duplicate the course of study for a graduate degree in that discipline. The usual number of semester hours for a major is 36; the maximum varies considerably by discipline but usually does not exceed 37 semester hours in the major or 55 semester hours in a "comprehensive" major. There are exceptions to these limits on the number of semester hours in the major. In both cases the burden of proof rests with the department to demonstrate conclusively to the University Curriculum Committee and to the Academic Senate that an exception is an appropriate course of action.
- D. **Comprehensive Major Course of Study:** The comprehensive major course of study, with a 55 semester hour limit, has traditionally been offered at Illinois State University as an alternative to the major and minor required in the secondary education program. With the elimination of the requirement of a minor in the secondary education program during 1983 (five programs excepted - see Appendix A), the usefulness of the designation "Comprehensive Major" is diminished. The term "Comprehensive" major is also used for programs outside teacher education which are larger than the traditional major.
- E. **Minor Course of Study:** A minor is a combination of courses, not to exceed 24 hours, that provides a cohesive introduction to an area of study. Although a minor is no longer required for teaching certification (see Appendix A), it is strongly advised for students wishing to be certified to teach in two areas. In addition, students in non-teaching programs may choose a minor in order to gain knowledge in an area related to their majors, in an area providing a breadth of competence, or in an area offering a diversity of learning experience.

- F. Electives: There is no limit on the number of electives that students may take to satisfy the minimum requirement of 120 semester hours of course work for graduation.

- G. Professional Education: Each teacher education major must complete professional education requirements as a part of the state requirements for certification. For majors leading to the Standard High School certificate, 22 semester hours are taken in addition to the requirements listed in the major. For other certificates those professional education requirements are listed along with the requirements of the major or the sequence in the Undergraduate Catalog. The teacher education requirements section of the Undergraduate Catalog provides an overview of the certification program requirements, including general education, professional education, and specialization.

IV. Recommendations:

1. Undergraduate degrees offered at Illinois State University, including the Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, Bachelor of Fine Arts, Bachelor of Music, and Bachelor of Music Education, should not require more than 124 hours of coursework.

Rationale: All undergraduate degrees should be attainable within a four-year time period. Many students take more than 124 semester hours for their baccalaureate degrees. Often this is a matter of student choice, such as a change in major or a wish to take additional electives. The goal of this recommendation is not to prevent a student from choosing additional semester hours of study but to prevent the requirements for graduation from making the attainment of a baccalaureate degree in a four-year time period unlikely. A program requiring 124 semester hours exceeds the minimum graduation requirements by four semester hours, allows students a choice of classes for the most part within University Studies, permits electives only above and beyond graduation requirements, and may demand that a student follow major requirements upon entrance in the freshman year. If program requirements exceed 124 semester hours, even a well organized student may experience difficulty in attaining a baccalaureate degree in four years.

Ideally, most baccalaureate degree programs will permit flexibility for students to choose electives or concentrations outside the major.

Through the existing collegiate curricular procedures, a College may elect to develop standards which differ from but are not in excess of the published standards in IV. 1, 2, 3, and 4.

2. The major for the B.A., B.S., and B.S. in Education degrees should not require more than 55 semester hours in the major department. This limit does not apply to the B.F.A., the B.M., and the B.M.E., which are described in section II.

Rationale: The long-standing guideline of a 55 semester hour maximum in the major should be retained. In the past, this maximum was applied to the comprehensive major; if the term comprehensive is deleted as proposed (Recommendation 5), then this guideline would apply to all majors. It is understood that, in general, majors would not exceed 55 semester hours in the major department.

3. The major should not mandate more than 76 semester hours, excluding University Studies hours.

Rationale: The 76 semester hour limit should be seen not as an ideal but as a maximum to be approached only in rare cases. A department or college is obligated to make a very strong case for mandating 60 semester hours or more. The 76 semester hour limit

includes courses in the major department and courses outside the major department but required by the major. As the number of hours mandated by the major approaches 76, the flexibility in a student's program drops considerably.

4. The major and any University requirements should mandate no more than 24 semester hours (including English 101 - Language and Composition I) in the University Studies program.

Rationale: The University Studies program, described in section III.A., is designed to be rigorous by designating eight areas of study that must be completed and to be flexible by allowing a choice of courses within each area. The requirement of specific courses in University Studies in order to enhance the major course of study must be balanced against the need for flexibility in a student's planning. To this end at least one-half of the University Studies program should remain undesignated by the major and open to student choice.

The necessity or desirability of a student meeting the requirement(s) for certification, licensure, or registration may significantly reduce the flexibility within a particular program. Careful attention must be given to extensive mandating of courses in University Studies by the major department so that the student's opportunity to register for electives will not be eliminated.

5. The use of the term "Comprehensive" should be examined rigorously in Academic Program Reviews and should be eliminated if the term "Comprehensive" does not appear to serve a meaningful purpose any longer.

Rationale: With the elimination of the requirement of the minor in teacher education programs, the original purpose of the comprehensive major as an alternative to the major/minor requirement was lost. Therefore, departments should examine the need for a "Comprehensive" major and a "regular" major during the program review process. Departments may prefer the designation of a "Major" with various "Sequences" as an alternative to the "comprehensive" and "Major" designations currently in use.

6. Concentrations of 12 to 18 semester hours should, if possible, be offered to students who wish to use their elective hours to study a discipline without taking the requirements for a major or minor course of study. Departments could be creative in suggesting concentrations with a variety of emphases. Students who elect a major course of study that mandates a relatively small number of hours (for example, those in the range of 27 -36) should be strongly urged to select a concentration from another department. Such recommendations could be a part of the advising process and could also be included in catalog copy.

Rationale: Students who complete the baccalaureate with only the University Studies component (48 semester hours) and the major area of study component (36-55 semester hours) can have as many as 36

hours of electives. Some students choose a second major; some choose a minor and electives. An additional option would be provided by concentrations of 12 to 18 semester hours. Students whose majors leave them with a relatively large number of elective hours may benefit from some advice that will provide structure and focus to their selection of courses. Such counseling could also be used to direct them toward concentrations that will complement or strengthen mastery of their major area of study. Some possible areas for concentrations include communications, fine arts, applied computer sciences, business administration, among others.

7. Programs not conforming to these guidelines are to be adjusted only after thorough study, which will take place during the regularly scheduled Academic Program Review process. Departments will have the opportunity to present a rationale for courses of study differing from the guidelines listed above. Department chairs should be alerted well in advance of the Academic Program Review that a course of study will be given detailed scrutiny; with sufficient time to make careful decisions, departments may examine a course of study and either modify its requirements or develop a complete, persuasive document explaining to the academic community the need for an exception to these guidelines.

If a department wishes to present a rationale for a course of study differing from these guidelines before the regularly scheduled Academic Program Review, it may elect to present such a rationale through the regular curriculum channels of the University. The rationale would originate with the Department Curriculum Committee and then be directed to the College Curriculum Committee, Council of Teacher Education if necessary, University Curriculum Committee, Academic Senate, and Dean of Instruction for approval or disapproval.

Courses of study exceeding these guidelines will be given detailed scrutiny through the Academic Program Review process or the regular curriculum channels of the University. There is no implicit or explicit guarantee that, after the review process, courses of study will conform to the guidelines herein. It is understood that some programs or courses of study may need to exceed the limits stated in IV. 1, 2, or 3, if programs at leading universities in the United States have established standards of quality which differ from these guidelines.

Rationale: Individual circumstances do have an impact on degree programs. Adjustments in program requirements may cause far-reaching consequences. As a result, careful and deliberate study of proposed changes in program requirements is essential in curriculum planning and development. Nevertheless, it is important that a program exceeding these guidelines on semester hour requirements be scrutinized thoroughly. The Academic Program Review process is the appropriate avenue for the conduct of this study. Each college examines its programs on a five year cycle (see Appendix C) and works in conjunction with the Associate Provost and Dean of Instruction in planning for the future of each program.

This process of deliberate academic planning provides the opportunity for the careful study of programs which do not meet the guidelines above.

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Appendix A

Teacher Education Majors Requiring Minors for Certification

Five programs leading to high school teaching certification require both a major and a minor. They include the following majors:

1. Dance
2. Geography
3. Health Science
4. Theatre
5. Traffic Safety

Appendix B

Group 1: COMMUNICATION STUDIES

Communication

- 110 Fundamentals of Speech Communications
- 123 Interpersonal Communication
- 125 Argumentation
- 223 Small Group Processes

English

- 101 Language and Composition I (Required of all students)
- 145 Language and Composition II

Foreign Languages

- 111 First-Year French (Part I)
- 112 First-Year French (Part II)
- 111 First-Year German (Part I)
- 112 First-Year German (Part II)
- 111 First-Year Classical Greek (Part I)
- 112 First-Year Classical Greek (Part II)
- 111 First-Year Italian (Part I)
- 112 First-Year Italian (Part II)
- 111 First-Year Latin (Part I)
- 112 First-Year Latin (Part II)
- 111 First-Year Russian (Part I)
- 112 First-Year Russian (Part II)
- 111 First-Year Spanish (Part I)
- 112 First-Year Spanish (Part II)
- 115 Second-Year French (Part I)
- 116 Second-Year French (Part II)
- 115 Second-Year German (Part I)
- 116 Second-Year German (Part II)
- 115 Intermediate Latin
- 116 Vergil
- 115 Second-Year Russian (Part I)
- 116 Second-Year Russian (Part II)
- 115 Second-Year Spanish (Part I)
- 116 Second-Year Spanish (Part II)

Group 2: HUMANISTIC STUDIES

English

- 104 Introduction to Literature-Poetry and Drama
- 105 Introduction to Literature-Prose Fiction
- 106 Introduction to Literature-Literary Themes and Topics
- 107 Literature and the Movies
- 110 Masterpieces of English Literature
- 122 Introduction to Shakespeare
- 130 Masterpieces of American Literature
- 150 Masterpieces of World Literature to 1350
- 160 Women in Literature
- 165 Afro-American Literature
- 250 Literature of The Bible I
- 251 Literature of The Bible II

Foreign Languages

- 105 Classical Mythology

- 211 German Novelle
- 216 German Drama
- 221 Survey of French Literature I
- 221 Survey of Spanish Literature I
- 222 Survey of Spanish Literature II
- 222 Survey of French Literature II
- 223 Survey of French Literature III
- 242 Survey of Spanish-American Literature

History

- 121 History of Western Civilization to 1300
- 123 Early Modern Europe
- 124 Modern Europe Since 1789
- 135 History of the United States to 1865
- 136 History of the United States since 1865
- 137 The American Experience
- 220 Ancient History: Greece
- 221 Ancient History: Rome
- 228 Europe in the Nineteenth Century: 1815-1914
- 235 French History to the Revolution

Interdisciplinary Studies

- 100 Humanities I: European Civilization to 1700 (3 hrs.)
- 101 Humanities II: European Civilization since 1700 (3 hrs.)
- 103 English Heritage
- 104 British Civilization

Philosophy

- 101 Basic Issues in Philosophy
- 120 Philosophy of Religion
- 138 Moral and Social Values
- 232 Ethics
- 240 Political Philosophy
- 242 Philosophy of Law
- 254 Ancient and Medieval Philosophy
- 255 Modern Philosophy

Theatre

- 151 History of the Theatre in Western Culture

Group 3: NATURAL SCIENCE STUDIES

Biological Sciences

- 100 Introduction to Biological Sciences
- 121 General Botany
- 160 Introduction Microbiology
- 170 Genetics and Society
- 181 Functional Anatomy of Man
- 182 Functional Anatomy of Man
- 185 Introduction to Evolution
- 190 General Zoology
- 195 Introduction to Oceanography
- 199 Animal Behavior
- 204 Natural Science

Chemistry

- 102 Science and Modern Man
- 104 Elements of Chemistry
- 110 Fundamentals of Chemistry

112 Fundamental Chemistry Laboratory
140 General Chemistry I
141 General Chemistry II
Geography-Geology
100 Earth Science
105 Introduction to Geology I
107 Introduction to Geology II
110 Weather
195 Introduction to Oceanography
Physics
100 Energy and Environment
101 Introduction to Astronomy
105 Fundamentals of Physics
108 General Physics I
109 General Physics II
110 Physics I
111 Physics II
Sociology, Anthropology, and Social Work
182 Introduction to Physical Anthropology

Group 4: QUANTITATIVE AND LOGICAL STUDIES

Applied Computer Science
164 Fortran Programming
168 Structured Problem Solving and the Computer
Mathematics
103 Foundation Topics in Mathematics
105 Applications of Elementary Mathematics
106 World of Mathematics
120 Finite Mathematics for Business and Social Sciences
121 Introduction to Calculus for Business and Social Sciences
145 Calculus I
146 Calculus II
151 Structure of Number Systems I
164 Fortran Programming
210 Symbolic Logic I
Philosophy
110 Thinking Logically
210 Symbolic Logic I

Group 5: SOCIAL SCIENCE AND PSYCHOLOGICAL STUDIES

Economics
100 Principles of Economics I
101 Principles of Economics II
Geography-Geology
135 World Geography
150 Economic Geography
205 Conservation and Natural Resources
Political Science
105 American Government and Politics
141 Comparative European Government
151 Introduction to International Relations
232 Politics and Public Policy

- 254 Introduction to Global Issues
- Psychology
 - 111 General Psychology
 - 112 Child and Adolescent Development
 - 131 Social Psychology
 - 232 Personality
- Sociology, Anthropology, and Social Work
 - 106 Introduction to Sociology
 - 107 Social Problems
 - 131 Social Psychology
 - 180 Introduction to Cultural Anthropology
 - 261 The Community
 - 267 Population
 - 268 Sociology and Religion

Group 6: AESTHETIC STUDIES

- Art
 - 100 Introductory Art Workshop
 - 150 Art Appreciation
 - 155 Survey of Art I
 - 156 Survey of Art II
 - 250 Arts and the Modern World
 - 257 Survey of Art III
- Health, Physical Education, Recreation, and Dance
 - 123 Modern Dance I
- Interdisciplinary Studies
 - 100 Humanities I: European Civilization to 1700 (2 hrs.)
 - 101 Humanities II: European Civilization since 1700 (2 hrs.)
- Music
 - 100 Introduction to Music Theory
 - 151 Survey of Music Literature
 - 153 Black Music I
 - 250 Arts and the Modern World
- Theatre
 - 150 Introduction to the Theatre
 - 170 Introduction to Film Art
 - 250 Arts and the Modern World

Group 7: CONTEMPORARY LIFE STUDIES

- Agriculture
 - 150 Introduction to Plant Science
 - 170 Introduction to Animal Science
- Applied Computer Science
 - 140 Introduction to the Computer World
- Biological Sciences
 - 111 Plants and Civilization
 - 145 Hygiene and the Biology of Man
 - 202 Ecology of Man
- Business Education and Administrative Services
 - 100 Business and its Environment
 - 330 Decision-making for Consumers
- Communication
 - 140 Introduction to the Computer-World

Criminal Justice Sciences
 101 Introduction to Criminal Justice Sciences

Curriculum and Instruction
 110 Introduction to Multicultural Education

Foreign Languages
 108 German for Business

Health, Physical Education, Recreation, and Dance
 113 Fitness and Conditioning
 180 First Aid

Health Sciences
 100 Introduction to the Health Community
 155 Man and Environment: A Health Perspective
 194 Healthful Family Living
 196 Drugs and Lifestyles

Home Economics
 106 Nutrition
 131 Courtship and Marriage
 132 Home Management in Contemporary Life
 330 Decision-making for Consumers

Industrial Technology
 171 Principles of Accident Prevention
 208 Industrial Technology Systems
 308 Man and Technology

Interdisciplinary Studies
 120 Women Today

Philosophy
 139 Business Ethics

Sociology, Anthropology, and Social Work
 170 Survey of Social Work and Social Welfare

Speech Pathology and Audiology
 112 Survey of Speech and Hearing Disorders
 115 Introduction to Human Verbal Development
 120 Sound and Man

Group 8: NONWESTERN CULTURES AND TRADITIONS

Agriculture
 100 Agriculture of Developing Countries

Art
 189.14 Oriental Art

Business Education and Administrative Services
 345 Business in a Multicultural Environment

Geography-Geology
 250 Africa
 255 Asia

History
 125 History of Asian Civilization
 126 History of the Middle East and Africa
 127 Latin America
 263 Modern Mexico
 271 Islamic Civilization
 275 History of Japanese Civilization

Philosophy
 207 Oriental Philosophy

Political Science

- 145 Introduction to Nonwestern Politics
- 246 African Politics
- 247 Politics of the Middle East
- 347 Latin American Politics

Sociology, Anthropology, and Social Work

- 184 Cultures of the World
- 272 North American Indians
- 284 The Anthropology of Native American Art

Theatre

- 289.17 Survey of Nonwestern Film

Appendix C

Schedule for the Annual Academic Program Review

1983-84 College of Arts and Sciences
1984-85 College of Fine Arts
1985-86 College of Education
1986-87 College of Business
1987-88 College of Applied Science and Technology

hours of electives. Some students choose a second major; some choose a minor and electives. An additional option would be provided by concentrations of 12 to 18 semester hours. Students whose majors leave them with a relatively large number of elective hours may benefit from some advice that will provide structure and focus to their selection of courses. Such counseling could also be used to direct them toward concentrations that will complement or strengthen mastery of their major area of study. Some possible areas for concentrations include communications, fine arts, applied computer sciences, business administration, among others.

7. Programs not conforming to these guidelines will be scrutinized during the regularly scheduled Academic Program Review process. Departments will have the opportunity to present a rationale for such exceptions differing from the guidelines listed above. Department chairs should be alerted well in advance of the Academic Program Review that a course of study will be given detailed scrutiny; with sufficient time to make careful decisions, departments may examine a course of study and either modify its requirements or develop a complete, persuasive document explaining to the academic community the need for an exception to these guidelines.

If a department wishes to secure authorization of a course of study differing from these guidelines or for course requirements which exceed these guidelines, it should present such a rationale through the regular curriculum channels of the University. The rationale would originate with the Department Curriculum Committee and then be directed to the College Curriculum Committee, Council of Teacher Education if necessary, University Curriculum Committee, Academic Senate, and Dean of Instruction for approval or disapproval.

Rationale: Individual circumstances do have an impact on degree programs. Adjustments in program requirements may cause far-reaching consequences. As a result, careful and deliberate study of proposed changes in program requirements is essential in curriculum planning and development. Nevertheless, it is important that a program exceeding these guidelines on semester hour requirements be scrutinized thoroughly. The Academic Program Review process is the appropriate avenue for the conduct of this study. Each college examines its programs on a five year cycle (see Appendix C) and works in conjunction with the Associate Provost and Dean of Instruction in planning for the future of each program. This process of deliberate academic planning provides the opportunity for the careful study of programs which do not meet the guidelines above.

There is no implicit or explicit guarantee that, after the review process, courses of study will conform to the guidelines herein. However, it is understood that if programs or courses of study are to exceed the limits stated in IV. 1, 2, or 3, they must be based on a convincing rationale preferably drawn from curricular patterns at leading universities in the United States in the discipline involved.

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From 1967 to 1974 the amount of coursework required in general education generally declined, while the amount of coursework in the major remained stable; the result was an increase in hours given to electives. Today college and University curricula throughout the United States are redeveloping general education requirements, and it is apparent that general education will continue to be an area of interest and concern for higher education through the 1980's.

One indicator of the rekindled interest in general education is the report of the National Commission on Excellence in Education, entitled A Nation at Risk: The Imperative for Educational Reform, which addresses the importance of general education in preparing students for lifelong learning.

"In a world of ever-accelerating competition and change in the conditions of the workplace, of ever-greater danger, and of ever-larger opportunities for those prepared to meet them, educational reform should focus on the goal of creating a Learning Society. At the heart of such a society is the commitment to a set of values and to a system of education that affords all members the opportunity to stretch their minds to full capacity, from early childhood through adulthood, learning more as the world itself changes. Such a society has as a basic foundation the idea that education is important not only because of what it contributes to one's career goals but also because of the value it adds to the general quality of one's life" (A Nation at Risk).

A baccalaureate degree provides a balanced education, incorporating both the breadth of general or university studies and the intensity of an in-depth study of a discipline. Illinois State University has insisted on the value and importance of these components in a baccalaureate degree. In recent years the University has restructured completely the required hours, areas of study, and the approved courses in the University Studies program, completing this task as others in higher education were just beginning to call for the improvement of general education in America. In developing major areas of studies, departments continually update their curricular offerings through the approved College and University channels. Departments at ISU have been aggressive in seeking to offer strong, up-to-date major areas of study. In both the University Studies program and in major fields of study, then, Illinois State University is asserting its strength and tradition in curriculum development.

Howard Bowen has described the baccalaureate course of study as the completion of both personal education and practical education. By personal education he means the "broad development or fulfillment of the whole person," and by practical education, the "training for work, family life, politics, consumer choice, health, leisure activities, and other practical affairs" (The State of the Nation and the Agenda for Higher Education, 1982).

Bowen is specific about the topics he would include in each area, and the following outline is presented as an indication of his thinking.

"These subjects (not necessarily courses) could constitute a six-year program, two years in high school and four years in college:

I. Personal Education

A. The common core

1. Language skills including reading, writing, speaking, and, in an era of electronic communication, listening--all in English.
2. Logic, mathematics, and computer science.
3. History of Western civilization with special emphasis on the development of democratic institutions.
4. Philosophy.
5. Religious studies.
6. National and world geography with special reference to peoples, cultures, economies, ecology, and relationships.
7. Foreign languages: not required but with incentives or encouragement such that a substantial minority of persons would elect to study them in some depth so that the nation could have contact with many foreign cultures.
8. Educational opportunities: training and guidance related to opportunities and techniques for lifelong educational use of adult education, radio, television, books, magazines, newspapers, libraries, churches, museums, musical organizations, armed forces, workplaces, unions, clubs, experiential learning, and independent study. As Alfred Whitehead observed (1929, p. 6), 'Education is the acquisition of the art of the utilization of knowledge.'
9. Career opportunities: the concept of vocation, world of work, and choice of vocation.
10. Physical education and outdoor recreation.

B. Required fields within each of which limited choices of specific courses would be permitted. In each field, emphases would be on fundamental principles, methods, and great issues.

1. Natural sciences
2. The humanities
3. The fine arts
4. Social studies

C. The entire program of personal education would be designed to help students acquire a cosmopolitan outlook. This would be achieved partly through the study of world geography and foreign languages as specified, partly through elective courses pertaining to international affairs and foreign cultures, partly through the regular curriculum and the extracurricular life of each institution.

II. Practical education

- ### A. Meeting the requirement of a major field of study in the sciences and arts that might provide the basis for a vocation* or for the advanced study leading eventually to a vocation; or preparing for a vocation; or through undergraduate study, apprenticeship, on-the-job experience and training, and so on.

*For the purposes of this document a vocation is considered to be a career.

- B. Preparing for other practical affairs such as interpersonal relations, management of personal business, child development, health, consumer choice, and use of leisure."

Bowen points out that personal education and practical education are not simply equivalent to general education and a major area of study respectively. Indeed, personal education and practical education occur in and through the combination of a general education program and a major area of study.

At Illinois State University both personal and practical education are achieved through the University Studies program and through the major area of study. Personal education occurs primarily through the University Studies program and secondarily through the major course of study; practical education occurs primarily through the major course of study together with courses mandated by the major department and secondarily through the University Studies program. An integration of personal and practical education is an essential attribute of the baccalaureate course of study. In order to implement goals for the final two years of high school and four years of baccalaureate education, the University may develop greater communication with school districts throughout Illinois about appropriate senior high school studies, along the lines of articulation agreements with two-year colleges.

The goal, then, of the baccalaureate degree at Illinois State University is the achievement of both personal and practical education through the requirements of the University Studies program and the various major and minor courses of study offered in the five colleges, College of Applied Science and Technology, College of Arts and Sciences, College of Business, College of Education, and College of Fine Arts, that comprise the University.

¹Reprinted with permission of Howard R. Bowen from pp. 104-105, The State of the Nation and the Agenda for Higher Education. Howard R. Bowen is R. Stanton Avery Professor of Economics and Education at Claremont Graduate School. He is the author or coauthor of ten books and many articles and pamphlets. His numerous honorary degrees and awards include special awards for educational leadership.

Illinois State University

College of Arts and Sciences
Department of English

January 24, 1984

TO: Tom Eimermann, Political Science

FROM: Richard Dammers, English

SUBJECT: Programs of study exceeding guidelines

In response to your questions about programs which exceed the limits in recommendations one through four, the following information is provided.

Recommendation One:

The following programs of study exceed the 124 total semester hour limitation:

1. Comprehensive Home Economics Education - 125 hrs.
2. Comprehensive Art Education - 130 hrs.
3. BME Comprehensive Music Education - 127 hrs.
4. BME Instrumental - Orchestra Sequence - 130 hrs.
5. BME - Instrumental - Band Sequence - 130 hrs.
6. BME - Choral - General - Keyboard Sequence - 129 hrs.
7. BFA Comprehensive Theatre Major - Acting Sequence - 128 hrs.
8. SP.ED Deaf and Hard of Hearing Sequence - 126 hrs.

Recommendation Two:

There are no programs of study exceeding this limit.

Recommendations Three and Four:

The following programs of study exceed the limitations on hours mandated by the major department:

1. Comprehensive Environmental Health
101 hrs. mandated by department (currently in process of revision)
2. Comprehensive Environmental Health Industrial Hygiene Sequence
100 hrs. mandated by department (currently in process of revision)
3. Accounting: Industrial Accounting Sequence
100 hrs. mandated by department
4. BFA Theatre Comprehensive Major - Acting Sequence
80 hrs. mandated by department

The hour requirements in the programs listed above have been confirmed by Dr. Carolyn Bartlett, Associate Director of Admissions and Records.

To the best of my knowledge there are no other programs exceeding the guideline in Recommendation four.

Since the members of the Senate may be interested in this information, a copy of this memo will be shared with each member of the Senate on February 8.

RHD:s1

Normal-Bloomington, Illinois
Phone: 309/438-3667

Stevenson Hall
Normal, Illinois 61761

HOWARD R. BOWEN is R. Stanton Avery Professor of Economics and Education at Claremont Graduate School. A native of Spokane, Washington, he attended Washington State University, received the Ph.D. degree in economics from the University of Iowa (1935), and was a postdoctoral student at Cambridge University and the London School of Economics (1937-1938). He is an economist who in recent years has specialized in the economics of higher education.

His career has included service in business, government, and higher education. Bowen was chief economist of the Joint Committee on Internal Revenue Taxation of the U.S. Congress (1942-1945) and economist of the Irving Trust Company, a Wall Street bank (1945-1947). He has taught at the University of Iowa, Williams College, and Claremont Graduate School. He served as dean of the Business School at the University of Illinois and as president or chancellor of three institutions: Grinnell College (1955-1964), the University of Iowa (1964-1969), and Claremont University Center (1970-1974).

Bowen has served on the boards of many organizations and is currently a director or trustee of Grinnell College, Claremont University Center, and Teachers Insurance and Annuity Association. He has been president of the American Finance Association, The American Association for Higher Education, the Association for the Study of Higher Education, and the Western Economic Association and chairman of the National Citizens' Committee for Tax Revision and Reduction (1963) and of the National Commission on Technology, Automation, and Economic Progress. He is a member of the National Academy of Education. Bowen has been a member of foreign missions to Japan, Thailand, and Yugoslavia. His numerous honorary degrees and awards include special awards for educational leadership presented by the National Council of Independent Colleges and Universities, the New York

Association of Colleges and Universities, and Change magazine.

Howard Bowen is the author or coauthor of ten books and many articles and pamphlets. Among his books are Toward Social Economy (1948, reprinted 1977), Social Responsibilities of the Businessman (1953), Graduate Education in Economics (1954), Automation and Economic Progress (1966), The Finance of Higher Education (1969), Efficiency in Liberal Education (1971), Investment in Learning (1977), and The Costs of Higher Education (1981).

(From pp. xvii-xviii, The State of the Nation and the Agenda for Higher Education, 1982)

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