Spring 3-24-1993

Senate Meeting, March 24, 1993

Academic Senate

AGENDA FOR THE ACADEMIC SENATE

TIME: 7:00 P.M., Wednesday, March 24, 1993

PLACE: Circus Room, Bone Student Center

Call to Order

Roll Call

Approval of Minutes of February 24, 1993

Chairperson's Remarks

Vice Chairperson's Remarks

Student Body President's Remarks

Administrators' Remarks

ACTION ITEMS:

1. **Rules Committee Recommendations for Faculty Appointments to External Committees**
2. **Telecommunications Management Bachelor's Degree Proposal**
3. **Conservation Biology Sequence**
4. **Administrative Affairs Committee Recommendation to Abolish Facilities Planning Committee**

INFORMATION ITEMS: NONE

Communications

Committee Reports

Adjournment

ACADEMIC SENATE MINUTES

March 24, 1993 Volume XXIV, No. 11

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INFORMATION ITEMS: NONE

Communications

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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 discussions with the consent of the Senate. Persons desiring to bring items to the attention of the Senate may do so by contacting any member of the Senate.

ACADEMIC SENATE MINUTES

(Not Approved by the Academic Senate)

March 24, 1993 Volume XXIV, No. 11

CALL TO ORDER

Vice Chairperson Matt Shimkus called the meeting of the Academic Senate to order at 7:15 p.m. in the Circus Room of the Bone Student Center. Shimkus chaired the meeting in the absence of Len Schmaltz, who was ill.

ROLL CALL

Secretary Jan Cook called the roll and declared a quorum present.

APPROVAL OF MINUTES OF FEBRUARY 24, 1993

XXIV-57
Motion to approve Academic Senate Minutes of February 24, 1993, by Semlak (Second, Stock) carried on a voice vote.

CHAIRPERSON'S REMARKS

Chairperson Schmaltz had an excused absence.

VICE CHAIRPERSON'S REMARKS

Vice Chairperson, Matt Shimkus: This is my last full meeting of the Senate. I would like to say that I enjoyed working with everyone. The year did go by quickly, but it was a good time.

SBBD PRESIDENT'S REMARKS

SBBD President Randy Fox: For all those senators for whom this is their last meeting, thanks for a great year. Congratulations, and best of luck. This isn't my last meeting, so you have to deal with me through one more.

ADMINISTRATORS' REMARKS

President Wallace: Since this is the last meeting of the old Senate, it is my pleasure to express warm appreciation on behalf of the University to our Chair and Vice Chair. Len is probably not here tonight because he thought he wasn't going to get a certificate. I want to thank Len and Matt for their service to the University. You can put this certificate on your wall.

Provost Strand called an executive session to discuss the Distinguished Professor Award.

Vice President for Student Affairs William Gurowitz had no remarks.

Vice President for Business and Finance James Alexander had no remarks.

ACTION ITEMS

1. Rules Committee Recommendations for Faculty Appointments to External Committees

ATHLETIC COUNCIL (ELECTED)
Jim Johnson, Psychology
Jean Memken, Home Economics

XXIV-58
Motion by Fryda (Second, Weber) to approve the Rules Committee Recommendations for Faculty Appointments to External Committees carried on a voice vote. (One correction to the original slate was the addition of Robin Carr, English, for a 1994 term on the University Curriculum Committee. Susan Smith had just notified the Senate of her resignation.)

ACADEMIC STANDARDS COMMITTEE

Steven Juliano, BSC	(1996)
Mark Slama, Marketing	(1996)
Vicky Timme, C & I	(1996)

COUNCIL ON UNIVERSITY STUDIES

Ray Davidson, C & I	(1996)
Daniel Hirschhorn, Math	(1996)
John Kirk, Theatre	(1996)
William Walters, Geography	(1996)

ECONOMIC WELL BEING COMMITTEE

Wayne Galler, C & I	(1996)
Isabel Garcia, HPERD	(1996)

ENTERTAINMENT COMMITTEE

Michael Daugherty, I. T.	(1996)
Paul Park, MQM	(1996)

FACULTY ELECTIONS COMMITTEE

Sesha Kethineni, CJS	(1996)
Ione Garcia, C & I	(1996)

HONORS COUNCIL

James Alstrum, FOR	(1996)
Deborah Gentry, HEC	(1996)

LIBRARY COMMITTEE

Steven Shaw, Psychology	(1996)

REINSTATEMENT COMMITTEE

Cheryl Wachenheim, AGR	(1996)
Mack Bowen, SED	(1996)

STUDENT CENTER AUDITORIUM POLICY BOARD

Dover Turco, HPERD	(1996)
Wilma Miller, SED (Alternate)	

STUDENT CENTER AUDITORIUM PROGRAMMING BOARD

Dwaine Goodwin, HPERD	(1996)

STUDENT CODE ENFORCEMENT AND REVIEW BOARD

Mary Campbell, SASW	(1996)

SCERB UNIVERSITY HEARING PANEL

Gerald Balls, English	(1996)
Jeffrey Hecht, EAF	(1996)
Niles Holt, History	(1996)
Harry Huizinga, BSC	(1996)
Michael Lorber, C & I	(1996)
David MacDonald, History	(1996)
Marilyn Morrow, HSC	(1996)
David Parent, FOR	(1996)
Vicki Tate, Milner Lib.	(1996)
Jerome Tillman, C & I	(1996)
Janet Watson, HSC	(1996)

SCERB UNIVERSITY HEARING PANEL

Margaret Haefner, Comm.	(1995)
Kathleen McLennan, THE	(1995)

SCERB STUDENT GRIEVANCE PANEL

Jean Pankonin, HPERD	(1996)
Joe Omolayole, ACS	(1996)
Marie DiGiammarino, MUS	(1994)
Connie Garber-Dyar, HEC	(1994)

UNIVERSITY CURRICULUM COMMITTEE

Robin Carr, English	(1994)
Sharad Chitgopekar, MQM	(1994)
Bruce Hawkins, English	(1996)
George Kidder, BSC	(1996)
Steve Taylor, Mktg.	(1996)
Frank Waterstraat, HSC	(1996)

2. Approved the Telecommunications Management Bachelor's Degree Proposal

XXIV-59
Senator Walker: I would like to move approval of the Telecommunications Bachelor's Degree Proposal. (Second, Razaki)

Academic Affairs Committee has reviewed the proposal and received input from the Budget Committee. We recommend the proposal unanimously.

Senator Cook: As mentioned at the last meeting, after reading the proposal the Senate Budget Committee considered this to be a valuable proposal, but an expensive one. When we had read the review that said that there would probably be $59,000 reallocation money already identified, but that a substantial amount of other money would still be needed, we recommended a stipulation be added to the motion to say:

XXIV-60
"Of the new monies required, only $60,000 be funded by ISU internal reallocation and that the rest of the new monies be funded from some other source."
(Motion: Cook/Weber)

I don't know if that stipulation was considered acceptable to Academic Affairs, or whether I should suggest this an amendment?

Senator Walker: We discussed the proposal on the merits of its academic issue, and find it to be a strong proposal academically. If you wish to propose that as an amendment, then I would suggest that you do so tonight.

(XXIV-60)
Senator Cook: Then I would like to move that stipulation be added to the proposal tonight as an amendment. (Second, Weber)

Senator Zeidenstein: I presume then, this would be added on Page 25 of the proposal, Sources of Funding, second column of the heading from the right, "CAST REALLOCATIONS," -- $59,000.
What you are in effect doing with the proposed amendment, is changing this to ISU REALLOCATIONS.

Senator Cook: Not exactly. I am not asking that the table be modified, I am asking that the phrasing of the motion be modified to say that we recommend approval of this proposal with the stipulation that at most $60,000 of the new monies required be gener-

ated by ISU reallocation.

Senator Zeidenstein: Would you agree then, that this would be a defacto altering of the meaning of this table, since you would be amending the table.

Senator Cook: No.

Senator Zeidenstein: In other words, rather than $59,000 coming from the College of Applied Science and Technology, you are recommending a maximum of $60,000 from university reallocations. You don't see that as an altering of what the table says.

Senator Cook: Harvey, I don't think that we are in a position to alter the internals of this document. I think that someone reading the motion would interpret the table in that light.

Senator Zeidenstein: OK.

Senator Hesse: As I understand it, this would not obligate the University to reallocate $60,000 in funds. I guess I would oppose the amendment on the basis that any program has to make the case for receiving funds on its merits. If the department proposes this, then this university reallocation would seem to fall under the same rules and procedures as any existing program, with funding determined by review of program merits.

Senator Thomas: I was going to propose a friendly amendment that says to the effect that:

> XXIV-61 (withdrawn)
> "We recommend approval of the program contingent upon ISU receiving additional funds specifically for the support of the Telecommunications Degree."

That to me specifies that we are requiring additional funding coming into the University, instead of reallocating money. I am personally more concerned about the $138,000 new money coming in. If it does not come in, when the program is approved, where will we get money to fund it?

Senator Cook: In order to understand how friendly that amendment is, Senator Thomas, may I ask if there is any dollar amount for this new money coming into the University. That could be one dollar out of the $277,000 proposed. Were you putting any boundaries on the quantity of new money. I was in my motion ($60,000).

The original amendment as proposed indicated a maximum of $60,000 internal and therefore implied a minimum of $217,000 external from some external source -- the state or corporate donations as

the case might turn out to be. I don't think I understand enough to agree that it is a friendly amendment.

Senator Razaki: This is to address Senator Thomas' objection. I think the department was arguing that if a major existed, it would be easier to bring in outside funding than in the absence of its existence. It is the chicken and egg argument -- which come first? There will be a higher probability of gaining outside funding, if the major exists.

Senator Alexander: I have a clarification. I believe that in the Budget Committee discussion, we suggested that Dr. Eggan said that $60,000 was the amount that would be available in the first year for reallocation from CAST and that our limitation was intended to reflect the limitations of the first year, not the limitations of the continuing program, so that the issues of reallocations in later years or the issue about what continuing outside sources may be available. I think if we look at this in the context of a first year allocation for a new program where the Dean has said how much will be available in that year, then it is not really much of a restriction beyond the table that is listed and it provides the capability that the departments believe is needed and the support that the Dean has identified in terms of initiating the program. I believe that our restriction was for the first year, so it wasn't a question of continuing reallocation concerns and it also reflected what the College had already determined what it could contribute, so it wasn't really a limitation on the program source of funds within the University. If we look at it in that context, it might address a lot of issues that concern the senators.

Dr. Larry Eggan: Insofar as a question was raised in a previous meeting about the ability of the department to attract donations. There will be a report in the local press soon about a donation to the Applied Computer Science Department of something over a million dollars. We do feel that the department is able to attract outside funding.

Dr. Elizabeth Chapman, Dean, College of Education: I know it is not appropriate for a guest to speak against the motions, but I am very concerned about the fiscal restraints that the Senate feels appropriate to put upon university or college reallocations to be applied to academic programs. Because, in this time when we are not receiving a lot of outside funding, it speaks to program stagnation, and we cannot afford to do that in a college that has such dynamic changes as the College of Applied Science and Technology. Particularly, in the area of Applied Computer Science, where you know very well that your computer is obsolete before you pay the bill on it. Just to give you a sense of the magnitude of the total dollars that we are talking about here, it

is less than two to three percent of CAST's budget alone. I think you are blowing something out of proportion here, and actually putting more restraints than necessary on this.

Senator Zeidenstein: I would like to focus back on the $59,000 on page 25, which Senator Cook has said if her committee's amendment goes through can be construed as being changed a maximum of $60,000 internal university reallocations. This may be a program eminently qualified to get virtually all the $60,000 maximum for colleges, not even CAST. I am not getting to the merits of the program. I am saying that this document coming out of CAST, making a case for the program, says: "The reallocation of $59,000 from the Dean of CAST's internal reallocations." If I understood Senator Alexander correctly, he said that the internal reallocation of $59,000 would be for the first year only. I am not going to get into the implications of the second, third, or fourth year of reallocations. I am simply saying that this document says the college will be responsible for its reallocation, and then the Budget Committee whose chair is from CAST, says let's not just make it one college's internal reallocation, even though the Dean said to do it that way, -- let's make it the entire University's reallocation. I would like to know just what piece of yardage is being put before my nose before I am asked to buy it. I want this eminently clear.

Senator Cook: It was my understanding that the Dean had already committed to $59,000 and that there was therefore the possibility of one extra thousand dollars from elsewhere.

Senator Zeidenstein: But that is not what your amendment reads.

Senator Cook: That is correct. This is not what my amendment reads. My amendment says a maximum of $60,000. I however have faith in the integrity of the Dean in having planned as carefully as she can.

Senator Zeidenstein: From within the University? (answer: yes) I am not contesting your faith by any means. I have faith in what is written on paper, rather than interpretations. When it is written on paper, it is accountable.

Senator Walker: I would like to address the Senate on this issue in my role as Chair of the Academic Affairs Committee. I think we really ought to look at this proposal based on its academic merits. We have in front of us proposals that come from the Budget Committee as they have looked at it -- and they have agreed to it. I would hope that we wouldn't put restraints on a program based solely on a budget of what may or may not be. We have outlined what we are voting on. What we are voting on is written down. We really need to look at the dynamics of this

program for what it can do. I would hope that no program that comes out of the Senate could be done so strictly on a monetary basis. That is what we are paying administrators big dollars for is to figure out how we are going to fund it. We are concerned about it and have some guidelines written down. Looking at the proposal on its academic merits, this could be one of the premier programs at this institution for the future. I would hope that we look at it in that light. So I would urge you to vote against the amendment and for the proposal.

Senator Zeidenstein: I have a question. Vote against Sen. Cook's amendment and for the proposal.

Senator Walker: Yes.

Senator Hesse: I would like to call the question.

Vice Chairperson Shimkus: Is there any objection. This would cut off debate.

Senator Ken Strand: I would like to ask Senator Cook a question. After hearing all of this conversation, do you feel as secure about your amendment now as you did when you came in here tonight?

Senator Cook: I believe that the reason that the Budget Committee proposed this amendment was that they felt that it was politically inexpedient to ask the rest of the University to vote for a proposal which had such a very high dollar amount if they thought that they were going to end up having to fill gaps in state funding. Therefore, to protect the concerns of the rest of the University, we had suggested this limitation, so that other people would not feel that some of their money was in jeopardy. If that is not a concern of the rest of the University, it is not a concern of ours.

Senator Ken Strand: Am I inferring that you feel as secure now as you did when you first offered the amendment.

Senator Cook: We felt that it was a valid and worthwhile program all along.

Senator Newby: Was the amendment seconded? Answer: Yes.

Vote on Amendment failed on a voice vote.

XXIV-62
Senator Walker: I move the question. (Second, Zeidenstein)

Senator Hesse: Point of information for clarification. If the Senate votes yes, we will not debate the merits of this proposal.

(XXIV-62) Vote to move the question failed.

Senator Kaiser: One of the concerns I have about the Telecommunications proposal is that the number of credits required for the major together with university studies requires 118 credits, thereby not allowing any kind of electives except the program. Moreover, the Telecommunications major directs students within the university studies program to take about half of their choices in that program. You therefore deprive students of any kind of flexibility because their curriculum is so limited. For example, for Communication, a person who takes Telecommunications would have to take courses from Communications and English and could not fulfill their Communications - Group I requirement in university studies by taking Foreign Languages. This university has established a principle for university studies. The courses in your major cannot count towards university studies. This seems to violate that principle.

Senator Walker. First of all, it is not unusual for many majors across campus to require certain courses in university studies. Second, a course required by university studies in a major is not a course that is required by the major. What that refers to is a course in that major sequence coming out of that department. You misinterpreted those two situations. Secondly, there are electives built in, and the electives are there. So we are still within our 120 hour maximum. We do have electives built in, and they have not proposed anything in this program that is not already present in other programs.

Senator Kaiser: But those electives are between one or two or three courses. They are still specific courses that have to be taken. Students don't have any choice to choose courses outside of their major.

Senator Walker: That is not unusual for many majors on campus.

Senator Razaki: I have a problem with university studies. I believe in a liberal and well-rounded education. But, there are certain programs that are so demanding, for instance in Accounting, so students end up with 135 to 138 hours because if they want to successfully pass the CPA exam, they have to have a broad accounting background. Maybe we could look at it from a student's perspective. I think that we should allow certain majors to have some more restrictions. If this Telecommunications major is one of those types of degrees, then maybe we should let it be that way. Students should not have to do more academic work for the same degree.

Senator Walker: Actually, only 27 hours out of university studies are set within a contingent category. That leaves 21 hours or almost half of university studies to be electives.

Senator Barker: As an International Business major, I have several required courses that I have to choose from. The selection, however, provides a broad background in university studies. Just because you have certain required courses to take does not mean the merit of the program is not good.

Senator Kaiser: In the International Business program, how many electives do you have over the course of your four years at the university? If you counted your courses in university studies and your courses within the major, how many credits are left over that you can choose as electives?

Senator Barker: Not many, to be quite honest. Basically, I had maybe two or three selections to choose from, but they were pretty much all outlined for me. As far as Group I, I took a foreign language; Group II was probably the only one that I did not have specific courses to take.

Senator Adams: Because my program is not a traditional student's program of study, is there a way to appeal to a major or to university studies to change that major or change some part of your planned curriculum in order to incorporate a course that you feel you would like to take that you don't have the opportunity to take.

Dr. Larry Eggan: I can address that. The department has the prerogative of seeking a waiver to a requirement. The Provost's Office is the office to whom the waiver is directed. Generally, they accede to the department's recommendation in this regard. I have often, in fact, waived certain requirements because of a student's background, because of a student's special needs, or their desire relative to a particular requirement.

Senator Johnson: I share Senator Kaiser's concern, on the other hand I also have been on campuses that have engineering programs. If you think this is restrictive, you need to look at a degree in chemical or mechanical or electrical engineering. When I started in one, it was 144 hours, and there were only 12 hours of electives. This is not that restrictive. It isn't our department, and being a liberal arts person, I wouldn't choose it, but I understand why it is here. We have 120-124 hours required to graduate. We probably think we could make the student better by requiring one more course. It is good to have to face that limit. Certainly, the experience of a foreign language would be of value, if nothing else, you would learn more English. But, we

do have those constraints. This is a workable program in CAST.

Senator Harris: Being a graduate of the College of Applied Science and Technology, I would like to say there are several choices given to students. When students have to choose between four courses, they may not select the best class. They miss that experience they need, because they are given the choices. I think courses that the student needs to get the job done correctly and efficiently, should be required. The department should set up restrictions within that program, and there is no way around it.

Vote on Telecommunications proposal carried on a voice vote with one nay.

3. Conservation Biology Sequence

XXIV-63
Senator Walker: On behalf of the Academic Affairs Committee, we unanimously endorse and move the proposal for a Conservation Biology Sequence in the Department of Biological Sciences. (Second, Harris)

Motion carried on a voice vote.

4. Administrative Affairs Committee Recommendation to Abolish the Facilities Planning Committee

XXIV-64
Senator Hesse: The Administrative Affairs Committee moves that the Facilities Planning Committee be abolished and that the Rules Committee of the Academic Senate meet in order to establish new guidelines for Senate involvement in the Facilities Planning process. (Second, Mousavi)

Motion carried on a voice vote.

Senator Zeidenstein: I would ask that you never again put in print the word "pro-active."

NO INFORMATION ITEMS

COMMUNICATIONS

Senator Barker: I will be continuing as an Academic Senator, and plan to run for the Vice Chair position on March 31, and would like your support.

The Senate recessed from 8:00 p.m. to 8:15.

A committee of the whole met until 9:22 p.m. Those minutes were off the record.

Academic Senate resumed at 9:22 p.m.

Senator Johnson: I would be willing to move the resolution with the following two amendments:

> Add a final WHEREAS clause:
> **"WHEREAS, the Academic Senate has been assured that the interests of faculty, staff, and students in the affected programs will be appropriately safeguarded.**
>
> Add the word "reluctantly" to the THEREFORE clause, "THEREFORE, THE ACADEMIC SENATE OF ILLINOIS STATE UNIVERSITY **reluctantly** recommends to the ...."

XXIV-65
Senator Johnson: I move the following Sense of the Senate Resolution: (Second, Harris)

SENSE OF THE SENATE RESOLUTION

WHEREAS, the Illinois Board of Higher Education (IBHE) began a process in October 1991 described as an examination of issues related to priorities, quality and productivity (PQP) of Illinois higher education, and

WHEREAS, in September 1992 the IBHE staff presented a report titled "Statewide Analysis of the Productivity of Instructional Units at Public Universities" which included the staff's assessment of statewide capacity in instruction at public universities and identified fields of study in which reduction, consolidation or elimination of programs should be considered, and

WHEREAS, at its October 1992 meeting the IBHE received staff and University recommendations for reductions, consolidations and elimination of specific University programs, and

WHEREAS, the IBHE staff list of programs recommended for elimination at Illinois State University was more extensive than that submitted by the University as part of its PQP report, and

WHEREAS, the President's Advisory Committee, which included key Academic Senate, faculty, staff, and student leaders, endorsed the PQP report prepared and submitted to the IBHE by the University, and

WHEREAS, the Academic Senate, at its meeting on October 7, 1992, adopted a Sense of the Senate Resolution which included the following sentence: "The senate further urges the IBHE to direct its staff to carefully consider and recommend the proposals prepared by Illinois State University as part of the PQP Process," and

WHEREAS, the Illinois State University PQP report submitted in 1992 called for the elimination or suspension of the following programs: D. A. in Mathematics (eliminate), D. A. in Economics (eliminate), M. S. in Business Education (eliminate), Cooperative M. S. in Agriculture with the University of Illinois (eliminate), B. A. in Dance Major (eliminate), Teaching of Arabic and Chinese (suspend), and

WHEREAS, each of the programs recommended for elimination was identified in the most recent program review as needing attention to be more educationally and/or financially viable, and

WHEREAS, the program reviews are included as part of the academic plan which is formulated by the Academic Planning Committee and reviewed by the Academic Senate, and

WHEREAS, the Chancellor's Office of the Board of Regents has requested that all campus action on the elimination or suspension of these programs be completed by July 1, 1993, and

WHEREAS, the Academic Senate recognizes that the impetus for the elimination and suspension of these programs originated from the IBHE, and

WHEREAS, the leadership and membership of the Academic Senate have been aware of and involved in this program elimination and suspension process, and

WHEREAS, these extraordinary circumstances necessitate non-traditional procedures for dealing with these program matters, and

WHEREAS, the Academic Senate has been assured that the interests of faculty, staff, and students in the affected programs will be appropriately safeguarded,

THEREFORE, the Academic Senate of Illinois State University reluctantly recommends to the president and provost that, in response to the IBHE PQP Initiative, the following actions be taken with regard to these programs:

D. A. in Mathematics -- eliminate
D. A. in Economics -- eliminate
M. S. in Business Education -- eliminate
Cooperative M. S. Program in Agriculture
with the Univ. of Illinois -- eliminate
B. A. in Dance Major -- eliminate
Teaching of Arabic and Chinese -- suspend

Senator Zeidenstein: Do students who want to see the Dance Major retained after they are gone. I presume that was why they were demonstrating when they thought they were going to lose their major. With them the protection is not simply being able to graduate in the program, but it is seeing that program continue after they graduate. You can interpret protection in many different ways. I would vote against these amendments because with all good candor, they are all convergence vacuums.

Senator Alexander: I wanted to react to what Senator Zeidenstein said about the amendments. The one amendment is from the University Procedure for Disestablishment of Academic Units, VI. A. "Any recommendation for the disestablishment of an academic unit shall include steps for: A. Safeguarding the interests of the students, faculty and staff directly or indirectly benefiting from the academic unit in question." I am assuming that when this was written, there was a purpose. Since Senator Zeidenstein is a Senate historian, I would assume that he knows what that purpose was. I guess that I am concerned that you now say the statement has no meaning in the context of what he is trying to do. I would suggest that if that is the case, that the Senate would return to the disestablishment policy which is a statement that has been in existence for some time.

Senator Zeidenstein: I am not a Senate historian, Senator Alexander.

Senator Thomas: I have benefited from this discussion to a great extent regarding academic governance, and was very much moved by Senator Cook's point regarding our Constitution and our established procedures. The Senate has to do this right. I think it is time we faced up to that. Our Constitution means something, and should not be violated.

(XXIV-65)
Roll call vote on Sense of the Senate Resolution: 16 yes, 15 no, six abstentions.

COMMITTEE REPORTS

ACADEMIC AFFAIRS COMMITTEE - Senator Walker had no report.

ADMINISTRATIVE AFFAIRS COMMITTEE - Senator Hesse had no report.

BUDGET COMMITTEE - Senator Cook has a meeting after Senate to discuss a report that was distributed to its members.

FACULTY AFFAIRS COMMITTEE - Senator Newby reported that Senators had before them a one page report from the Faculty Affairs Committee which condensed some of the data from the Report on Non-Tenure Track Faculty for 1992. We condensed the information in order to save paper. The entire eight page report is on file in the Senate Office. We added a column for Percentage of Full-Time Non-Tenure Track Faculty. We also have added the University Totals for the two previous years. We will have a short meeting following Senate adjournment.
We will meet tonight.

RULES COMMITTEE - Senator Fryda had no report. He called a brief meeting following Academic Senate.

STUDENT AFFAIRS COMMITTEE - No report.

ADJOURNMENT

XXIV-66
Motion to adjourn by Stock (Second, Simms) carried on a voice vote. Academic Senate adjourned at 9:33 p.m.

FOR THE ACADEMIC SENATE
JAN COOK, SECRETARY

Date: 3/24/93 Volume No. XXIV No. 11

NAME	ATTEN-DANCE	VOTE MOTION # XXIV-65	MOTION #	MOTION #	MOTION #	MOTION #	MOTION #	VOICE VOTE MOTION #	Y	N
ADAMS	P	--------						XXIV-57	X	
AHEARN	Absent	--------						XXIV-58	X	
ALEXANDER	P	ABSTAIN						XXIV-59	X	
BARKER	P	YES						XXIV-60		X
BORG	P	YES						XXIV-61	withdrawn	
COOK	P	NO						XXIV-62	X	
FOX	P	YES						XXIV-63	X	
FRYDA	P	NO						XXIV-64	X	
GUROWITZ	P	ABSTAIN						XXIV-65	X	
HANSEN	P	YES						XXIV-66	X	
HARRIS	P	YES								
HESSE	P	YES								
HOFFMANN	P	--------								
INSEL	P	NO								
JOHNSON	P	NO								
KAISER	P	NO								
MC CARTY	P	YES								
MECKSTROTH	P	YES								
MOORE	P	NO								
MOUSAVI	P	NO								
NELSEN	P	NO								
NEWBY	P	YES								
NEWGREN	P	YES								
PAPP	P	ABSTAIN								
PO[illegible]RENKE	P	NO								
RAZAKI	P	NO								
RITCH	P	NO								
RUMERY	P	NO								
SCHMALTZ	EXCUSED	-------								
SCHWEIGERT	ABSENT	-------								
SEMLAK	P	YES								
SHIMKUS	P	YES								
SIMS	P	YES								
STAVROPOULOS	P	YES								
STOCK	P	NO								
STRAND, D.	P	ABSTAIN				—				
STRAND, K.	P	--------								
THOMAS	P	NO								
WALKER	P	YES								
WALLACE	P	ABSTAIN								
WEBER	P	ABSTAIN								
WHITE	EXCUSED	--------								
WINCHIP	P	YES								
ZEIDENSTEIN	P	NO								
	TOTALS	16 YES								
		15 NO								
		6 ABSTENTIONS								

SENSE OF THE SENATE RESOLUTION
Adopted March 24, 1993

WHEREAS, the Illinois Board of Higher Education (IBHE) began a process in October 1991 described as an examination of issues related to priorities, quality, and productivity (P-Q-P) of Illinois higher education, and

WHEREAS, in September 1992 the IBHE staff presented a report titled "Statewide Analysis of the Productivity of Instructional Units at Public Universities" which included the staff's assessment of statewide capacity in instruction at public universities and identified fields of study in which reduction, consolidation or elimination of programs should be considered, and

WHEREAS, at its October 1992 meeting the IBHE received staff and University recommendations for reductions, consolidations and elimination of specific university programs, and

WHEREAS, the IBHE staff list of programs recommended for elimination at Illinois State University was more extensive than that submitted by the University as part of its P-Q-P report, and

WHEREAS, the President's Advisory Committee, which included key Academic Senate, faculty, staff, and student leaders, endorsed the P-Q-P report prepared and submitted to the IBHE by the University, and

WHEREAS, the Academic Senate, at its meeting on October 7, 1992, adopted a Sense of the Senate Resolution which included the following sentence: "The Senate further urges the IBHE to direct its staff to carefully consider and recommend the proposals prepared by Illinois State University as part of the P-Q-P Process", and

WHEREAS, the Illinois State University P-Q-P report submitted in 1992 called for the elimination or suspension of the following programs: -D.A. in Mathematics (Eliminate); -D.A. in Economics (Eliminate); -M.S. in Business Education (Eliminate); -Cooperative M.S. Program in Agriculture with the University of Illinois (Eliminate); -B.A. in Dance Major (Eliminate); -Teaching of Arabic and Chinese (Suspend), and

WHEREAS, each of the programs recommended for elimination was identified in the most recent program review as needing attention to be more educationally and/or financially viable, and

WHEREAS, the program reviews are included as part of the academic plan which is formulated by the Academic Planning Committee and reviewed by the Academic Senate, and

WHEREAS, the Chancellor's Office of the Board of Regents has requested that all campus action on the elimination or suspension of these programs be completed by July 1, 1993, and

WHEREAS, the Academic Senate recognizes that the impetus for the elimination and suspension of these programs originated from the IBHE, and

WHEREAS, the leadership and membership of the Academic Senate have been aware of and involved in this program elimination and suspension process, and

WHEREAS, these extraordinary circumstances necessitate non-traditional procedures for dealing with these program matters, and

WHEREAS, the Academic Senate has been assured that the interests of faculty, staff, and students in the affected programs will be appropriately safeguarded,

THEREFORE, THE ACADEMIC SENATE OF ILLINOIS STATE UNIVERSITY reluctantly recommends to the President and Provost that, in response to the IBHE P-Q-P initiative, the following actions be taken with regard to these programs:

- D.A. in Mathematics -- Eliminate
- D.A. in Economics -- Eliminate
- M.S. in Business Education -- Eliminate
- Cooperative M.S. Program in Agriculture with the University of Illinois -- Eliminate
- B.A. in Dance Major -- Eliminate
- Teaching of Arabic and Chinese -- Suspend

Illinois State University
Academic Senate 1010

March 5, 1993

TO: Academic Senate

FROM: Larry Fryda
Chairperson
Rules Committee

RE: Rules Committee Recommendations for
Faculty Appointments to External Committees

The Rules Committee submits the following recommendations for appointments of faculty members to Academic Senate External Committees.

The Senate "Blue Book" (Committee Structure of the Academic Senate - Supplement to the Bylaws of the Academic Senate) in the "Athletic Council Bylaws" states that members for that committee are to be "elected by the Senate." Therefore, those nominations are submitted for "election."

ATHLETIC COUNCIL
(*Elected by the Senate)
Two 1996 Terms
(Vote for One Male and One Female)
Jim Johnson, Psychology
Jerome Tillman, C&I
Jean Menken, Home Economics
Priscilla Matthews, Milner Library

ACADEMIC STANDARDS COMMITTEE

Steven Juliano, BSC	(1996)
Mark Slama, Marketing	(1996)
Vicky Timme, C&I	(1996)

COUNCIL ON UNIVERSITY STUDIES

Ray Davidson, C&I	(1996)
Daniel Hirschhorn, Math	(1996)
John Kirk, Theatre	(1996)
William Walters, Geography	(1996)

Normal-Bloomington, Illinois
Phone: (309) 438-8735

Normal, Illinois 61761-6901

3.5.93.1

ECONOMIC WELL BEING COMMITTEE

Wayne Galler, C&I	(1996)
Isabel Garcia, HPERD	(1996)

ENTERTAINMENT COMMITTEE

Michael Daugherty, I.T.	(1996)
Paul Park, MQM	(1996)

FACULTY ELECTIONS COMMITTEE

Sesha Kethineni, CJS	(1996)
Ione Garcia, C&I	(1996)

HONORS COUNCIL

James Alstrum, FOR	(1996)
Deborah Gentry, HEC	(1996)

LIBRARY COMMITTEE

Steven Shaw, Psychology	(1996)

REINSTATEMENT COMMITTEE

Cheryl Wachenheim, AGR	(1996)
Mack Bowen, SED	(1996)

STUDENT CENTER AUDITORIUM POLICY BOARD

Dover Turco, HPERD	(1996)
Wilma Miller, SED (Alternate)	

STUDENT CENTER AUDITORIUM PROGRAMMING BOARD

Dwaine Goodwin, HPERD	(1996)

STUDENT CODE ENFORCEMENT AND REVIEW BOARD

Mary Campbell, Social Work	(1996)

SCERB UNIVERSITY HEARING PANEL

Gerald Balls, English	(1996)
Jeffrey Hecht, EAF	(1996)
Niles Holt, HIS	(1996)
Harry Huizinga, BSC	(1996)
Michael Lorber, C&I	(1996)
David MacDonald, HIS	(1996)
Marilyn Morriw, HSC	(1996)
David Parent, FOR	(1996)
Vicki Tate, Milner	(1996)
Jerome Tillman, C&I	(1996)
Janet Watson, HSC	(1996)

SCERB UNIVERSITY HEARING PANEL

Margaret Haefner, COM	(1995)
Kathleen McLennan, THE	(1995)

SCERB STUDENT GRIEVANCE PANEL

Jean Pankonin, HPERD	(1996)
Joe Omolayole, ACS	(1996)
Marie DiGiammarino, MUS	(1994)
Connie Garber-Dyar, HEC	(1994)

UNIVERSITY CURRICULUM COMMITTEE

Sharad Chitgopekar, MQM	(1994)
Bruce Hawkins, ENG	(1996)
George Kidder, BSC	(1996)
Steve Taylor, MKTG	(1996)
Frank Waterstraat, HSC	(1996)

UNIVERSITY FORUM COMMITTEE

Roger Thomas, FOR	(1996)

DEC 1 - 1992

Academic Affairs

MEMORANDUM

DATE: November 30, 1992

BUDGET

TO: Mary Edwards
FROM: Betsy Drillon bd
SUBJECT: Proposal for the Academic Affairs, Senate and BOR

I sent you a proposal several days ago, and apologize as I forgot to include this memo. The document I sent contained the Telecommunications Management Bachelor's Degree Proposal for review by the Academic Affairs, Academic Senate and Board of Regents. It was originally approved on November 13 by the University Curriculum Committee and needs to complete the approval process.

Thanks!

Phone: 309/438-7049
308 Hovey Hall
Normal, IL 61761-6901

12.1.92.2

Approved by UCC
11/13/92

Illinois State University
Applied Computer Science Department 5150
Normal, Illinois 61761-6901

NOV 19 1992

MEMO TO: CAST Curriculum Committee

FROM: Dr. Larry Eggan

DATE: September 23, 1992

RE: Attached Telecommunications Management Bachelor's Degree Proposal

In this cover memo I will provide some information for which there is no place in the IBHE format for new degree programs. Hopefully these remarks will answer some questions which would naturally arise as a result of reading the proposal.

During these times when the IBHE is mandating deletion of programs and financial retrenchment is rampant, should a new program be proposed? We believe the answer is a clear yes. We still have a responsibility to the profession as educators and to prospective students to provide programs which are needed. We must continue to keep curriculum and offerings current, providing students opportunities to study new disciplines and to compete for new jobs. As further described below there is strong support from the telecommunications industry.

There are two minor but important points which need to be made here. The first is that the Industrial Technology Department will waive the prerequisite (which is IT 240) for IT 244 which is a required course in the proposed curriculum. Thus IT 240 is not a hidden prerequisite for the required course IT 244. In addition, Telecommunicatons Management students will have a technical background so the prerequisite for IT 308 is satisfied. Both of these have been approved by the Chair of Industrial Technology.

The second point relates to the management side of the degree proposal. The Chair of Management and Quantitative Methods does not find a problem with the title. Moreover, he has made several suggestions which strengthen the proposal.

This proposal has attached two new courses from Applied Computer Science. Also, the program requires new courses from Industrial Technology and Economics. These two courses are being considered by their respective department curriculum committees and will be submitted to the respective college curriculum committees in the near future.

Finally, it should be emphasized that the department has received strong support for this program at every step of its development whenever it was brought before professionals in the telecommunications industry. Major telecommunications players including leaders in the International Communications Association charged with liaison with educational institutions have encouraged us and provided support at every opportunity. There is no program like this in the Midwest, and one is badly needed.

DEC 1 - 1992

Major in Telecommunications

The Department of Applied Computer Science would like to establish a multidisciplinary major in Telecommunications. This major would prepare telecommunications specialists in data communications with an additional emphasis on management, telecommunications policy, and human factors analysis. It would develop knowledge of the technical, economic, legal-regulatory, policy, socio-psychological, and managerial aspects of the telecommunications industry. As a multidisciplinary program, this major would encompass course work from many disciplines with special emphasis on Applied Computer Science, Industrial Technology, Economics, and Business. This program would fill a significant regional need identified by a great number of major employers of ACS graduates and of major corporations who are users and vendors of telecommunications.

Total New State Funds Requested: $299,000

10/19

UNIVERSITY CURRICULUM COMMITTEE COVER SHEET
1992-1993
For All Proposals for Undergraduate Program Change

APPLIED COMPUTER SCIENCE
Department

SEPTEMBER 15, 1992
Date

A. **Summary of proposed action (see Part B), including title of new program, and exact Catalog copy for a new or altered program. (See Catalog for format and examples.) Provide a summary of the changes.**

This is a request for a new multidisciplinary program entitled Telecommunications Management to be housed in Applied Computer Science. See page 5 below for catalog copy

B. **Proposed Action (More than one item may be checked)**

X **New--see instructions for submission of new program. (see V, p. 9)**

_____ **Change in requirements for major**

_____ **Change in requirements for minor (See V.1.d., p. 9)**

_____ **Change in requirements for sequence**

_____ **Other program revisions**

C. **Routing and action summary**

Department Chair	9/15/92 **Date**
College Curriculum Committee Chair	10/15/92 **Date**
College Dean	10/16/92 **Date**
Council for Teacher Education (if req, see III, p.4)	**Date**
Susan L. Smith **University Curriculum Committee**	11/13/92 **Date**

_____ **Approved as submitted**
_____ **Not approved**
_____ **Approved with modifications (specify below)**

Submit 6 copies of Undergraduate only proposals to UCC
Submit 6 copies of Undergrad/Graduate proposal to each UCC & GCC

NEW ACADEMIC PROGRAM REQUEST

1. Name of Institution: Illinois State University

2. Title of the Proposed Program:
   Bachelor's of Science (BS) in Telecommunications Management within Applied Computer Science
   Level of Proposed Degree Program: Baccalaureate

3. 6-digit CIP code: 11.0501

4. Proposed Date for Initiation of Program:
   Fall Semester, 1994.

5. Date of Submission: September, 1992

ABSTRACT

This proposal requests authorization for a multidisciplinary Baccalaureate degree in Telecommunications Management within Applied Computer Science (ACS) which fills significant regional needs identified by major telecommunications users and vendors. Requirements include a telecommunications core of 8 courses in ACS, 2 in Industrial Technology and 1 in Economics plus 61 additional hours from 12 departments.

MISSION

The mission of the College of Applied Science and Technology (CAST) is to provide programs which emphasize the relationship between theory and practice in technically oriented disciplines (1985-90 Academic Plan). The Applied Computer Science Department has been recognized for its success in fulfilling this collegiate goal at the undergraduate level (see the 1988-93 Academic Plan). The department now proposes to expand its mission by offering a degree in telecommunications management, also at the undergraduate level.

Telecommunications management is the organized study of information transmission and dissemination techniques that yield solutions to important problems in today's world. The telecommunications management professional applies systematic design and development procedures in the creation of effective, reliable and maintainable communications networks. Computer programming, analysis, design and modeling techniques needed for decision making are studied. Communication skills and principles of

teamwork are studied as necessary components of the effective solution to telecommunications problems. Also studied are the important types of hardware, system software, and important protocols which provide the environments in data-and telecommunications in which problem solutions must be designed and implemented.

7. Program Objectives:

GENERAL OBJECTIVES

As stated in the 1988-93 University Academic Plan (Section IV,p.1): Two common elements are found in those disciplines found in CAST: (1) the applied nature of the professional endeavors of the graduates, and (2) a high concentration of the laboratory and internship experiences in the curriculum. These two features provide the basis for a highly interactive and career-oriented curriculum. The Bachelor's in Telecommunications Management degree program in Applied Computer Science also enjoys these features. The program also fulfills the following 5 (of 6) CAST general objectives.

1. relate the theory and principles within each discipline to areas of application;

2. foster development of analytic skills necessary to solve real-world problems through appropriate applications of modern technology;

3. provide a professional or career orientation for the application of knowledge in each of the respective disciplines;

4. focus service, research, and curricular endeavors in each discipline toward the applied aspects of that particular body of knowledge;

5. provide course offerings and internship experiences that are commensurate with the needs of graduates for professional growth and advancement;

Telecommunications management is the study of information science, applications of telecommunications technology, business practices, policy issues, and psychological/social considerations involved in the voice, data, image, and facsimile communication industries.

The Telecommunications Management program is designed to prepare undergraduate students to enter the telecommunications industries in entry-level positions with adequate preparation to assume management positions once work experience is gained. It will prepare students for telecommunications careers by requiring knowledge of the technical, economic, legal-regulatory, policy, socio-psychological, and managerial aspects of the telecommunications industry.

The program prepares telecommunications specialists in the area of data communications with additional emphasis on management, telecommunications policy, and human factors analysis. The program is based on a cohesive liberal arts foundation.

The program is a multidisciplinary program encompassing coursework from many disciplines but with special emphasis on the disciplines of Applied Computer Science, Industrial Technology, Economics, and Business.

PROGRAM OBJECTIVES

The specific objectives of the program are to provide students with:

1. a cohesive liberal arts foundation with particular emphasis on ethics, communications, and problem-solving;

2. basic knowledge in telecommunications technologies;

3. working knowledge of the information science processes used in telecommunication systems;

4. knowledge of the economic, legal-regulatory, and public policy aspects of the telecommunications industry;

5. basic knowledge of business management practices and procedures related to telecommunications industries;

6. understanding of psychological, social, and cultural aspects of technology and telecommunications management;

7. practical experience in telecommunications industries.

8. Impact on Other Programs

The last five years have seen a steadily growing student interest in telecommunications in general and computer networking in particular. That growth is projected to continue and probably increase. This natural growth which is now being incorporated in the Telecommunications Management (TM) Program will affect the Applied Computer Science (ACS) Degree Program. The current ACS program and the proposed TM program share a common 5 course core and certain required courses in the TM program will be electives in the ACS program. Additional elective courses in networking will benefit ACS students. The impact of TM students on ACS courses (other than core courses) is expected to be modest. There may be some increase in demand by TM students electing

ACS 376 Introduction to On-Line Systems
ACS 355 Microcomputer Applications and Design II

Most undergraduate ACS courses currently fill every semester with graduate and undergraduate students, stretching the limits of the current faculty. New faculty will be needed to teach the anticipated additional sections which will be required each semester to satisfy the demand for the core courses created by the proposed Bachelor's program. (See also section 23.)

There may be some students who would have begun in ACS who will change to TM. In fact, it is estimated that in the long term 20% of the TM students will be ones who would have been in ACS.

The ACS Department has considered the benefits of a telecommunications concentration within one or both of the ACS sequences. A telecommunications concentration within the sequence(s) may be desirable, but the interdisciplinary nature of the discipline dictates the need for a new degree program. Fewer courses than the 12-13 now required in ACS are sufficient (only 9 courses are required in ACS by this TM proposal) because of the breadth of courses required by the total set of requirements. The needs and education required by business and industry for telecommunication professionals is more specialized and broader than the depth in computer science and information systems required of ACS graduates.

While it is difficult to accurately predict the impact of the proposed program on University programs in other departments, there is a potential for it to have beneficial effects on the programs of several departments. The Departments of Economics and Industrial Technology and the College of Business all have students who have a collateral interest in some of the courses made available by this proposal. Some students in

TM, because of their special applications background and interest, will elect additional courses in industrial technology, communications, management, and economics.

This program does not replace any existing program.

CURRICULUM

9. Catalog Description

TELECOMMUNICATIONS MANAGEMENT PROGRAM

Degree offered: B.S.

This multidisciplinary program requires 73 hours in specific areas plus 22-24 general hours. Of these, 27 hours satisfy University Studies requirements. The required hours are distributed to satisfy specific objectives.

- Computer and Information Systems Core (16 hours)
  ACS 160, 168, 169, 255, 363

- Telecommunications Core (18 hours)
  IT 243, 383; ACS 375, 377, 379; ECO 3XX

- Economic, Legal, Public Policy (12 hours)
  ECO 101, 102, 335 and one of FAL 311, POS 318

- Business Management (15 hours)
  ACC 131, FAL 208, MQM 220; a statistics course (eg. MQM 100, ECO 131); and one of ENG 145, 249.

- Psychological/Social Aspects (9 hours)
  PSY 111 and two courses from MQM 221, PSY 230, SOC 355, IT 308

- Professional Experience (3 hours)
  ACS 398

- Communications, Ethics, Breadth (22-24 hours)
  COM 223; MAT 120, 121 or MAT 145, 146; PHI 234; PHY 108, 109 or PHY 110, 111; (In addition the following are recommended; COM 110, BEA 345)

10. ELABORATION OF OBJECTIVES

Program Objective One, "to provide students with a liberal arts foundation with particular emphasis on ethics, communication and problem solving", is most directly supported by the following required and electives courses:

COM 223: Small Group Processes (3 hrs)

English 101: Language and Composition I (3 hrs)
(This is a University requirement.)
ENG 249: Technical Writing I (3 hrs)

PHY 108, 109: General Physics I, II (10 hrs)
OR
PHY 110, 111: Physics for Science & Engineering I,II (8 hrs)

MAT ---: Eight hours as follows
MAT 120 Finite Math for Business/Soc. Sci. (4 hrs)
MAT 121 Intro Calculus for Business/Soc. Sci.(4 hrs)
OR
MAT 145 Calculus I (4 hours)
MAT 146 Calculus II (4 hours)

- Statistics requirement
MQM100/ECO131: Business and Economic Statistics (3 hrs)

ECO 101,102: Principles of Micro & macroeconomics (6 hrs)

PSY 111: General Psychology (3 hrs)

PHI 234: Business Ethics (3 hrs)

FAL 208: The Legal Environment of Business (3 hrs)

<u>Recommended Courses</u>
BEA 345: Business in a Multicultural Environment (3 hrs)

COM 110: Fundamentals of Speech Communication (3 hrs)

Program Objective Two, "to provide students with basic knowledge in telecommunications technologies", is most directly supported by the 18 hours required as follows:

Required Telecommunications Core Courses

IT 243 Electronic Communications (3 hrs)
IT 383 Telecommunications Technology (3 hrs)
ACS 375 Intro to Data & Computer Communications (3 hrs)
ACS 377 Practical Telecommunications Networking (3 hrs)
ACS 379 Telecom. Network Operations & Management (3 hrs)
ECO 322 Telecom. Economics and Public Policy (3 hrs)

Elective Courses

ACS 376: Introduction to On-Line Systems (3 hours)
Prereq: ACS 372
IT 313: Statistical Quality Control

Program Objective Three, "to provide students with working knowledge of the information science processes used in telecommunications systems", is most directly supported by the 16 hours required as follows:

ACS 160: Introduction to Applied Computer Science (3 hrs)

ACS 168: Structured Problem Solving and the Computer (3 hrs)
Prereq: MAT 107

ACS 169: Information Processing Using PL/I (3 hrs)
Prereq: ACS 168

ACS 255: Microcomputer Application and Design I (3 hrs)

ACS 363: Introduction to Systems Development (4 hrs)

Electives

ACS 275: C as a Second Language (4 hrs)

ACS 364: Software Design (3 hrs)
Prereq: ACS 363

Program Objective Four, "to provide students with knowledge of the economic, legal-regulatory, and public policy aspects of the telecommunications industry", is most directly supported by the following required courses:

ECO 101: Principles of Microeconomics (3 hrs)
ECO 102: Principles of Macroeconomics (3 hrs)
ECO 335: Economics of Transportation & Utilities (3 hrs)
Prereq: ECO 101
FAL 208: The Legal Environment of Business (3 hrs)

and one of the following:

FAL 311: Government Regulation of Business (3 hrs)
Prereq: FAL 208
POS 318: Administrative Law (3 hrs)

Program Objective Five, "to provide students with basic knowledge of business management practices and procedures related to telecommunications industries", is most directly supported by the following required courses:

ACC 131 Elementary Accounting I (3 hrs)
ACS 379 Telecom. Network Operations and Management (3 hrs)
FAL 208 The Legal Environment of Business (3 hrs)
MQM 220 Business Organization and Management (3 hrs)
PHI 234 Business Ethics (3 hrs)

-- Statistics course (3 hours) may be selected from
MQM 100 Bus. & Eco Statistics (3 hrs) or
ECO 131 Bus. & Eco Statistics (3 hrs)

One of the following courses:

ENG 249 Technical Writing I (3 hrs)
ENG 145 Language and Composition II (3 hrs)

<u>Recommended elective</u>

MQM 323 Human Resources Management (3 hrs)

Program Objective Six, "to provide students with understanding of psychological, social, and cultural aspects of technology and telecommunications management", is most directly supported by the 6 hours required as follows:

Six hours of courses required from among the following:

MQM 221 Organizational Behavior and Administration (3 hrs)
Prereq: MQM 220
PSY 230 Business & Industrial Psychology (3 hrs)
Prereq: PSY 111
SOC 355 Industry and Society (3 hrs)
Prereq: SAS 255
IT 308 Technology and Culture (3 hrs)
Prereq: Demonstrated excellence in a related field

Program Objective Seven, "to provide students with practical experience in telecommunications industries", is most directly supported by the 3 hours required as follows:

ACS 398 Professional Practice (3 hrs)

11. Admission and prerequisite requirements:

All University requirements for admission to an Undergraduate degree program at Illinois State University will apply. Transfer requirements are also included in the Illinois State catalog.

12. Proficiency examinations, transfers, and prior learning:

PROFICIENCY EXAMINATIONS
The University regulations on proficiency examinations apply.

TRANSFER CREDIT
The Illinois State University Undergraduate Catalog specifies the limits on transfer credit that can be applied towards the Telecommunications Management bachelor's degree.

WAIVERS FOR PRIOR LEARNING
Although nonacademic experience may be substituted for a prerequisite course, academic credit for such experience will not be awarded in the Bachelor's of Telecommunications Management degree program.

13. Other degree completion requirements:

There are no other special requirements for the Telecommunications Management degree.

14. NEW COURSES NEEDED TO SUPPORT THE CURRICULUM

ACS 377 PRACTICAL TELECOMMUNICATIONS NETWORKING
3 sem. hrs. ACS 375 req.
Design, configure, operate and use Local and Wide Area Networks, network applications. Emphasis on hands-on use of a product.

ACS 379 TELECOMMUNICATIONS NETWORK OPERATIONS AND MANAGEMENT
3 sem. hrs. ACS 377, ECO 322, MQM 220 req.
Overview of the nature of operating and managing a large scale telecommunications network. Prerequisite courses cover the technical nature of telecommunications networks and the regulatory issues of national and international networks. This course is designed to be the capstone of the new telecommunications sequence.

IT 243 ELECTRONIC COMMUNICATIONS
3 sem. hrs. MAT 120 or 110 or 145 req.

Provides a basic understanding of the concepts and theory of Direct and Alternating Current (DC/AC); analog and digital circuits; signals; and concepts which are essential to telecommunications.

ECO 322 Telecommunications Economics and Public Policy
3 sem. hrs. ECO 101 req.
Introduction to the economics and public policy issues confronting the communications industry, including legal aspects, standards, privacy and security issues related to the industry in general and the common carriers in particular. Provide a knowledge of the history and evolution of the telecommunications industry, the relevant economic theory of the markets and structure of the industry, the regulatory issues that have arisen as the industry has matured and evolved as a result of technological change, and the current public policy issues and future economic and public policy questions that must and will be addressed by the industry and its regulators. Emphasis on the interplay between the regulatory and public policy aspects of the industry and the market's and the industry's response to regulatory and public policy initiatives.

EXISTING COURSES TO BE UTILIZED IN THE PROGRAM

The following courses, which are described in the ISU catalog, have been identified as part of the curriculum of the proposed Telecommunications Management Bachelor of Science Degree Program.

ACC 131	Elementary Accounting I	3 sem hrs
ACS 160	Introduction to Applied Computer Science	3 sem hrs
ACS 168	Structured Problem Solving and the Computer	3 sem hrs
ACS 169	Information Processing Using PL/1	3 sem hrs
ACS 255	Microcomputer Application and Design I	3 sem hrs
ACS 363	Introduction to Systems Development	4 sem hrs
ACS 375	Introduction to Data Communications	3 sem hrs
ACS 398	Professional Practice	3 sem hrs
COM 223	Small Group Processes	3 sem hrs
ECO 101	Principles of Micro economics	3 sem hrs
ECO 102	Principles of Macro economics	3 sem hrs
ECO 131	Business & Economics Statistics	3 sem hrs
ECO 335	Economics of Transportation and Utilities	3 sem hrs
ENG 145	Language & Composition II	3 sem hrs
ENG 249	Technical Writing I	3 sem hrs
FAL 208	Legal Environment of Business	3 sem hrs
FAL 311	Government Regulations of Business	3 sem hrs
IT 308	Technology and Culture	3 sem hrs
IT 383	Telecommunications Technology	3 sem hrs
MAT 120	Finite Math for Business/Social Sciences	4 sem hrs
MAT 121	Intro to Calculus for Business/Soc. Sci.	4 sem hrs
MAT 145	Calculus I	4 sem hrs
MAT 146	Calculus II	4 sem hrs
MQM 100	Business and Economic Statistics	3 sem hrs
MQM 220	Business Organization and Management	3 sem hrs
MQM 221	Organizational Behavior and Administration	3 sem hrs
PHI 234	Business Ethics	3 sem hrs
PHY 108	General Physics I	5 sem hrs
PSY 111	General Psychology	3 sem hrs
PSY 230	Business and Industrial Psychology	3 sem hrs
POS 318	Administrative Law	3 sem hrs
SOC 355	Industry & Society	3 sem hrs

15. This program is not designed primarily for a part-time clientele.

15b. Table I in Appendix D.

ACADEMIC POLICIES

16. Academic responsibility.

The Applied Computer Science Department will have the responsibility for curricular modifications, both for entry requirements and for graduation requirements. Faculty assignments and student evaluations will be the responsibility of the department offering the course. No exceptions are being requested to college or university academic policies, admissions, standards, or graduation requirements.

STUDENT INFORMATION

17. Projections of program size.

See Table IV-3 on the next page.

18. Support of student interests and majors in other degree programs.

It is anticipated that students from certain other majors and disciplines will want to take courses in Telecommunications Management, due to the popularity (and general utility) of the subject matter and growth in the industry. However, it is expected that the demand for the program will be higher than available resources will support.

Consequently, except for the first two years of the program, not more than 10% of the credit hours shown on lines 3 and 4 of Table IV-3 will be taken by non-majors, in order that majors may be given access to the courses they need to progress on schedule. The following colleges and departments exemplify the demand expected outside the Applied Computer Science Department.

Some students in the College of Business and the Economic's Department will be interested in taking several courses in the telecommunications management program because of the close relationship of the subject matter; in particular management and regulatory issues.

TABLE IV-3
ENROLLMENT AND CREDIT HOUR PROJECTIONS
For the New Program

		FY95 Budget Year	FY96 2nd Year	FY97 3rd Year	FY98 4th Year	FY99 5th Year
01	NUMBER OF PROGRAM MAJORS (FALL TERM HEAD COUNT)	39	71	92	103	105
02	ANNUAL FULL-TIME EQUIVALENT (FTE) MAJORS					
03	ANNUAL NUMBER OF CREDIT HOURS GENERATED BY MAJORS AND NON-MAJORS IN EXISTING COURSES THAT ARE NEEDED TO SUPPORT THE PROPOSED CURRICULUM*	**THIS TABLE TO BE COMPLETED BY INSTITUTIONAL RESEARCH**				
	Total:					
	Majors					
	Non-Majors					
04	ANNUAL NUMBER OF CREDIT HOURS GENERATED BY MAJORS AND NON-MAJORS IN NEW COURSES THAT ARE NEEDED TO SUPPORT THE PROPOSED CURRICULUM*					
	Total:					
	Majors					
	Non-Majors					
05	ANNUAL NUMBER OF DEGREES AWARDED	0	5	12	19	24

*Only those credit hours from courses in ACS are included

19. Students served by the Proposed Program.

The characteristics of students to be served by this new Telecommunications Program will be similar to those of students currently in the ACS major. The percent of ethnic minorities will be higher than that for the University as a whole. The male/female ratio should be about the same 2/1 ratio which is currently in the ACS major.

The ACS Department regularly offers its courses in the evening so it will be easier for those with a full-time job to take courses and effect a career change. This policy will be continued with the required ACS telecommunication's courses.

Because of the large number of projected and currently available positions in the telecommunications industry, it is expected that a larger than usual number of second degree students will opt for this new degree program. They are often full-time students who expect to complete the degree within two years.

STATEWIDE NEEDS AND PRIORITIES

20. Identification of programs offered by Illinois colleges and universities that are similar to the proposed program with an analysis of the similarities and differences.

There are no public university telecommunications programs in the state of Illinois.

There are master's degree programs at DePaul University and Northwestern University. Rural community colleges offer telecommunications courses in their technology departments (eg, Morraine Valley Community College). One of the better programs is at Lakeland College, but there is no senior college to which students from this program can currently transfer and get a Telecommunications Bachelor's Degree.

Roosevelt University has a (new) undergraduate Telecommunications Program which has about 70 students enrolled. The Roosevelt program is oriented toward part-time students who are working full-time while the proposed program will be primarily for full-time students. Both programs require a regulatory course and a data-communications course. The proposed program here will require a broader liberal arts and management background, a strong background in basic electronics (IT 243 and 383), and a stronger background in programming and microcomputers. Graduates of this program will be required to have had a professional experience (Coop or Internship) in telecommunications. Most of those working full-time and taking the progra

at Roosevelt will not receive working experience in telecommunications before graduation.

21. Student Demand

ACS has a strong COOP/internship program which often sends students into companies where telecommunications is part of the data processing responsibility. Many students return from such an experience requesting additional courses in data communications and networking. Traditionally students have sought programs for which there is a large demand for graduates.

Members of the faculty teaching data communications courses have already received unsolicited phone calls from individuals who have heard of our plans to initiate a Telecommunications Program and have called to inquire about the availability of such a program.

There is no current similar program with which to compare student demand. The nearest undergraduate program at a public university is at Ohio University where the program is in a department of communications. St. Mary's College in Minneapolis, Minnesota has an undergraduate program taught almost exclusively by part-time faculty.

22. Occupational Demand

A recent survey from the ACS department was sent to corporate communications managers with a 46% response rate. All of those responding felt there was a need for an interdisciplinary telecommunications management program.

The occupational demand may best be illustrated by the fact that major Central Illinois corporations have agreed to place high level managers on the Telecommunications Advisory Board recently constituted to advise the ACS department on the development of this proposed program. These companies include State Farm, Caterpillar, GTE, Country Companies, AT&T, Deere & Co. and McGladery & Pullen. These highly placed telecommunications managers strongly expressed their support for the program and the need for individuals with the education and knowledge which would be provided by this proposed program. Letters of support are attached in Appendix B.

The October, 1992, issue of 'Communications of the ACM', while discussing the job market for computer science graduates on page 9, noted that "While job prospects for recent graduates remain in the doldrums, those with <u>telecommunications</u> experience stand good chances of landing entry level jobs as do those with <u>workstation and personal computer experience</u>".

The International Communications Association (ICA) supported the development of this program by awarding developmental grants over two years totalling $14,000. The latest grant was given in spite of an 80% reduction in funds available for grant awards.

There are no Bureau of Labor Statistics projections since the occupations list still does not identify telecommunications as a separate discipline or category.

FACULTY AND STAFF

23. The Principal Faculty

The general objectives of the College of Applied Science and Technology essentially state that graduates will be able to analyze a variety of complex business or education related problems, be able to solve the problems using appropriate tools, be able to communicate with others, and be able to adapt to a changing environment. The industry experience, teaching expertise and research interests of the principal faculty provide the foundation necessary to help students meet these objectives. Eight members of the current faculty and staff in Applied Computer Science, all full-time, will be expected to contribute directly to the proposed Telecommunications Management degree program. Five of these have earned the doctorate, while the remaining three have Master's degrees plus considerable industry experience. All of these eight faculty members have consulting experience, and six have had full-time work experience in data or telecommunications. (Short resumes are in Appendix A)

These faculty have a wide and extensive telecommunications background. One faculty member who worked for two years in telecommunications support at Proctor & Gamble operates the department bulletin board which has an international clientele. This faculty member dealt with connectivity problems with telecommunications hardware/software at another university. One faculty member, a well known expert in SNA/CICS, is doing extensive consulting and offering numerous professional development seminars. He has taught graduate and undergraduate data communication courses. The department's current LAN manager worked full-time on networks in industry and continues to consult in this area. One faculty member was in charge of communications for the Hungarian National Academy of Science and sat on European committees setting standards. He has consulted with IBM and been a Visiting Professor in Telecommunications. Other faculty have experience in computer centers and with coding and decoding problems. The relationship of these eight faculty members to four of the specialized core courses is given in Table 23-1 below. As shown, these courses could be taught by several of the current faculty.

Key to the tables:
1= Strong interests in teaching, and able to teach.
2= Able to teach, but only mild interest.
3= Strong interest in teaching, but will require considerable time to prepare. However, this course does represent an area of professional interest.

----------Course----------

	255	375	377	379
Brumbaugh	3	1	3	2
Doss	1	1	1	2
Eggan	2	2	2	2
Gyires	1	1	1	3
Hartman	1	3	2	1
Kephart	1	2	3	1
Rathke	1	2	1	3
Swafford	2	2	1	2

Information Systems Sequence
Table 23-1

24. Qualifications of faculty who would be sought to fill any new positions needed to support the program.

The current faculty are fully utilized by the undergraduate program, and the number of sections at the 300 level is barely sufficient as is illustrated by the fact that several courses close early and have waiting lists. Additional resources will be needed to staff all new sections resulting from the addition of the proposed bachelor's program. As a matter of practice, one new faculty member will teach some computer science/information systems courses, freeing current faculty to also teach in this program.

It is proposed to hire one associate professor with background in voice and video transmission, and one assistant professor with general ACS background and experience to free current faculty for this program. In addition one technical support person with voice and data network experience will be needed.

Finally, a one-half position is sought to provide support for required courses taught in Economics and Industrial Technology. This half time position would be split evenly between those departments.

TABLE IV-4

LINE CODE	STAFF REQUIREMENTS	FY95 BUDGET YEAR	FY96 2ND YEAR	FY97 3RD YEAR	FY98 4TH YEAR	FY99 5TH YEAR
01	FACULTY-ADMIN (TOTAL 02-04)	24.81	24.81	24.81	24.81	24.81
02	ADMIN./OTHER PROFESSIONAL	3.00	3.00	3.00	3.00	3.00
03	FACULTY	20.31	20.31	20.31	20.31	20.31
04	GRADUATE ASSISTANTS	1.5	1.5	1.5	1.5	1.5
05	CIVIL SERVICE STAFF & STUDENT EMPLOYEES	5.37	5.37	5.37	5.37	5.37
06	TOTAL STAFF (01-05)	30.18	30.18	30.18	30.18	30.18

SUPPORT SERVICES

25. New Equipment and Instructional Materials

The ACS department has a total of 4 microcomputer laboratories. Three of the labs are working labs and are available to students on a Compucard basis. The fourth lab is an instructional lab in which classes are held. The four ACS labs have 80286, 80386, and 80486 IBM compatible microcomputers available for students. A majority of the machines are 80286 microcomputers, which are adequate for most of our current needs. In the future we will definitely need to replace the older 286 machines with more advanced microcomputers.

The department currently operates a SUN minicomputer with 5 workstations attached. The SUN minicomputer provides an excellent network host environment. The SUN minicomputer is also attached to the ACSLAN so that students on microcomputers can access it. Currently three out of the five workstations attached to the SUN are older models which require a different operating system, these older workstations are not desirable and need to be upgraded.

The ACS department operates a local area network which is attached to ISUNET, the campus wide network. Two of the working labs are fully networked and the third working lab is partially networked. The instructional lab is not connected to a network. One of our goals is to connect every machine to our network. To accomplish this we will need additional resources (advanced computers and networking equipment). This would allow students not only in the Telecommunications program but all ACS student the network access they will require.

Additional network equipment and software will be needed. To teach networking, students will need a separate (isolated) local area network. We currently have some of the equipment (adaptors & microcomputers), but will require additional network equipment (server,medium attachment units (MAUs) and wiring). Network test equipment will need to be purchased. Additional network operating system software and requestor software is required for the additional machines.

The Illinois State ACS Department is a charter member of the Telecommunications Educational Research Network (TERN). (See article "Schools Unite to Build T-3 Research Net", Network World, Vol 9, No. 19, May 11, 1992) Initiated by the University of Pittsburgh with assistance from International Communications Association and corporate backing. TERN will be a

high-tech telecommunications network among universities offering degree programs in telecommunications which will be an experimental testbed (rather than a production network) providing a nationwide laboratory facility for students and research facility for faculty and students.

Overall the ACS department has a solid foundation on which to build a telecommunications program. A local area network, mainframe communications, INTERNET and asynchronous communications are all operational. A switch has been provided by Ericsson Business Communications. Our additional needs would include additional telephone and network equipment and enhanced machines for our labs. This would not only benefit a Telecommunications program but the entire ACS curriculum.

The ACS department, with substantial assistance from members of the Telecommunications Advisory Board and the ISU Development Office, has begun a fund raising drive to remodel and equip two telecommunications laboratories. The proposal seeks funds to provide equipment, software, connectivity to the Telecommunications Educational Research Network (TERN), remodeling, and early hiring of needed faculty and support staff. The full proposal is attached as Appendix C.

Replacement and upgrading is a continuing problem at ISU as a recent special analytic study documented. Funds for maintenance and replacement must be provided in order not to worsen the situation. To meet these needs for new and replacement equipment, $30,000 in annual equipment funds is being requested.

Companies require their telecommunications staff to participate in Professional Development Seminars. Over the last few years, several members of the ACS department were able to attend seminars. This has had an ongoing positive effect on the undergraduate curriculum and faculty teaching and research. In a similar way, it will be necessary for telecommunication's faculty to continually attend Professional Development Seminars in order to keep abreast of the rapidly changing technology, both hardware and software, in telecommunications. These seminars cost $800-$1200 each for registration alone.

Software is constantly changing as updates and new packages become available. Multiple copies of software for microcomputer based classes are often needed. Server software may cost from $5,000 to $20,000 per package, some with annual maintenance charges. Contractual funds for annual purchase of network and other communications software, for maintenance and for professional development seminars is being requested. The total of all contractual requests is therefore $50,000.

Additional office supplies, paper and commodities will be needed. With the increase in students it will also be necessary to increase the general supplies used for reproducing handouts and instructional computer and telecommunications manuals. Travel funds to present papers and attend Professional Development Seminars will be needed.

26. Library Holdings and Needs

The current library holdings in Telecommunications are not sufficient to support this proposed new program. Books on video transmission, teleconferencing, fiber optics, wide and metropolitan area networks need to be added. In addition, holdings in international and regulatory issues need to be improved. CCITT standards need to be available for reference.

Few of the current periodicals specializing in networks and telecommunications currently are in the library collection. Approximately 10-12 subscriptions will have to be added to the periodical collection and maintained annually.

27. Internships.

Internships and COOPs will be similar to those already being held by ACS students. There are frequently more coop positions than there are students to fill them. Moreover, many of these positions require working with networks and would be appropriate for telecommunications students.

The ACS department has a long history of attracting COOP openings and has been very successful in placing students. Moreover, the department's Telecommunications Advisory Board has agreed to help in locating and providing internship/COOP opportunities for telecommunications students. About $5,000 per year will be needed to support the location of COOP opportunities and the supervision of COOP students.

28. Support for other off-campus programs.

Not applicable

ACCREDITATION AND LICENSURE

29. What accreditation or licensure bodies exist for programs in this field?

There is no undergraduate accreditation body specifically in telecommunications.

30. Will accreditation be sought for the proposed program within the next 5 years?

No accreditation for this program is expected to be available during the next 5 years. If it does become available, accreditation would be sought.

31. If the proposed program will be administered by an academic unit that is also responsible for established programs, has accreditation been sought for these existing programs?

The Data Processing Management Association and the Association for Computing Machinery (ACM) are developing curriculum standards for undergraduate computer information systems programs, but it will be several years before accreditation will be available.

FINANCING

32. Projections of Program Expenditures and Revenues

(See Table IV-5)

a. Projected increments in total resource requirements may be explained as follows:

There are no projected increments.

TABLE IV-5

TOTAL RESOURCE REQUIREMENTS FOR THE NEW PROGRAM REQUEST

(in thousands) LINE CODE		FY95 BUDGET YEAR	FY96 2ND YEAR	FY97 3RD YEAR	FY98 4TH YEAR	FY99 5TH YEAR
01	TOTAL RESOURCE REQUIREMENTS	1831.8	1831.8	1831.8	1831.8	1831.8
02	TOTAL RESOURCES AVAILABLE FROM FEDERAL SOURCES	0	0	0	0	0
03	TOTAL RESOURCES FROM OTHER NON-STATE SOURCES	0	0	0	0	0
04	EXISTING STATE RESOURCES	1534.8	1831.8	1831.8	1831.8	1831.8
05	STATE RESOURCES THROUGH INTERNAL ALLOCATION	0	0	0	0	0
06	NEW STATE RESOURCES REQUIRED (01 MINUS THE SUM OF 02-05)	297.0	0	0	0	0

BREAKDOWN OF THE FIGURE SHOWN ON LINE 06 FOR THE BUDGET YEAR:

07	STAFF	202.000
08	EQUIPMENT AND INSTRUCTIONAL MATERIALS	30.000
09	LIBRARY	6.000
10	CONTRACTUAL SERVICES	50.000
11	OTHER SUPPORT SERVICES	9.000

b. New State resources required in the budget year may be explained as follows:

The three new staff are delineated in paragraph 24 to attract qualified PH.D's it will be necessary to offer competitive salaries

07 Staff (202,000)	The three new staff are delineated in paragraph 24. In order to attract qualified Ph.D.s, it will be necessary to offer competitive salaries. Projecting the need for 1 Associate Professor, 1 Assistant Professor, 1 professional network support person, and a modest per cent increase in salaries over the next two years, salaries of $60,000, $55,000 and $38,000 will be needed. The half-time position will require $27,000 (half of $54,000).The need for two additional summer courses is projected at a total cost of $12,000. Funds for students to monitor and maintain the telecommunications labs ($10,000) for the proposed program will also be needed.
08 Equipment ($30,000)	As described in Paragraph 25 and Appendix C, two new laboratories will be outfitted with donations. However, replacement of worn out and outdated machines will require new purchases annually.
09 Library ($6,000)	Paragraph 26 describes the need for additional periodicals and monographs.
10 Contractual ($50,000)	Paragraph 25 also describes the need for software maintenance, software updating, and Professional Development Seminars. The greatest cost will be for new software and maintenance on basic communication software.
11 Other ($9,000)	Including travel funds for use in attending Professional Development Seminars and funds for additional supplies, especially computer paper, ribbons, etc.

c. Although efforts to attract funding from external sources will continue to be made, no such sources of funding are assured at this time.

OFF CAMPUS PROGRAMS

33. Not applicable.

SPACE

34. Will new space be required? Need old space remodeled? Summarize such plans.

The ACS department is scheduled to move into a building which has recently been vacated. This space will have been remodeled for the department's move by the time this program becomes approved. Additional offices will be needed for the new faculty and staff to be hired for this program. Funds for remodeling the two telecommunications laboratories is included in the funding request to private corporations. No additional funding is being requested for remodeling to house this new program.

APPENDIX A

FACULTY AND/STAFF

THE PRINCIPAL FACULTY

Larry J. Brumbaugh. B.S., University of Pittsburgh, 1965; M.S., West Virginia University, 1968, Mathematics; M.A., University of Kentucky, 1975, Computer Science; Several data communications related presentations and published journal papers (ACM SIGCSE); teaches Professional Development Seminars on SNA and related topics, Consultant and Trainer for On-Line (Interactive) Computer Applications for various companies including State of Illinois, Spiegel, Country Companies and State Farm Insurance; directed several data communications related graduate theses and projects involving APPC and LANs; well known as an SNA expert. Regularly teaches undergraduate (Introduction to Data Communications) and graduate Advanced Data Communications and Networking) courses at Illinois State University.

David L. Doss. B.S., Electrical Engineering, Purdue University, 1967; M.S., Computer Science, Rensselaer Polytechnic Institute, 1978; Ed.D., Curriculum & Instruction, Illinois State University, 1992. Employed Proctor and Gamble Company in the Telecommunications Systems Support Group as Systems Analyst Level II which included teleprocessing support of both data and voice communications over the corporate network in both the United State and international subsidiaries; System Operator (SYSOP) for the Illinois State University Bulletin Board System; Doctoral research and dissertation involved development and implementation of a multimedia instructional local area network. Designed and coded new software to achieve a new approach to sharing multimedia resources across local area networks involving CD ROM, laser disc, video tape players, and computer graphics. Publications include: Doss, D., & Swafford B. (In Press) Simulation of Program Execution on a Remote Node of a Program Actually Running on a Network Server, Proceedings of the Twenty-Second Annual PIttsburgh Conference on Modeling and Simulation, 22; Doss, D., & Swafford, B. Networking Non-Network Applications, SIGCSE Bulletin, 23(1), 352-357; Doss, D., & Swafford B. Birth of an Emulator, DG Review, pp 41-44. Taught Data Communications at the University of Evansville and Introduction to Data Communications at Illinois State University.

Lawrence C. Eggan. B.A., Pacific Lutheran University, 1956; M.S., Ph.D., Mathematics, University of Oregon, 1958, 1960; Instructor, Assistant Professor, University of Michigan 1960-1965; Visiting Lecturer, Visiting Professor, University of London, 1963-64, 1976-77; Associate Professor and Chairman

Mathematics, Pacific Lutheran University, 1965-68, Associate Professor, Professor, Mathematics, Illinois State University, 1968-1984; Associate Editor (responsible for computer science and coding theory, 1980-81), Mathematical Reviews, 1979-81; Chairperson, Applied Computer Science, 1984-. Member graduate faculty, University of Michigan (directed 1 doctoral dissertation in Computer Science); Chairman, Mathematics Graduate Committee during development and implementation of Doctor of Arts program in Mathematics, 1969-1975, 1977-79. Publications include more than 15 research papers (1 in Theoretical Computer Science), numerous reviews and one book.

Tibor B. Gyires, M.S., Kossuth Lajos University, 1971; Ph.D., Kossuth Lajos University, Mathematics/Computer Science, 1978; Computer Communications Research, 1977-1992. Active in the following major projects and grants: Development of Distributed Task Scheduling Algorithms, University of North Carolina Research Grant; Development of the graphical simulation system COSY to analyze the operation of a distributed problem solving network; Participation in the development of the Hungarian Information Network (an X.25 based nation-wide network supporting research and management); Development of the Distributed Systems laboratory at the University of North Carolina at Charlotte; Software development of point-to-point connection of DEC Rainbow Personal Computers; Local Area Network /bus type/ system development at the Hungarian Academy of Sciences; Implementation of a network-wide file-system (FTAM) on the X.25 packet switched network of the Hungarian Academy of Sciences; Software package development for the computer network connection between the Technical University of Vienna, Austria and the Hungarian Academy of Sciences; Establishing regular user access from the Hungarian Academy of Sciences to the TYMNET/TELENET networks in the USA and other European networks. Published several papers in the areas of computer networks, distributed computer systems, network and distributed operating systems, and distributed algorithms. Taught undergraduate and graduate level Data Communications and Computer Networks courses at Illinois State University, University of North Carolina at Charlotte, and IBM at Charlotte.

Hartman, Janet: B.S., M.S., Ph.D., University of Florida, Mathematics, 1968, 1971, 1974; additional 45 credit hours, computer science. Professional experience: 15 years teaching experience at university level; Director of Academic Computing, University of Evansville, 3 years; Project Control Manager, State Farm Insurance - Bloomington, IL, Summer 1987; sabbatical, University of Central Florida Center for Parallel Computation; teaching and building a curriculum in parallel processing, United States Air Force Academy. Research: parallel processing (particularly parallel algorithms).

Recipient of National Science Foundation Faculty Enhancement Grant, 1992-93.

David F. Kephart. BBA, University of Arizona, 1972; M.S., Computer Science, University of Arizona, 1974; Candidate for Ph.D., Higher Education, University of Kentucky. Recipient Certificate of Data Processing, 1984. Managed several telecommunications systems involving Time Sharing, RJE, Synchronous and Asychronous networks with IBM mainframe, Data General minicomputers and a variety of terminals and workstations. Instructor Data Processing, Chadron State College, 1973-74; Assistant Professor, Data Processing, Morehead State University, 1974-1980; Assistant Professor, Applied Computer Science, Illinois State University, 1980-. Consultant specializing in large software systems, clients include Gateway Health District, State of Kentucky, Boy Scouts of America, Country Companies, Spiegel Corporation. Currently involved in developing a networked record keeping and report generating software system. Director, ACS Department Coop Program. Member of statewide committee that provided input into the design of the Kentucky Educational Computing Network which linked together all four year state colleges in Kentucky. Presented two papers to the Data General Users Group Network Conference on Using Data General Communications Systems in Education. Telecommunications courses taught include: Introduction to Online Systems, Introduction to Data Communications and Operating Systems.

David A. Rathke: B.S., Eureka College, 1978; M.S., Illinois State University, Computer Science, 1992; Microcomputer Coordinator for the Applied Computer Science Department and part time instructor 1987-present; in charge of installing and maintaining the local area network, microcomputers in the labs and faculty offices and administer the ACS department's SUN file server and workstations; Faculty Intern, Country Companies Insurance designing and writing network print management routines (OS/2 Network, Summer of 1991; consultant to Diamond Star Motors, Normal, Illinois, Personal Computer Support Specialist; Army Corps of Engineers, wrote File Access System in FORTRAN (to integrate with an expert system); conducted several training sessions for local businesses (taught: Microcomputer Application and Design I and Microcomputer Application and Design II and Telecommunications related courses.

Bill E. Swafford: B.S., Delta State College, Cleveland, Mississippi, Mathematics/Physics, 1964; M.S., University of Southwestern Louisiana, 1966; Ph.D., University of Georgia, 1971, Mathematics. Professional experience includes Senior Systems Programmer, Northern Michigan University, Professor, Northern Michigan University, Visiting Professor, American University, Washington D.C., Associate Professor, Illinois State University. Publications include: Doss, D., & Swafford

B. (In Press) Simulation of Program Execution on a Remote Node of a Program Actually Running on a Network Server, Proceedings of the Twenty-Second Annual Pittsburgh Conference on Modeling and Simulation, 22; Doss, D., & Swafford, B. Networking Non-Network Applications, SIGCSE Bulletin, 23(1), 352-357; Doss, D., & Swafford B. Birth of an Emulator, DG Review, pp 41-44, and Swafford, B. PC-Based Communication Using Interrupts, Micro/Systems Journal, pp. 50-54. Software: MasterCom, Communications Utility for CP/M and MS DOS, marketed by The Software Store, 706 Chippewa Square, Marquette, Michigan. Written in C with several small assembler modules. One of two principal authors. Professional Memberships: Association of Computing Machinery and Mathematical Association of America.

Appendix B.

Following are letters of support from major corporations in Illinois.

State Farm Insurance Companies

October 2, 1992

Dr. Lawrence C. Eggan
Illinois State University
Applied Computer Science Department
Normal, Illinois 61761-6901

Dear Larry:

The past 2 1/2 years I have been directly involved in the telecommunications field at State Farm Insurance. The area I'm responsible for is called Teleprocessing. My department's function is to develop, maintain, and manage the networks that allow our customers (employees, agents, and approved business associates) to have access to systems, applications, and transactions as business needs dictate. This access then allows for effective and efficient electronic movement of all forms of information among business systems and among people.

In my 2 1/2 years I've seen tremendous growth in the demand for teleprocessing services. Our customers want any to any connectivity (interoperability), want to be able to access any data from anywhere, and expect the delivery time of that data to be faster than ever. Also, terminals are being replaced with workstations which have LAN connectivity, and there is the need for greater bandwidth to accommodate the transmission speeds required to transport the increasing amounts of data.

What this all means is that my department has acquired some new challenges and a much bigger workload. Our business operations have become more dependent on telecommunications for its day to day activities. To meet those challenges and increased workload, we have hired several people that have telecommunications training and/or experience. I see the need continuing for well-trained individuals in this field. People that are going to be properly trained to manage the ever-changing telecommunications environment, like the curriculum that is being proposed by the Applied Computer Science Department at Illinois State University. are and will be valuable assets to the business world.

I'm looking forward to continuing to work with the Telecommunications Advisory Board, and hopefully in the near future there will be a Telecommunications program at ISU.

Sincerely yours,

Randy Olds

Randy Olds, Assistant Director
Teleprocessing - Data Processing Support Services

CATERPILLAR

OCT 22 1992

Caterpillar Inc.
East Peoria, Illinois 61630

October 20, 1992

Dr. Lawrence C. Eggan, Chairperson
Illinois State University
Applied Computer Science Department 5150
Normal, Illinois 61761-6901

Dear Dr. Eggan:

The purpose of this letter is to express the need for formally educated telecommunications professionals and support for a degree program in this field at ISU.

Over the last ten years, Caterpillar's corporate telecommunications staff has grown from ten to approximately seventy people. The company has substantially downsized during this time. This emphasizes the importance that is placed on telecommunications because of the value it brings to the company as well as the need for people who are educated in this field.

A lack of people educated in telecommunications during the last ten years required that we invest time and money in the available people to give them the knowledge they needed to do our work. If people with an education in telecommunications had been available, they would have been productive much sooner and the majority of the expense for education could have been avoided.

In recent years, there have been a few colleges that have offered degree programs in telecommunications. However, the vast majority of them have been in other parts of the country. Our experience in hiring college graduates indicates that people raised and educated in the midwest tend to have a most favorable tenure at Caterpillar. Based on the continuing need for people with knowledge in telecommunications at Caterpillar as well as other companies, we are very strongly in favor of a telecommunications curriculum at ISU and we offer our support in developing a degree program.

Very truly yours,

Stan Bane

Manager
Information Network Services Div. - AD341

SHBane
Telephone: (309) 675-3870
rme

OCT 26 1992

McGLADREY & PULLEN

Certified Public Accountants and Consultants

October 22, 1992

Dr. Lawrence C. Eggan
Applied Computer Science Department
Illinois State University
133B Stevenson Hall
Normal, IL 61761-6901

Dear Dr. Eggan,

As you are aware, I am a principal with McGladrey & Pullen, a national accounting and consulting firm. It is my responsibility within the Firm to cultivate the telecommunications consulting practice as well as manage the Firm's internal communications.

McGladrey recognizes that communications and information technology is a vital concern for our clients if they are to survive and grow in the future. As such, it has been my mandate to find the means and manner to provide high quality services to our clients in this area.

To meet this objective, we are frequently in need of qualified individuals to add to our staff. This continues to be a major challenge. Until a few years ago, there were no formal educational programs available. Telecommunications was learned through experience on the job. With today's technology, this approach has become too expensive. We cannot afford to hire people without experience and spend two years training them in the basics of this discipline.

Locating trained, experienced telecommunications people for employment is difficult. Good people are in limited supply and very high demand. Because of this, we have spent increased effort in tracking the programs offered by universities. From our base in Chicago, we find only one or two universities within a 300 mile radius with an undergraduate program in telecommunications. While the number of graduates from these programs continues to increase, the demand seems to outrun the supply.

1699 East Woodfield Road, Suite 300, Schaumburg, Illinois 60173
(708) 517-7070 FAX (708) 517-7067

Appendix C

ACS TELECOMMUNICATIONS PROPOSAL

This is a proposal for funding to permit the Applied Computer Science Department of Illinois State University to initiate an undergraduate telecommunications degree program much quicker than could be expected through reallocation or state funding. Final state approval should carry with it additional state support.

Initial funding is requested to develop and install two telecommunications laboratories including hardware and software, to provide training and travel expenses for current faculty, and to allow for the hiring of technical support and new faculty all before state funding becomes available. This seed money will be spent during the year before the program becomes fully approved and during the first year of the program. It is expected that once the program is underway, an endowment fund drive will be initiated to supplement the state funding/support.

It takes two years to obtain full state approval and initial funding for a new degree program. During the Fall of 1992 and early Spring of 1993, the University will be refining and approving the program. In late spring or early summer the Board of Regents will consider the program. Upon approval by the Board of Regents, the new program proposal goes to the Illinois Board of Higher Education in the Fall of 1993. Upon approval by the IBHE, the program will become eligible for funding in the 1994-95 academic year (FY95).

There is already tremendous interest in networking and communications among ACS students. This is a result of the growing awareness of networking in general and two extremely popular ACS communications courses. Receiving seed money would allow us to begin course offerings and attract students to the telecommunications program an estimated two years before it would be possible without these funds. Students already enrolled in ISU will be able to work toward satisfying the degree requirements before the program has been approved. This means that the first students might graduate as early as 1995 or Spring 1996. Without this 'jump-start', it is likely that the initial students will not graduate until 1997 or 1998. This program will produce a student who fills a specific "nitch" for many of our major employers.

The ACS department will generate substantial publicity in conjunction with the fundraising program outlined in this proposal. The faculty involved in these telecommunications courses will be well aware of the companies supporting this program and pass this information on to their students. Thus, students will be made aware of the major companies who have supported this program financially and will naturally wish to interview with them upon completion of their degree.

A well equipped laboratory with network design and diagnostic tools available is essential for producing graduates who can be immediately productive on their first job. Moreover,

the breadth of experience, especially relative to regulatory issues, will sensitize students to the need for a broad user perspective and improve their communication skills. The International Communications Association (ICA) has been enthusiastic about our proposed program.

These requested funds will go a long way towards making the program one of the premier programs in the country. The existing Computer Science program is one of the very best, and we anticipate a comparable level of excellence. With two-thirds of the nation's gross national product producers within 500 miles of McLean County, there will be stiff competition for graduates of this program.

Finally, the telecommunications laboratories will be available for faculty to give professional development seminars to staff from supporting companies. The facilities could also be made available to companies wishing special training. Having these up-to-date laboratories would facilitate faculty and graduate student research and provide facilities necessary for faculty to successfully complete grants and contracts which would be forthcoming.

Specific Funding Requested $610,000

PHASE I $218,000

Initial funding in the neighborhood of $20,000-$25,000 is requested from each of our major corporate telecommunications sponsors to launch this program. This money will be used to begin the development of one of the two telecommunications labs described on the following pages. Initial funding is also needed for general telecommunications facilities including connection to the Telecommunications Educational Research Network (TERN), travel, faculty training and hardware for an introductory electronics course. All corporate sponsors will be recognized prominently.

PHASE II $195,000

The first lab would be completed. Initial personnel appointments would be funded.

PHASE III $197,000

The second lab will be installed, additional training of faculty completed and final course materials developed.

TELECOMMUNICATIONS SEED FUNDING PROPOSAL ITEMS

General Telecommunications Facilities

- Both laboratories would have access to: TERN, INTERNET, BITNET, an HDS Mainframe, ISUNET, ACSLAN, and other computing facilities on campus.

General Telecommunications Laboratory

- Students would use modeling/simulation software to study local and wide area networks.
- Students would write programs that would make use of network services.
- Students would study messaging, mail, terminal emulation, and file transfer on networks.
- The laboratory would be used for class demonstrations, closed lab instruction and workshops.

Advanced Laboratory

- This lab would allow students to design and physically assemble & configure local area networks.
- Students would use test equipment to identify and correct network problems.
- Students would install and configure network operating system software.
- Students would investigate the application of bridges, gateways and routers.
- Students would evaluate the advantages/disadvantages of different network topologies/architectures.
- Students would investigate the use of video, voice and data over local area networks.
- This lab would facilitate undergraduate/graduate/faculty research projects.

Telecommunications Laboratories

Planned are two laboratories — Cost: **$164,000**

one for general telecommunications student use
one for advanced hands-on project development.

Each laboratory (ring or bus topology, TCP/IP, OSI, SNA architecture) requires:

• 25 networked 486 micros	50,000
• High speed LAN(50-100Mbps) adaptors (@$1000)	25,000
• Host operating systems (DOS, OS/2, on micros AIX, Ultrix or SUN OS on servers)	5,000
• 2 high speed networked printers	2,000
	=======
Total Each Lab	82,000

Lab Facilities Remodeling — 90,000

Each Laboratory will require:

• Furniture	10,000
• Renovations	20,000
• Air Conditioning/cabling	15,000
Total Each Lab	45,000

Other Lab/Network Items:		**$151,000**
• 3 servers (eg RS6000, SUN, VAX)	45,000	
• High capacity storage (eg optical disk)	5,000	
• Analog/digital conversion tools (eg video, voice, etc.)	6,000	
• Network Operating Systems (Open Software Foundation network s/w such as OSF/1 for servers, Novell, TCP/IP for DOS, or OS/2 for micros.)	50,000	
• Development Tools (Compilers, software toolkits)	20,000	
• Network Design & test equipment	15,000	
• T1 connection to TERN network	10,000	
Travel		**$15,000**
Visit Major Existing ICA Programs		
(a) U. of Colorado		
(b) Ball State U.		
(c) U. of Pittsburg		
Travel to PDSs for Training		
Attend ICA and NCF Meetings		
Training (a partial listing)		**$30,000**
Courses in - Network Implementation/Support		
- Trouble Shooting Network		
- ISDN		
- Internetworking		
- Voice Related Issues		
- Faculty Internship for Summer		
Initial Preparation Costs		**$135,000**
Technical Support (1 year)	40,000	
Development of Instructional Materials	10,000	
Faculty Released Time (1 year)	25,000	
New Faculty, etc. (1 year)	60,000	
Other		**$25,000**
Hardware for Introductory IT Course		
Grand Total		**$610,000**

On the following pages this total has been broken into three phases as described earlier.

PHASE I

First Laboratory		**67,000**
. 20 networked 486 micros	40,000	
. High speed LAN(50-100Mbps) adaptors @$1000)	20,000	
. Host operating systems (DOS, OS/2, on micros AIX, Ultrix or SUN OS on servers)	5,000	
. 2 high speed networked printers	2,000	
Other Lab/Network Items:		**66,000**
. 1 server (eg RS6000,SUN, VAX)	15,000	
. Analog/digital conversion tools (eg video, voice, etc.)	6,000	
. Network Operating System (Open Software Foundation network s/w such as OSF/1 for servers, Novell TCP/IP for DOS, or OS/2 for micros.)	20,000	
. Development Tools (Compilers, software toolkits)	10,000	
. Network Design & test equipment	5,000	
. T1 connection to TERN network	10,000	
Lab Facilities Remodeling Furniture, Renovations, Air Conditioning/cabling		**45,000**
Travel		**$ 5,000**
Training		**$10,000**
Other Hardware for Introductory Industrial Technology Course		**$25,000**
TOTAL PHASE I		**$218,000**

PHASE II

Laboratory Completion		**$ 60,000**
. 5 networked 486 micros	10,000	
. 5 High Speed LAN (50-100Mbps) adaptors	5,000	
. 1 server	15,000	
. High Capacity Storage (eg, optical disk)	5,000	
. Network OS	10,000	
. Development Tools	5,000	
. Network Design & test equipment	10,000	
Travel		**$ 5,000**
Training		**$ 10,000**
Initial Preparation Costs		**$120,000**
Technical Support (1 year)	40,000	
Development of Instructional Materials	5,000	
Faculty Released Time (1 year)	15,000	
New Faculty, etc. (1 year)	60,000	
TOTAL PHASE II		**$195,000**

PHASE III

Second Laboratory		**$82,000**
Lab Facilities Remodeling		**$45,000**
Other Lab/Network Items		**$40,000**
1 Server	15,000	
Network Operating Systems	20,000	
Development Tools	5,000	
Travel		**$ 5,000**
Training		**$10,000**
Initial Preporation Costs		**$15,000**
Development of Instructional Materials	5,000	
Faculty Released Time	10,000	
TOTAL PHASE III		**$197,000**

TABLE I

Impact of New Program on New and Existing Courses

Course Affected By New Major Sequence	Last Year Annual Enrollments	Last Year Annual Class Capacity	Last Year Annual Available Space
Proposing Department:			
New Required Courses:			
ACS 377			
ACS 379			
Existing Required Courses:			
ACS 160	New Course Fall 92		
ACS 168	464	572	775
ACS 169	216	289	520
ACS 255	167	167	265
ACS 363	132	144	172
ACS 375	103	93	160
New Elective Courses: None			
Existing Elective Courses:			
ACS 355	47	47	90
ACS 376	43	50	75
Other Departments:			
Required Courses:			
ACC 131	1319	1371	1805
COM 223	812	787	1002
ECO 101	2333	2474	3151
ECO 102	1109	1819	2091
ECO 131	93	104	162
ECO 335	0	0	0
ENG 145	1638	1835	1926
ENG 249	203	224	224
FAL 208	1209	1210	1437
FAL 311	34	35	35
IT 243	16	20	24
MAT 120	1576	1918	2345
MAT 121	977	1139	1705
MAT 145	323	378	570
MAT 146	214	270	400
MQM 100	992	1030	1166
MQM 220	1265	1329	1698
PHI 234	73	91	105
PHY 108	152	161	164
PSY 111	2896	2975	3251
PSY 230	560	570	650
POS 318	22	25	45
SOC 355	11	25	40

OCT 26 1992

McGLADREY & PULLEN

Certified Public Accountants and Consultants

October 22, 1992

Dr. Lawrence C. Eggan
Applied Computer Science Department
Illinois State University
133B Stevenson Hall
Normal, IL 61761-6901

Dear Dr. Eggan,

As you are aware, I am a principal with McGladrey & Pullen, a national accounting and consulting firm. It is my responsibility within the Firm to cultivate the telecommunications consulting practice as well as manage the Firm's internal communications.

McGladrey recognizes that communications and information technology is a vital concern for our clients if they are to survive and grow in the future. As such, it has been my mandate to find the means and manner to provide high quality services to our clients in this area.

To meet this objective, we are frequently in need of qualified individuals to add to our staff. This continues to be a major challenge. Until a few years ago, there were no formal educational programs available. Telecommunications was learned through experience on the job. With today's technology, this approach has become too expensive. We cannot afford to hire people without experience and spend two years training them in the basics of this discipline.

Locating trained, experienced telecommunications people for employment is difficult. Good people are in limited supply and very high demand. Because of this, we have spent increased effort in tracking the programs offered by universities. From our base in Chicago, we find only one or two universities within a 300 mile radius with an undergraduate program in telecommunications. While the number of graduates from these programs continues to increase, the demand seems to outrun the supply.

1699 East Woodfield Road, Suite 300, Schaumburg, Illinois 60173
(708) 517-7070 FAX (708) 517-7067

CATERPILLAR

OCT 22 1992

Caterpillar Inc.
East Peoria, Illinois 61630

October 20, 1992

Dr. Lawrence C. Eggan, Chairperson
Illinois State University
Applied Computer Science Department 5150
Normal, Illinois 61761-6901

Dear Dr. Eggan:

The purpose of this letter is to express the need for formally educated telecommunications professionals and support for a degree program in this field at ISU.

Over the last ten years, Caterpillar's corporate telecommunications staff has grown from ten to approximately seventy people. The company has substantially downsized during this time. This emphasizes the importance that is placed on telecommunications because of the value it brings to the company as well as the need for people who are educated in this field.

A lack of people educated in telecommunications during the last ten years required that we invest time and money in the available people to give them the knowledge they needed to do our work. If people with an education in telecommunications had been available, they would have been productive much sooner and the majority of the expense for education could have been avoided.

In recent years, there have been a few colleges that have offered degree programs in telecommunications. However, the vast majority of them have been in other parts of the country. Our experience in hiring college graduates indicates that people raised and educated in the midwest tend to have a most favorable tenure at Caterpillar. Based on the continuing need for people with knowledge in telecommunications at Caterpillar as well as other companies, we are very strongly in favor of a telecommunications curriculum at ISU and we offer our support in developing a degree program.

Very truly yours,

Stan Bane

Manager
Information Network Services Div. - AD341

SHBane
Telephone: (309) 675-3870
rme

Illinois State University

Graduate School 4040
University Research Office 3040

November 6, 1992

TO: Len Schmaltz, Chairperson
Academic Senate

FROM: Gregory F. Aloia
Associate Vice President for Research
and Dean of Graduate Studies

RE: Conservation Biology Sequence

Enclosed are 55 copies of the proposal for a Conservation Biology Sequence in the Department of Biological Sciences for consideration by the Academic Senate. This proposal was approved by the Graduate Council on October 22, 1992.

GFA/pls

Normal-Bloomington, Illinois
Graduate School: 309/438-2583
University Research Office: 309/438-2528

Rm. 310, Hovey Hall
Normal, Illinois 61761-6901
FAX: 309/438-7912

12.16.92.1

GCC approved 4/23/92

CURRICULUM PROPOSAL COVER SHEET

APR 1 3 1992

REVISED

AUG 2 4 1992

93.1

GRADUATE ONLY Council approved 10/22/92

Biological Sciences
Department

Deadlines for receipt by Graduate Curriculum Committee:

New Programs - September 1, two years prior to anticipated implementation date.
All other curriculum proposals - September 1 of each year for inclusion in the catalog of the following year.

Number of copies required:

New Programs - For original submission to the Graduate Curriculum Committee, six (6) copies are required. After approval by the Curriculum Committee, an additional 15 copies will be required, to include the Graduate Council. After approval by the Council, the Academic Senate requires 55 copies.

All other curriculum proposals -- submit six (6) copies.

Proposed Action:

COURSES

_____ 1. New--follow Guidelines of Graduate Curriculum Committee for 400 and 500 level courses.
_____ 2. Deletion of course)
_____ 3. Change in course level.)
_____ 4. Change in credit hours.) Summarize below and provide rationale on separate sheet.
_____ 5. Other changes.)

PROGRAMS

X 1. New--follow NEPR format.
(a) Number of courses within program 5 core, 18 elective)
(b) What course level? 300 and 400)

NOTE: Program approval does not connote course approval. Courses must be approved on an individual basis.

_____ 2. Change in requirements for degree.)
_____ 3. Other program revisions.) Summarize below and provide rationale on separate sheet.

Summary of proposed action: Include title of course or program; provide exact catalog copy, including number and semester hours for new course.

Conservation Biology Sequence: Conservation biology comprises fundamental research in ecology, evolution, genetics, and systematics that is targeted to address applied problems in biodiversity preservation, ecosystem restoration, and the ecological effects of human-induced environmental change. Students interested in this discipline, who are pursuing the M.S. degree in Biological Sciences, research-thesis option (32 semester hours), are eligible to enroll in this sequence. The sequence consists of core requirement courses and a prescribed distribution of electives, all chosen from biological sciences courses listed in this catalog. In addition, the research thesis must address a conservation biology problem. Details on the specific course requirements are available from the Department of Biological Sciences.

Routing of proposal and approval signatures:

Department Chairperson _____ Date 3/16/92

College Curriculum Chairperson _____ Date 4/7/92

College Dean _____ Date 4/9/92

Graduate Dean _____ Date 10/22/92

11/87

A SUBDIVISION OF A DEGREE MAJOR

1. Institution: Illinois State University

2. Responsible Department: Biological Sciences

3. Proposed Program Title: Conservation Biology Sequence

4. N.A.

5. N.A.

6. Date of Implementation: Year of Approval

7. Description of Proposed Program:

The Conservation Biology Sequence will provide a focus for students desiring graduate-level training in conservation biology, a cross-disciplinary science comprising fundamental research in the biological disciplines of ecology, evolution, genetics, and systematics that is targeted to address applied problems in biodiversity preservation, ecosystem maintenance and restoration, and the effects of human-induced environmental change. The Sequence is an option for students enrolled in the M.S. degree in Biology (research-thesis track, 32 semester hours) Program. All students in this Sequence must take the Program core courses of BSC 390, 407, and 463. All students in this Sequence must take the Sequence core courses of 406, 420.27, 420.29, 490, and 499 (PSY 341 and 441 or MAT 350 and 351 can be substituted for BSC 420.27 and 490; BSC 499 must be a conservation biology research topic). In addition, all students in the Sequence must select a minimum of one course from each of four groups: 1) Group I (BSC 402, 403, 404, 405); 2) Group II (GEO 303, BSC 352, 450.14, 486, 488); 3) Group III (BSC 301, 308, 334, 368, 383, 394, 395, 396); 4) Group IV (BSC 420.02, 420.03, 420.28). Up to 3 hours of relevant Independent Study (BSC 400) or Advanced Study (BSC 450) can be counted toward the required total of 32 hours, provided the requirement of one course from each elective group is met.

REQUIRED COURSES

Course Name	Course Number	Hours
Evolution	BSC 390	3
Current Research Topics in Biology (under development)	BSC 407	1
Orientation to Biology Graduate Studies	BSC 463	1
Conservation Biology	BSC 406	3
Biostatistics Lab	BSC 420.27	1
Seminar in Conservation Biology	BSC 420.29	1
Biostatistics	BSC 490	3
Thesis	BSC 499	4
Required Hours		17

ELECTIVE COURSES

Course Name	Course Number	Hours
	Group I	
Limnology	BSC 402	4
Plant Ecology	BSC 403	4
Population Ecology	BSC 404	4
Community Ecology	BSC 405	4
	Group II	
Geographic Information Systems	GEO 303	3
Molecular Techniques	BSC 352	5
Population Genetics	BSC 450.14	3
Ethology	BSC 486	4
Systematic Biology	BSC 488	3
	Group III	
Entomology	BSC 301	4
Field Biology	BSC 308	3
Introductory Mycology	BSC 334	4
Virology	BSC 368	4
Parasitology	BSC 383	4
Protozoology	BSC 394	4
Biology of Lower Vertebrates	BSC 395	4
Biology of Higher Vertebrates	BSC 396	4
	Group IV	
Seminar in Genetics	BSC 420.02	1
Seminar in Ecology	BSC 420.03	1
Seminar in Evolution & Systematics	BSC 420.28	1
Elective Hours		15

8. Rationale for Proposal:

Overview--Conservation biology is a rapidly growing cross-disciplinary science with expanding job opportunities in both non-academic and academic areas that the Illinois State University Department of Biological Sciences is poised to capitalize due to our current strengths in curriculum and faculty. The benefit to the Department is the entrance into a dynamic, growing field at a time of high demand by students and employers. The benefit to the University, College of Arts and Sciences, and Graduate School is that it fulfills several important stated goals (Academic Plan 1992-1997, pages 6-10) central to the missions of teaching, research, and service. Specifically, the Department will provide a premier graduate education in the area of conservation biology, enhance the opportunities for students to increase their capacity for inquiry

and study, continue and strengthen conservation biology research that is recognized nationally and internationally, and continue its public service function of assisting in the design and management of natural areas for the surrounding community.

A Sequence within our current M.S. in Biology (research-thesis track) Program is a logical outgrowth and formal recognition of the Department's current curricular strengths in diverse biological disciplines and the involvement of students, faculty, and staff in conservation biology research, teaching, and public service. The Department's curricular strength is apparent as all of the courses targeted for the Sequence are already part of the Program. The faculty strength is illustrated best by Dr. Roger Anderson who is an Associate Editor of the flagship journal "Restoration Ecology," the only Illinois academic to be so appointed. In addition, various departmental students, faculty, and staff are actively pursuing conservation biology projects covering both temperate and tropical ecosystems. Finally, departmental members are actively involved in ecological restoration efforts that benefit local schools and communities.

Implementation of a Conservation Biology Sequence will meet three of the recommendations for the M.S. in Biology Program presented in the University Academic Plan 1991-1996, pages 72-74. Recommendation #1 asked the Department to clarify the goals and objectives for M.S. students. The two parallel curricular efforts to 1) create a core for the M.S. in Biology (research thesis) Program, and 2) create the first subdivision (Conservation Biology Sequence) in that program will provide students with a well-structured curricular framework. Recommendation #3 asks the Department to have a multidisciplinary option to provide students with unique opportunities to study biology. Conservation biology spans several biological fields and is a rapidly expanding discipline nationally and internationally. Recommendation #6 notes that to maintain enrollment in the M.S. Program we need to improve funding of graduate students. A Conservation Biology Sequence will enhance our ability to compete for extramural funds to support graduate research assistantships and graduate research projects.

A Conservation Biology Sequence will permit us to take full advantage of current strengths in curriculum and personnel, and provide a focus for future development. Illinois State University can become a focal point for interactions with the Chicago Botanic Garden, Field Museum of Natural History, Illinois Department of Conservation, and the Illinois Natural History Survey. Indeed, such interactions are already underway. Further cooperation, collaboration, and interaction will lead to the promise and leadership role in Illinois and regionally to which we aspire.

Introduction--Conservation biology comprises fundamental research in the biological disciplines of ecology, evolution, genetics, and systematics that is targeted to address applied problems in biodiversity preservation, ecosystem maintenance and restoration, and the effects of human-induced environmental change (Soule 1985). Because conservation biology uses information derived from a diverse array of biological disciplines it is not simply a subdivision of biology but a new, integrative, cross-disciplinary science with a mission-oriented focus (Brussard 1985). Conservation biology is not a new name for forestry or wildlife management, although it

incorporates elements of those fields. This new synthetic discipline evolved in the late 1970s and early 1980s with the recognition that there was a lack of development of fundamental scientific principles applicable to the maintenance of biological diversity and ecosystem function. It is a rigorous science that links basic and applied research, therefore being at the nexus between "intellectual frontiers" and "environmental problems" (Risser et al. 1991). The discipline attained formal recognition in 1985 with the formation of the Society for Conservation Biology (Tangley 1988). It has quickly become an active cross-disciplinary biological science as demonstrated by the conservation biology topics of 13 out of 48 symposia at the 43rd annual meeting of the American Institute of Biological Sciences (AIBS 1992). In addition, conservation biology plays a central role in plans by governmental and non-governmental organizations to conserve biological diversity and maintain the functioning of natural ecosystems globally (WCMC 1992, WRI et al. 1992).

American Institute of Biological Sciences (AIBS). 1992. Announcement of annual meeting.
Brussard, P.F. 1985. The current status of conservation biology. Bulletin, Ecological Society of America. 66:9-11.
Risser, P.G., J. Lubchenco, & S.A. Levin. 1991. Biological research priorities--a sustainable biosphere. BioScience 41:625-627.
Soule, M.E. 1985. What is conservation biology? BioScience 35:727-734.
Tangley, L. 1988. Research priorities for conservation. BioScience 38:444-448.
World Conservation Monitoring Centre (WCMC). 1992. Global biodiversity 1992: status of the earth's living resources.
World Resources Institute (WRI), World Conservation Union, and United Nations Environment Programme. 1992. Global biodiversity strategy.

Educational Status--Conservation biology is offered as an area of specialization, emphasis or program in an increasing number of U.S. universities (Jacobson 1990). Examples are: 1) Cornell University, Department of Natural Resources, Conservation Biology Emphasis, 2) Iowa State University, Department of Ecology and Evolutionary Biology, Conservation Biology Emphasis, 3) Stanford University, Department of Biological Sciences, The Center for Conservation Biology, 4) University of Georgia, Institute of Ecology, Conservation Biology Program, 5) University of Wisconsin, Institute for Environmental Studies, Conservation Biology Program. These programs usually consist of a restructuring of their existing courses. Of the best known programs, only three have defined core courses (Jacobson 1990).

The strength and uniqueness of the Sequence proposed for the Illinois State University Department of Biological Sciences is the inclusion of a well-defined core and elective course curriculum using courses already a part of our M.S. in Biology (research thesis) Program. This identification of courses is designed to provide a guide for the student selecting courses from several biological disciplines. The goal is to give a solid education in the basic biological sciences integral to conservation biology coupled with the ability to do research in conservation biology. This strongly fulfills a stated goal of the University (goal #2), College of Arts and Sciences (goal #2), and Graduate School to provide premier graduate education in selected areas of demonstrated strength (Academic Plan 1992-1997, pages 6-10).

Jacobson, S.K. 1990. Graduate education in conservation biology. Conservation Biology 4:431-440.

Funding Status--One sure indication of the growth of a discipline is the funding available. In April 1988, the National Science Foundation (NSF) held a workshop "Research Priorities in Conservation." Later, there was a report to the National Science Board (advisor to NSF) which stated "we recommend increased support across the federal government to develop the scientific base underlying the emerging fields of conservation biology, restoration ecology, and environmental management" (NSB 1989). This was followed by a program to fund basic research in conservation and restoration biology by the National Science Foundation (NSF 1990). Conservation biology is also an integral part of a proposal, which has attracted much interest in the U.S. Congress, to create a National Institutes for the Environment (Committee for the NIE, 1992). In addition, it is an important part of the research priorities shaping funding policy decisions outlined by the Ecological Society of America (Lubchenco et al. 1991), the Society of Systematic Biologists (Anonymous 1991), and the International Union of Biological Sciences (Solbrig 1991). Private foundations are also increasing their attention to the discipline as evidenced by the creation of a Consultative Group on Biological Diversity by several major U.S. foundations (Tangley 1988).

By taking a leadership role in initiating a Conservation Biology Sequence, Illinois State University will enhance its competitive position when applying for research and education funds which will permit us to fulfill a stated goal of the University (goal #7), College of Arts and Sciences (goal #3), and Graduate School to provide opportunities for students to increase their capacity for scholarly inquiry (Academic Plan 1992-1997, pages 6-10). This will help us attain another stated goal of the University (goal #4), College of Arts and Sciences (goal #3), and Graduate School to support research which is recognized at national and international levels (Academic Plan 1992-1997, pages 6-10). In addition, the establishment of this Sequence will highlight the Department's current curricular and faculty strengths for recruiting high-quality graduate students, which in turn enhances our competitiveness for extramural funds.

Anonymous. 1991. Systematics agenda 2000: integrating biological diversity and societal needs. Systematic Zoology 40:520-523, 1991.

Committee for the National Institutes for the Environment. 1992. National Institutes for the Environment: A Proposal.

Lubchenco, J., A.M. Olson, L.B. Brubaker, S.R. Carpenter, M.M. Holland, S.P. Hubbell, S.A. Levin, J.A. MacMahon, P.A. Matson, J.M. Melillo, H.A. Mooney, C.H. Peterson, H.R. Pulliam, L.A. Real, P.J. Regal, & P.G. Risser. 1991. The Sustainable Biosphere Initiative: an ecological research agenda. Ecology 72:371-412.

National Science Board (NSB). 1989. Loss of biological diversity: a global crisis requiring international solutions. NSB-89-171, page 2.

National Science Foundation (NSF). 1990. Basic research in conservation and restoration biology. NSF Announcement 90-66.

Solbrig, O.T. (ed.). 1991. From genes to ecosystems: a research agenda for biodiversity. International Union of Biological Sciences.

Tangley, L. 1988. Research priorities for conservation. BioScience 38:444-448.

Employment--Other measures of the vitality of a field are the employment opportunities. Societal needs and governmental demands for conservation biology should produce an increasing market for employment within and outside of academia (see supporting letters, pages 7-8). For example, staff of the Illinois Department of Conservation have expressed to members of ISU Biology their concerns about demand for conservation biologists exceeding supply and their subsequent inability to hire qualified people. Conservation biology taught at the master's level is desirable (Beissinger 1990) because breadth of knowledge and broad-based, problem-solving skills are advantages for employment by governmental and private conservation agencies. Therefore, an ISU student obtaining an M.S. degree in Biology (research thesis) Program, Conservation Biology Sequence, will be in an excellent position to enter either the increasing job market or continue into a Ph.D. program. The Sequence is the ideal format in which to structure our current courses because 1) it will provide guidance to the student in selecting an appropriate diversity of courses from various biological disciplines, and 2) the appearance of "Conservation Biology Sequence" on the student's transcript will be a strong selling point when seeking employment or entry into a Ph.D. program. The Department will be fulfilling a stated goal of the University (goal #2), College of Arts and Sciences (goal #2), and Graduate School to provide a premier graduate education in an area of current strength (Academic Plan 1992-1997, pages 6-10).

Beissinger, S.R. 1990. On the limits and directions of conservation biology. BioScience 40:456-457.

Public Service--Faculty, staff, and students in the Department of Biological Sciences are actively involved in conservation biology projects that enhance the surrounding community in McLean County, thereby making the area more attractive to incoming residents and businesses. Members of the department initiate and coordinate natural area management and restoration projects, as well as provide scientific expertise and physical resources. The department provides personnel and resources (e.g., the Departmental Greenhouse and Museum) for environmental education in the secondary schools and community colleges in this area. In addition, the Department assists in stewardship of Weston Prairie State Nature Preserve, Colene Hoose Elementary School Prairie, Oakdale Elementary School Prairie, Ridgetop Prairie State Nature Preserve, and the Merwin Nature Preserve along the Mackinaw River. A Conservation Biology Sequence will increase the capacity of the department to provide this public service and therefore fulfill a stated goal of the University (goal #5), College of Arts and Sciences (goal #4), and Graduate School to engage in public service which complement the University's teaching and research functions (Academic Plan 1992-1997, pages 6-10).

Interaction Prospects--An important feature of a Conservation Biology Sequence is establishing ties with institutions that undertake and fund conservation biology research. This provides graduate students with ideas and funding for projects that incorporate cutting-edge problems in the discipline. Currently, the Department of Biological Sciences is fortunate to have connections with the Field Museum of Natural History (Dr. Scott Lanyon, Chair of Zoology, is an adjunct professor) and the Illinois Natural History Survey (Dr. Scott Robinson, Center for Wildlife Ecology, is an adjunct professor). The Field Museum is

engaged in biotic surveys internationally as part of research in conservation biology, and joint projects could benefit ISU-Biology graduate students. Scientists at the Illinois Natural History Survey are interested in expanding interactions with ISU-Biology master's students. Staff of the Illinois Department of Conservation have expressed keen interest in expanding work with ISU-Biology students and faculty. A Conservation Biology Sequence will highlight the existing strengths and interests in the Department, thereby making ISU-Biology a strong choice for collaborative projects. This will fulfill a stated goal of the University (goal #7), College of Arts and Sciences (goal #2), and Graduate School to provide opportunities for students to increase their capacity for scholarly inquiry (Academic Plan 1992-1997, pages 6-10).

Level of Interest--This proposal was sent to the two adjunct professors in the Department of Biological Sciences who have expertise related to conservation biology. Excerpts from their letters follow.

"I am pleased to hear that ISU is attempting to establish a [sequence] in Conservation Biology. Such a move would put ISU in rather elite company. Few universities have responded to the changes in science funding and in the job market that have occurred as a result of growing national interest in global biodiversity...I think it is an excellent idea."

Dr. Scott M. Lanyon
Chairman, Department of Zoology
Field Museum of Natural History

"I am excited about the possibilities of the Conservation Biology Master's [sequence] at ISU...The potential for interactions [with ISU] is high...Good luck with the program. It looks like it is already nearly in place."

Dr. Scott K. Robinson
Associate Professional Scientist at the Center for Wildlife Ecology,
Illinois Natural History Survey, and
Associate Professor in the Department of Ecology, Ethology and Evolution,
University of Illinois

This proposal was also sent to outside experts in conservation biology. Excerpts from their letters follow.

"I enthusiastically endorse your proposal to establish a Master's Degree sequence in Conservation Biology...Increasingly, biologists are forced to address Conservation Biology issues that they are ill prepared for. A new generation of Conservation Biologists will be needed to address not only the ongoing degradation of our planet's natural resources, but the restoration of our planet's native floras, faunas, communities, and ecosystems...I look forward to an even closer working relationship with the Illinois State University, Department of Biological Sciences."

Dr. Brian D. Anderson
Director, Illinois Natural Preserves Commission
Illinois Department of Conservation

"We at the Chicago Botanic Garden were enthusiastic to learn of your department's proposal to establish a Master's of Science [sequence] in Conservation Biology. It is an excellent concept, and very much needed in Illinois... It looks to be a solid, interdisciplinary scientific curriculum that will be a good background for research and practice in conservation and restoration...We look forward to hearing more regarding the progress of this needed program and hope we can continue to explore ways in which the Chicago Botanic Garden and Illinois State University can interact."

Dr. Thomas M. Antonio
Research Taxonomist
Chicago Botanic Garden

"I am pleased that Illiniois State University is considering development of a [sequence] in Conservation Biology, and I strongly urge that you establish it. Graduates of such a program will find an expanding job market in a very rewarding career. As a professional in the field of nature conservation, I am aware of the shortage of people with the skills to meet the challenge of protecting and restoring our biotic diversity. People trained in Forestry and Wildlife Biology make up most of our current job applicants, but they lack the focus needed for the challenging task of natural diversity conservation...Good luck in your effort to establish this important new [sequence]."

Dr. John Schwegman
Plant Conservation Manager
Division of Natural Heritage
Illinois Department of Conservation

"Illinois State is to be congratulated on its far-sighted plan to offer a master's degree [sequence] in conservation. This is a growth industry, with organismic and evolutionary biology playing the same role in environmental studies that molecular and cellular biology play in the health sciences. Conservation biology is at the center of this organismic and evolutionary biology enterprise."

Dr. Edward O. Wilson
Baird Professor of Science
Harvard University

9. Expected Impact of Proposal on Existing Campus Programs:

The Conservation Biology Sequence is expected to have a substantial positive impact on the M.S. degree in Biology (research thesis) Program. The latest curriculum review (ISU Academic Plan 1991-1996, pp. 72-74) urged the Department of Biological Sciences to focus its curriculum on existing areas of strength and uniqueness. Conservation biology is a rapidly developing cross-disciplinary biological science and, because of the strength at Illinois State University, is expected to attract talented students regionally and nationally. The possibilities for cooperative arrangements with private and public conservation agencies will be enhanced, thereby strengthening the overall graduate program in biology. For example, upon hearing of this

proposal, the local chapter of Pheasants Forever offered a competitive scholarship to support student research in conservation biology (implemented Spring 1992). It is likely that other groups previously uninvolved with Illinois State University will be attracted by having this defined curricular entity within the Department of Biological Sciences.

10. Expected Curricular Change Including New Courses:

The primary curricular change is to create one new course (Current Research Topics in Biology, BSC 407) as part of the two parallel curricular efforts to 1) create a core for the M.S. in Biology (research thesis) Program, and 2) create the first subdivision (Conservation Biology Sequence) in that Program. The latest curricular review (Academic Plan 1991-1996, pages 72-74) asks the Department to clarify the goals and objectives for M.S. students. An important approach is to create a common core for all students in the Program and to create subdivisions within the Program that will provide additional focus to students. This also fulfills the desire of the Department's new chairperson to provide additional structure and focus to the M.S. in Biology (research thesis) Program.

The three courses selected to comprise the Program core are Evolution (BSC 390), Orientation to Biology Graduate Studies (BSC 463), and Current Research Topics in Biology (BSC 407, under development). Evolution is the single unifying theme of biology and is therefore integral for all biology students. Orientation to Biology Graduate Studies prepares graduate students for effective research and success in the profession. Current Research Topics in Biology, a course under development, will expose beginning graduate students to the research programs and disciplines of faculty in the Department, thereby providing early exposure to specific research opportunities.

The core for the Sequence consists of the three core courses for the M.S. in Biology (research thesis) Program plus five other courses that are already listed in the catalog. In addition, twenty existing courses relevant to conservation biology have been organized into elective groups to guide the student in their choice of courses.

Only one new course is needed for the core in the M.S. in Biology (research thesis) Program--BSC 407, under development. All of the Sequence courses (five core, twenty elective) are in place (see 1993-94 Graduate School Catalog). Therefore, the Sequence consists of a packaging of existing courses to guide students in their selection of courses relevant to conservation biology.

11. Anticipated Staffing Arrangements:

All of the courses can be taught by current faculty.

12. Anticipated Funding Needs and Source of Funds:

No new funds are needed to implement this Sequence as it is a restructuring of present activities that utilize existing courses and faculty.

FACILITIES PLANNING COMMITTEE

Membership: 21

Chairperson: Assistant Vice President for Physical Planning and Operations
Secretary: Director, Office of Scheduling and Space Analysis
Ex Officio: College Deans or their representatives
Coordinator of Academic Planning (Dean of Instruction)
Coordinator of Campus Planning (Director of Facilities Planning)
Student Affairs Representative
University Librarian*

Nominated and elected by the Academic Senate for staggered three-year terms:

One (1) faculty member from the College of Arts & Sciences
One (1) faculty member from the College of Education
One (1) faculty member from the College of App. Science
One (1) faculty member from the College of Business
One (1) faculty member from the College of Fine Arts

Nominated and elected by the Academic Senate for one-year terms:

Five (5) students, one of whom should be a graduate student

Functions:

1. To determine the space needs and priorities required for the programs specified in the Academic Plan.

2. To determine policy regarding space assignments.

3. To determine the occupants of campus buildings.

4. To organize subcommittees, not necessarily limited to members of FPC, who will prepare statements which include the information necessary for a capital budget and for an architect to develop building plans for new campus buildings as well as for the remodeling of old campus buildings.

5. To recommend priorities and funds for remodeling campus buildings.

6. To make recommendations regarding the razing of old campus buildings.

Reporting: The Facilities Planning Committee reports to the Administrative Affairs Committee. Recommendations are forwarded to the Provost and the President.

*Membership of University Librarian added 3/16/88.

COMMITTEE STRUCTURE

OF THE

ACADEMIC SENATE

AT

ILLINOIS STATE UNIVERSITY

(SUPPLEMENT TO THE BYLAWS OF THE ACADEMIC SENATE)

MARCH 1991

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COMMITTEE STRUCTURE

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AT

ILLINOIS STATE UNIVERSITY

(SUPPLEMENT TO THE BYLAWS OF THE ACADEMIC SENATE)

MARCH 1991

To: Executive Committee
From: Curtis White, chair, Administrative Affairs Committee
Re: Facilities Planning Committee

The Administrative Affairs Committee recommends that the Facilities Planning Committee be abolished.

Rationale:

In the 1991 report of the ad hoc Efficiency Committee, it was recommended that the Facilities Planning Committee be abolished. The Academic Senate supported this among other recommendations of the Efficiency Committee in the spring of 1992.

The Efficiency Committee's opinion was based on the belief that the Facilities Planning Committee was cumbersome and inefficient, i.e., it used inefficiently the time of the Physical Planning staff, and it used inefficiently the time of the faculty and student members on the committee. In particular, Asst. Vice President Runner estimated that 20% of his time was spent planning, organizing, and preparing for FPC meetings.

In speaking with Runner about this issue, the Administrative Affairs Committee was informed that, in his opinion, the Facilities Planning Committee was not only ineffient in the sense that it wasted administrative, faculty and student time, but also inefficient in the sense that the committee was unwieldy for decision making. It was often impossible to find a time when all 21 members could be present.

In fact, the Facilities Planning Committee met only perfunctorily for the last few years, and prior to that it did not have an active role in decision making.

It may be argued that the fact that the FPC has not been active recently does not mean that there is no role for the committee. The Administrative Affairs Committee agrees that there needs to be an active and timely role for faculty and students in the facilities planning process. We do not, however, agree that the best vehicle for that role is the FPC. The FPC, like some other standing committees, is very probably perceived by faculty and students as a low priority committee which has no real impact on decisions. Worse yet, it is probably the case that faculty and students resent the time

and effort required to attend and prepare for a committee that they perceive as "low yield." It is in the spirit of the Efficiency Committee's findings to conclude that the time and effort expended on this work would be better used if directed toward the committee members' own academic responsibilities.

The Administrative Affairs Committee, in agreeing with the President's Efficiency Committee and Vice President Runner, further recommends that the responsibility for oversight be moved to the Administrative Affairs Committee of the Academic Senate.

Rationale

In its report to the President, the Efficiency Committee recommended that the Administrative Affairs Committee of the Academic Senate serve as the communication link to the Senate and University community "by requiring regularly scheduled updates on issues concerning facilities by the Assistant Vice President for Physical Planning and Operations and by the Provost's Office Space person."

Vice President Runner has agreed to such meetings.

Among the Efficiency Committee's other pertinent recommendations are:

1) The Administrative Affairs Committee should also request updates from other administrators and Vice Presidential areas concerning facility planning issues.

2) The Administrative Affairs Committee should also have an opportunity to rank capital projects as one input to the President's decision on capital request priorities.

3) A clear set of procedures and chain of command for space allocation decisions should be established so that it is clear who is responsible for making decisions.

4) A clear set of procedures and chain of command for remodeling should be established so that it is clear who is responsible for making such decisions.

5) Priority ranking of capital projects should be a Presidential decision made with the advice of the Vice Presidents and other groups, including the Administrative Affairs Committee.

In short, it is the opinion of the Administrative Affairs Committee that the Rules Committee should be given the task of establishing guidelines with the purpose of shifting responsibility for oversight and participation in the Facilities Planning Process to the Administrative Affairs Committee. Facilities planning would then be one of the principal responsiblities of the Administrative Affairs Committee in each academic year.

Finally, the Administrative Affairs Committee would like to suggest to the Rules Committee the following:

*The functions of the Facilities Planning Committee, as described in the Academic Senate "Bluebook," should be revised, updated, and then reaffirmed as the specific functions of the Administrative Affairs Committee.

*The Chair of the Administrative Affairs Committee should be given a calendar of events and deadlines relevant to Facility Planning at the beginning of each academic year.

*The Administrative Affairs Committee should be encouraged to be proactive in its efforts to participate in facility planning issues. The Committee should seek the input of campus constituencies to insure that all faculty and student voices are being heard.

*The Rules Committee should take pains to specify the relevant documents that should be forwarded to the Administrative Affairs Committee. In particular, the Rules Committee should specify that the Capital Request Budget, the Auxiliary Enterprises Budget, and all relevant reports for the IBHE and BOR are to be forwarded to the Administrative Affairs Committee *in a timely manner*..

Motion:

The Administrative Affairs Committee moves that the Facilities Planning Committee be abolished and that the Rules Committee of the Academic Senate meet in order to establish new guidelines for Senate involvement in the Facilities Planning Process.

ACADEMIC SENATE MINUTES

March 24, 1993 Volume XXIV, No. 11

Call to Order

Roll Call

Approval of Minutes of February 24, 1993

Chairperson's Remarks

Vice Chairperson's Remarks

Student Body President's Remarks

Administrators' Remarks

ACTION ITEMS:

1. Rules Committee Recommendations for Faculty Appointments to External Committees
2. Telecommunications Management Bachelor's Degree Proposal
3. Conservation Biology Sequence
4. Administrative Affairs Committee Recommendation to Abolish Facilities Planning Committee

INFORMATION ITEMS: NONE

Communications

Committee Reports

Adjournment

Meetings of the Academic Senate are open to members of the University community. Persons attending the meetings may participate in discussions 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.