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REPORT OF THE COMMITTEE TO STUDY DEPARTMENT PROCEDURES

The Committee to Study Department Procedures was established by the University Council in the spring of 1960 with the following members: Douglas R. Bey, Ruth Henline, John Johnston, Ellen Kelly and Elizabeth Russell; DeVerne Dalluge was an ex-officio member.

Before presenting the recommendations, it may be well to review briefly the work of the Committee. Included in the deliberations of the Committee were data obtained from the following sources:

- 1) A sampling of the department procedures at related universities
- 2) Interviews with heads of departments at ISNU
- 3) A poll of the faculty at ISNU
- 4) Interviews with administrative officers at ISNU

These data not only served as a basis for our evaluation, but also indicated suggestions for improvement of present department procedures.

While the main task of the Committee was to study existing department procedures and make recommendations intended to improve them, it soon was apparent from interviews and questionnaires that a large number of areas was involved. It became necessary to consider department procedures in relation to administrative structure and areas of evaluation and decision-making, and for this reason the report is divided into two parts: Part I, Specific recommendations relating to Faculty Participation in Department and University Responsibilities. Part II, Recommendations relating to Areas of Evaluation and Decision Making.

In general, the Committee believes that satisfaction and confidence in many of our present procedures was evident on the part of both faculty and administration; however, with the continued growth of the Illinois State Normal University, both in student body and faculty, it becomes increasingly clear that the administrative procedures may need to be adjusted in the best interests of its educational program as well as in the interest of effective operation. While the President is directly responsible to the Teachers College Board for all activities carried on in the entire University, the Board has clearly given him authority to delegate certain powers and responsibilities. He has delegated the major portion of the responsibility for the instructional program of the total University to the Dean of the Faculty to whom, in turn, the heads of the departments are directly responsible. The department heads are strictly accountable to the Dean of the Faculty and to the President of the University for

- 1) High professional levels of departmental curriculum development
- 2) Composition of the department staff
- 3) Morale within the staff
- 4) Programming
- 5) Teaching assignments
- 6) Evaluation of work beyond the master's degree
- 7) Preparation of their budget
- 8) Ordering of equipment
- 9) Arrangements for secretarial help
- 10) Approval of leaves

- 11) Appointment of committees
- 12) Filling of vacancies
- 13) Recommendations of promotions and dismissals

(Mimeographed Bulletin, Department Heads: Policies and Responsibilities,
November 4, 1958)

The Teachers College Board has set forth the policies pertaining to the personal and professional rights of faculty members. (Teachers College Board Handbook, pp.18-23). In accordance with the philosophy implicit in these policies, all members of the instructional staff are guaranteed academic freedom befitting responsible citizenship for the total University. This academic freedom carries with it certain obligations and duties essential to a good educational program, the cooperation with other staff members, the building and maintaining a high faculty morale, and faculty participation in the consideration of major administrative decisions and problems on a truly democratic basis.

To this end the Board urges the presidents to give all possible aid in setting up, with in each institution, a representative faculty structure, along truly democratic lines and democratically chosen through which any faculty member can present suggestions for the good of the university, and in which those suggestions will receive the serious consideration of his colleagues. The faculty organizations to achieve democratic participation may differ among the universities . . . (p. 23).

On our campus the University Council serves as a faculty organization to achieve democratic participation. As the University increases in size the University Council may deem it necessary to call for the establishment of additional legislative bodies for the consideration and enunciation of University policies.

As the University grows and as an ever-increasing number of new staff will need to be employed each year, it is apparent that the most democratic basis for faculty participation would presumably emphasize active leadership by those best qualified through preparation, experience, and service, and at the same time encourage transmission of ideas and suggestions from all staff members. This permits the more effective concentration on the responsibilities of each as listed on page 12 of the Faculty Handbook.

- 1) Maintaining academic standards that will bring respect for the University and for the teachers it sends out
- 2) Keeping up with the scholarship in the instructor's own field
- 3) Counseling students when they need special advice either within or outside the subject taught
- 4) Holding students to a level of English usage appropriate for teachers
- 5) Keeping in touch with the public schools and the qualifications they need in teachers
- 6) Working with teachers' organizations for the improvement of schools when invited to do so

In addition, it is suggested that faculty members should---

1. exert responsible leadership for committee work; 2. engage actively in the improvement of instruction; 3. conduct research projects appropriate to individual academic interests; 4. enrich the total instructional program by directing projects, clinics, and other creative activities not ordinarily carried on in the classroom; 5. serve as an adviser, consultant, or participant whenever officially requested; 6. serve as worthy representatives of a profession in matters of public relations. On the other hand, personnel at the University should have sufficient time to gain perspective regarding the policies and purposes of Illinois State Normal University.

Believing that a clarification and a definition of the duties and obligations of faculty participation in department and university responsibilities should

- 1) Make evaluation at every level more effective
- 2) Give academic staff additional time and opportunity for instructional proficiency
- 3) Allow new personnel time and opportunity to become acquainted with the traditions, purposes, function, and future growth of the University

this committee recommends the adoption of the proposals set forth in this report.

PART I

FACULTY PARTICIPATION IN DEPARTMENT AND UNIVERSITY RESPONSIBILITIES

1. The heads of departments should work together, not only among themselves and with their staffs, but with the deans and other administrative officers to insure consistency and implementation of policies concerning tenure, promotion, appointment, and general instructional policies.
2. Each department should have an advisory body or bodies so constituted as to take advantage of the best resources of the staff.
3. Heads of departments should consult with their department advisory bodies on such matters as curricular changes, academic standards, university and department policies and problems relating to the improvement of department procedures.
4. Since department heads are charged with the responsibility for staff morale, for high scholarship among the staff and for high scholastic standards for students, they should have the final authority in recommending department policy to the Dean and the President.
5. In order to develop and maintain high morale of staff and high scholarship among the staff members, the heads of departments should feel free to visit classes of all staff members, to ask for syllabi from each staff member, and to counsel all staff members.
6. The Dean of the Faculty and the President may request from members of the department written evaluations concerning the department head. It is assumed that the number and regularity of requests for such evaluations would be left up to the discretion of the Dean of the Faculty and the President but it is also assumed that to single out a department at any one time or to make annual requests for evaluations would be undesirable. It

would be understood by all concerned that such requests should be a routine matter for the purpose of keeping department operations constantly effective. These evaluations should be stated so as to stress constructive criticism and identification of areas where improvement could be made rather than personal complaint.

7. The President may at any time request written evaluations concerning other University officials. These evaluations should be made by the heads of departments and other staff closely involved with said University officials and should give constructive criticism as well as identification of areas where improvements could be made.
8. Election to the University A.P.T. Committee should be from among those staff members with at least three years experience at ISNU.
9. It is recommended that all departments have an A.P.T. Committee. Election to department A.P. T. Committee should be from among those staff members who have been employed for at least three years, except for the department head. Two-thirds of the members of the Committee should be on tenure.
10. Any change in a department recommendation made by the University A.P.T. Committee to the President should be made only after consultation with the department A.P.T. Committee or the department head.
11. A thorough study of the existing committee system should be made in order to reduce the total number of committees, to give due consideration to the recommendations of committees, and to provide for implementation for the recommendations of committees.
12. The proposals included in this report should become effective November 1, 1961, except that they will not be retroactive for those persons already elected or appointed at this time to specific responsibilities. They will complete the term of such appointment or election.

PART II

AREAS OF EVALUATION AND DECISION- MAKING

1. Tenure. Statements concerning tenure may be found on page 20 of the Teachers College Board Handbook and in the Faculty Handbook on pages 7 and 10. The Committee recommends that there be a
 - a. Clarification of application of tenure as defined by Teachers College Board on page 20, section VI, 2, b, fourth paragraph and of "The Teaching Faculty" in Faculty Handbook, page 7, and that
 - b. Practice be consistent with that of all departments.
2. Faculty study beyond the Master's Degree. The professional needs of the department, both long range and immediate, should be made known to staff members. The admin-

istration and the department head have a responsibility to evaluate the contribution which graduate study makes to a member's competence, to his present and future service to the department and to the University, and eventually to the decision of granting tenure.

3. Teaching load. The report of a Committee on Teacher Load was made in March, 1955. The recommendations of this report should be implemented as rapidly as funds permit.
4. Communication. Special attention needs to be given to the general area of communication within departments including posting of notices, distribution of minutes, adequate planning of agendas for staff meetings, frequent staff meetings and the anticipation of problems far enough in advance of deadlines to permit faculty interaction.
5. Correlation with laboratory schools. The heads of departments and the director of the laboratory schools should cooperate in devising ways and means of coordinating the department program with that of the laboratory schools.