

Fall 12-12-1984

Senate Meeting December 12, 1984

Academic Senate
Illinois State University

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ACADEMIC SENATE MINUTES

(not approved by the Academic Senate)

December 12, 1984

Volume XVI, No. 8

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Adjournment

Meetings of the Academic Senate are open to members of the University community. Persons attending the meetings may participate in discussion with the consent of the Senate. Persons desiring to bring items to the attention of the Senate may do so by contacting any member of the Senate.

ACADEMIC SENATE MINUTES

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December 12, 1984

Volume XVI, No. 8

Call to Order

Chairperson Gowdy called the meeting of the Academic Senate to order at 7:06 p.m. in the Ballroom of the Bone Student Center.

Roll Call

Secretary Sessions called the roll and declared a quorum present. Mr. Robert Glen, a new senator, was to be seated, but was not present.

Approval of the Minutes of November 28, 1984

Mr. Spence had sent word that Page 12, paragraph 1, second sentence should read: "He questioned an in-depth knowledge gained from no art courses. . . ."

Dr. Strand had several corrections: Page 3, paragraph 6, under Administrators' Remarks: Master of Writing, instead of Bachelor of Arts.

Page 14, paragraph 5, third sentence should read: "The fifth planning priority concerning the Mission and Ethos of the University became the basis for the University mission statement in Section I."

Page 15, paragraph 1, third line, "said" misspelled.

Page 15, paragraph 4, third line: change to "questions about the educational and economic viability of the program."

Page 15, paragraph 6: "will come before the Senate this year".

Page 15, paragraph 7, "Mr. Eimermann suggested that . . . "

Page 16, paragraph 5, sixth line: "For example, a survey at State Farm Insurance Company might indicate that ISU should . . ."

Ms. Gowdy had a question about her remarks on Page 11, paragraph 3, second sentence: "Was this inconsistent with Section 12 which was declared as curriculum or staffing needs?"

Mr. Zeidenstein noted on Page 6, third paragraph from the bottom of the page, last full line should read: Mr. Zeidenstein was concerned that a department might be required to admit students as a major immediately.

Mr. Gamsky said page 7, paragraph 2, line 3, the words attributed to him: "Dr. Gamsky said that ISU doesn't search out undesirables, but someone could slip through." were not his statement. Please delete.

Mr. Christian moved to approve the minutes of November 28, 1984, as corrected. (Second, Pontius). Motion carried on a voice vote.

Chairperson's Remarks

Chairperson Gowdy thanked the President for the refreshments at the meeting. She mentioned that each senator had a written sheet of Chair's Remarks on the Academic Plan at his seat.

She said the election of the persons to the Graduate Dean Selection Committee could move to the Action stage with a two-thirds vote of the Senate.

Vice Chairperson's Remarks

Mr. Christian wished everyone a Merry Christmas.

Student Body President's Remarks

Mr. Charnogorsky wished everyone happy holidays and especially wished students good luck on their final exams.

XVI-81 Mr. Christian moved to postpone Provost's Remarks until after the Action Items. (Second, Lorber). Motion carried on a voice vote; 2/3 majority.

Administrator's Remarks

Provost's Remarks were postponed until after Action Items.

President Watkins said the Illinois Board of Higher Education did approve the BA/BS in International Business and the Master's Degree in Writing.

Mr. Harden had no remarks.

Mr. Gamsky had no remarks.

ACTION ITEMS

Dean of the Graduate School Selection Committee

XVI-82 Mr. Pontius moved to move the election to Action stage (Second, Spencer). Motion approved by two-thirds vote.

Ms. Getsi moved three nominations from the floor: Mark Johnston, Foreign Languages; Carl Eckberg, History; and Ray Lewis White, English.

Mr. Eimermann asked about electing a committee for the Selection of "Associate Provost for Research and Dean of Graduate Studies." Had there been a re-definition of the position?

Mr. Strand said that the job title for this position would be changed. The change was for two reasons: to formalize the relationship of this position as a member of the Provost's staff, and to give greater visibility to our commitment to research. This is the title which the chair of the search committee, the Provost's Office, and the President agreed upon. It appeared in a position announcement in the Chronicle for Higher Education and The ISU Weekly Report. The duties of the position have not been changed.

Mr. Strand commented about additional members that could be appointed to the selection committee. He referred to provision 3.f. in the document that spelled out who would serve on such a selection committee. "The Provost may determine that up to two additional members may be added to the committee. The method of selection of such members may be determined by the Academic Senate upon the recommendation of the Provost." He recommended that, after the Senate elected members of the committee, the Provost Office be allowed to add up to two members to achieve a distribution from colleges of the University and to have representation from protected classes. He sought the Senate's concurrence.

XVI-83 Mr. Lorber moved to concur with the Provost on this. (Second, Spencer) Motion as presented was approved.

Mr. Strand announced that Dean Elizabeth Chapman from the College of Applied Science and Technology would serve as secretary of this committee.

Rules Committee Recommendation

XVI-84 It was moved by Mr. Pontius (Second, Spencer), to approve the appointment of Wilma Jean Alexander from the College of Business to the Council for Teacher Education.

Theatre Proposal to Rename the Acting/Directing Sequence (11.14.84.3)

XVI-85 It was moved by Ms. Balbach, Chair of the Academic Affairs Committee, (Second, Belknap), to approve the Theatre Proposal to Rename the Acting-Directing Sequence (11.14.84.3). Motion carried on a voice vote.

Curricular Request in Industrial Technology (11.14.84.4)

XVI-86 Ms. Balbach on behalf of the Academic Affairs Committee moved that the Senate approve the Curricular Request in Industrial Technology (Second, Whitcomb). Motion carried on a voice vote.

Division of Management and Marketing (11.19.84.1)

XVI-87 Ms. Balbach moved that the Senate approve the Division of Management and Marketing into two departments, Management and Quantitative Methods and Marketing. (Second, Whitcomb). Discussion followed.

Dr. V. K. Unni and Dean Andrew Nappi were present for questioning.

Mr. Rosenbaum was concerned about the name, Management and Quantitative Methods. It seemed in this case the name was eccentric. The title, Quantitative Methods, could be added to the names of many different departments.

Dr. Unni said the title, Quantitative Methods, is a commonly accepted nomenclature that several business schools use. All appointments in the Department of Management and Marketing are distinctly in three areas, management, quantitative methods, and marketing. National accrediting agencies (AACSB) recognize Quantitative Methods as an accepted department in itself. He knew of at least seven schools in North and South Carolina that have Quantitative Methods departments.

Mr. Rosenbaum said that Management and Quantitative Methods indicates that there is something special about this department that teaches quantitative methods. Other departments on campus, such as Mathematics and Economics, could teach quantitative methods.

Dr. Nappi said that for many years Quantitative Methods has been accepted and recognized in business. A survey of salaries by discipline shows Accounting as the highest, then Finance, Management, Marketing, Quantitative Methods, Business Education, Business Law, Information Systems, and Production Operations. The school he came from had a department of Quantitative Methods and Information Systems.

Mr. Rosenbaum questioned whether it was misleading to add this to the name.

Ms. Balbach said that it was traditional; it does exist as a universal terminology that has been recognized.

Mr. Rosenbaum questioned joining together as a dual name or department what in many schools are two separate departments. Why not call it the Department of Management? If in the future the program is sufficient to ask for a department of Quantitative Methods, add it then. Dean Nappi addressed the question of "Why not just the Department of Management?" He thought it was better for faculty to share common concerns and common thrusts in teaching. It gives proper recognition and visibility to scholars in that discipline.

Mr. Rosenbaum suggested the name Management and Quantitative Business Methods. Dean Nappi replied that Northern Illinois University has Business Information Systems. This issue of title was not arrived at overnight. The title best represents the teaching and research of the faculty, the kind of program that they have and are trying to build upon in the future. This has been given solid thought and consideration and this is the title they would like to have. They had agreement for this title among the faculty in the department.

Mr. Rosenbaum had made a random check of thirty-two prominent universities. Only one had a department of Quantitative Methods, the University of Illinois at Chicago. Another had the phrase Quantitative Methods in its title, the University of Washington. Thirty schools did not have the phrase Quantitative Methods in it at all. He felt the title was eccentric.

XVI-88 Mr. Rosenbaum moved that Quantitative Methods be deleted from the title of the department. (Second, Ford).

Mr. Strand spoke against the motion. He thought the title reflected the considered judgment of the faculty members in the department.

Mr. Taylor spoke against this motion. He thought the Senate mistakenly sees the College of Business as trying to get a corner on Quantitative Methods. This was not the case. The name of the department was in accordance with what the faculty does.

Ms. Balbach spoke against the motion. If the business world accepts this terminology, we should be able to accept it also. Students and employers are cable of recognizing what the discipline entails.

(XVI-88) The amendment failed on a voice vote.

Mr. Parr said members of the Math Department have experienced some concern that things come under Quantitative Methods that also are taught under other departments. He wanted assurance that the Business Department would not monopolize. Dr. Unni replied that they were only interested in the best curriculum. This title is to identify all the faculty that have been working with quantitative methods. The College of Business has a good track record of working with other colleges and departments on campus.

Mr. Whitcomb asked whether in Math or Business there is a degree in quantative methods. Dr. Unni said there is no such degree that he knew of, Ph.D in Quantitative Methods.

Mr. Schmaltz asked why Quantitative Methods goes with Management? Is this a practical thing?

Dr. Unni said the primary reason that these two have been put together is that large service courses are taught by quantitative mtheods faculty.

(XVI-87) Question: Motion to approve the division of management and marketing was approved.

INFORMATION ITEMS

Academic Plan

XVI-89 Motion by Mr. Christian (Second, Nelsen) to take Mr. Pritner's motion off the table. (Motion XVI-77 of 11/28/84 -- "to approve the process that was pursued in preparing this year's Academic Plan.")

Mr. Taylor asked if this is approval of the process.

Mr. Pritner said his thinking was that the Senate had agreed to a process on a trial basis. He was pleased with what was done with it. He did not mean to retain the process, although his personal opinion was that we should. It seemed appropriate for the Senate to approve the process that had been taken.

Dr. Ritt affirmed that the new process worked well this year. It would be very easy to develop processes which would be analogous to this year's process. There was a large amount of consultation with faculty in the areas that were affected.

Ms. Balbach spoke as a member of the committee. It was a good-size group that had good discussions. I would not have been so effective if it were a larger group. The responsibility was greater than usual on other committees, but there was a determination to get the plan done and to make some significant accomplishment. She thought the plan was a good one.

XVI-90 Mr. Eimermann moved to amend Pritner's motion (Second, Christian): that the clause, "and recommend that it be used in future years", be added to the motion. Motion carried on a voice vote.

Discussion of whether a motion was needed to remove the motion from the table followed. Since it "was tabled until the December 12, 1984 meeting," it was automatically up for discussion at this meeting.

Mr. Strand said that as long as we have the past Chair of the Senate and the current Academic Affairs Chair on the committee, we have a check and balance and monitoring process; if anything gets out of line, it can be brought to the attention of the Senate.

(XVI-77) Sense of the Senate Resolution as amended:
"to approve the process that was pursued in preparing this year's Academic Plan, and recommend that it be used in future years". Motion carried on a voice vote.

XVI-91 Mr. Taylor moved that we abandon the old Academic Planning Committee, since we had no more use for it. No second.

XVI-92 Mr. Eimermann moved to direct the Executive Committee to have the proper Senate Committee review this process and bring a recommendation to the Senate for a vote. (Second, Getsi). Motion carried on a voice vote.

There were no further reactions to the Academic Plan.

Graduate Dean Selection Committee Election Results

Students Elected: Scott J. Parke
Karen Maher

Faculty Elected: John Dossey, Mathematics
Franzie Loepp, Industrial Technology
Ray Lewis White, English

Provost's Remarks

The Provost spoke on four topics.

1. Associate Provost for Research and Dean of Graduate Studies Selection Committee.

After the casting of ballots tonight, three colleges have no representation on the search committee. Administrative policy allows the Provost to add two people. He sought guidance whether to exclude some college or extend the guidelines to permit one representative from each college.

XVI-93

Mr. Whitcomb moved that a representative from each college be on the selection committee (Second, Christian).

Ms. Getsi asked how many persons were to be on the committee? Answer: Nine. This would change to ten if there were a representative from each college.

Mr. Schmaltz asked for a recapitulation of who would be on the committee.

Answer: Arlan Rhicardson, Chair, College of Arts & Sciences
Betty Chapman, Secretary, College of Applied Science & Technology
John Dossey, Mathematics, College of Arts & Sciences
Ray Lewis White, English, College of Arts & Sciences
Franzie Loepp, Industrial Technology, College of Applied Science & Technology

No representatives from the College of Education, College of Fine Arts, or the College of Business were on the committee.

Mr. Eimermann said if the college representation is important, the number of nominations from one College should be limited at the beginning.

Mr. Piland thought all colleges with graduate programs should be represented on the committee.

Ms. Getsi felt that the Senate would be relinquishing some authority to let the Provost appoint college representatives.

Mr. Bowen thought there should be representatives from each college.

Ms. Balbach thought there should be a representative from each college. Perhaps future ballots could be so marked.

Mr. Taylor thought there should be one member from each college.

Mr. Strand said the committee was overweighted with College of Arts & Sciences membership.

Mr. Zeidenstein noted there were candidates nominated from each of the unrepresented Colleges: Morreau - Education; Varner - Business; and Williams - Fine Arts.

Ms. Getsi thought election rules might be violated. She suggested the appointed secretary resign. Mr. Strand said the person had already been appointed, had accepted, and was eager to serve. The secretary of the committee must be an administrator with faculty rank.

Mr. Belknap said the Administrative Affairs Committee had fifteen names of candidates to begin with. He suggested the Provost go to the names on this list to make appointments.

Ms. Gowdy said the Provost could appoint two members, but the guidelines only specified two.

Mr. Watkins asked that the election record be checked for the fourth runnerup. That person was Iris Varner, College of Business. It seemed to him less complicated to use this person as one elected by the Senate, and then have the Provost appoint the other two persons to fill the other two vacancies.

Mr. Whitcomb thought that Mr. Watkins' proposal would essentially do the same thing as his motion.

XVI-94 Mr. Whitcomb moved that the Senate elect one more candidate on the basis of votes cast in the Senate, to be the next highest vote getter in the election. (Second, Christian).

Mr. Zeidenstein would vote again rather than take the next highest vote getter.

Mr. Eimmermann said there should be a motion to suspend the rules, because established Senate policy was being changed.

XVI-95 Motion by Christian (Second, Spencer) to suspend the rules. Motion carried.

Senate recessed to prepare motion.

XVI-96 Mr. Whitcomb moved that the next highest vote getter on the faculty ballot be named to the committee to select the Graduate Dean. (Second, Christian).

Mr. McCracken noted there was not a motion to enlarge the committee.

Mr. Eimmermann said we would still be expanding the number of persons on the committee.

Mr. Pritner said if we were to add the next higher vote getter to the elected members, we would be enlarging the committee. We had already earlier given the Provost permission to appoint two members. But as the motion is stated, we merely reduce to one the number of people the Provost appoints.

Mr. Christian asked if "elected" should be added to this motion? Yes.

Ms. Gowdy said we could allow the Provost to appoint two members as previously stated. The problem would be that a college would be without representation.

Ms. Balbach agreed with Mr. Zeidenstein that there should be another vote. She opposed the motion.

Mr. Watkins said the motion would need to be restated. The idea is that the Senate would like to set its imprimature on who a fourth elected person might be, and allowing the appointment of the usual two that the Provost does appoint. The committee will be one person larger.

Mr. McCracken added that the number of members of the committee to select the Graduate Dean be raised from three to four elected faculty members.

XVI-97 Mr. Whitcomb moved (Second, Petrossian): that from the current list of nominees for the Selection Committee for the Associate Provost and Dean of Graduate Studies a fourth member, representing one of the following colleges, be elected: the College of Business, the College of Education, or the College of Fine Arts.

Mr. Eimermann asked if this motion meant we would hold an election rather than pick the fourth highest person on the list.

Mr. Whitcomb said this motion did not really imply anything except that there be a fourth member elected.

XVI-98

Mr. Christian moved to "elect a member from the current list".

Motion carried.

There was a strong feeling for a new election. Iris Varner, College of Business, was elected.

XVI-99

Mr. Eimermann moved that the Executive Committee charge an appropriate Senate Committee to review Senate rules in respect to college representation on search committees (Second, Spencer). Motion carried.

Provost's Remarks Continued:

2. Hearings of the Educational Labor Relations Review Board recessed at the end of the day on Monday and parties are in the process of preparing briefs summarizing their positions. These are to be presented in January. A statement summarizing this activity will be distributed to the members of the faculty and staff by the end of this week.
3. This topic deals with the UPI petition regarding a word in the new Faculty Handbook. Background about the revision process included: The Handbook for 1980-1982 was obsolete and there were recommendations from a number of groups that it be updated. It was also recommended that the book be subdivided into units for faculty, civil service, and administrative-professionals. Four faculty members helped with editing, one being paid. An announcement at the time of distribution of the Handbook asked anyone to notify the Provost's Office of changes needed or errors. The plan is to distribute some revised pages during the Spring semester. The concern expressed in the UPI petition for a particular word was language that was not red flagged by the faculty reviewers and therefore was not viewed by members of the Provost's staff as a problem. A language change will be made by the Provost's Office and distributed with other changes during the Spring semester. Due process would not allow an accusation to bring about dismissal. Any other changes that need to be made should be submitted to Dr. Webb-Lupo before the Spring Semester.
4. New Policy for Non-Tenure Track Appointments. This topic was included as a Provost's Office goal for last year because, when he was interviewed for the Provost position, morale among temporary faculty members was dangerously low. It was thought that changes in terminology might help enhance the self-esteem of some of these people. There was also a perception by department chairs and members of the faculty that a one-size-fits-all definition really did not work with the academic departments of the University.

The new policy statement was approved by the Board of Regents staff and University legal counsel. It was announced to the chair of the Faculty Affairs Committee, to deans and department chairs. The new policy has more flexibility and yet there is no dramatic shift.

Since his discussion of this topic with the Executive Committee of the Academic Senate, he has been advised that the Board of Regents will examine their definition of tenure-track positions. This examination began last Thursday afternoon and is to be completed in time for the report for the January Board of Regents meeting. The topic will be listed as an information item at the January Board of Regents meeting. Once the language being proposed by the board staff is known, it may be necessary to make some modifications in language and content of ISU's policy statement. It is not anticipated that there will be any substantive changes in the Board regulations that will impact upon our policy.

He will keep the Senate advised of the Board statement and what implications it has for ISU policy. Since this topic will be coming before the Board of Regents, it will also be a topic of conversation with JUAC members. An early resolution is anticipated.

Mr. Luther asked about the Labor Relations Board hearings. From his understanding, there was information that was not presented at the hearings. Dr. Strand stated that correspondence from Dr. Arlan Richardson was not accepted by the hearing officer as a part of the hearings at that time. She did not allow testimony on who should be in or out of the bargaining unit.

Mr. McCracken asked for explanation of the temporary policy. Dr. Strand said the temporary policy had been in the packets for Senate this evening; also, an extra mailing was made that the Senators should have received on Monday or Tuesday, with a cover letter that had been written to the chairperson of the Faculty Affairs Committee. The new policy is on Page 3 of that document. It shows a number of classifications, some of which are new. Administrative-Professional staff and Faculty Associates are not new.

Mr. Eimermann referred to the document by Anita Webb-Lupo. On the bottom of Page 2, he wanted clarification of what was meant by: "#1 Eliminate the designation 'temporary faculty position'" or both the Board of Regents regulations and the ISU constitution make reference to temporary and tenure track faculty. Is the new policy amending the ISU constitution or the Board of Regents regulations?

Mr. Strand said the policy did not amend the ISU Constitution or the Board of Regents regulations. What is intended is in regard to contracts issued to people. These would use the categories specified on Page 3. The titles used would fit employment relationships at the university. They would all fall under the name of temporary faculty.

Mr. Eimermann noted that the title, temporary faculty, lacks prestige. He said that, on Page 3, at least one category "Faculty in Residence" does not carry rank. He asked which ones do and which ones don't?

Mr. Strand said that the Board of Regents would be studying their temporary faculty policies. ISU would go by that outcome. There should be no substantial changes.

Mr. Eimmermann noted on Page 4, item 4: "All faculty on both tenure track and non-tenure track appointments shall be reviewed annually and a written performance appraisal shall be completed." He was under the impression that the current ASPT document called for a written appraisal only every other year and asked if this is a change in the ASPT policy.

Mr. Strand said that, if it was a recommended change, it would be submitted to the University Review Committee, and then go to the Faculty Affairs Comm. and the Senate.

Mr. Eimmermann asked for explanation of item 5: "For purposes of employment, interchangeability among non-tenure track categories shall be allowed without prior permission of the Provost."

Mr. Strand said what is intended is that, if a department has a person serving as an Artist in Residence and that person reaches the end of that title classification, that department would not have to ask the permission of the Provost's Office to change that particular classification to Visiting Faculty or Faculty Fellow. That could be done to meet the needs of the department. Mr. Eimmermann asked if the decision was at the department or college level? Mr. Strand said it would depend on the type of interchange that the dean would request of the department chair. He assumed the change would be at the department level.

Mr. Eimmermann asked about the percentage of faculty that are in temporary-faculty categories: As he read the proposal, it did not address that issue at all.

Mr. Strand replied that no dramatic shift in the distribution of tenure-track and non-tenure-track faculty is expected. That question is really a Board of Regents strategy and policy matter.

Mr. Zeidenstein referred to the goal statements on the first page, regarding the statement that temporary faculty has become a major faculty employment category. These positions when added to total faculty numbers, tend to keep tenure percentages at an acceptable level. He asked if there was any possibility of this to change? Who determines, and how may other people find out, what constitutes an "acceptable level".

Mr. Strand said the Board of Regents staff in the past has said that 60% to 65% tenured is an acceptable level. Historically the University presents a staffing plan to the Board of Regents. This is shared with JUAC members in the form of a report. Mr. Zeidenstein asked for a specific figure.

Mr. Watkins said there is no quota that needs to be set. If the University is somewhere in that area (65%), there is little concern expressed. Tenure in our university is very unevenly distributed. We have some quite new departments where tenure is very low, 38% - 40% - 50%. We have other departments which are almost totally tenured.

Mr. Watkins continued that these departments have no way to bring in people for new positions or to regain positions from retirements or from people moving away. When you have a department which has 90%-95% tenured positions, you have an absolute minimum flexibility. The overall average this year was 62% or 64%, the highest in some time. About three years ago, we were at 58%. This is not uncommon in a period when people find it difficult to move.

Mr. Eimermann asked if currently the temporary faculty are hired and fired outside the ASPT system. Is there any provision for faculty collegial participation in the hiring of temporaries or the decision to keep temporaries on? Mr. Strand replied that temporaries are hired for a specific period of time. They are not fired, but are just not rehired.

Mr. Eimermann asked if it is anticipated that, in these various categories that are listed, some would have no limit as to how many years a person can be rehired. In one case, there is a five-year limit. Mr. Strand answered that each would be a contract for up to one year. Mr. Eimermann asked: a maximum one-year contract? Answer: Yes.

Mr. Eimermann voiced expectation that a number of these people could work up to ten years at ISU as temporaries. Mr. Strand would place this question within the Board of Regents regulations.

Mr. Eimermann noted that Board of Regents regulations indicate that faculty are supposed to participate in the hiring of faculty. For a rather significant portion of the faculty (30% to 40%) the role of the faculty has significantly diminished. Is there anything that can change this trend? Dr. Strand said that there was nothing in this policy that addresses this concern. It is not a part of the Provost's goal statement.

Mr. Belknap mentioned two examples of colleagues who did not fit within any of the classifications on Page 3. If a person were to teach one course but is not a retiree, where could that person fit in? Dr. Strand said that if the person did not have a terminal degree, that person would be hired as a lecturer. A person with a terminal degree would be hired as a faculty in residence or visiting faculty. There would be nothing to indicate a part-time employment relationship.

Mr. Belknap set forth a second example, someone who is currently on a temporary line with the doctorate in hand; would this person be dismissed? Dr. Strand said this person could fit into the faculty in residence classification. It would depend upon the needs of the department as to whether the person would be rehired.

Mr. Schmaltz said the Faculty Affairs Committee had not studied or reviewed this document.

Mr. Rosenbaum noted that at the bottom of Page 2, a tenure-track appointment is defined as a faculty appointment with rank and with all the rights and privileges of tenure and its expectations. He said the Senate last year instructed the Budget Committee to do a budget study about how reducing the ratio of temporary faculty appointments would affect the budget process. Was there ever such a study? Mr. Strand said the budget study indicated considerable expenses associated with shifting temporary lines to tenure track lines.

Mr. Rosenbaum said that people on a temporary line never get a raise. Unless money is added at some time in the future, the temporary faculty person is on a fixed salary.

Mr. Strand said the salary is paid for services performed and not for prior relationship with the University. Money accrued for the temporary pool funds goes to deans and chairs for temporary faculty hiring. There have been times when deans or chairs have decided that higher priorities existed for those lines of money; or value judgments have been made.

Ms. Getsi referred to Page 3. As a JUAC member, she wanted to know the reason why, in just two categories, "Visiting Faculty" and "Faculty in Residence" the Provost's Office indicated whether or not the position would carry rank. Mr. Strand suggested Ms. Getsi contact Dr. Anita Webb-Lupo.

Mr. Zeidenstein asked about Page 3, last phrase, in description of Adjunct, are these non-paid faculty members? Answer: Yes. Mr. Strand said they may be resource people and volunteers that are not paid.

Mr. Pritner asked about the reappointment of temporaries. Is there a way to open this up to department chairmen and DFSC's? Mr. Strand said there were certain supervisory functions that a department chair needs to do.

Mr. Schmaltz asked about Appendix A. He thought if this document were to be external, it should be explained more clearly.

Mr. Schmaltz also asked about the goal on Page 1, attributed to the Academic Senate: "If they are successful in hiring well qualified faculty on temporary lines, they must often sit helplessly to watch those faculty, less satisfied than they might otherwise be, take more desirable positions. This is damaging to morale, especially if it happens frequently. In smaller departments it is more difficult to develop continuity in programs and to build programs, and this is damaging to morale. Also, in smaller departments the continuing-line faculty must use more of their time for committee work, for there are fewer faculty eligible to serve on committees." (Academic Senate, Item 2.17.84.1). Mr. Schmaltz did not feel that simply assigning temporary faculty members to six different categories would solve the problem. A temporary faculty member is still that, no matter what you call him. What advantages are there from this document that will take care of the morale problem?

Mr. Strand replied that there now are more academically acceptable definitions and titles for non-tenure-track positions. There is a mechanism by which to address the professional wishes of faculty members who wish to have a part-time relationship. It has greater dignity.

Mr. Eimermann asked if the document is a report from Dr. Webb-Lupo to the Provost's Office? As a part of the goal statements, what is it really now?

Mr. Strand said that as a part of the goal statements, there was consultation with the Board of Regents and the legal staff. Now the proposal was being moved from goals statement into the implementation stage, with categories and classifications being listed. The Board staff has said to move ahead.

Ms. Getsi said that her department hires a large number of temporary people who would be put into the Faculty in Residence category. These people were asking what was to be gained by stripping them of rank? Their morale hit zero. Morale was lowered significantly.

Mr. Strand noted that the document had been referred to the department chairs.

COMMITTEE REPORTS

Academic Affairs Committee. Ms. Balbach said they would meet after the Senate adjourned.

Administrative Affairs Committee. No report.

Budget Committee. No report.

Faculty Affairs Committee. It was announced that this committee would meet after Senate adjournment.

Rules Committee. No report.

Student Affairs Committee. No report.

Communications

Ms. Gowdy said the Senate had received a letter and petition from UPI. This would be considered January 9, 1985, in the Executive Committee.

XVI-100 Mr. Christian moved to adjourn (Second, Getsi). Motion carried.
Senate adjourned at 10:40 p.m.

FOR THE ACADEMIC SENATE

KYLE C. SESSIONS, SECRETARY

NOV 20 1984

November 20, 1984

TO: Administrative Affairs Committee
FROM: Jeff Chian
RE: Calendar for 1985-6

Approved
JH/C

I think the following calendar will meet both the need for the desired days of instruction and the need for administrative procedures without increasing cost to the student.

Fall Semester, 1985

Aug. 19, 20, 21	M, T, W	Registration and Program Change
Aug. 21	W	One day per week classes starting at 4:00 p.m. or later begin.
Aug. 22	R	All other classes begin.
Sept. 2	M	Labor Day - no classes.
Oct. 19	S	First half of semester ends.
Nov. 27	W	Thanksgiving vacation begins at 5:30 p.m.
Dec. 2	M	Classes resume
Dec. 9	M	Last day of classes.
Dec. 10, 11, 12, 13, 14	T, W, R, F, S*	Examination period.
Dec. 16	M	Grades due at noon

* The only exams scheduled on Saturday, December 14, will be for classes meeting at 4:00 p.m. and classes meeting on Saturdays.

APPROVED BY ACADEMIC SENATE NOVEMBER 28, 1984.

11.20.84.6

CORRECTIONS TO THE MINUTES OF THE
DECEMBER 12, 1984, MEETING OF THE
ACADEMIC SENATE

Page 10 -- Provost's Remarks Continued:

- Item 3, Line 5 "subdivided" misspelled
- Item 3, Line 5 substitute "separate publications" for "units"
- Item 3, Line 10 "particular" misspelled
- Item 4, Line 4 substitute "said to be" for "dangerously"

Page 11 -- Item 4 (continued)

- ¶ 2, Line 3 insert "non" before "tenure-track"
- ¶ 4, Line 5 add after "testimony" "from Dr. Richardson"
- ¶ 4, Line 6 add "The Hearing Officer indicated that she would allow the group represented by Dr. Richardson to file a brief at the conclusion of the hearing."

Page 13

- ¶ 6, Line 6 substitute "prohibit" for "indicate"

Page 14

- ¶ 5, Line 3 substitute the following wording after "certain" "administrative responsibilities that a department chair needs to complete in hiring temporary faculty but the DFSC need not be consulted since the ASPT process pertains only to tenure-track positions."

Page 15

- ¶ 2, Line 1 add after "chairs" "who did not indicate that the proposed language would be a problem."

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REQUEST TO CONSOLIDATE DEGREES AND ESTABLISH SEQUENCES

1. Institution: Illinois State University
2. Responsible Department: Department of Industrial Technology
3. Program Title: Bachelor of Science Degree in Industrial Technology with Sequences in General Technology, Construction Technology, Energy and Power Technology, Graphic Communication Technology, Manufacturing Technology, and Industrial Education. A minor in Industrial Technology will also be offered.
4. Previous Program Title: Bachelor of Science in Technology of Industry with a Comprehensive Technology of Industry Major, a Major in Technology of Industry, and a Minor in Technology of Industry, and Bachelor of Science in Education with a Comprehensive Industrial Education Major, a Major in Industrial Education, and a Minor in Industrial Education.
5. Hegis Classification: 15.0603
6. Date of Implementation: Fall, 1985
7. Description of Proposed Program or Name Change:
 - A. The purpose of this proposal is to delete the free-standing Bachelor of Science and Bachelor of Science in Education degrees in Industrial Education and make the Industrial Education program a sequence of the Bachelor of Science degree in Industrial Technology. At the same time, the distinction between comprehensive and regular majors in the department is being eliminated and sequences that are descriptive of specialty areas within the field are being established.

- B. The curriculum of the proposed major is as follows:

INDUSTRIAL TECHNOLOGY MAJOR

General Technology Sequence

The General Technology Sequence is a technically-oriented curriculum related to the processes, products, and problems of industry with

respect to the technologies of construction, energy, graphic communication, or manufacturing with the opportunity to specialize in a technical concentration. Students are required to complete a second major or a minor in order to increase their breadth and employability. The technical concentration and second major or minor selected depends on the goals of the student.

- 55 hours required, of which 12 satisfy University Studies requirements
- Students must complete a minor or another major
- Required courses: IT 100, 210.01, 271, 311; MAT 109 (or 107 and 108, or 110, or 120, or 145); PSY 220
- 21 hours of additional courses (students should select a technical concentration and related courses with the help of an adviser): IT 190, 191, 192, 194, 211, 212, 213, 216, 221, 222, 224, 225, 233, 240, 241, 242, 244, 250, 251, 253, 261, 262, 263, 266, 284, 285, 292, 322, 323, 324, 325, 331, 352, 365, 367, 384, and 385
- University Studies courses required: ACS 155 (does not satisfy University Studies requirement) or 164 or 168; CHE 110 and 112 (or 140 and 141); PHY 105 (or 108 and 109); PSY 111

Construction Technology Sequence

Construction Technology is a study of the conversion of raw and standard manufactured materials into shelters, enclosures, containments, surfaces, and structural apparatus to minimize energy consumption; special consideration is given to the utilization of renewable energy sources. The construction process utilizes effective design and fabrication techniques through the application of planned management systems. A knowledge of labor, materials, site development, construction procedures, construction contracts, and capital is required. The goal of this sequence is to prepare construction management professionals capable of managing construction projects to completion from plans prepared by architects and engineers.

- 73 hours required, of which 12 satisfy University Studies requirements
- Required courses: IT 100, 190 or 191 or 192, 194, 210.01, 271, 311, 394 or 398.02 (4 hrs) or 398.52 (4 hrs); MAT 109 (or 107 and 108, or 110, or 120, or 145); PSY 220
- 25 hours of additional courses: IT 211, 221, 222 or 322, 292, 323, 324, 365, and 367
- 3 hours of IT electives
- University Studies courses required: ACS 155 (does not satisfy University Studies requirement) or 164 or 168; CHE 110 and 112 (or 140 and 141); PHY 105 (or 108 and 109); PSY 111

Energy and Power Technology Sequence

Energy and Power Technology is a study of the creative, systematic application of knowledge using human and material resources involving tools, equipment, techniques, processes, scientific principles and management skills to perform work related to the production, transportation, distribution, and utilization of economic goods and services through the conversion, transmission, storage utilization, and control of energy. In-depth knowledge in one of the following areas is required: automotive, electronics, energy systems, or industrial process control. The goal of this sequence is to prepare professionals who can analyze a system that utilizes energy and then recommend and/or take corrective action to cause the system to operate with less energy.

- 71 hours required, of which 12 satisfy University Studies requirements
- Required courses: IT 100, 190 or 192 or 194, 191, 210.01, 271, 311, 391 or 398.02 (4 hrs) or 398.52 (4 hrs); MAT 109 (or 107 and 108, or 110, or 120, or 145); PSY 220
- 23 hours of additional courses (students should select a technical concentration and related courses with the help of an adviser): IT 211, 216, 233, 240, 241, 242, 244, 261, 262, 263, 264, 265, 266, 267, 268, 284, 285, 330, 342, 344, 345, 361, 365, 367, 368, and 383
- 3 hours of IT electives
- University Studies courses required: ACS 155 (does not satisfy University Studies requirement) or 164 or 168; CHE 110 and 112 (or 140 and 141); PHY 105 (or 108 and 109); PSY 111

Graphic Communication Technology Sequence

Graphic Communication Technology is the creative, systematic application of knowledge, utilizing human resources, natural resources and manufactured material involving industrial tools and equipment, computers, techniques, processes, procedures, scientific principles, and means for organizing work to produce, distribute, store and retrieve information and decorative material to help humans cope with change and/or understand their society. In-depth knowledge of one of the following areas is required: computer systems, drafting, or graphic arts. The goal of this sequence is to prepare persons to enter industry as technicians, mid-managers and/or technical sales personnel.

- 71 hours required, of which 12 satisfy University Studies requirements
- Required courses: IT 100, 190, 191 or 192 or 194, 210.01, 271, 311, 390 or 398.02 (4 hrs) or 398.52 (4

- hrs); MAT 109 (or 107 and 108, or 110, or 120, or 145); PSY 220
- 23 hours of additional courses. Students interested in Drafting or Graphic Arts should select 23 hours from the following courses: IT 211, 212, 213, 216, 221, 224, 233, 240, 241, 250, 251, 253, 254, 261, 263, 284, 285, 292, 315, 319, 349, 351, 352, 353, 354, 365, 367, and 383. Students interested in Industrial Computer Systems should select 23-25 hours from the following: (216, 315, and 319) or (284, 315, and 383) and (212, 213, 250, and 352) or (211, 221, 322, 323 and 365 or 367) or (233, 285, 292, and 331) or (240, 244, 263, 289.60 (Introduction to Robotics) and 345)
 - 3 hours of IT electives
 - University Studies courses required: ACS 155 (does not satisfy University Studies requirement) or 164 or 168; CHE 110 and 112 (or 140 and 141); PHY 105 (or 108 and 109); PSY 111

Manufacturing Technology Sequence

Manufacturing Technology is a study of the systematic changes in the form and/or utility of matter involving human and natural resources to produce economic goods and the impact of this activity on society and the environment. Changes include separating, forming, and/or combining matter and energy through the use of tools, equipment, microprocessors, scientific principles and management skills to alter their characteristics, properties, uses and values. In-depth knowledge in one of the following technologies is required: plastic, metal, or wood technology. Students have the opportunity to develop competencies in the use of CAD/CAM systems. The goal of this sequence is to prepare supervisory personnel for the manufacturing industry.

- 71 hours required, of which 12 satisfy University Studies requirements
- Required courses: IT 100, 190 or 191 or 194, 192, 210.01, 271, 311, 392 or 398.02 (4 hrs) or 398.52 (4 hrs); MAT 109 (or 107 and 108, or 110, or 120, or 145); PSY 220
- 23 hours of additional courses (students are advised to select a technical concentration and related courses with the help of an adviser): IT 216, 224, 225, 233, 235, 240, 263, 284, 285, 292, 315, 319, 325, 326, 330, 331, 332, 383, 384, 385, 387, and 388
- 3 hours of IT electives
- University Studies courses required: ACS 155 (does not satisfy University Studies requirement) or 164 or 168; CHE 110 and 112 (or 140 and 141); PHY 105 (or 108 and 109); PSY 111

Industrial Education Sequence

Industrial Education is the development of cognitive, psychomotor and affective skills related to: (1) the use of tools, materials, processes, resources, techniques, scientific principles, work (skill and organization) products, and their impact on society. These elements are studied in the context of the technologies of energy utilization, production, communication and transportation; (2) the professional competencies of planning, executing and evaluating instruction. The goal of this sequence is to prepare certified industrial education teachers who will educate our citizenry in grades six through adult. Part of entitlement program leading to certification: Secondary 6-12.

- 92 hours required, of which 18 satisfy University Studies requirements and 22 satisfy Professional Education requirements.
- Required courses: IT 101, 190, 191, 192, 194, 210.01; IT 202 and 203 which must be taken concurrently with student teaching; MAT 109 (or 107 and 108, or 110, or 120, or 145)
- 20 hours of additional IT courses; at least 8 hours in two of the following areas: Communication Technology, Energy Utilization Technology, Production Technology or Transportation Technology with a GPA of 2.8 in these courses
- University Studies courses required: ACS 140 or 155 (does not satisfy University Studies requirement) or 164 or 168; 6 hours in CHE and/or PHY; HIS 135 or 136 or 137; POS 105; PSY 111
- 22 hours Professional Education courses: PSY 215; C&I 200 (8 hrs) or C&I 200.01 and 200.02 and 200.03 and 200.04 (8 hrs) or 215 and 216 and SED 218 (8 hrs); EAF 228 or 231 or 235; STT 399 (8 hrs).

8. Rationale:

This request to consolidate degree programs and majors and to establish sequences is the result of 1) the program review that occurred in the College of Applied Science and Technology in 1981-2 and 2) the desire expressed by potential employers to have degree designations that are descriptive of the academic program.

The program review of the Department of Industrial Technology cited declining enrollment in Industrial Education at ISU as well as other institutions and the inability of employers to differentiate between the comprehensive and the regular majors. As a result of discussion between the University and the Board of Regents' staff, a recommendation was made to consolidate the majors in Industrial Education and Technology of Industry into a single degree program. Concurrently, the department agreed

that the existing comprehensive and regular majors could be merged. This proposal accomplishes both of those goals.

The department was also searching for a way to differentiate among the various paths that a student might pursue within the curriculum as recommended by an industrial technology advisory board, employers, and graduates. ISU has long used the term "sequence" to designate a specialty within a major. Along with the conversion of the Industrial Education major to a sequence, the department proposes the designation of sequences that describe the nature of academic preparation that students receive within the major.

The need for this differentiation comes from the feedback that the department has received from both employers and former students in recent years. Industrial Technology is a generic term that includes all technical education that is not specifically teacher training or engineering. Yet, as can be seen from the description of the curriculum above, students are prepared for employment in areas such as Construction Technology, Energy and Power Technology, Graphic Communication Technology, Manufacturing Technology, Industrial Education, and General Industrial Technology. The differentiation of these curricular patterns by the designation of sequences will be of help to potential students in understanding the nature of opportunities within the department, and to potential employers who will better be able to evaluate the curricular background of program graduates.

The proposed designations are similar to those used at other universities with Industrial Technology programs. Dr. Stanley G. Aman and Dr. Larry Miller, at the request of the Department of Industrial Technology Chairperson, surveyed university catalogs or bulletins from the National Association of Industrial Technology (NAIT) accredited schools and selected non-accredited schools. Requests for catalogs or bulletins were mailed to all NAIT accredited schools (N=26) and selected non-accredited schools throughout the Midwest having programs in Industrial Technology (N=18). Responses were received from 19 NAIT accredited schools and 13 non-accredited schools yielding response rates of 73% and 72% respectively. Of those received, 15 NAIT accredited and 7 non-accredited catalogs were surveyed. Catalogs not used in the survey were deleted because of the inability to interpret pertinent information.

A total of 34 technical specialties were identified in the NAIT accredited and non-accredited schools. Twelve of the 22 schools specified graphic communications as a technical specialty. If drafting and design, engineering graphics, and computer applications are considered synonymous with graphic communications, an additional 4 schools had graphic communications as a technical specialty for a total of 16 of 22 (73%).

Twelve of the 22 schools specified manufacturing as a technical specialty. This number is increased to 14 of 22 (64%) if metals, plastics, and woods are considered manufacturing specialties.

Seven of the 22 schools designated energy and power as a technical specialty with an additional 9 listing automotive and electricity/electronics as specialties for a combined total of 16 of 22 (73%).

Seven of the 22 schools (36%) identified construction as a technical specialty. Five schools (23%) identified no technical specialties.

In addition, a survey of program graduates and their employers was conducted to determine program strengths and weaknesses. Seventy-six percent of the respondents "strongly agreed" or "agreed" to the statement: "Employers will have a better understanding of a program of study if the titles for areas of emphasis such as construction technology, manufacturing technology, graphic communication technology, and energy and power technology appear on a student's transcript."

9. Expected Impact of Proposal on Existing Campus Programs:

The proposed consolidation of degrees and majors and the establishment of sequences is not expected to have any impact on other campus programs.

10. Expected Curricular Changes Including New Courses:

The Department of Industrial Technology has been changing its curriculum on a regular basis to keep pace with technological change. A number of new courses that have been approved by the University Curriculum Committee are part of the proposed curriculum. Courses such as Computer-Aided Design and Drafting, Occupational Health (cross-listed with Health Sciences), Photovoltaic Technology, Technical Computer Applications, Computer-Aided Design in Manufacturing, Energy Management, Industrial Computer Interfacing, Graphic Communications Systems Development, Energy and Power Systems Development, Industrial Production, Construction Processes and Materials, and Masonry Construction have been added to the curriculum. These courses reflect the changing nature of Industrial Technology and would be added to the curriculum with or without this proposed change in degrees, majors, and sequences.

These curricular changes are the result of a departmental curricular review that included a comprehensive survey of graduates of the program and a site visit by Dr. Clint Bertrand, Chairman of the National Association of Industrial Technology Board of Accreditation. Both Dr. Bertrand and program graduates placed the need to update

the curriculum in the area of computer applications as the first priority for improvement. Both the consultant and the graduates also noted the need to increase students' exposure to managerial functions. The curricular changes accomplish both of these recommendations.

As students proceed under the new curriculum, some of the more traditional courses that are presently offered by the department will be eliminated. Because students will be following two separate curricular paths for several years, the deletion of courses will lag several years behind the addition of these new courses.

11. Anticipated Staffing Arrangements:

Staffing in the Department of Industrial Technology will not change as the result of this proposal; very careful scheduling of courses will be required to accommodate the new curriculum while phasing out the present curriculum. As positions become vacant in the department, specialists will be hired whose training is appropriate for the changing technological environment.

12. Anticipated Funding Needs and Source of Funds:

Funding for this program will be taken from regular departmental sources. Equipment has been added to departmental laboratories as a result of the increased funding that was made available to ISU for equipment purchase and replacement. The University will continue to evaluate the needs of the department as part of the annual allocation of equipment funds.

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Approvals:

- Departmental Curriculum Committee - 4/12/84
- Departmental Chair - 4/12/84
- College Curriculum Committee - 4/23/84
- College Dean - 7/9/84
- Council on Teacher Education - 9/20/84
- University Curriculum Committee - 11/9/84
- Academic Affairs Committee - 11/19/84
- Academic Senate -

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SUMMARY

PROPOSAL TO DIVIDE THE MANAGEMENT AND MARKETING DEPARTMENT INTO A DEPARTMENT OF MANAGEMENT AND QUANTITATIVE METHODS AND A DEPARTMENT OF MARKETING

1. The proposed reorganization is intended to provide long-run program enrichment, improved service for students taking courses or majoring in management and marketing, significant improvements in the ability to recruit faculty and administrators for the departments, greater departmental cohesiveness and increased commitments to program planning and development.
2. The existing Management and Marketing Department has three distinct groups of faculty: management, quantitative methods, and marketing. Relatively large academic programs already exist. Marketing has a separate major, as does management. The quantitative methods area is more closely aligned with program sequences under the management major, and logically fits into a Management and Quantitative Methods Department. No new courses or curricular changes are being proposed at this time.
3. Fifteen of twenty universities which were investigated place management and marketing programs in separate departments.
4. Funding for the reorganization will come entirely from internal reallocation within the College of Business.
5. By enhancing the ability to recruit qualified faculty, the reorganization is expected to contribute to staffing of currently unfilled budget lines. With additional qualified staff, it will be possible to schedule more sections of advanced courses for majors. Also, a greater sense of departmental identity and cohesion can be expected to contribute to morale, innovation and productivity.

REQUEST FOR APPROVAL OF NEW DEPARTMENT

1. ILLINOIS STATE UNIVERSITY

2. COLLEGE OF BUSINESS

3. PROPOSED DEPARTMENT TITLES:

1. Department of Management and Quantitative Methods
2. Department of Marketing

4. PREVIOUS DEPARTMENT:

Department of Management and Marketing

5. DATE OF IMPLEMENTATION:

July 1, 1985

6. DESCRIPTION OF PROPOSED DEPARTMENTAL UNITS:

A. BACKGROUND

The reorganization being proposed divides the existing Department of Management and Marketing (MAM) into two new departments: Management and Quantitative Methods, and Marketing. The Management and Marketing Department itself grew out of the 1977 subdivision of the former Business Administration Department. The Finance and Law Department also was created at that time. Comprehensive Majors in Management and in Marketing were introduced in 1977. By Fall 1982, there was a total of 332 management majors and 455 marketing majors, including freshmen and sophomores. Beginning in Fall 1982, only juniors and seniors were classified as majors in business. Fall 1984 data indicated 220 students majoring in management and 346 students majoring in marketing.

Three principal thrusts exist within the existing MAM Department: Management, Marketing, and Quantitative Methods. Faculty members who are teaching in these areas have quite differing backgrounds and orientations. In the Spring 1984 semester, the total of 34.75 budget lines allocated to the department was distributed as follows: Management, 14.25 lines; Quantitative Methods, 8.75 lines; Marketing, 11.75 lines. Forty-three faculty members (full time and part time) were assigned to these positions.

B. PROPOSED DEPARTMENT OF MANAGEMENT AND QUANTITATIVE METHODS

A. Responsibilities:

The Management and Quantitative Methods Department (MQM) will be responsible for providing high quality academic programs which prepare students for professional careers in management.

1. Undergraduate Academic Programs

The department will be responsible for the undergraduate major in Management (sequences in Organizational Management, Operations Management, and Management Information Systems.) Of the 36 courses in management and quantitative methods, six are offered at the 100/200 level; seventeen are offered at the 300 level. These courses will continue to be offered and will be the responsibility of the Department of Management and Quantitative Methods. As of Fall 1984, there were 220 junior-senior level majors in management.

2. Master of Business Administration Program

The Management and Quantitative Methods Department will teach thirteen 400 level graduate courses in addition to the seventeen 300 level courses. All courses are currently offered by MAM. All 400 level courses are available for students enrolled in the MBA program administered by the College of Business. Of the twenty MQM faculty, fifteen faculty members are full or associate members of the Graduate Faculty. Approximately five percent of MQM credit hours are at the graduate level.

3. Service Courses

The management and quantitative methods faculty members will continue to teach four courses that are primarily service courses for other majors, both within and outside the College of Business. In the Spring 1984 semester of the approximately 7,400 credit hours generated in management and quantitative methods, 5,460 came from the following four service courses: Statistics, Business Organization and Management, Production Management, and Problems in Business. Sixty-five percent of available MQM faculty time was devoted to these four service courses.

4. Research and Service

The department will continue to be responsible for providing research and service opportunities to enhance faculty expertise and currency, thus contributing to the college, university, business community and academic professions.

B. Faculty

Of the 20 full time management and quantitative methods faculty members in the MAM Department in Fall, 1984, 18 members have doctoral degrees and the other two faculty members are close to completing degree requirements. Faculty qualifications are in areas such as management and administrative policy, human resource management, organizational behavior, production and operations management, quantitative methods, management information systems, small business management, and international management. No additional faculty lines are being requested to implement the departmental reorganization.

C. Housing

The Department of Management and Quantitative Methods will be housed in space already available in Williams Hall.

D. Future Developments

1. Projections in Table IV-3 reflect several planning premises:

a. Job opportunities for students majoring in management and quantitative methods areas will continue to be strong. As reported in the November 1983 issue of the Monthly Labor Review, projected percentage increases in employment (assuming a "moderate trend scenario") between 1982 and 1995 are:

Managers, officials and proprietors Up 28 percent

Clerical supervisors Up 35 percent

Employment interviewers Up 52 percent

Personnel and labor relations specialists Up 23 percent

Other information from the Occupational Outlook Handbook suggests Administrative and Managerial occupations and Personnel/Labor Relations specialists are projected to grow about as fast as the average for all occupations through the mid 1990's. (Data from the Bureau of Labor Statistics reflect both growth in job demand and needs for replacements.)

b. University enrollments will remain relatively stable or decline slightly.

c. Admission requirements to the College of Business and its majors will remain stable.

d. It will be possible to make some reallocations of resources within the department and college in the future.

2. In the Organizational Management Sequence of the Management Major, two new courses have been approved and are included in the 1984-85 University catalog. Increased emphasis is being placed on course offerings in the human resource management area that will be an important thrust for several years. Additional strengthening of the MBA program, by shifting a few resources from undergraduate to graduate levels, is being considered.

3. In the quantitative methods area, current emphasis is placed on providing basic service courses to the College of Business. Efficiencies will be sought to allow for improvements in the operations management sequence. There appears to be need for strengthened programs in quantitative methods and management information systems, and if the need can be further documented, the possibility of a separate major growing out of the operations management sequence will be investigated. Closer linkage of quantitative methods courses and existing computer and systems oriented courses in the College of Business will be considered also.

4. The department will continue to look for productivity improvements and programs which will enhance the quality of its educational efforts. These efforts may include increased integration of computers into existing courses; greater faculty support for advisement, placement, and student organizations; and increased use of professional practice opportunities.

C. PROPOSED DEPARTMENT OF MARKETING

A. Responsibilities:

The Marketing Department will be responsible for providing quality academic and academic-related programs to prepare students for professional careers in marketing-related positions.

1. Undergraduate Academic Programs

The department will be responsible for an on-going undergraduate major in Marketing. Of the 19 courses currently offered in marketing, seven are 200 level courses and eight are 300 level courses. All fifteen of these courses are and will continue to be available to undergraduate marketing majors. As of Fall 1984, there were 346 junior/senior level students majoring in marketing, or slightly more than 60 percent of the majors currently housed in the Department of Management and Marketing.

2. Master of Business Administration Program

The Marketing Department will teach four 400 level courses in addition to four 300 level courses available for students enrolled in the MBA program administered by the College of Business. All courses are currently offered by MAM. Four

marketing faculty members are full or associate members of the Graduate Faculty. Approximately three percent of the marketing credit hours are at the graduate level.

3. Service Course

One service course will be taught by marketing faculty. The course, MAM 230, is a service course for other majors both within and outside the College of Business, as well as for marketing majors.

In the Spring 1984 semester, of the 4,134 credit hours generated by marketing courses, 1,836 credit hours were generated by the Basic Marketing course. This course required approximately 25 percent of available faculty lines and produced 44 percent of student credit hours in marketing.

4. Research and Service

The department will be responsible, consistent with the mission statement of the College of Business and the objectives of the marketing department, for providing research and service opportunities for marketing faculty. Research and service endeavors contribute to university, college, department, business community and academic professions. The Marketing faculty has been active in scholarly research and professional service as evidenced by the number of refereed papers published and positions held in professional associations.

B. Faculty

Of the nine full time marketing faculty in the MAM Department in Fall 1984, six people have doctoral degrees. Two of the nine faculty members are temporary. Faculty qualifications are in areas such as marketing management, marketing research, consumer behavior, communications, advertising, sales, sales management, retailing, international marketing, purchasing, industrial marketing, and service marketing. No additional faculty lines are being requested to implement the departmental reorganization.

C. Housing

The Department of Marketing will be housed in Williams Hall in space currently available.

D. Future Developments

1. Projections in Table IV-3 reflect several planning premises:
 - a. Job opportunities for students majoring in marketing will continue to increase. Types of positions available to marketing graduates include product and brand management, retail management, advertising, public relations, sales and sales management, distribution/traffic managers, marketing

research, industrial buyers, international marketing, and customer relations, as well as executive positions in marketing. The November 1983 issue of the Monthly Labor Review provides some insight regarding demand for those employed in related positions. Projected percentage increases in employment (assuming a "moderate growth projection") between 1982 and 1995 are:

Sales managers, retail trade	Up 34 percent
Store managers	Up 30 percent
Purchasing agents and buyers	Up 27 percent
Salesworkers	Up 26 percent
Wholesalers	Up 22 percent

The projected demand for marketing graduates appears to be above average.

b. University enrollments will remain relatively stable, or decline slightly.

c. Admission requirements to the College of Business and its majors will remain the same.

d. It will be possible to make some resource reallocations within the department and college in the future.

2. As reported in the July 20, 1984 issue of the Marketing News, marketing's 1982 share (10.4%) of business degrees increased nine percent since 1981. Also, according to this article, among the 99 universities granting more than 100 marketing degrees in 1982, Illinois State University was ranked 78.5 (tie) in terms of number of marketing degrees granted. Based on the number of current graduates, Illinois State University would be ranked even higher at the present time.

3. A relatively strong undergraduate major is in place. In terms of curriculum development, the marketing program needs to be strengthened to reflect advances in industry and education. Two potential areas exist to develop new sequences: service marketing and industrial marketing--either of which would differentiate graduates from most other marketing programs. Integration of computer-related activities into existing courses is being planned. Additional strengthening of the MBA program is needed in terms of the number and frequency of offerings. Some reallocation of resources to the graduate offerings will be necessary. Anticipated program changes are enrichment rather than new program requests. In order to continue to offer a relatively strong undergraduate marketing major, recruitment and subsequent retention of a congenial and qualified faculty would be a major short run objective of the Department.

7. RATIONALE FOR PROPOSAL

A. Rationale for a Department of Management and Quantitative Methods

It does not appear practical at this point in time to divide the MAM Department into three separate units. Because majors in Management and in Marketing have existed for a number of years, it is logical to build two departments around those programs. There is no major in Quantitative Methods, so this specialized area needs to be attached to one of the existing programs. The Quantitative Methods faculty is most closely aligned with the Operations Management sequence of the Management major, and has principal responsibility for that sequence and for the Management Information Systems sequence. Therefore, the most logical placement is to combine Management and Quantitative Methods.

B. Benefit: Improved Administration and Faculty Morale

Reduced diversity in the departments will contribute to improved climate and morale. Existing differences in values and attitudes have led to serious concerns about the equity of the Departmental Faculty Status Committee (DFSC) process. Evaluation by DFSC members who have entirely different backgrounds from some faculty members has resulted in divisive, dysfunctional effects including heavy faculty turnover.

Over the past year, the department, operating with an Acting Chairperson, has been unable to attract a pool of quality candidates for the position of chairperson. Some potential candidates have indicated that they perceive great difficulty in managing a department with the diversity of MAM. Normally it would be expected that a reasonable number of marketing professionals would apply for a chair's position. Yet this was not the case. If marketing was established as a smaller autonomous department, recruiting a Marketing chair would be easier, as would be the process of finding a permanent chair for Management and Quantitative Methods.

For several years, each functional area in MAM has allocated a quarter-line for a coordinator to help with administration. This informal system is not particularly effective. Turnover of coordinators is frequent. The coordinators have no official authority and do not participate as administrators within the college administrative structure. Their recommendations on scheduling have to be integrated and revised by the department chair. Faculty are reluctant to accept the coordinator role because of pressure to meet student demand for courses and pressure to conduct research and to publish.

C. Benefit: Staff Recruiting

The relatively strong status of the undergraduate marketing major is in danger unless the current staffing problems are resolved. There has been a rapid turnover of qualified faculty with terminal degrees in the marketing program in recent years. This recent turnover and less effective recruiting can be attributed, in part, to marketing's role and status within the larger existing departmental structure. Thus, a department of marketing is seen as an important step in resolving the staffing problem.

Major effort could be directed toward recruitment and retention of qualified marketing faculty. Similar benefits would accrue to retention and recruitment of management and quantitative methods faculty members. Current demand for qualified business faculty exceeds supply of such faculty.

D. Benefit: Improved Organizational Identification

The size and diversity of the present MAM department makes it difficult for both students and faculty to identify fully with the department. The tendency among faculty is to identify with their functional and professional areas. Having two departments will ensure a better sense of commitment both to departmental goals and to professional norms. Smaller departments will encourage greater cohesiveness and will provide a more clear cut sense of direction.

A review of the organization structures of 20 midwestern universities shows that almost all have separate departments of management and of marketing, and some have separate quantitative methods or information systems departments as well. The following universities have separate management and marketing departments: Eastern Illinois University, Southern Illinois University at Carbondale, Bradley University, Chicago State University, Western Illinois University, Northern Illinois University, Northern Iowa University, Purdue University at Fort Wayne, Marquette University, and Indiana University. The following universities have three distinct departments of management, quantitative methods and marketing: University of Illinois (Chicago Circle), University of Chicago, University of Wisconsin at Madison, University of Iowa, and Loyola University of Chicago. Universities which have the areas of management and marketing in the same departments include University of Illinois at Urbana-Champaign, University of Wisconsin at Eau Claire, Southwest Missouri University, Central Missouri State University, and University of Missouri at Kansas City.

E. Additional Benefits

Because the reorganization should lead to more clear cut identity and to greater ability to recruit staff, other benefits are expected to follow. Once the Marketing Department finds replacements for the marketing faculty who have recently left the university, it will be able to again offer more sections of elective courses, thus strengthening the real opportunities for its majors. The quantitative methods area will now be more visible and also will have greater inducements to strengthen existing courses and engage in long range program planning.

Dividing MAM into two departments will, in the long run, contribute to program enrichment, greater professionalism, and improved service to students and to the business community.

1. Benefit: Program Enrichment

Even though there are no immediate curricular changes being proposed, if faculty are available, innovation and internal reallocation of resources can result in scheduling more sections of elective courses and in improved sequencing of course offerings. Consequently, students will have better opportunities to gain depth in their major

areas. The existing MAM Department already is highly cost-effective, but one way to gain additional improvements is to encourage even greater faculty cohesiveness and sense of purpose.

From a program enrichment point of view, the proposed departmental configuration has significant advantages. The proposed Marketing Department will be able to build more strength in areas such as service marketing and industrial marketing (primarily because of increased ability to attract qualified staff to replace several key marketing faculty who have left in recent years.) For the Quantitative Methods area, being part of a smaller and somewhat more cohesive department would encourage curriculum development in areas such as production and operations management and would make it easier to work on cooperative programs with related areas outside the College of Business.

2. Benefit: Professionalism

Because the diversity of disciplines in the existing MAM Department reduces the sense of organizational identification, some faculty tend to become generalists at the expense of their professional productivity. The heavy demand to teach basic service courses contributes to the difficulty of maintaining that professional orientation, but smaller, more cohesive departments should encourage greater professionalism without loss of commitment to the departmental goals.

3. Benefit: Service to Students and to the Business Community

Given a stronger, more cohesive faculty, other benefits to students are expected to follow. Greater faculty interest in academic and job placement advising, plus increased support of student professional organizations should occur. Faculty energies now somewhat dissipated on DFSC or related problems are more likely to be focused on extra-curricular support for students. Similarly, improved cooperation and strengthened professionalism are likely to result in the capability to provide more attention to management development programs, increased services to the area business community, as well as continued involvement in local, regional and national professional organizations.

8. EXPECTED IMPACT OF PROPOSAL ON EXISTING CAMPUS PROGRAMS AND ACADEMIC ADMINISTRATIVE SUPPORT SERVICES

Because the Management and the Marketing academic programs have existed for a number of years, the proposed administrative reorganization will have little impact on the other existing campus programs.

Within the College of Business, the greater clarity of majors housed in separate Departments of Marketing and of Management and Quantitative Methods may encourage some students to change from the general Business Administration Major (in the Finance and Law Department) to Marketing or Management. If the Management Information Systems (MIS) sequence grows, the demand for the Accounting courses required in the MIS sequence may increase. The actual number of students likely to be adversely affected appears small. Little impact on the Business Education and Administrative Services Department is foreseen.

Program improvements related to the reorganization may enable Marketing and/or Management and Quantitative Methods to provide more seats in service courses for non-business majors. Even though the projections provided by the University Office of Institutional Research reported in Table IV-3 show a slight decline (about one percent per year) in credit hour production, these data may not reflect the impact of the proposed reorganization. Decline in credit hour production in the MAM Department for the Fall 1984 semester does not reflect a decrease in demand by students, so much as it reflects the difficulty of finding qualified faculty to be able to offer enough sections of courses, for example.

Because the total number of students involved is expected to remain relatively stable, administrative support services, such as advisement or placement, are not likely to be affected greatly.

9. EXPECTED CURRICULAR CHANGES INCLUDING NEW COURSES

The reorganization proposal does not involve any immediate curricular changes or new courses. Within the University catalogs, editorial changes will be needed to change descriptions from MAM (Management and Marketing) to MQM (Management and Quantitative Methods) and MKT (Marketing). Other editorial changes will involve dividing the information currently presented under MAM into the two new departments' sections of the catalog.

Allocation of Existing Courses to the New Departments

Management and Quantitative Methods courses: 100, 215, 220, 221, 226, 227, 300, 301, 319, 323, 324, 325, 326, 327, 340, 344, 350, 353, 354, 370, 381, 385, 398, 402, 406, 407, 415, 417, 419, 420, 421, 423, 426, 485, 497, 499.

Marketing courses: 230, 231, 232, 233, 234, 235, 238, 329, 333, 334, 335, 337, 338, 339, 398, 403, 430, 431, 439.

10. ANTICIPATED STAFFING ARRANGEMENTS: ALLOCATION OF CURRENT TENURED AND TENURE-TRACK FACULTY TO THE NEW DEPARTMENTS

Management and Quantitative Methods:

Brabb, Chitgopekar, Couch, Dumler, G. Eshghi, Fazel, Fitzgibbons, Graeff, Graf, Hemmasi, Kellogg, Kerber, Lewis, Mazen, Mohr, Newgren, Radhakrishnan, Robinson, Swamidass, Unni.

Marketing:

Brubeck, Cox, A. Eshghi, Glisan, Grimm, Lesch, Smith

Full time and part time temporary faculty still under contract at the time of the reorganization would be assigned to the area in which they currently teach.

11. ANTICIPATED FUNDING NEEDS AND SOURCE OF FUNDS

No new state funds are being requested by the College of Business and Illinois State University to implement the objectives outlined in this proposal. The anticipated funding needs will be met through budget reallocation within the existing Department of Management and Marketing and in the College of Business. For example, the .75 line used for informal coordinators of the three areas will be used for one of the two chairs' positions. Personal service funds will be allocated according to the total number of FTE positions and individual faculty members reassigned to the affected departments. Operating funds will be distributed on the basis of a formula which takes into consideration such factors as FTE faculty lines, credit hour production, number of majors, faculty professional development, and departmental and college goals and priorities.

MANAGEMENT AND QUANTITATIVE METHODS DEPARTMENT

TABLE IV-3

ENROLLMENT AND CREDIT HOUR PROJECTIONS
FOR THE NEW PROGRAM

Line Code		Current Year	Budget Year	2nd Year	3rd Year	4th Year	5th Year
01	Number of Program Majors (Fall Term Headcount)	220	204	202	200	199	197
02	Annual Full-Time Equivalent (FTE) Majors	207.05	192.00	190.12	188.24	187.29	185.41
03	Annual Number of Credit Hours Generated by Majors and Non-Majors in Existing Courses That Are Needed to Support the Proposed Curriculum	7255.72	6974.1	6917.6	6861.2	6813.4	6774.2
04	Annual Number of Credit Hours Generated by Majors and Non-Majors in New Courses That Are Needed to Support the Proposed Curriculum	0	0	0	0	0	0
05	Annual Number of Degrees Awarded	88	86	85	83	83	82

MARKETING DEPARTMENT

TABLE IV-3

ENROLLMENT AND CREDIT HOUR PROJECTIONS
FOR THE NEW PROGRAM

Line Code		Current Year	Budget Year	2nd Year	3rd Year	4th Year	5th Year
01	Number of Program Majors (Fall Term Headcount)	346	370	366	362	359	356
02	Annual Full-Time Equivalent (FTE) Majors	330	351	347	343	340	337
03	Annual Number of Credit Hours Generated by Majors and Non-Majors in Existing Courses That Are Needed to Support the Proposed Curriculum	2668.28	3525.9	3497.4	3468.8	3444.6	3424.8
04	Annual Number of Credit Hours Generated by Majors and Non-Majors in New Courses That Are Needed to Support the Proposed Curriculum	-	0	0	0	0	0
05	Annual Number of Degrees Awarded	182	187	186	185	183	183

MANAGEMENT AND QUANTITATIVE METHODS DEPARTMENT

TABLE IV-4

STAFF REQUIREMENTS FOR THE NEW PROGRAM

Line Code	Staff Requirements	Current Year	Budget Year	2nd Year	3rd Year	4th Year	5th Year
01	Faculty/Admin. Total (02-04)	19.04	19.04	19.04	19.04	19.04	19.04
02	Admin/Other Prof.	.75	1.12	1.12	1.12	1.12	1.12
03	Faculty	17.09	16.72	16.72	16.72	16.72	16.72
04	Graduate Assts.	1.20	1.20	1.20	1.20	1.20	1.20
05	Civil Service Staff & Student Employees	2.00	2.00	2.00	2.00	2.00	2.00
06	Total Staff (01-05)	21.04	21.04	21.04	21.04	21.04	21.04

MARKETING DEPARTMENT

TABLE IV-4

STAFF REQUIREMENTS FOR THE NEW PROGRAM

Line Code	Staff Requirements	Current Year	Budget Year	2nd Year	3rd Year	4th Year	5th Year
01	Faculty/Admin. Total (02-04)	10.57	10.57	10.57	10.57	10.57	10.57
02	Admin/Other Prof.	.75	1.13	1.13	1.13	1.13	1.13
03	Faculty	9.22	8.84	8.84	8.84	8.84	8.84
04	Graduate Assts.	.60	.60	.60	.60	.60	.60
05	Civil Service Staff & Student Employees	1.00	1.00	1.00	1.00	1.00	1.00
06	Total Staff (01-05)	11.57	11.57	11.57	11.57	11.57	11.57

MANAGEMENT AND QUANTITATIVE METHODS DEPARTMENT

TABLE IV-5

TOTAL RESOURCE REQUIREMENTS FOR THE NEW PROGRAM REQUEST **

Line Code		Current Year	Budget Year	2nd Year	3rd Year	4th Year	5th Year
01	Total Resource Requirements	876,580	876,580	876,580	876,580	876,580	876,580
02	Total Resources Available from Federal Sources						
03	Total Resources Available from Other Non-State Sources						
04	Existing State Resources	876,580	876,580	876,580	876,580	876,580	876,580
05	State Resources Available through Internal Allocation						
06	New State Resources Required (01 minus the sum of 02-05)						

Breakdown of the figure shown on Line 06 for the budget year:

07	Staff	-----
08	Equipment and Instructional Materials	-----
09	Library	-----
10	Contractual Services	-----
11	Other Support Services	-----

** Figures include an operating budget of \$22,800. The Budget Year and subsequent years show no increase in administrative costs. Inflation is not taken into account. Figures do not preclude the possibility of future New and Expanded Program Requests for additional funds if circumstances merit.

MARKETING DEPARTMENT

TABLE IV-5

TOTAL RESOURCE REQUIREMENTS FOR THE NEW PROGRAM REQUEST **

Line Code		Current Year	Budget Year	2nd Year	3rd Year	4th Year	5th Year
01	Total Resource Requirements	412,471	412,471	412,471	412,471	412,471	412,471
02	Total Resources Available from Federal Sources						
03	Total Resources Available from Other Non-State Sources						
04	Existing State Resources	412,471	412,471	412,471	412,471	412,471	412,471
05	State Resources Available through Internal Allocation						
06	New State Resources Required (01 minus the sum of 02-05)						

Breakdown of the figure shown on Line 06 for the budget year:

07	Staff	-----
08	Equipment and Instructional Materials	-----
09	Library	-----
10	Contractual Services	-----
11	Other Support Services	-----

** Figures include an operating budget of \$11,500. The Budget Year and subsequent years show no increase in administrative costs. Inflation is not taken into account. Figures do not preclude the possibility of future New and Expanded Program Requests for additional funds if circumstances merit.

NOV 29 1984

**Review the Role of Temporary Faculty Members Within the
Instructional Program**

Dr. Anita Webb-Lupo
Assistant Provost

1984

11.29.84.2

Goal: Review the role of temporary faculty members within the instructional program. Ascertain if current policies and procedures respond effectively and efficiently to the academic staffing needs of the University.

The term temporary faculty has become a major faculty employment category for three primary reasons:

1. To maintain flexibility in the utilization of resources. Temporary positions may be shifted or deleted more expeditiously than any other category of faculty. Resources in temporary positions allow decisions to be made late in the academic year. Shifts may also be made with ease during the academic year.
2. To provide programmatic and educational need flexibility.
3. To control tenure percentages. Since temporary positions are not tenure-track lines, the University does not make a tenure decision (a decision based on credibility or performance) for people on these lines. These positions, when added to total faculty numbers, tend to keep tenure percentages at an acceptable level.

The Faculty Affairs Committee of the Academic Senate has discussed a number of problems with the current temporary faculty policy. It is difficult to attract and hire competent faculty for some temporary lines. In addition, the high rate of change among temporary faculty sometimes leads to instability in some programs. The current temporary policy may place a burden on tenured faculty, as the following suggests.

If they are successful in hiring well qualified faculty on temporary lines, they must often sit helplessly to watch those faculty, less satisfied than they might otherwise be, take more desirable positions. This is damaging to morale, especially if it happens frequently. In smaller departments it is more difficult to develop continuity in programs and to build programs, and this is damaging to morale. Also, in smaller departments the continuing-line faculty must use more of their time for committee work, for there are fewer faculty eligible to serve on committees.¹

In addition, there are situations in which teaching and research suffer as a result of the current temporary faculty policy.

¹Academic Senate, Item 2.17.84.1

Needs differ greatly across departments and colleges. For example, some areas in the College of Business have a specific expertise which is needed for the teaching of only one class a year, and so the College may bring in someone from the community in real estate, for example, to teach that course. Some departments teach a multitude of beginning level courses (English, Math, Applied Computer Science). The persons teaching those courses need not be specialized, and some departments do not want them to do anything but teach. Other departments want a person that is employed for the length of a student's stay on campus. For example, it is helpful to have faculty who can stay four or five years but not necessarily accrue tenure. Some departments want to emphasize a contemporary application within the curriculum and desire to bring newly trained instructors periodically to the University. Needs for faculty personnel vary across the University.

There has developed an emotionally negative connotation to the term "temporary faculty." This attitude further negates the effective application of current policy and procedures.

Illinois State University needs to address this problem through a policy which recognizes and addresses different departmental and faculty needs.

Recommendations

1. Eliminate the designation "temporary faculty position."
2. Adopt a plan of alternative faculty appointments. The Board of Regents reports require the identification of faculty appointments according to two categories: Tenure-track faculty and Non-Tenure-track. (A tenure-track appointment is defined as a faculty appointment with rank and with all the rights and privileges of tenure and its expectations.) It is recommended that Non-Tenure-track appointments be subdivided into the following types:

- Lecturer:** Lecturers are expected to put their primary emphasis on teaching. A person employed as a Lecturer who obtains a terminal degree is ineligible for further full-time employment as a Lecturer. Time served as a Lecturer shall not count toward fulfillment of the probationary period leading to tenure. There is no limitation on the number of years a person may serve as a Lecturer but appointments shall be for one year only. An appointment as Lecturer may be full-time or part-time; however, persons with a terminal degree may not be employed in this category more than half-time.
- Visiting Faculty:** a person employed by another institution of higher education, a corporation, or nation or retired from another institution, corporation, or nation. These individuals will provide teaching, research, or public service. Time served as a visiting faculty member shall not count toward fulfillment of the probationary period leading to tenure. Visiting faculty may carry rank.
- Adjunct:** persons appointed by the University for support services related to the three main thrusts of the University. Adjuncts do not carry rank, and time served as an adjunct does not count toward fulfillment of the probationary period leading to tenure. Adjuncts are non-paid faculty members.
- Faculty Fellow:** a retired ISU faculty member may return to the University in accord with the provisions of the state retirement system in the classification as a faculty fellow.
- Faculty in Residence, Executive in Residence, Artist in Residence:** Faculty in Residence may be appointed to a maximum of five years. Such appointments are not renewable beyond the term of five years. Persons filling these positions do not earn credit toward fulfillment of the probationary period leading to tenure. They do not carry rank. These positions are for full-time appointments only.
- Administrative/Professional:** these positions are dedicated to the support duties associated with the areas of instruction, research, or public service. A person hired to fulfill a grant or contract obligation is subject to the terms and duration defined in the contract or grant. These appointments are primarily non-teaching positions.
- Faculty Associates:** members of the University Laboratory Schools are classified as Faculty Associates.
3. As each position is vacated, it shall be reviewed and classified as educationally appropriate.

The following recommendations are made in response to questions posed during the investigation of this goal:

4. All faculty on both tenure track and non-tenure track appointments shall be reviewed annually and a written performance appraisal shall be completed.
5. For purposes of employment, interchangeability among non-tenure-track categories shall be allowed without prior permission of the Provost.

Faculty members on assignments of a temporary nature (not tenure track) are essential to the academic staffing needs of the University. However, the current "Temporary Faculty" category and its policies appear to be detrimental to the efficiency of the University mission. The "one-size-fits-all" approach causes distortion. The negative emotional climate adds to the general dissatisfaction, among both faculty and administrators, with the current policy. Rather than repair what exists, it is recommended that an inefficient and ineffective policy be replaced with policies and procedures designed to meet Illinois State University's academic staffing needs.

APPENDIX A

People or groups with whom assignment was discussed:

College Deans

Academic administrators at other Universities

Charles Switzer - Eastern Illinois University
John Guyon - Southern Illinois University at Carbondale
Harold Luneu - University of Arkansas at Little Rock
Carl Lewis - Kent State University

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APPENDIX B

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"Issues in Faculty Personnel Policies (symposium), New Directions in Higher
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"Surprises and Uncertainties," AAUP Annual Report, Academe, Volume 68, pp. 3-80,
July/August, November/December, 1982.

Illinois State University

Vice President
Provost of the University

*Mary,
Leave in the
book, please.
11/13/84*

TO: Len Schmaltz
Chairperson, Faculty Affairs Committee

FROM: Anita Webb-Lupo
Assistant Provost

DATE: October 29, 1984

During the last academic year the Faculty Affairs Committee spent many hours in discussion related to problems involving the current temporary faculty policy. Both the Faculty Affairs Committee and the Provost's Office worked on this agenda. The Provost's Office has now finalized the changes which will be taken in the temporary faculty policy and I would like to present those to the Faculty Affairs Committee at the next committee meeting.

sls

cc: Dave Strand

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