

1971

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Faculty Senate

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EASTERN ILLINOIS UNIVERSITY  
FACULTY SENATE  
Proceedings of March 22, 1971

MEMBERS PRESENT: Nichols, Green, Funk, Lenihan, Rawls, Palmer, Downs, Elliott, Gover, Tingley, Whalin, Whitlow, Barford, Kluge

MEMBERS ABSENT: Lahey

Student Observers Present: Marks, Grosboll  
Student Observers Absent: Brown

The Proceedings of March 15, 1971 were approved as published.

REPORTS:

- A. Mr. Lenihan reported on the meeting of the Council of Instructional Officers. A hiring freeze has been placed on new and replacement personnel until the budget situation is clarified. The C.I.O. endorsed the statement on "Professional Duties of Instructional Staff". Copies of the statement and communications from Vice President Moody are attached. There was some discussion of the statement but action was deferred until the next meeting after the members of the Senate have had a chance to study the document.
- B. Mr. Gover reported on the meeting of the Council on University Planning. The sum of \$500,000 has been released to buy land on which to build a Mathematics-Business Building. Parking fees will be raised next year to \$20 for faculty and staff and \$10 for students.
- C. Mr. Kluge announced that plans for the election to the various University Councils were about complete. The polls will be open from 8:15 a.m. to 4:30 p.m. on Tuesday, April 6. If a runoff election is necessary, it will be held on Tuesday, April 13, with the polls open for the same hours as for the April 6 election. Absentee ballots will be available in Mr. Kluge's office on April 2.
- D. Mr. Whitlow reported that Logan Cobb and Evelyn Haught are the candidates for the alternate position as the Humanities Faculty representative on the Council on Teacher Education. As announced earlier this special election will take place in conjunction with the regular election on April 6.
- E. Mr. Lenihan reported that the Committee to draw up a statement on the Master Plan Phase III had had one meeting and hoped to have a statement ready for action by the Senate next week.
- F. Mr. Barford reported that the Committee on Visitation has been working and has received some information from Mr. Moody which they are studying.
- G. Mr. Tingley reported that the Presidential Selection interviews have been completed. The Committee met last Saturday with Mr. Morton and Mr. Parsons of the Board of Governors and there was further discussion of the names to be submitted to the Board.
- H. Mr. Downs reported that the Committee on Promotions, Salaries, and Sabbatical Leaves was awaiting further comments from the Senate members about its recommendations.
- I. Mr. Elliott reported that the Committee on Tenure and Dismissal met last Thursday and started drawing up a draft of recommendations. They hope to

have it ready for presentation at the next meeting.

COMMUNICATIONS:

- A. From Mr. Schaeffer a communication which was referred to the Building and Grounds Committee.
- B. Student Senate minutes for February 18, 1971.
- C. From Mr. McKenna the following communication:

The Faculty Advisory Committee to the State Board of Higher Education met March 5 in the La Salle Hotel, Chicago, at 9:30 a.m.

I. Chairman Hicklin summarized the March 2nd meeting of the Board of Higher Education. A report of proposed state legislative actions concerning education was received by the Board: among these was the Bradley Bill which would require every state university teacher to teach 12 hours a week. This aroused some opposition from the Board. Eastern's Environmental Biology major was approved. Chicago Circle's MBA program was deferred. Mr. Gibala's report on the university retirement system created some pessimism due to lack of full funding for the system. Discussion of tuition waivers centered on the meaning of "2% of the student body." Is this 2% of the incoming freshmen or of the whole student enrollment?

II. Dr. James Holderman, Executive Director of the State Board of Higher Education, reviewed some of the problems generated by Governor Ogilivie's budget message for 1972. Before submitting their budget to the state budget board, the BHE had already cut their recommendations by \$98,000,000. Then the governor asked for a further reduction of \$187,000,000. The HBE will continue to support its budget requests but the outlook is not favorable. Social welfare, health programs, secondary and elementary education, and highway construction are more popular themes with the legislature. Furthermore, the question has been raised whether public education is starving private education. Apparently, the governor favors the HBE's recent proposal for tuition increases. Unfortunately, some of the increases in the HBE's 1972 budget implement commitments already made to junior college construction, health education, retirement funding, etc.

III. The remaining time - about 3½ hours - was devoted to the initial draft of Master Plan Phase III. It was first announced that the final date for approval of MP III has been postponed somewhat indefinitely. Mr. John Stalnaker, a member of the Higher Board who was present, recommended that we address ourselves to two topics, the quality and the economics of higher education. Students and the public are concerned with these.

In the discussion about an integrated system the ambiguity of the concept of Collegiate Common Market received criticism. And it was noted that some forms of cooperation among public and private colleges and universities are impractical and some could be very expensive: for example, joint usage of some materials and inter-collegiate class attendance could lead to more bureaucracy, while faculty rotation that would continuously uproot families and homes would be costly.

When the talk turned to scope and mission, efforts to arouse interest in the threats to the specialist degrees at Eastern and Western were not very successful. Nevertheless, it was pointed out that the HBE staff recommends eliminating these programs before the Doctor of Arts programs can be underway sufficiently to fill the gap. It is only conjecture that D.A. programs at the six so-called University Centers will be of sufficient quality and popularity to justify eliminating specialist degrees at Eastern and Western. The HBE staff constantly talks about "continuing education" and equalizing opportunities and then would deny these to people who do not want to go as far as any doctoral degrees.

The afternoon session was devoted chiefly to the designation of University Centers at the University of Illinois at Urbana-Champaign, the University of Illinois at Chicago Circle, Northern Illinois at DeKalb, Southern Illinois University at Carbondale, Southern Illinois University at Edwardsville, and Illinois State University at Normal. Peter Yankwich of Urbana and William Sager of Chicago Circle led the argument that titles as such ought to be earned rather than artificially bestowed by the Board of Higher Education. It is not the Board's function to cast certain institution into certain roles arbitrarily. (Some people at Eastern may recall that when we were changed from a college to a university, some local "reactionaries" remarked that if all state institutions of higher education were to be universities, eventually some would aspire to super-university status.) Debate culminated in a motion that the FAC recommend elimination of the title University Center and that there be developed instead an orderly process of review and evaluation of programs by experts such as the Commission of Scholars. The motion passed.

A few sharp comments were directed at recommendations 48-60 (pp. 106-111). The distinctions between "Human Services", "Public Services," and "Social Work" are more rhetorical than real. Their implementations would only result in more empire building.

Fifteen minutes before adjournment we were still a long way from the section on teacher preparation, so I asked that we jump to the last item, the recommendation that laboratory schools in six state institutions be abolished. Charles Hicklin and I took about ten minutes to point out that the elimination of laboratory schools would not effect any real economies and would lower the quality of teacher preparation. Dr. Nielsen of Western moved that the FAC recommend the elimination of MP III recommendation 84 subject to the findings of the Task Force on Teacher Education yet to be appointed. The motion was seconded and passed.

The meeting adjourned at 1:35 p.m. The next scheduled meeting of the Faculty Senate will be on Monday, March 29, 1971 at 12:00 noon.

AGENDA:

1. Personnel Matters
2. Classroom Visitation
3. Registration
4. Enrollment Policy for Faculty
5. Professional Duties of Instructional Staff

Edwin Whalin  
Secretary

To: Chairman, Faculty Senate  
From: Vice President Moody

March 19, 1971

The Council of Instructional Officers requests that the Faculty Senate endorse the attached "Professional Duties of Instructional Staff," and recommend to the President that they be included in the Faculty Manual.

As explained in my cover letter to the Council of Instructional Officers, attached, I feel somewhat apologetic for emphasizing what should be obvious. Yet abuses do occur and they, as the Senate probably knows better than the Deans and I, appear to be increasing. While the attached may appear to offend the conscientious professional, the Council of Instructional Officers believes that the Senate's endorsement and publication of the attached will improve teacher-student relationships.

\* \* \* \* \*

To: Members, Council of Instructional Officers  
From: Vice President Moody

March 4, 1971

During the past few years I have heard a number of complaints from students concerning instruction at the university. Lately the tempo of these grievances has increased. They range from alleged unfair grading practices to poor pedagogy to prejudice to inability to confer with the instructor. In a number of cases the facts are that the student is confused and frustrated because he does not know the objectives of the course, is ignorant of how he is being evaluated, and is unaware of what is expected of him. Largely, these are matters of communication between the instructor and the student--and, as such, are faults that can be generally attributed to the instructor. Therefore, in order to provide guidance for all concerned and to improve teacher-student understanding, I urge the Council of Instructional Officers to recommend to the Faculty Senate that it adopt the attached guidelines as minimum professional duties of instructors at this institution.

Ordinarily I would neither be so presumptuous nor so patently tiresome as to enumerate maxims which every professional well knows, yet the continuous apparent abuse of primary instructional principles compels me to suggest that minimum rules be formally adopted by the faculty and published in the Faculty Manual as a guide for new instructors and as a constant reminder for the veterans.

\* \* \* \* \*

PROFESSIONAL DUTIES OF INSTRUCTIONAL STAFF

1. At sometime during the first three class meetings of any class, the instructor should accomplish the following:
  - a. Explain to students the objectives of the course and how the particular course fits into the total curriculum and learning process at the university.
  - b. Tell students how they will be evaluated and how the final course grade will be determined--weight of term paper, final examination, etc.
  - c. Amplify the attendance policy to explain that while grades are not awarded on the bases of attendance and absence, absence from class can have academic consequences. Explain that the student who absents himself without compelling reason is held responsible for the instruction which he misses and has no grounds on which to request extra-class instruction. When a compelling reason such as illness or official university business causes absence, the student should request and receive from the instructor help in making up what he has missed.
  - d. Notify students of the location of his office and the regular hours during which he will be available for conference in his office. Explain how students may make appointments. The instructor should reserve a reasonable number of office hours during which students may seek his advise and counsel. He should post a schedule of these hours for each quarter on his office door.
  - e. If special tutoring services are available in the department, explain to students how to take advantage of this opportunity.
2. In matters of grading the instructor has these duties:
  - a. Correct and return student tests and papers promptly.
  - b. Plan evaluations so that by mid-quarter he has sufficient evidence upon which to base a grade determination. At mid-quarter, should the student's work be judged D or F quality, the instructor should personally warn the student of his precarious academic status in the course.
  - c. Be vigilant to avoid the award of grades on any basis other than achievement in the course.
  - d. Scrupulously and accurately report grades on all his students by the deadlines established each quarter for mid-quarter grades, if appropriate, and for final or quarter grades.
  - e. Base requests for grade changes only upon actual miscalculations or mistakes in marking.
3. Except for emergency reasons approved by the Department Head, instructors should meet classes as scheduled, including final examination periods. If an instructor plans to be absent from class he is expected to arrange with his Department Head that the class is met and taught by a competent instructor or, in infrequent cases, that special work is assigned for the class during his absence. In any case the learning process must not be interrupted.

Should a student request a special final examination time for himself or request to take the final examination with another section of the course taught by the instructor, the instructor, considering the merits of the case and especially the

matter of whether or not the student may be overloading his schedule, may grant the request. Unless approval is obtained from the Department Head and the appropriate dean, the instructor must give this individually arranged final examination during the calendar period scheduled for final examinations. When any individually arranged final examination is given, the instructor is responsible for arranging the examination and for reporting the student's grade with the proper section. In any case, the instructor must also give the final examination in his course at the regularly scheduled time unless he has the approval of the Dean, Student Academic Services.

4. In no case should an instructor discuss the merits or demerits of another teacher with students.
5. Assignments should be made keeping in mind that the student has other lessons which he must prepare and other instructors who have an equal claim on the students' effort. A good rule of thumb is that the ordinary 50 minute class should require not much less than or any more than 100 minutes of student preparation.
6. Instructors who are teaching courses in the general education portion of the curriculum should remain aware that these courses are to be taught as general education, not as courses in a particular major.
7. Instructors should spend a few minutes in each class during a quarter notifying students of the continuing problem of mutilation of periodicals and reference books in the library and asking their cooperation in solving this problem. It should be pointed out that in preparing reading assignments and term papers the same materials will undoubtedly be used by a number of students. Therefore, it is important to all students that materials remain intact and available.