

SPECIAL SESSION OF THE UNIVERSITY FACULTY SENATE

May 9, 1983

MINUTES

A special session of the University Faculty Senate was called to order by President Smith on Monday, May 9, 1983 at 4:00 p.m. Senators not in attendance were:

L. Leon Campbell	Donald Crossan	Billy Ross
Wayne Craven	David Lamb	James Soles .

Senators excused were: David Ames, Alexander Doberenz, Jack Ellis, David Ermann, William Gaither, John Gallagher, Peter Hill, John Kelly, Louise Little, Arthur Metzner, Allen Morehart, Frank Murray, Neal Phillips, John Pikulski, Donald Sparks, E.A. Trabant, Robert Wilson.

VI. NEW BUSINESS

Item F, a report from the Coordinating Committee on Education regarding the proposal for a Ph.D. in Family Studies, was presented for the Committee by Prof. Kallal. The report is Attachment 1 of these Minutes.

Item G, a recommendation from the Coordinating Committee on Education and the Committee on Undergraduate Studies for approval of changes in curricula in the College of Business and Economics, was presented by Prof. Arnsdorf, chair of Undergraduate Studies. He recommended that the Senate consider the proposed revision in three parts: 1) those portions which were entirely within the College; 2) the two specific course requirements, for English 215 (Written Communications in Business) and Communications 350 (Public Speaking); and 3) the balance of the proposed degree programs. Secretary Culley moved that the resolutions be so amended; his motion was seconded. Senator Beasley questioned this procedure; Dean Brucker spoke in support of it, explaining that although he was aware of some debate regarding the two specific course requirements, he had not heard any concerns about the proposed changes within the College and he thought it would be best to deal with them separately. There was no further discussion, and President Smith called for the vote; the motion to consider the proposed curricula revisions in three parts was approved by unanimous voice vote.

Part 1. Speaking in support of the changes proposed within the College, Dean Brucker said they had been formulated by the Department of Business Administration in response to replies to an alumni survey, comments from a dean's advisory council of regional businessmen, and a review of several national publications. He said the changes created a fourth concentration, in Administrative Management, strengthened the Operations Management offering, and introduced a new course, Business 230, as a substitute for CIS105.

In response to a question from Senator Taylor, Prof. Krum, chair of the Department of Business Administration, said the changes would become effective with the current class for courses beginning in their junior year. There was no further discussion on Part 1; President Smith called for a vote and the proposed curricula changes within the College of Business and Economics were approved by unanimous voice vote.

Part 2. With regard to the specified required courses, Dean Brucker said the Department of Business Administration had decided to require E215 and COM350 in response to a perception by employers of a serious lack of written and oral communications skills in business graduates. Senator Beasley responded that, although he and the other members of the English Department favor more writing skills for all students, the addition of a required E215 course to the Business Administration curriculum would necessitate adding 10 to 12 sections to the 25 sections presently offered each year. He objected that to do so in the present budget crisis would threaten the English Department's own programs and the interests of its faculty and unless additional funding were made available they could not meet this demand with their present resources. He also questioned the proposal's having been brought to the Senate before the departments concerned had been consulted about their ability to meet its demands. He argued that, since that had not been done, the proposal was premature.

Speaking for the Arts and Science Dean's Office, Associate Dean Rees said that although they were concerned about the impact of these requirements on the College, and they recognized the need to improve students' communication skills, they thought it was important to address the broader philosophical issue of whether those skills can be improved by individual courses, which all students should then take, or whether the skills should be incorporated into all courses. He noted that Arts and Science had chosen the latter approach and he urged Business Administration to do the same. Senator Cusella, speaking for the Communications Department, said that although they supported the proposal and the requirements, they didn't know if the department had the resources to accommodate what they agreed was reasonable in pedagogical intent. Prof. Krum responded that when the issue of requiring courses in a department in another college had been raised with the Provost in March, the Provost had said that that would be resolved by the Council of Deans, and Business Administration had proceeded with the assumption that this was an administrative question and not a Senate issue. He said it was his understanding that when the Senate committees and the Senate had approved the program it could be implemented; he added that the skill requirements would not become effective until the junior year of the class of '87, so the departments would have three years to cope with the situation.

As background to the discussion, Prof. Krum noted that until a 1968 "liberalization," E215: Written Communications in Business had been a required course which had been specifically designed for Business Administration majors. He said based on responses to their survey the Department now wished to reinstitute this skill requirement. He reported they had considered establishing a second writing course, as had been done in Arts and Science, but because they wanted a course in concise business and writing skills that was closely related to the problems and procedures of their students' other work, and because E215 was already on the books, they preferred that option. He pointed out that various other colleges already have communication skills requirements in their curricula, and he concluded by arguing that the Senate had only to consider whether or not the proposed curriculum was academically sound, and the Council of Deans could resolve the issue of the allocation of resources.

A motion by Senator Taylor to postpone discussion of Part 2, the skills requirements, was debated as to time; Senator Angell moved to amend the motion, to return the issue to the committees to consider the concerns raised in the Senate. Senator Schweizer moved the question, and President Smith called for the vote. The motion to postpone Part 2, dealing with E215 and COM350, and to return the issue to the committees to answer the concerns of the Senate, was approved by voice vote.

Part 3. Noting that the action just taken affected the proposal, Dean Brucker made a motion to amend the proposed curricula revision by deleting the E215 and COM350 requirements, reducing the skill requirements from 18 to 15 credits, with 3 credits to be designated as skill electives, and increasing the free electives from 13 to 16 credits; the motion was seconded. Senator Bonner noted that the effect would be to return to the present curricula. There was no further discussion, and Dean Brucker's motion to amend the proposal was approved by unanimous voice vote.

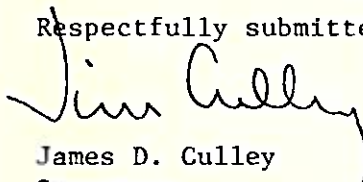
Senator Ackerman noted that the labels of the group requirements in the proposed curricula did not correspond to the way Arts and Science now categorizes its courses. He objected that it would be possible for a Business Administration student to take courses labeled "humanities" in the curricula which were all in the "natural and physical sciences" groups in Arts and Science, and he suggested that the "labels" should be re-aligned. Senator Bonner argued that the group requirements in the curricula clearly represented the traditional categories and, although there was a lack of uniformity with respect to the terms, they preferred not to re-do their categories. Senator Ulrich pointed out that the lack of consistency would create confusion among students who change majors across colleges, and he expressed his concern that the mislabelling could generate confusion and mislead students as to the distinctive contents and methods of the social and the natural sciences. He suggested that the Business College develop lists for use in student advisement, as had been done in Arts and Science, indicating what areas different courses fall into.

Prof. Krum briefly reviewed the changes, which he described as very limited ones, being proposed in the group requirements; he noted that the Department had in fact considered the Arts and Science-revisions, and their proposal had been adopted only after much discussion and debate about the best way to meet the needs of their students. He concluded by arguing that the individual colleges should be permitted to define their own curricula.

Senator Schweizer moved the question, and President Smith called for a vote on Part 3, those portions of the proposed curriculum revisions not yet voted on; Part 3 was approved by voice vote.

No new business was introduced, and President Smith declared the Senate adjourned at 5:10 p.m.

Respectfully submitted,



James D. Culley
Secretary
University Faculty Senate

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Attachment: Report of the Coordinating Committee on Education

UNIVERSITY FACULTY SENATE
COORDINATING COMMITTEE ON EDUCATION

Reconsideration of the Proposal for a Ph.D. Program in Family Studies

The Coordinating Committee on Education met on April 13 and reviewed the resolution passed by the Faculty Senate on April 4, which charged the Committee to re-examine the proposal to establish a Ph.D. degree in Family Studies. The resolution specifically charged the Committee to examine financial issues and issues related to research funding and capability.

The Committee reached clear consensus that it would be impossible to study these issues in depth and prepare a resolution in time to meet the deadline for the May agenda of the Senate. It was further concluded that it would be in the best interest of the proposal to allow sufficient time to gather full information and to cast this information into a form that would allow both the Coordinating Committee and the Faculty Senate to review it clearly and critically. Finally, the Committee decided that a revision of the program proposal was needed as a result of circumstances that have changed since its introduction into the review process.

Therefore, the Committee has requested that the Department of Individual and Family Studies revise and update the content of the proposal, and that the Department prepare information related to questions raised in the resolution passed by the Senate. The financial support for the program and its potential students should be clearly documented. Such areas as library support for the program also need to be specified in greater depth. The Committee will also review all available information on research funding and capability of the Department.

The Committee will convene, review the revised proposal and all related information, and will submit a resolution to the Faculty Senate as soon as possible.