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Fall Faculty Conference: The Future of the University

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FACULTY CONFERENCE

ECKLEY: I would like to explain the format for the rest of the day and tomorrow morning so that we all understand what is intended that we do. The last hour today is available for questions; if you wish statements clarified that I have made I will be happy to make whatever response I can. We have a tape recorder; the purpose of that is to try to keep some record of your questions and responses, comments. If you wish, you are perfectly entitled to make a speech; you don't have to ask me a question. Sometimes questions get to be a little long; if you wish to do that I would ask that you come forward, because in repeating questions I hope you will keep in mind they have to be no more than three syllables in length or I won't be able to carry them. These six-digit telephone numbers just absolutely frighten me. There is something to do with intelligence on that, but I shan't admit what. The afternoon session, the first half, is intended to be a kind of divisional give and take for you to generate ideas of your own. Already in the coffee hour I have heard proposals for reform in physical education. One of the senior faculty members had indicated he is prepared to publish or perish. And consequently I would hope that you would have some discussion, and then in the latter half of the afternoon try to point up to something you would like to bring back to the entire faculty in the morning session, preferably a written or at least a well-outlined statement that your spokesman would present tomorrow morning in the session indicated for that. I shall try to get around to visit each of the groups briefly this afternoon, just again to be available. I suspect that Dean Walker will be circulating in much the same fashion. The Library people are free to choose their own area of responsibility and will join that group of the faculty. The administrative people have not been assigned to any area. I think they are simply asked to follow their interests in sitting with different Schools or groups. Professor Wantland has requested that the Science Division meet in Sherff Hall in preference to the Student Center here, so rather than in Patio B apparently Sherff is more comfortable. They like to have their test tubes and their gadgets around; that's the familiar atmosphere. We are happy to accede to that request. Your turn -- comments, questions, requests for clarification -- this is your session. Gary?

KESSLER: This is a point in relation to what Bill White had to say at the beginning of the session. If church-related colleges do manifest a more genuine interest in the student as an individual, is this because of "Christian" principles of guiding influence the school, or is it just because most church-related schools happen to be small where this is more reasonable to interact with the students? Could you comment to that question?

ECKLEY: Yes, the question pertains to Professor White's comments earlier. Is the interest in students and values on the part of the church-related colleges connected with their Christian philosophy or is it just because most of these colleges are small? I think the only appropriate answer to this, Gary, is part of both. I think as we have seen church-related colleges get bigger they become generally more secular. This is the pattern that they have generally followed from the University of Southern California to Northwestern, Harvard, any of these that originally started as church-related colleges. It is also an obvious fact again that most church-related colleges as such are on the small side today. I think over and beyond that there can be this greater interest in questions of religion, of human values as an emphasis appropriately in a church-related college if we as a faculty and group are really attempting to place some emphasis in this direction. We have not succeeded in a meritorious fashion in this, as I commented in my remarks. I think this was echoed in Chaplain White's comments about the general questionableness of the entire field of church-related emphasis. We would not have so many sessions, for example, on what it is to be a church-related college if we really knew, if we had a formula for this kind of emphasis. As I have observed the programs, as I have observed the efforts at Wesleyan, we are trying to do more with this than is generally found in either smaller secular institutions or larger universities. I think I would applaud the experiments and efforts in this direction. I only hope we will see more of it.

MRS. DALE: particular idea I have been thinking ever since I got back from Illinois Commission on Human Relations training on sensitivity training that it might be an extremely exciting and worthwhile thing to bring some professionally trained personnel into the faculty to work with faculty perhaps as in order to develop more effective interaction among ourselves toward the end of expanding this to effective interaction with students as well. I don't know how many faculty are familiar with the sensitivity training program, and I know it is controversial, but I know I found it to be extremely helpful that might help us bring ourselves and then as I say But I think that as we

ECKLEY: For the record, Professor Dale is advocating sensitivity training as a means of gaining this interaction and concern here on campus. Emily, would you develop just in perhaps a minute or two what sensitivity training is. I think there are those of us here....

DALE: To enable one to speak more honestly with fellow men and interact with them, to confront problems directly rather than playing opposites, and getting into departmental hassles there are specific psychological devices and techniques by means of which For example Carleton and Oberlin are using the sensitivity training in the students'

orientation, and I don't think that's where it ought to start. Personally, I think it has to start with the faculty. And I can't describe it more effectively than this. I think perhaps those in Psychology could give a more complete description. I have been a participant; I am not a trainer.

ECKLEY: All right. Any further comments along this line, or another question or comment?

QUESTION (Spencer?): I would like to see what your reaction might be to the growing community college and junior college situation in Illinois as well as across the country. How do you see our relationship to these junior and senior colleges; the fact that we may get more transfer students?

ECKLEY: My reaction to the growing community college movement, the junior colleges in the State of Illinois and elsewhere. I think, like the expansion of the teachers colleges into four-year and graduate level institutions, full-scale universities, the junior college movement is something that any educator applauds; he is glad that it is happening. It offers educational opportunities to those that have not had these opportunities available. If I again read my Jencks and Riesman correctly, the objective or the model that the community colleges are following is not so much the university as it is New Trier High School. This is what they attempt to do well. They are attempting to carry on, to provide some introductory level liberal education, some terminal education in special fields for those that will go no further. I at this point do not think that this is going to work any revolution in the four-year liberal arts colleges. We may get some transfers from these colleges; I do not think that this is likely to be in the immediate future (I am talking now five to ten years) despite the movement in Illinois, a thing that will really shape the future of a four-year liberal arts college such as this one. We are attempting to do something distinct. Generally this is a different kind of educational experience, an opportunity, than that offered in the two-year junior college institutions. I applaud what they are doing; I don't think we should feel defensive or feel that this is competitive in any major way to what we are doing. I don't look for that kind of inroads in our own recruitment program. I would be happy to have comments from our Admissions staff people, who perhaps have worked closer to the firing line, if they see it differently or if there are things that I have not included in my comments.

PEARSON: This reminds me of a kindred subject that I would like to see in time come out of our discussions, and that is our teaching education program in secondary schools where much of the pressure now is for a five-year program to make sure that the students we turn out now have both an adequate liberal arts preparation and yet the professional education that the state certification requires, and it seems to me rather than being narrowly a matter for our Teacher Education Department I think this is a university problem. We feel it in English because we want to turn out students who are adequately prepared

in their discipline and yet also have their professional training. You are probably aware of the ninth semester or the fifth year program, and I am not sure that this isn't something that the whole university faculty can and ought to discuss. You may have some comment that you would like to make yourself or at least my purpose in speaking at the moment is to invite this aspect if possible for discussion this afternoon wherever it is pertinent so that we let ourselves know where we stand in this matter.

ECKLEY: Professor Pearson is pointing out that the fifth year is increasingly being required for teaching preparation, particularly at the secondary level, and what implications does it have for Wesleyan insofar as the interest in this should over-ride simply our Teacher Education Department and perhaps involve the entire university in the breadth of its meaning and implications? Here again I think we see this as an emerging aspect of this professionalism that we have been talking about. I don't expect that we will see it resolved within the next five years. It is a trend that we will want to be watching. At this point I think our priority should be in the direction of perfecting our four-year program rather than attempting to jump rapidly into a five-year program because ISU is doing it or because we see this development occurring. I think we perhaps should think faculty-wide with regard to how our four-year graduates acquire this fifth year qualification if this is what they need in conjunction not only with ISU but the other teaching institutions around.

PEARSON: I am sure you understand I did not imply that we should become a professional school. This is not my aim. It is to insure our being able to give a liberal arts education where students come to us who are already determined to become secondary school teachers, and I don't think we can just turn those away. Some of our most able students have that in mind, so my view is that we somehow have to make not really a compromise but some acknowledgment that students come to us for that professional training, but our prime interest is in liberally educating them before we professionally educate them. But there are conflicts here that I think we have to face.

ECKLEY: Right. And I think Professor Pfeltz could quote figures that would generally support the extent to which Wesleyan is preparing students for the teaching field.

BURDA: I wonder if I could get you to make some expanding comment on the phrase "student needs." I am very familiar myself with student wants and tremendous gap between what the student wants and what I happen to think the student needs. Some clarification is wanted on this point, or needed

ECKLEY: The question is, what are students' needs as distinguished from students' wants, and I should remind all of those here that the eyes and ears of ARGUS are among us. I think this is a very appropriate concern for the faculty. I intended it to be in the statement I made. I think there has been some misconception among faculties nationwide that the student rebellion, the efforts for greater student participation were obviously just directed at poor administration. I think this is to confuse the target. As I have indicated, in the best of universities it is ultimately the faculty that counts, and I think much of this disgruntled feeling is directed at the acquisition of faculty power during the last few decades which has permitted the faculty to concentrate on its research efforts; it has permitted the faculty to see teaching loads reduced and faculty hours for student conference posted and disregarded, inaccessibility, requirements for programs designed that obviously serve the interests of faculty rather than the teaching institution generally. I am speaking now of the Californias, the Columbias, other institutions, and I don't exclude us from this, but I am not directing my remarks to Wesleyan.

I think the students are obviously going to want anything that they think they ought to have that somebody else is getting. Obviously they react to what is going on at ISU with regard to dormitory hours. Obviously they read the newspapers and keep tuned in, sometimes better than those of us in the administration and faculty, with regard to developments elsewhere. I think it is our responsibility to try and emphasize those constructive needs, those requirements for increased participation in university life, and to not only guide and channel, but see that these needs with regard to curricula and program, with regard to the kind of human values that Chaplain White spoke about, with regard to just the ease of student life, that these things are central in the university. It is, I think, rather obvious that four-year occupants of a university are not going to run the universities in anything like the near future, but they do need to have a voice in the deliberations of faculties, of committees, of groups that are actually considering questions of great concern to students as well as those of us in the faculty. The faculty is obviously the on-going body of the university and therefore the prime interest in its affairs and activities is here, but I think it is a mistake for us to believe that these are just cries out in the dark, that the students want anything. Yes, they are people like we are, but they have some very valid claims to more response than they have found, I think, in faculties across the country. I think we at Wesleyan, because we have had student involvement and a student rapport that has generally been good have a good record and a good opportunity to continual dialogue, but I don't think that we should overlook this, and I don't think we should label every demand that we read about in ARGUS as a want rather than a need. Let's look behind the words that are spoken and consider what the problem is.

ROBINSON: I have been considering recently the possibility that we might invite to departmental meetings. I have thought in our case it might be once a month -- to invite seniors to come in and make their comments on what is going on in the department. Would there be any administration objection to this?

ECKLEY: As far as I am concerned, and Dean Walker will speak for himself, I think the departments are on their own in this regard. When there are questions to be discussed or decided that it would be beneficial to have student involvement, I would hope that you go out and seek that involvement, and you don't have to come and ask me whether it is all right. This is something that you should go ahead and do. I think one of the encouraging things if we look around the current scene is that frequently the questions that are being asked by students if we shuffle off the obvious extreme demands or the obvious noise-making aspects of what is being said are frequently just as relevant or perhaps more relevant to the real operation of an institution of higher learning than some of the deliberations that we call faculty meetings or department or divisional meetings.

BRIAN: I am personally very interested in independent study and I would like to suggest that maybe the administration consider the introduction of another short term at the end of the spring semester for the month of May, something similar to what we now have in January.

ECKLEY: Professor Brian raises the possibility of a second short term at the end of the spring semester comparable to the three weeks short term we now have at the termination of our fall semester. Any comments on this free-for-all?

PEARSON: The trend, of course, is to put this split semester at the beginning of the second semester, to have two short terms together so that, particularly as you mentioned in your talk about the chance of foreign travel, it could be made perhaps by a tie-over from one to the next. The student, of course, could make the trip with double return.

ECKLEY: This is a good point, I think -- the consideration of when it might be most convenient for an added term. Obviously a foreign trip of six weeks is perhaps more economical than one of three.

QUESTION: What is the possibility of the university going on a full-fledged summer program?

ECKLEY: What is the possibility of the university going on a full-fledged summer program? I think if you look around there are two rather important considerations in this regard. One, high tuition institutions have not found great success in full-scale summer programs.

This is because programs of this sort are especially attractive to teachers. Teachers are not the best-heeled part of the society in which we participate, and they frequently are looking for qualifying hours in educational courses. They are oftentimes obviously directing themselves to degree programs in educational or teacher education institutions. Secondly, we do have the problem of how do we man something full-scale when generally a faculty of this sort is often interested in a summer for research, for reflection, for travel? This is the opportunity in a teaching institution for much of the independent study that hopefully will increase both at the student and faculty level. This is when we can flex some of our research muscles hopefully with some sponsorship in terms of grants and funds from outside sources. I do think we can do more than we now are doing with regard to special programs, with regard to offering short seminars, institutes, course work that may be attractive not only to students but to outsiders that would come here for a short time. It is economically feasible because our resources are not fully utilized and it offers, I think, the opportunity like the Summer Science Institute for a kind of an enrichment experience. This is probably good for those faculty members that participate because it exposes them to a different kind of student body than the kind that they are seeing during the nine months school year, so I am saying yes, but.

BROWN: I would like to just follow up both remarks and the President's reply to the last question. I think there is a field in there which is somewhat intermediate between a graduate school and a strictly four-year college where there is a need in the community or a demand in the community (and I am defining "community" as much wider than Bloomington-Normal). I think there is a place we can I don't think we ought to put a sharp cut-off at four years and say we will not work above that level, but I think we ought to consider what is the particular need we can fill. I think perhaps internships in several departments or I think there is a field there we need to look into.

ECKLEY: Professor Brown would like to see training perhaps beyond the fourth year, something short of a full fifth year program, and that this opportunity should not be cut off. I am perfectly agreeable that this is an opportunity. I would like to caution the faculty that we have strengthening necessary at the four-year undergraduate level. We all of us as teachers love those senior and sometimes junior classes, and we tend to think that freshmen and sophomores are pretty routine types. This sometimes is our more stimulating opportunity, and I think that (here again I am speaking of the academic community generally, not just Wesleyan) we over-emphasize because the graduate schools over-emphasize and because this is the beacon toward which academic and professional interest is pointed. We tend to sometimes let our energies run in those directions as opposed to rounding out the needs at the undergraduate level. We have had needs identified to

us by outside examining bodies. I concur with your remarks especially insofar as special institutes or programs for off-campus people would enliven, would add some research, would add some interest in teaching and strengthen our undergraduate programs. If, however, we direct our energies externally to the failure really of strengthening those aspects of the college which are obviously in need of strengthening, then we have overlooked that which we need most I think at Wesleyan.

BUSHNELL: I was just going to observe that this emphasis on what can be done to improve the undergraduate teaching program in the liberal arts college is exceedingly welcome in my point of view. I think possibly we don't actually have the pressure that is characteristic of a graduate school-oriented institution in this sphere. I got particularly very helpful feed-back from a couple of students from similar institutions who transferred here within the last two years; they felt that we had a much more leisurely atmosphere and in many respects this was more healthy than that which pertained, say, at Oberlin, where my recent experience with Oberlin students indicates that the atmosphere is so tense as to increase greatly the tendency toward suicide. without actually wanting to foster this same atmosphere, nevertheless it seems to me the need for greater strength in various programs makes it necessary for us to orient ourselves in some respects more positively in this direction, and it seems to me that among the very necessary things to be mentioned here is much greater emphasis upon the development of the language program and it seems to me that in this respect our own students have had a good feel for some of the things that need to be done, and I don't really see very much similarity between the problems that we have and the problems of other large institutions where there have been remarkable student outbursts because our institutional problems are not the same, and I think there is a good deal more trust, a good deal more identification here of student with faculty and a sense of common problems which does not exist very much in particularly those institutions which are graduate-oriented. Since we are not so graduate-school oriented, we are not heir to many of the problems and consequently

ECKLEY: I think I should say further in answering your question, Professor Brown, that we should not individually as an administration or faculty be opinionated on any of these questions with regard to a program that offers some graduate training or even a fifth year. I think each one must be looked at on its own merits, and the question asked, does this contribute to or does this deflect attention to the problems of the university as a whole and how will it serve our rounded needs, and how will it affect us in terms of future wants? Obviously, these programs can be very beneficial; on the other hand they can be very expensive in terms of resources and the kind of talent they require.

BURT: In terms of the four-year program, I think there is a problem that has been

bothering me in regard to our short term, and that is that we offer many things for the affluent student, that is, we go abroad or to the West Coast, or to North Dakota, and say to the other students, "If you are not affluent, if you can't afford say a minimum of \$50 or \$200 or whatever, you have to stay here in a sort of second-class citizenship, and we will just go through the motions while you are here on campus." I am wondering whether we are not going to have to consider some funding of on-campus short term programs for those students who cannot afford \$50 to several hundred dollars more to go off-campus. I fear that we are dividing our students during the short term into the affluent and the non-affluent.

ECKLEY: I think this is a very good point that Professor Burt raises -- the question of second-class citizenship for those who cannot afford European travel, some of these pluses that are available during the short term. We do have a problem here, this cannot be solved by administration alone. We do not have any kitty that we can reach into for this kind of financing. I am much attracted by what Kalamazoo does, for example, in this regard. Their programs are available generally, it is expected that every student have an off-campus opportunity or a foreign travel opportunity during his four-years, and these programs are available at no added cost. This is part of the entire approach. Obviously, to get there you don't design and jump into such a program in one year. Possibly we can get outside financial interest if we have again enough imagination that we could attract someone's attention. We have made much, it seems to me, of our trustee resolution and our hard work in terms of the Admissions Office and the Director of Student Financial Aid in making available the Wesleyan program to any student regardless of financial need. We do not have, although we are an expensive college, a situation where someone cannot come here because of inability to acquire the necessary financing. This has taken a lot of hard work and some doing, and I think the same kind of creativeness could be applied to the opportunities off-campus. I would hope that there will be faculty-student as well as administrative involvement in programs that would continue to make this kind of openness a part of Wesleyan. This is a real concern of the high tuition, high cost, quality liberal arts college, that is, to keep our doors generally open and not to become sanctuaries for the wealthy and well-to-do. We have no intention of this and I would hope that our off-campus opportunities increasingly will be tailored with this in mind. Dean Walker?

WALKER: I would like to respond to that last comment also because I think we do permit students to view the cost of these special programs as a part of their total expense and therefore grants, workships, and loans are made on the basis of this need. So I think this helps in a certain way to make it possible for some to do some of these off-campus things. The second point I would like to make is this, that I hope the 95 or 96%

of the faculty who are on campus during that time, during the short term, will be able to use a different kind of program , a little different schedule in a most exciting manner. Therefore, I hope that we don't look upon the program for those who stayed home, as most of us do, as a dull, unexciting kind of thing, because I have heard of a lot of exciting things during that time, and I think the comment a minute ago, Fred's comment, indicated that they feel this short term is a really significant point in their educational program. So I hope that, I am sure this is true, that many of you use the time on campus as an exciting one. So I would like to add those comments to Mr. Burt's statement.

BUSHNELL: One thing that disturbs me in relation to financial relationship, and that is, I think there is a conflict between the institution and the welfare of the student on the issue of loans. It seems to me that this is a question that needs to have some attention. However, for students/in the midst of their college career decide to go on for further research or further education, the burden of undergraduate loan suddenly looms extremely large by the time they get to their senior year and contemplate a possible degree program which will require additional expenses, and it seems to me that we are in danger of crippling these students and depriving them of graduate training by loaning them a great deal of money for undergraduate educational purposes, and it seems to me this should be one of the concerns to which we ought to be sensitive as former students, scholars, etc.

ECKLEY: I think this is a good comment: the notion that we should be concerned with regard to the mortgages that these students create for themselves on their own person. Mr. Nicholson, would you like to comment?

NICHELSON: the latest federal report we submitted to the government in regard to National Defense loans, the average student loan over four years amounts to approximately a thousand dollars per student again this is only an average and this next year our students will have university, federal, state, and private Our students this coming year will receive approximately \$950,000 in gift aid as compared to \$250,000 in loans, and they will return \$150,000, and I think

ECKLEY: I think the point to be made here is that with the acknowledged values of both graduate and undergraduate training and the rather favorable terms that federal loans are available on, it is a rather good economic proposition for a student. I think the observation generally is that students perhaps are under-borrowed rather than over-borrowed, or let me say it differently, if more students could be convinced of the funds that are available to them we would have more qualified students in colleges and universities at the present time. People tend to be reluctant because of their backgrounds to take on

obligations, so I think while the point you make is a fear, I also acknowledge the Nichelson comments and would just add my own that this should be a concern but not an over-stated thing to worry about.

QUESTION: I would like to observe that in our age of increasing talk of involvement there is less and less sympathy for the academic ivory tower, and I would like to have your views as to how you think we as a church-related university may become more involved in the struggle for human relations and definitions of values, etc. in our own community here. Do you see us as having an active elective role in this?

ECKLEY: I would hope that we can become more involved in our community, in national, and world affairs. I think I echo the interests of our Student Senate president in this regard as well that this university as a community of scholars should have interest in both local, world and added national problems. The involvement locally could go in a number of directions. Obviously there are teaching situations not too far from here that are challenging ones. We have a west side of Bloomington just as there is a south side and a west side in Chicago. We have a very urgent need in Professor Browns' field, if you will, for governmental consolidation or amalgamation. We have two communities here where perhaps we should have one. Sometimes it is a prick from an interested student group that may bring about some recognition or concern in problems of this nature. I would view President Perkins' idea as a valid one that we ought to be a teaching and learning institution, secondly a research institution, and thirdly a policy-oriented institution, and we as a community of scholars, I think, have opportunities to contribute not only in social sciences but in the science and in the humanities field. I was almost obliterated by the idea, for example, recently that there was going to be a smokestack put up in Peoria that would be four times as high as the tallest building. You would no more than get out on the highway before you would begin to see the smokestack. This was devised as a means of controlling the contribution of the utility there to the atmosphere. There is a serious temperature inversion that makes the sulphur gas from coal very obnoxious to locals in Peoria. But this was obviously not the solution; it happened to be the cheapest solution. There was a hue and cry from the city beautiful and a few architects, but it was amazing the lack of concern generally in the community for what this was obviously going to do in defacing this rather beautiful metropolitan setting. This is a simple illustration. Now they have other plans, I understand, but it takes some righteous indignation occasionally to get these ideas across. You as citizens are responsible, as are others.

BURT: I would like to come back to the statement of Dean Walker and Mr. Nichelson. As an adviser I have never been aware -- maybe I had better put it this way: next week can I say to an advisee of mine, "Oh, you ought to go to Scandinavia the short term, or

X, Y, or Z. Why don't you go down and talk to Mr. Nichelson about a loan or an addition to your financial situation that will enable you to do this?" If this is possible, we have never to my knowledge received any directive on it. Now, is this possible?

ECKLEY: Mr. Nichelson, are you sponsoring trips to Scandinavia?

NICHELSON: Only if I go along as chaperon ... ?

BURT: ... but could I still say to a student who indicates ... when you get down to that last day and need a short-term course, and everything is closed except the Scandinavian tour ... "Well, you go down to Mr. Nichelson and see if your need can be worked out."

NICHELSON:

WALKER: I say to freshmen as they come, to parents in the summertime in these orientation sessions, that "it might be well for you to start thinking now about one off-campus experience in your four years and to start planning for it financially and curriculum-wise, etc." It does take planning. If I want to do something that costs more than I have money for now, I have to start planning to do it two or three years hence. And also the student must include this trip, this extra fee, special fee (S.F. as it is noted on the class schedule), he must include this in his need which is stated before the end of the previous academic year, so in this case it becomes a need and also a want.

ECKLEY: I am late in inviting student involvement. You are not just silent observers. You are free to ask a question in the minute or two that remain, or as you again apportion yourselves to the various discussion groups this afternoon feel free to raise your hand and make contributions. You have learned not to be silent. One more question?

QUESTION (Spencer?): tie the two points together - involvement and short term courses. ...I think we can do a lot more with intermediate short range trips and visitations. I have done this very successfully with visits to Chicago and kept the expenses to around \$50, so I think this is a part of our answer to short term, too Short range investigations and assignments to governmental offices, etc. around our area.

ECKLEY: Thank you for that comment. Shall we break, and our luncheon will be served promptly at 12:15 in the cafeteria.

REPORT OF DISCUSSIONS OF
THE DIVISION OF BUSINESS AND ECONOMICS
September 12, 1968

It is my pleasure to report that our initial discussions revealed substantial areas of agreement concerning the obligations of and the opportunities for the Division of Business and Economics in the continuing development of Illinois Wesleyan University.

We attempted, at least in a preliminary way, to deal with each of the guidelines suggested by President Eckley. We found general agreement with these guidelines and propose to use them as we continue our more detailed planning.

We agreed that the value of our contribution to Wesleyan's goals will depend not solely upon what we do within the Division. It will also depend upon the extent to which we can retain and expand traditional working relationships with faculties of other disciplines and the extent to which we can develop meaningful relations with disciplines not obviously allied to ours.

1) In recognizing business and economics as social sciences, we propose to work closely with other social sciences as we develop particularly the behavioral aspects of our major areas. We believe that the combining of the formerly separate departments of Economics, Business, and Insurance into a Division for administrative purposes, will facilitate such inter-disciplinary efforts and that our social sciences ties will be strengthened.

2) In recognizing the increasing importance of quantitative tools in modern business practice we look forward to developing significant working relationships with the Mathematics Department.

3) In recognizing the increasingly international character of business practice, we agree that we must take steps to enlarge the potential of our graduates. We propose to do this first by expanding our references in all courses. In this way we hope to develop an awareness of the situation. Further, we agree that in the best interest of our majors we will, as minimum, strongly recommend the election of foreign language courses. We will give early consideration to the development of certain concentration areas in which foreign language competency will be a requirement -- a possible beginning would be in the area of International Marketing.

4) We agree that in addition to reevaluation of curricular patterns we need to examine each course offering in terms of its relevancy. Numbers and kinds of courses must change with new demands and new knowledge. It is as likely that we will drop courses as that we will add them. And we will not add courses to our own offerings if what we are seeking can be found in the offerings of other departments. We are not interested simply in multiplying the numbers of courses we can claim.

5) We are agreed that just as the faculty of other administrative units can contribute to our success, so also can we assist them in developing their majors. Therefore we propose to evaluate our offerings in terms not only of their contributions to students in Business and Economics, but also in terms of their value to other majors. For example, we believe that knowledge of the fundamentals of Economics and an understanding of the way in which our business system operates are significant to the education of all individuals. We will attempt to determine the manner in which we can best serve other departments with regard to these matters. We believe we can be of great value to

THE DIVISION OF BUSINESS AND ECONOMICS (continued)

non-majors. In evaluating our curricular patterns we will seek the counsel of potential employers of our graduates, perhaps through the instrumentality of a Business Advisory Council.

6) We agree that we will encourage the expression of student views and that we will give sincere consideration to the merit of such views. Our thinking at this point is that we should deal with these matters in the least formal manner possible. We will attempt to maintain communication through our counseling contacts, through activities related to our professional fraternity, and through social contacts with students.

7) We agree that we must make every effort to assure the relevancy of what we do. We will give immediate attention to the feasibility of enlarging the scope of our internship program, beginning earlier--perhaps at the sophomore level--and utilizing summers for such programs. Through such programs, 1) money-making summer employment might yield benefits greater than financial, 2) advanced courses might be seen to be more significant after employment experiences, and 3) employers would be given an opportunity to evaluate potential candidates and would be more receptive to our graduates in their initial full-time employment.

8) We agree that we must seek to add to man's total knowledge in addition to transmitting that which now exists. Research and appropriate publication of findings will be encouraged as a supplement to, rather than as a substitute for, teaching.

9) We agree that we must continue to be vitally involved in the community, defined both narrowly and broadly. We do recognize that we have social responsibilities. We will continue to be active in civic groups and to explore the need for seminars and short courses developed for groups within the community.

REPORT OF DISCUSSIONS OF
THE HUMANITIES DIVISION
September 12, 1968

1. Discussion opened with the observation that what can be done - whether in Language or hiring a Dean for the College of LA - depends on finances; and whether it would be permissible to ask Dr. Eckley re financial picture.
His reply (when he shortly arrived): "a legitimate request." The financial structure was sufficiently broken up as to require more study and familiarity on his part: he already had in mind to give a "chalk talk - soon." Meaning, not "next month" but as soon as possible. Side funds are not necessary to "define the need now - and then give them priority."
2. 5 year program: briefly. The recognition that there is pressure for better preparation: that's all. It was then observed that the State Department held a meeting here at the Holiday Inn where it was stressed that the university preparation in foreign language - presumably after 4 years - was inadequate.
3. This led to a discussion of Language and whether more language, more opportunity in other languages, is what is presently called for. Is there the demand? Student demand - Latin was a case in point, where about 4 students or so yearly would like it. It was felt that any enlargement of the foreign language program would mean small classes at first (at great cost because of increased staff) - which would eventually create the demand. In addition to Latin, Russian, Portuguese and Hebrew were mentioned. Then Chinese.
When asked to comment on the difference between "proliferation" (negative) and "enlargement" (positive), the President felt that present goal was to raise the three current offerings in language to excellence. Then enlargement. He favored Russian and Chinese.
4. The question of demand was brought up again; much later. A student observer (Beth Davis) expressed her disappointment that Journalism offerings for this year had been withdrawn. The answer was that only 4 students pre-registered.
Should a course be closed after pre-registration or Registration itself: when Freshmen might consider the course and continuing students change their minds between spring and fall. The importance of pre-registration should be stressed.
There was some questioning of the accuracy of the catalogue when it proffered courses that it did not offer. Mr. Short was present: he felt not and said the matter could be easily cleared by a statement in the catalogue that only those courses will be offered in any given year when there is sufficient student demand (5).
5. The President was asked how an increased emphasis on research would be met financially: i.e., should a nine-hour load be given to the professors to facilitate research?
Replied; scholars are generally productive; that reduced loads would compete with the goal of salary increases, and that our productivity should be increased. Self-discipline, better arrangement of hours.
6. This then lead to the subject of an additional Short Term the second semester: for 9 hours in a Long Term was, in effect, a reduced load. Largest portion of our discussion on this: some 40 minutes. (This returned to after the President had left.)

THE HUMANITIES DIVISION (continued)

Some observations:

- certain subjects should be restricted: survey; philosophy
- that a problem with the Short Term program was Freshmen: that more courses within the division had to be devised for them because what were they prepared to take after 13 weeks at a University?
- whether a second Short Term should follow the first - in February - or in May
- what about splitting the class scheduling (time in the morning, and the afternoon)?
- there should be an extensive evaluation of teaching techniques and methods perhaps after this January (its 4th year)

A vote was taken on whether the time is right to consider a second Short Term now: result - 10 yea, 10 nay. (The nays: we need more evaluation.)

7. The President was asked what the functions of a Dean of the College of LA would be:
- help recruit personnel
 - give better representation on the Dean's Council: that division chairman were not a good balance against Heads of Schools
 - have power to call all departments together, across divisions
 - he could foster more research within the College, which is needed.

Sometime after the President left this subject was returned to: and it was suggested that we should see what a person is doing in this capacity on another capacity: a job analysis.

8. The hiring of a Dean of College of LA raised the question of the efficacy of the current divisional structure, which came into being perhaps 30 years ago and is simply with us.

Would Dept. Chairman to Division Chairman to Dean of College of LA to the Dean's Council mean too much channeling?

It was stated (by Division Chairman) that the reason for the division structure is solely for representation on the Dean's Council. It is a paper creation and that the real academic work and organization is done, at least at present, at the departmental level.

This implied again that a job analysis of a Dean of the College of LA is desirable.

9. We then attempted the saving grace of self-criticism: what are the weaknesses in the Humanities Division cited in the North Central report?

- teaching?
- quantitative: how many Ph.D's, full Professors, etc?
- or a matter of emphasis: after the Fine Arts School or Nursing the notion that the College of LA "also ran." Why? This implied something about our vitality (4 professors in drama, perhaps 40 in LA, but we don't generate 10 times the vitality)

This might be one of the inescapable burdens of the liberal arts: a much closer identification is possible in the other schools because they are unified by subject matter: drama, music, nursing, art (but a poet can't even carry on a conversation with a behaviorist).

We wished, however, that the North Central report had spelled it out. (Possibly their judgment was rendered on the basis of their experience with the institutions they represented: large universities with comparisons not viable.)

THE HUMANITIES DIVISION (continued)

10. The co-ordinator of the humanities and fine arts: was raised - with little result. What would he co-ordinate? Why no mention of co-ordination among the fine arts themselves, but humanities to them?
11. Independent Study (summer): its abuses were discussed and it was felt its standards needed raising.
 - perhaps by raising the cumulative average needed: 2.5 or higher
 - thus ruling out the weak C's who poach on a potentially good preserve
 - by seeing that professors meet the requirement of a minimum of five hours of class work rather than dismissing their classes after the first day, which is known to have occurred this past session
 - it was observed that part of the weakness of good Independent Study during the summer is related to a lack of emphasis on independent study during the academic year as a whole.

It was suggested that a committee of faculty be appointed to study Independent Study for the purpose of raising its standards: voted on - result: unanimous yea.

REPORT OF DISCUSSIONS OF
THE DIVISION OF NATURAL SCIENCES
September 12, 1968

To help promote the total program of this University, the Staff of the Division of Natural Sciences, in addition to our ever-present aim of striving for a high level of acquisition of up-to-date scientific knowledge and skill by our students, has determined to put forth increased effort and to grasp every opportunity to help students toward the development of greater tolerance, appreciation and understanding of our fellow men in a society which recognizes certain rights and privileges such as free speech, the right to assemble and to bargain; but which also requires from its citizens, responsibilities which support law and order and suppress violence.

Tolerance, understanding - appreciation of others - their viewpoints, behavior and their problems is fundamentally a functional relationship between and among entities such as individuals and the components which comprise them. The pursuit of truth and the furtherance of tolerance and understanding are clearly not limited to the province of science but certainly science is deeply involved in the problem solving so characteristic of modern change. Anton J. Carlson, world eminent physiologist, wrote in 1956, "I dream of the day when our leaders will actually put the principles of science and democracy to work in our land, in politics, in industry, in trade, in education; when understanding and greater tolerance will more than hold their own against superstition, guile and greed; when force and violence are replaced by conference, compromise and justice in all our domestic and foreign policies. Man has shown progress over the years and I think even in the face of current fears and pessimism - and during the ups and downs of present days, man can, if he will, gradually acquire more understanding and tolerance, more freedom from fear, more dignity, greater kindness and a clearer conception of justice."

The Staff of the Division feels that the more meaningfully scientists spend their lives the more rewarding life can be. Scientists - many of them - are also part humanists, philosophers and theologians. If scientists are to continue to exert meaningful leadership, there must be always evident a deep respect for the totality of man's intellectual and moral heritage, an awareness of his present endeavors and an active and continuing cognizance and cultivation of wider areas of wisdom surmounting the complexities of technology. If this can be accomplished in greater measure, man can begin to view others of his kind with recognition of a further degree of equality.

Some suggested general principles and areas in the field of science which can be employed in the pursuit of our objective are as follows:

1. A greater awareness of the interrelationships among areas of science.
2. Recognition of the right to err and still grow.
3. Greater commitment to relating science to everyday problems.
4. Consideration of science as a process - not just a subject area.
5. Structure and action of chromosomal and developmental pattern of Homo sapiens and other species.
6. A keener look at levels of organization.
7. Chemical actions pertinent to both inorganic and organic behavior-atomic energy, waste disposal, pollution, drug problems.
8. Mathematical and Physical concepts that relate to individual and group existence in an expanding world; Cardinal Principle: to examine all possibilities.
9. Study of Stimulation and Response phenomena.
10. Problem of sustaining and improving food - nutrition - clothing and shelter for the multitudes-population explosion.

REPORT OF DISCUSSIONS OF
THE SOCIAL SCIENCE DIVISION
September 12, 1968

Following opening remarks in his own inimitable style by our genial chairman, Dr. Bunyan H. Andrew, a very vocal and exhilarating group of dedicated faculty present the following recommendations:

1. That a directory of all off-campus opportunities open to our students, with financial information on grants, studies, etc., be made available to every faculty member and student.

The opportunities should include foreign travel, work-experience or work-study groups, the Mexican summer program, the Chicago social work, internship programs, and exchanges with other universities.

It is especially recommended that these be brought to the attention of freshmen.

It is also especially recommended that we not overlook the added involvement possible in a full semester or a summer in contrast to the 3½ week short term.

2. That each department consider structuring a 4 year program which includes the summer periods, off-campus experiences, work-study programs, travel seminars, or something similar, for its students.
3. That consideration of short term possibilities include suggestions for possible calendar revisions, such as
 - a. 2 semesters of equal length with the short term separating them
 - b. periods be lengthened to 55 or 60 minutes if necessary
 - c. that the short term be increased to a full month
4. That, because of the increasing fragmentation of the social sciences, there be a re-definition of the behavioral sciences and a re-consideration of the divisional structures.
5. By unanimous consent that this division recommend the faculty constitution committee be requested to include a structure for electing members to present faculty concerns and suggestions to the appropriate committee of the Board of Trustees.
6. By unanimous consent that the Chairman of this division appoint a committee to investigate the problems of research -- materials, equipment, facilities, areas for research, specific programs, writing of proposals, personnel readiness for research, etc.

Research is understood to include the creative aspects in programs, teaching, etc.

7. By unanimous consent that this division wishes to express its sincere appreciation for the stimulating and encouraging speeches presented by President Eckley and Chaplain White which were responsible for what we hope will be creative and meaningful recommendations.

REPORT OF DISCUSSIONS OF
THE SCHOOLS OF DRAMA AND ART
September 12, 1968

We discussed two main areas in our meetings. The first was with regard to a coordinator for the College of Fine Arts and the Humanities Division. The second was with regard to the stated need for more research on our institutional level. With regard to the first matter, we came to these conclusions:

1. The idea of such a coordinator seems to be a good one, but we felt that a great deal of thought would have to be given to
 - a. who the person might be
 - b. what his functions might be
 - c. what his jurisdictions might be
2. We felt that such a person could contribute to a closer relationship between the Fine Arts Courses and the Humanities Division Courses, especially with regard to the survey course in Humanities.
 - a. Such a person could also teach the capstone course for Fine Arts, if such a course were designed to incorporate all three schools.
 - b. This person could also coordinate the Fine Arts Festival.
 - c. He could also function in combined presentations by the three schools.
 - d. We suggest that he would probably be a "part-time coordinator" and could, in addition to teaching the capstone course, also teach some sections of the Humanities Course.
3. There was also concern and a definite feeling that the artistic integrity of the schools be kept within the jurisdiction of the faculties of these schools and that the formation of such a position be for the purpose of strengthening the professional nature of the schools and create a closer cooperation of the schools with the division of Humanities.

With regard to the matter of research, we began by asking the question, "What constitutes research in the Fine Arts?" It was the general feeling of both the faculties of Art and Drama that the continual creative processes of these schools be considered on the same level as the traditional concepts of academic research and publication. The feeling was generally expressed that the faculties of these schools are in a constant state of observing and examining and then reporting (through creative work) new ideas which contribute to general knowledge in the Fine Arts and that this activity adds to the continual growth of students directly under their tutelage. Further, that there is a recognized area of traditional research in both the areas of Art and Drama, especially with regard to history, criticism, and theory, and that this area should not be completely ignored. However to pursue this latter course with vigor, as well as the present artistic course, would result in a need for a much larger faculty in both areas.

We also discussed Professor Brian's suggestion of a possibility for a second short term sometime during the spring semester, and it was agreed that if this could be worked out, it would be advantageous for both Schools. Our experience with the present short term has been a positive one and we see potential in a second similar block of time.

With regard to artistic freedom in the Arts, we wish to go on record as expressing our appreciation for the University's past attitude. We are certain that this attitude will continue in the future and, again, are appreciative of this situation.

REPORT OF DISCUSSIONS OF
THE MUSIC FACULTY
September 12, 1968

- I. Coordinator of Fine Arts. The School of FA now a paper concept. Lengthy discussion included:
 - A. Development of a joint brochure, to be produced by the School of Art, listing faculty productions, recitals etc.
 - B. Need to develop closer ties with humanities faculty, so that students could be given effective encouragement re concert attendance and other cultural events.
 - C. Committee Concept: met w/a favorable response. A rotating chairmanship between the heads of the three schools a viable possibility.
 - D. A Dean of Fine Arts was felt to be undesirable for the following:
 - 1. Difficulty of selecting someone of competence who could maintain an impartial stance in necessary decisions.
 - 2. Present size of the schools does not warrant an additional administrator.
 - 3. The single school concept would create budget allotment difficulties.
 - 4. The present high degree of cooperative action between the heads of the three schools should not be lightly cast aside.
 - E. Committee duties could include areas of budget, curricula and personnel.
 - F. Present areas of cooperation between the schools include:
 - 1. Fine Arts Festival
 - 2. Drama productions
 - 3. Calendar coordination
 - 4. Curriculum adoptions
 - G. The North Central Association questioned the present structure. Later investigation and personal contact indicated no real need for an additional position.
- II. The AB Degree in Music
 - A. This program is our contact with the humanities.
 - B. Few students are involved in the program. It is recommended for non-teachers or performers.
 - C. It has been of value to some such as pre-theology students.
 - D. A consensus was favorable toward keeping the degree
 - 1. Some students get two degrees
 - 2. Raised possibility of consideration of a 5 year program.
- III. CSCA
 - A. Evaluation of past efforts (a mixed bag).
 - B. Avenues of potential include:
 - 1. Continued interchange of faculty.
 - 2. String quartet in residence, moving from one campus to another. Examples from Washington state and New York cited.

THE MUSIC FACULTY (continued)

3. Composer in residence to be available on various campuses.
4. Concert artists to be booked in a series to appear at each of the member schools.

IV. Student Council

- A. Funds for entertainment used for groups of dubious artistic merit.
- B. Lack of cooperation and continuity regarding Homecoming Activities.
- C. The need for faculty use of available options to guide and advise.

V. Short Term

- A. Creates a problem w/fall semester voice minors - 12 weeks insufficient.
 1. Possibility of continuing minor in the ST.
 2. Student option: exam before Xmas or at end of ST.
- B. New ST offerings in music
 1. Remedial sight-singing.
 2. Drexler: Wagner; Plum: non-Western.
- C. Desirability of an additional ST - pros and cons.

VI. Voice Minors

- A. What are the objectives?
- B. Possibility of other means to achieve goals, i.e., private study.

VII. Graduate Program

- A. Present status: the Science Institute, Music School and some post baccalaureate work possible in other areas.
- B. Need to continue efforts to receive federal grants for proposed graduate programs. (Improvement in facilities should increase the possibilities.)
- C. Need for expansion of summer offerings such as workshops, institutes for teachers and the use of visiting faculty.
- D. Present summer school activities not promoted thru Admissions Office. No active recruitment for summer programs.
- E. Need for greater variety in course offerings. (Summer program)
- F. Need to develop the possibilities of present mechanisms.
- G. Need to explore upper level possibilities in conjunction w/other departments.

VIII. Community Relations

- A. IMSEC involvement included lecture recitals, workshops, student performances.
- B. The great need for cultural offerings in surrounding area schools was noted.
- C. Preparation of taped performances for radio use showed continued promise.
- D. Need for the Music School to do its own selling to help Admissions Office.

THE MUSIC FACULTY (continued)

IX. Preparatory Department

- A. Past attempts gained little response.
 - 1. Was done w/college students as teachers.
 - 2. Use of faculty would insure greater continuity.
- B. Need for faculty incentive - not present under existing regulations.
- C. Carry-over potential small - service potential great.
- D. An opportunity to increase faculty specialists.

X. Library

- A. Lack of foreign publications a limiting factor in graduate work.
 - 1. Present library policy is reference, rather than research oriented.
 - 2. Actual policy practice indicated a liberal attitude concerning acquisitions.

REPORT OF DISCUSSIONS OF
THE SCHOOL OF NURSING
September 12, 1968

The faculty of the School of Nursing identified the several, well stated, developmental guidelines suggested by Dr. Eckley for this University. If an expressed goal or plan did not seem to us to be in conflict with a pre-existing goal of this School, no comment was recorded. Hence the following brief reaction.

Dean Pfnister stated in his report that this University does need a more formal description of faculty structure. We would urge that terribly belated attention now be focused upon the creating of by-laws which will not only "describe the administrative organization, committee organization, and mode of government of the faculty, but also the relationships between the various academic units of the University."

The Central States College Association Research Report prepared by the Project Director seems to be incomplete. We would urge that renewed attention be given to the broad area of institutional research, and, hopefully, further analyses made of the previously collected data. Parenthetically, we as a faculty have plans to consider extending the work of that project; for comparing the findings of the National League for Nursing's Career-pattern Study with the findings derived from our own collection of career-pattern data; and for analyzing and reporting the five year project we have conducted related to the success of the graduates of this program in first level positions in nursing.

A question, please - has the intent of the University to buy a portable video trainer been discarded? We did not build this request into our federal construction grant proposal on the strength of information obtained in the Spring of 1968 from the Communications Media Committee, but the need for this equipment is obvious.

It is agreed that a strong undergraduate program is vitally necessary to the achieving of an equally strong graduate program. However, much faculty involvement has resulted in considerable progress in moving this communities effort forward to reorganize the existing health care services in such a way that nursing and medical education may be considered at the graduate level. Therefore, we urge that continuing attention be given to the question of graduate programs in this University.

Much has been said about the needs of the Liberal Arts College, but we would like to have it said that the existing strengths of the Liberal Arts College are recognized and appreciated by this faculty. Offerings in the College constitute 50% of the degree requirements for the Bachelor of Science in Nursing, consequently any successes of the graduates of this program may be said to be equally attributable to the two faculties. The value ascribed to the liberal arts content of the nursing curriculum is further evidenced by the fact that these majors will be meeting all of the newly created general education requirements in the College of Liberal Arts, save foreign language. And now it would seem to the innovative plans of the Foreign Language Department our majors will have an opportunity to acquire a conversational ability with a second language that will meet their occupational needs as well as extend their employment horizons.

Nurse educators have long recognized the financial burden imposed upon higher education by collegiate schools of nursing. During the past five years organized nursing has worked concertedly in an effort to influence the Congress regarding the need for financial assistance to the universities offering such programs. We are happy to tell you that the effort has, as of this week, resulted in the passage of a bill that provides for a \$15,000 annual, unrestricted institutional grant to universities offering nationally accredited programs in nursing. In addition, a formula applied to the enrollment in this School and to the number of graduates from the School will yield roughly another \$15,000 annually to this University.