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Faculty Senate

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ANNOUNCEMENTS

The Faculty Senate and UPI invite faculty members to a Retirement Reception for retiring Unit A and B faculty. The Reception will be held at the Tarble Arts Center on Tuesday, April 20, from 3:00-4:30 p.m.

The Faculty Senate solicits comments about the President's proposed recommendation to the Board concerning funding for Athletics. The President's recommendation is attached to the Minutes of April 6.

The Faculty Senate asks faculty interested in appointment to university Boards and Councils for the next academic year to contact Senator Jean Wolski by calling 512-5919 or e-mailing cfjkw@eiu.edu. A list of about 30 open positions is attached to the Minutes of April 6.

Results of the election of write-in candidates for faculty elections are attached to these Minutes.

I. Call to order by Chair David Carpenter at 2:00 p.m. (Booth Library Conference Room):

Present: J. Allison, R. Benedict, A. Brownson, D. Carpenter, D. Carwell, L. Comerford, B. Fischer, B. Lawrence, A. Haile Mariam, M. Monipallil, W. Ogbomo, J. Pommier, J. Stimac, J. Wolski. Absent: S. Scher. Guests: Blair Lord, Mary Herrington-Perry, Karla Sanders, Daiva Markelis, Robin Murray, Debra Hopgood, Janet Cosby, Rita Pearson, Mary Hogg, Kylie Lacy, J. C. Miller, Bryan O'Malley, Kevin Sampier.

II. Approval of the Minutes of April 6, 2004: Motion (Brownson/Comerford) to approve. Yes: Wolski, Haile Mariam, Stimac, Comerford, Carwell, Monipallil, Brownson, Benedict, Allison, Carpenter. Abstain: Fischer. **Motion passed.**

III. Communications:

- A. On behalf of the Office of Transfer Relations, Rita Pearson provided information about Pantherpalooza, which will take place September 8, 2004. She distributed three handouts, one of which explains that "Pantherpalooza is going to be a campus-wide effort to help students make connections on and with EIU's campus." Student Life, Transfer Relations, and the Student Leadership Council invite wide participation to "help educate and inform students about the different activities and services available to the student body." In response to questions from Senators Brownson and Benedict, Pearson assured that the event will be widely advertised. Members of the campus community will receive a form to request participation.
- B. Debra Reid (4/6): E-mail clarifying "confusion that might have arisen around the election just completed by the Faculty Senate." Her e-mail includes the following explanation: "I am already on the Council on Academic Affairs. I was elected in the Spring 2003 election. Last year when I submitted my petition and statement, Doug Bock's secretary put it in the wrong mailbox, and Doug did not receive it in time for the initial list of candidates distributed to the faculty. I guess he eventually found the petition. I appeared on the official list and ballot and secured the required vote." Reid advises the Senate to place dates on petitions as a way to "prevent this kind of mix-up again."
- C. Debra Reid (4/12): E-mail expressing concern about the CAA election results. Fearing that a candidate for CAA may have been disadvantaged by her name among eligible candidates, she requests the Senate to hold a "re-vote" for CAA.
- D. Dan Crews (4/13): E-mail thanking people for contributing to the Luis Clay-Mendez Memorial Scholarship fund and encouraging donations from those who have not yet done so. Crews writes, ". . . we are very near reaching the minimum level of contributions necessary to endow the

- scholarship."
- E. Ebrahim Karbassioon (4/12): E-mail announcing the interview schedule for Candidates for the Dean of the Honors College: Dr. Bonnie Irwin (4/19-20), Dr. Barnett (4/22-23), and Dr. Todd (4/26-27).
 - F. Michael Hoadley (4/12): E-mail inviting "the University community to attend presentations of the TEAM PIE grant proposals. The announcement of times and places of the presentations can be found in the *University Newsletter* of April 13, 20, and 27.
 - G. President Hencken (4/9): Memorandum alerting the Senate and the campus to an error "in the last full paragraph on page two and in the paragraph which spans pages two and three." Here is the correction: "The error is that the Grant-in-Aid fee is 3:00 per year for five years," not just "for only one year."

IV. Business:

- A. **Electronic Writing Portfolio and Assessment Activities:** Visitors provided a report supported by a power-point presentation and a range of handouts. Mary Herrington-Perry distributed handouts related to Assessment and the Electronic Writing Portfolio (EWP). As she explained, the state, the North Central Association (NCA), and the Illinois Board of Higher Education (IBHE) call for assessment activities. The IBHE mandated that by 2004, all Illinois universities assess outcomes to prove results. Annual reviews are required concerning learning outcomes and academic programs. She provided examples of ways that individual instructors can assess learning and improve instruction. The Committee to Assess Student Learning (CASL) is particularly involved with assessing overall, institutional outcomes, such as speaking ability, writing ability, and critical thinking. Mary Hogg described the organization and procedures of CASL. The group, which reports to the Provost and CAA, includes faculty appointed from each college, the chair of CAA, the Director of Writing Across the Curriculum, an at-large faculty member appointed by the Provost, a student representative, a representative from the Office of Assessment and Testing, and a representative from the Center of Academic Support and Achievement (CASA). She went on to support the rationale for the EWP and to review the rubric for the EWP. She expressed that the "exciting thing" about a standard rubric is that it measures student performance in writing throughout the student's academic career and "provides information to teachers that can be incorporated into course improvement." Karla Sanders reviewed the intended outcomes of assessment of portfolios. After a sample of portfolios is assessed holistically with a standard rubric, the results will be shared with the Provost, CASL, and the campus community. CASL may suggest revisions of program and class activities. In addition, there has been and is an effort to increase the number of writing-intensive courses, an intent to provide workshops for faculty and students, and a commitment to increase students' revision of writing. To date, 762 portfolios are complete, and 10,752 documents have been amassed since November 2000. From 2002-2003, 1,629 submissions were deemed highly competent, 226 minimally competent. She concluded by citing a number of experts who favor assessment and portfolios.

Comments and Discussion: Daiva Markelis, a member of CASL, expressed surprise that she was seeing the presentation for the first time and was not consulted "in any way," particularly since Composition and Rhetoric is her area of specialty and since she directs Writing Across the Curriculum and the Writing Center. She went on to say that, after seeing the presentation, she became less surprised she had not been consulted. That's because she would not have favored the use of a single rubric; WAC is not in favor of the single rubric, which is "outdated" and which does not accommodate the very different kinds of writing demanded by differing disciplines. Experts she has talked to confirm the limitations of the single-rubric approach. Senator Obgomo questioned whether some of the items within the rubric can be measured. He stated that most students view the portfolio process as a chore which they do not take seriously -- as something they just have to do, like "doing the dishes." A student representative, Kylie Lacy, agreed that most students don't take the process seriously but go through the motions to avoid holds on records. She was "glad" that she attended the presentation, which impressed her with the seriousness of the process. Senator Haile Mariam stated that there is no way to assure that students revise their own writing. Senator Benedict expressed his frustration at the poor writing skills of many students who were doomed to fail the Writing Competency Exam near the end of their education at Eastern. He advocated the EWP as a positive step to start improving student writing at an earlier stage of students' education. Chair Carpenter said that, during the past two years, he could not recall anyone "bashing" portfolios as such; the criticism has been primarily directed at the current rubric. Senator Allison questioned the validity of the current portfolio process for assessment since students submit just one essay, usually the best one, in their writing-centered and writing-intensive courses. Often that single essay has been revised under the direction of an instructor. As a result, the essays in the portfolios "are not particularly helpful or reliable" for assessment purposes. Allison suggested an arrangement whereby instructors would assign a number reflecting each student's overall quality of writing as reflected by the total number of writing assignments in a class. A sample essay could still be submitted for the portfolio, but the scoring number ought to more nearly represent each student's actual writing ability than is now the case. He agreed with others that most students don't take the process seriously. Rather, he was able to more effectively encourage students to improve writing skills by reminding them that they would eventually be

required to pass a Writing Competency Exam. However, he acknowledged that if the state and other external agencies insist upon a portfolio process, then we should devise more precise rubrics and assure more accurate reporting of students' actual writing abilities. Senator Stimac wondered how much plagiarism has turned up in the portfolios. He was informed that, as this is the first year complete portfolios have been examined, precise information about plagiarism is not available. Herrington-Perry hoped to acquire software that would alert assessors to plagiarism. Senator Monipallil drew attention to what he perceives as a "lack of clear definition" of the aims of the portfolio. Some students enter Eastern with incompetent writing, others with excellent writing. Why subject all students to the same process? Since there is no intervention to remediate incompetent writers, and since excellent writers need only meet a minimal-competency, neither group of students is well served by the current process. He urged "rethinking the whole process" in light of what is to be definitely achieved. He suggested exempting obviously competent writers at the junior level. Senator Benedict saw "nothing punitive" in asking all students, including superior ones, to participate in the process since every writer can improve writing, especially if encouraged to revise. Senator Lawrence stated that many students believe they are expected or required to earn a higher score each year. Herrington-Perry said steps will be taken to better inform students about the process. Senator Fischer wondered if the current approach is "the right way." The writing-intensive provision places undue burdens on courses so designated. He suggested using any class in the major. Senator Ogbomo expressed concern that not enough faculty are receiving appropriate training. Mary Hogg stated that information about workshops has been distributed. Haile-Mariam concurred with Monipallil and others that some sort of concerted "intervention" should occur early in students' careers. As an English-as-a-second-language speaker and writer, she has been appalled at the number of students who cannot manage subject-verb agreement. Senator Pommier offered his personal experience as an illustration of how he improved his writing; he finally found a teacher who took the trouble to teach him grammar, and that instruction led to improved writing. Janet Cosby said that during the years Eastern has been committed to the rubric, she has seen improvement in her own courses. After Herrington-Perry thanked senators and others for suggestions, Chair Carpenter thanked her and other guests for attending.

- B. **Faculty Elections/Write-in Candidates:** Senator Lawrence explained a complication in the race for the Council on Academic Affairs (CAA). For some reason she received a petition for Debra Reid, a petition generated last year (see items B and C under Communications). Once Lawrence learned that Reid had been elected to CAA last year, Lawrence crossed off Reid's name from the ballots. Carpenter informed senators that James Tidwell called him about the problem and suggested a re-election for CAA position, since it is possible that the election results might have been different. Senator Fischer said he received a note from W. Parker Melvin, who came in fourth place, said he would still be interested in serving on CAA but would accept whatever decision the Senate might take. The results for the top four candidates are as follows: Shelley French (121), David Carwell (96), Debra Reid (67), and W. Parker Melvin (62); the fifth-place candidate received two votes, and other candidates received one vote each. Senator Benedict advised holding a new CAA election in the fall when the election for CGS is held. Allison stated that when persons are disqualified from a position or choose not to accept it, people who have run in good faith and who have garnered enough votes to serve are not subjected to a re-election. Ogbomo and Pommier questioned the fairness of telling Shelley French, for example, that she must run all over again for the CAA. Comerford observed that based on the numbers, it appears no one has been harmed. **A motion (Allison/Lawrence) to accept the Election Committee's report of election results passed as follows:**
Yes: Brownson, Comerford, Lawrence, Monipallil, Ogbomo, Pommier Wolski, Allison, Carpenter.
No: Benedict, Carwell, Fischer.

Adjournment: 3:45 p.m.

Future Agenda Items:

Activities of Enrollment Management, Academic/Faculty Advising, Evaluation of Administrators, Shared Governance for Academic Technologies, Community Service Programs and Opportunities, Faculty Forum Committee, Scholarly Publication.

Respectfully submitted,
John Allison

Percentage of Eligible Voters by College

CAH 54 %
CEPS 50 %
DOS 52 %
LCBAS 53 %
LIB 78 %

WRITE-IN POSITIONS

RESULTS OF FACULTY ELECTIONS SPRING 2004

Admissions Appeal Review Committee

CEPS

Tom Sinclair

Academic Prog. Elim Rev comm

CAH

Doug DiBianco

CBAS

Ingyu Chiou

Council on Teacher Education

CAH-Arts

Patricia Bellville

Council of University Planning And Budget

CAH

David Radavich

CEPS

Pat Fewell

University Personel Committee

CAH

Carol Stevens

at large replacement-'04-'05

Joy Kammerling