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FACULTY SENATE MINUTES FOR 18 November 2008 (Vol. XXXVII, No. 9)

The 2008 – 2009 Faculty Senate minutes and other information are available on the Web at <http://www.eiu.edu/~FacSen> The Faculty Senate agenda is posted weekly on the Web, at McAfee Gymnasium 1102, and on the third-level bulletin board in Booth Library. Note: These minutes are not a complete verbatim transcript of the Senate meeting.

I. Call to order by Chair John Pommier at 2:00 p.m. (Martin Luther King, Jr., University Union Ballroom)

Present: J. Best, A. Brownson, J. Coit, M. Fero, R. Hoberman, M.-L. Li, K. Padmaraju, J. Pommier, J.

Russell, J. Stimac, D. Van Gunten, A. White, M. Worthington, and C. Coon. Excused: C. Dale. Absent: J. Wallace.

Guests: B. Lord (Provost and VPAA), R. Chesnut (Director, Office of Research and Sponsored Programs), B. Irwin, (Dean, Honors), D. Jackman (Dean, CEPS), J. Johnson (Dean, CAH), J. Snyder (Associate Dean, LCBAS), G. Sterling (CAA Representative), S. Canfield, C. Hanlon, L. Hyder (CAA *ad hoc* committee), E. Elam, J. Astouski (*Daily Eastern News* Reporter) and R. Wroblewski (*Daily Eastern News* Photographer).

II. Approval of Minutes of 11 November.

Minutes from the Faculty Forum were not yet available for approval.

III. Announcements

IV. Communications

- A. Report of 6 November, from Gail Richard, re: Intercollegiate Athletic Board.
- B. Email of 13 November, from Charles Delman, re: UPI-Faculty Senate Forum.
- C. Email of 17 November, from John Best, re: vegetarian entrees. Chair Pommier suggested that the concern over lack of a vegetarian entree at University functions, such as luncheons, should be directed to Panther Catering.
- D. Memorandum from Provost Lord, re: IGP 44 – Final Examinations.

V. Old Business

A. Committee Reports

1. Executive Committee: Senator Stimac stated that the committee met with President Perry and Provost Lord and that they had discussed the parking issues on campus, Vice President for Business Affairs Jeff Cooley's impending retirement, IGP 44, and cell phone use in the classroom. President Perry informed the committee that an additional siren would be placed on the top of the Physical Sciences Building for emergency purposes. Both President Perry and Provost Lord indicated that the Fall Faculty Forum on Integrative Education went very well and that the discussions will continue. Chair Pommier stated that he would be forwarding the Faculty Senate's motion on childcare on to the President.
2. Nominations Committee: Senator Van Gunten indicated that no faculty had yet volunteered to represent faculty on the Commencement Committee. Senator White volunteered and the motion (Van Gunten/Brownson) to appoint Andrew White to the Commencement Committee passed 13-0-0.
3. Elections Committee: no report.
4. Faculty – Student Relations Committee: no report.
5. Faculty – Staff Relations Committee: no report.
6. Faculty Forum Committee: Senator Padmaraju circulated the minutes taken at the Fall Faculty Forum. Please see report attached at the end of the minutes. Chair Pommier stated that Dr. Delman, chair of the local chapter of the UPI had asked Faculty Senate about UPI-Faculty Senate Forum on academic freedom and the possibility of including K-12 and community college instructors. Senator Stimac suggested that in keeping with the Integrative Education theme from the fall forum, and continuing with its discussion, that academic freedom with respect to integrative education would be very appropriate. Senator Van Gunten stated that inclusion of K-12 and community college instructors would be problematic based on their schedules. Dean Jackman echoed Senator Van Gunten's concerns and stated that the typical times that Faculty Senate Forum have been offered would allow few, if any, K-12 instructors to participate. Senator Russell stated that she doesn't understand how academic freedom can be linked to K-12 instructors since they are so closely tied to teaching to the standards. Senator Fero voiced that K-12 instructors have little academic freedom in their classrooms based on state statutes and regulations.

7. Other Reports

- a. Provost's Report: Provost Lord thanked the Faculty Senate for the Fall Faculty Forum and indicated that the discussions would continue. Provost Lord indicated that IGP was being modified since there was no clear statement on final examinations in graduate-level courses. The Provost stated that the Vice President for Business Affairs and the Dean of the College of Arts and Humanities search were progressing well.
- b. Budget Transparency Committee: no report.
- c. Awards Committee: Senator Coit indicated that the Luis Clay Mendez Distinguished Service Award was this year being presented to Dr. Vincent P. Gutowski in the Department of Geology/Geography for his many years of service to the University and community on environmental issues. A motion (Coit/Russell) to approve Dr. Gutowski as this year's recipient of the Luis Clay Mendez Distinguished Service Award passed 13-0-0. Senator Coit asked the Faculty Senate if the committee should keep a previous year's applications. Senator Pommier suggested that a previous year's applications should be kept, but the nominees should be asked to update their nomination letters if they so wish. The motion (Coit/Russell) for the Luis Clay Mendez Distinguished Service Award Committee to keep a prior year's applications and ask nominees to update their nomination letters if they so wish passed 13-0-0.

V. New Business

- A. Dean Irwin (Dean, Honors College) and Dr. Chesnut (Director, Office of Research and Sponsored Programs). Dean Irwin began the discussion stating that her interests in undergraduate research stemmed when several faculty went to a Council on Undergraduate Research (CUR) workshop in the social sciences and humanities. As a matter of fact, Eastern has had a long relationship with CUR since Dr. Richard Keiter was one of the first CUR advisers. Dean Irwin's interest in CUR is based on the upcoming (3 - 4 April 2009) Showcase EIU, which will Showcase Exploration and Inquiry of Undergraduates. Up to 200 presenters, in poster and oral forums, will present their research on Friday afternoon and then the posters will be left up for Saturday's Admitted Students Day. Based on Dean Irwin's efforts as PI on a grant, nearly \$45,000 in funding has been made available to help undergraduate education. The money may be used for travel to present research, awards for research, money to support summer research by students, and to help bring CUR speakers to campus. For example, two additional spring undergraduate research grants will be made available and the grant will help support travel to the National Conferences on Undergraduate Research (NCUR) being held in La Crosse, Wisconsin 16 - 18 April. All disciplines will be represented at the conference. The grant will also allow some summer research grants of \$3,000 to the student, and \$500 to the faculty mentor, to be made available. Dean Irwin is in discussion with CUR to bring a speaker to campus in early May. Senator Hoberman asked about the relationship between the Honors Council and undergraduate research. Dean Irwin replied that the Honors Councils awards undergraduate research scholarships, open to all students, not just honors students. Senator Pommier asked about this year's funding relative to past years. Dean Irwin stated that in the past undergraduate research had \$18,000 available. This year they have that \$18,000 plus the additional \$45,000. Dr. Chesnut gave credit to the grant to the efforts of the Research and Creative Activities Advisory Board that solicited proposals from across campus in order to help undergraduate research. Dr. Chesnut said that Faculty Senate supplied four members to the board that serve 3-year terms. Senator Pommier noted that Dean Irwin referred to the awards as being for Research, Scholarship and Creative Activity. Dean Irwin stated that "scholarship" is included in order to make it more inclusive. She added that an RSO will be formed as well to get students involved and keep them involved. Chair Pommier thanked Dean Irwin and Dr. Chesnut for the great news about increased funding for undergraduate research, scholarship, and creative activities.
- B. Dr. Les Hyder (Chair of the CAA *ad hoc* committee to review the Foreign Language proposal). Dr. Hyder stated that the committee was formed when President Perry and Provost asked the CAA to reconsider a 17 April 2008 motion (#08-35; <http://www.eiu.edu/%7EeiucAA/2007-08CAA/Spring2008/04-17-08/AgendaItems/FLG-GradRequirementRevised.pdf>) that would have increased the foreign language requirement to three semesters of a single foreign language. The ad hoc committee was composed of representatives from each college, students, and the advising center. The goal of the committee was to objectively review the proposal with an open mind and to make a recommendation that supported the University's commitment to academic rigor. The committee met at least once per week for seven weeks and identified constituents and interests throughout the University from which they received a great deal of feedback. Some of the offices contacted that supplied new information included Study Abroad, Career

Services, Transfer Relations, Council on Teacher Education, and others. Dr. Hyder indicated that he did not want the issue of the committee's formation to be an issue for discussion. CAA felt that the unique circumstances existed in this case. Ultimately, Dr. Hyder said, the President had the right to approve all recommendations from CAA and that the President and Provost had raised valid concerns on the original motion as passed. Dr. Hyder stated that the President's response to the motion was appropriate since it reflected shared governance. Dr. Mary Herrington-Perry was also instrumental in coordinating all the data collected for the committee. The decision of the *ad hoc* committee which was to be presented to CAA is to rescind motion that was agenda item #08-35 such that there be no change in the foreign language requirements. If the *ad hoc* committee's motion were approved, they would suggest that each program review requirements in order to identify programs that would benefit from additional foreign language, as well as study abroad, and cultural awareness. Dr. Hyder indicated that issues raised during the review process included recruitment and retainment of students and that the committee had a gut feeling that enrollments would be adversely impacted. Based on data supplied by Dr. Mary Herrington-Perry, under the 2-year foreign language requirement during Fall 2006, 15 percent of the incoming students (both freshman and transfers) would not be exempt for additional foreign language courses at Eastern Illinois University. Of the Fall 2007 incoming students, 25 percent would not be exempt. If the proposed 3-year foreign language requirement had been in effect, then of the Fall 2006 incoming students 62 percent would not have been exempt and 67 percent of the Fall 2007 incoming students would not have been exempt. Dr. Hyder indicated that this would have a negative effect on recruitment of students. He added that most of the science, education, and business programs are currently maxed out in terms of non-general education and program specific courses a student could take and still graduate in four years. An added requirement of one additional foreign language course might delay graduation for many students and have financial consequences for them. During the review, it was also suggested to the *ad hoc* committee that foreign languages such as Russian, Chinese, Korean, Arabic, Japanese, and American Sign Language, would be valuable, yet not offered, additions. It was not indicated how, or if, the Department of Foreign Languages could support those languages. In response to a question from Senator White, Dr. Hyder indicated that student feedback was very low, but that offices that work directly with students was higher. Senator White said that students he spoke with, both traditional and non-traditional, did not favor the proposed increase. Senator Hoberman asked if asking departments to review their programs was problematic. Dr. Hyder indicated that some would see an additional foreign language course as a benefit towards graduation and may require it. Senator Stimac indicated that based on the proposal being made by the *ad hoc* committee, that the Department of Geology/Geography was in the process of formally reviewing its program in order to see if a foreign language could be a benefit, e.g., in the International Studies option of the Geography program. Dr. Canfield stated that he appreciated the Department of Geology/Geography's review of their program. Senator Best indicated that with respect to a possible increase in cultural awareness, that the Psychology Department already meets those criteria. The recommendation being made by the *ad hoc* committee that individual departments review their programs might be better than having one department, Foreign Languages, asking all departments to change their programs. Senator Best said that this reminded him of the Integrated Core requirements and that such a change will be difficult unless there is a change in the entire education system. Dr. Canfield stated that he has rebutted point by point the arguments made by the *ad hoc* committee already, but wanted to point out that the foreign languages that his department currently offers are not irrelevant in today's world. The Department of Foreign Languages currently offers Chinese and would like to offer more languages in the future. It should be noted that the primary trading partners with the United States speak French, Spanish, and German. The original proposal was to help increase the proficiency base of the University. Dr. Canfield stated that increased foreign language skills are tied to increased academic performance and that an increased proficiency builds a better future. For example, increased foreign language proficiency helps with increased cultural awareness and the ability to transfer skill sets learned. Senator Pommier asked Dr. Hyder what the next steps would be. Dr. Hyder replied that the *ad hoc* committee is making the motion to rescind the motion that passed (CAA #08-35) and to call on departments to review their programs with respect to foreign languages, study abroad, and cultural awareness. Dr. Hyder added that the *ad hoc* committee found nothing in the original proposal that they disagreed with – as a matter of fact, the proposal should be a model of how a department addresses university goals and centrality. Chair Pommier asked were the data were that the committee reviewed. Dr. Hyder replied that the data are posted on the CAA's web site (Under Appendix A of <http://www.eiu.edu/~eiucaa/2008-09CAA/FA08/11-06-08/Minutes/103008Minutes.pdf>). Chair Pommier thanked Dr. Hyder and said that he appreciated the efforts of the committee for the excellent report.

VI. Adjournment at 4:00 p.m.

Future Agenda Items: Greening of Campus.

Respectfully submitted,

John Paul Stimac

Fall 2008 Forum:

The Fall faculty forum was held in the University Ballroom on November 11, 2008 from 2:00 to 4:00 p.m. There were about 40 participants that included administrators, faculty, staff and students.

The topic of the forum was introduced by Provost Lord. He gave a little background about why this particular topic was being addressed at the forum this year. Provost Lord then introduced Dean Irwin who has been involved in putting together a presentation and a bibliography for the topic: Integrative learning.

Dean Irwin gave a fifteen minute presentation on the topic. The presentation and the bibliography are available at: <http://www.eiu.edu/~acaaffair/IntegrativeLearning/>

Further notes about the forum are given below:**Forum Topic:**

Students attending EIU will have an exceptional educational experience that focuses on integrating their academic and personal development.

Questions for breakout groups (4 breakout sessions):

Group 1: How can university-sponsored extracurricular activities contribute to the integration of academic and personal development?

Group 2: How can undergraduate research contribute to the integration of academic and personal development?

Group 3: How can study-abroad, internships, and service learning contribute to the integration of academic and personal development?

Group 4: Where and when can we provide students with opportunities for meaningful reflection on what they are learning and its connection with the rest of their classes and activities?

Additional questions given to all groups:

What are we already doing to provide an integrative experience at department, college, and university levels?

In what additional ways can we foster an integrative experience at department, college, and university levels?

What is the value to your program of taking a more integrative approach?

Where and when can we provide students opportunities for meaningful reflection?

Where and how can we form stronger partnerships between academic and student affairs?

What else can we do to encourage students to be smarter and more intentional about their own learning and lives?

Notes from breakout sessions:Group 1

Moderator: Joy Russell

Recorder: Jonathan Coit

Topic: Students attending EIU will have an exceptional educational experience that focuses on integrating their academic and personal development.

Question to focus on:

How can university-sponsored extracurricular activities contribute to the integration of academic and personal development?

Notes compiled by Jonathan Coit:

Participants:

Chris McCormick

Jocelyn Tipton

Carrie Best

Jim Johnson

Chuck Eberly

Margaret Messer

John Best

Marjorie Worthington

Joy Russell

John Stimac

1. Extracurricular activities:

Stimac suggested athletics was an example of a university sponsored athletic activity incorporating ethics, for example. Best noted there are more athletes in higher ed on today's campus than ever. Athletics can involve collaboration, involves students being more responsible for their time, and a level of maturation involved. Johnson, noted it also involves tradition and pageantry, and can stimulate a group identity

Eberly noted we have 150 RSOs on campus. Every one of these groups must do the same things athletes must do in intermurals. One of the challenges is that the 150 orgs are supposed to have a faculty advisor. How active is that faculty member? The presentation was inside the sandbox, in that it stayed within the classroom and didn't enter the student's environment. Male students are learning "how to be a man," and Eberly referenced the book *Guyville*. What does athletics represent to students who don't do it? When faculty decide to spend time with students we can overnight impact the campus. Have to spend time in the students' environment.

Chris to some extent these issues aren't necessarily outside the classroom. I don't know that adults can automatically can get into peer relationships with students. We were talking about the wide variety of things going on outside of campus that faculty don't often make good use.

Lori said we find things as they relate to particular classes, but don't think of assigning them to a geology talk. If I don't do it they won't on their own.

Best mentioned the distinction between extracurricular and co-curricular. Some RSOs are designed to amplify a curriculum. Is there a valuable distinction here. Eberly noted that Chi Psi requires students to talk to all professors and that limits membership.

Carrie noted that if we offer these things we are modeling behavior to students.

Russell noted that some of these same issues could relate to sororities and fraternities.

Eberly noted that roughly half the students on this campus don't belong to organizations, and that students who are involved with organizations are more likely to graduate. He wondered how we can encourage students to get engaged in ways that contribute to organizations. Best said this raised a question about how RSO's are structured, wondering if we need more RSOs, or if RSOs can work differently. He noted most answers to the question, what do you want to get out of college were to get into grad school or to make more money at their eventual job.

Chris recalled a discussion she had about what constituted a good life, a good job and good friends. These didn't seem very reflective.

Eberly mentioned our discussion was in "academese" and argued professors need to speak in terms students are familiar with.

Marjorie noted that students may not know what college can do for them, and we as faculty might need to convey this to them. Stimac mentioned that we might stimulate traditions of engagement among students. Eberly noted that certain colleges are identified as "involving colleges." He recommended George Kuh's research on colleges and pedagogy which stimulates education. Russell said that in education students are expected to become involved in campus groups and finds that students, having been acclimated to these expectations, internalize them. Often we as faculty make the assumption that students know what activities will lead them to fully develop as individuals. Best mentioned that this is a departmental model that may not be appropriate for all departments. Margaret mentioned that the honors students are most concerned about the difficulty of courses, and this suggests students may not know what to expect from college. She mentioned that participation in RSOs fluctuates with the academic workload. Eberly mentioned that RSO participation can work to encourage students to community service, and that the fraternity he advises is very successful in that regard. Best noted that there are timeless issues with identity among students, but there are also unique issues with "millennials."

Marjorie noted that due to the ability of students to remain connect via telephony or email with their parents and hometowns might require more effort from faculty to encourage students to develop attachment to EIU which might serve as a basis for engagement with the community. Best mentioned the argument that civic engagement has declined in recent decades, and that students now are more likely to remain with limited groups.

Johnson described the wide variety of skills and approaches required to be a successful artist, including relations with the community, advocating the arts in schools and governments, developing relationships with builders and architects, are things he did not learn in the classroom. He wondered how students might be provided opportunities to develop these skills through extracurricular activities.

Eberly mentioned that exca which have goals which faculty don't necessarily find important, for example building a homecoming float, can teach important skills.

Lori wondered if faculty were modeling the behaviors we want to see in students in our own behaviors. Eberly recounted a trip with students to Indianapolis with students that provided opportunities for engagement.

Stimac wondered if mandating activities would be a way to stimulate engagement. Johnson mentioned we need to become more informed about our students and more informed about the University, and said that it is going to take a broadening of our knowledge of students as faculty.

Russell wondered if RSOs might be encouraged explicitly to take part in integrating educational experiences with personal development. Best and Marjorie noted this would encourage students. Eberly offered an example of the Sig Ep “Residential Learning Community” program, and noted they were “naturally formed learning communities.” Many of RSOs might serve as models, and rather re-inventing the wheel we might take advantage of them. Coit suggested that more encouragements might be offered to students for forming RSOs.

Group 2

Moderator: Dawn Vangueten

Recorder: Ruth Hoberman

Topic: Students attending EIU will have an exceptional educational experience that focuses on integrating their academic and personal development.

Question to focus on:

How can undergraduate research contribute to the integration of academic and personal development?

Notes compiled by Ruth Hoberman:

Participants:

Ruth Hoberman (recorder)

Dawn Vangueten (moderator)

Diane Jackman

Ann Brownson

Doug Bower

Michael Hoadley

James Wallace

Terri Fredrick

Blair Lord

1. Undergraduate research as it relates to integrative learning: there was some disagreement as to what constitutes research. Diane felt it was the kind of thinking a student does who faces a classroom and applies previous research to a current situation. There was general agreement that students as they take classroom learning into professional situations are doing a kind of research.

2. Discussion turned to what the university could do to promote integrative learning, particularly how to involve students more in learning activities offered outside the classroom. There was agreement that simply requiring attendance wouldn't work; by junior and senior year, students need to be choosing appropriate activities for themselves. Suggestions included:

- throw lots of opportunities in students' way
- instructors attend as well and talk about these activities in class
- sororities might provide a good model, since they often require activities of their members
- the university might try to coordinate activities, by offering an accessible master calendar and a no conflict hour
- appoint “cultural agents”—students whose role is to drum up student interest about upcoming events, perhaps receiving internship credit.
- use the weekend more: discourage students from going home on weekends or partying. Create activities, even classes to keep them on campus. Students do stay for Special Olympics for ex.
- continue a version of EIU Reads for upper classes.
- ensure all majors have a capstone experience
- encourage/fund research by faculty who can then be more updated and active in engaging students in research
- provide opportunities for students to share research with each other; e.g. upcoming April 4 Undergraduate Research Showcase.
- encourage interdisciplinarity: provide spaces in which faculty from differing disciplines can interact
- encourage interaction of faculty with student affairs. Encourage advisers to advise on activity and club as well as course choices.
- allow for students to choose their courses more intentionally by allowing more electives or even individually designed majors (though Diane pointed out pre-professional programs are constrained by certifying agencies and therefore can't offer much flexibility)
- encourage interaction of students/ faculty through residence hall activities like Faculty Fellows

- learn from interdisciplinary programs/minors (Women's Studies etc) which often do more to involve students/faculty in planning programs and raise issues with direct impact on students' lives.
- do followup on faculty forum with more participation from students and student affairs.
- make sure commuters and transfer students have a way of getting involved.

Group 3

Moderator: Carissa Coon
Recorder: Andrew White

Question to focus on:

How can study-abroad, internships, and service learning contribute to the integration of academic and personal development?

Notes submitted by Andrew White:

Study Abroad

Experience gained outside classroom can be applied to the classroom on student's return.

Our students are exposed to other cultures (vertical).

Students are able to integrate all facets of their education.

Students learn about themselves (personal development)

The program provides perspective (clarification of personal beliefs)

Students returning from studying abroad are to share their experiences with other students.

EIU should do a better job of integrating international students into the university experience.

Internships

Professionalism

Learn to practice ethics

Apply what has been learned in the classroom

Gain self-confidence

Incorporate on-campus and off-campus jobs?

Include student teaching as a form of internship (diversity).

Build a system of scaffolding to assist our students with/in internships.

Reflection (weekly logs).

Share your experiences with others.

University should communicate back to family members as to the importance of a student participating in a summer internship.

On their return to campus, students will be required to share their experiences with other students.

Let us look closely of the preparation students endure before accepting an internship.

Shadowing in area businesses (work closely with Alumni Services, etc.).

Use social networking (Face Book).

Service – Learning

Include all of what is written in #1 and #2 above.

Gives students a sense of belonging.

Allows development of character.

Causes student to realize what he/she can accomplish.

Deepens learning and the desire for it.

QUESTIONS RAISED:

How committed is the university to the three areas mentioned above?

How does the university community pull together personal experiences and academic experiences?

How do we reflect on what we are doing and how can we do more?

Group 4

Moderator: Marie Fero
Recorder: John Pommier

Topic: Students attending EIU will have an exceptional educational experience that focuses on integrating their academic and personal development.

Question to focus on:

Where and when can we provide students with opportunities for meaningful reflection on what they are learning and its connection with the rest of their classes and activities?

Notes compiled by John Pommier:

Integrated Academics & Personal Development

Where and when can we provide students with opportunities for meaningful reflection on what they are learning and its connection with the rest of their classes and activities?

Health Studies sponsor a Student Health Fair every year. They relate each Fair to the (7) core competencies associated with the Department. Students are front loaded the information prior. Students write reflection, self-assessment, and disposition papers.

How do we link with other experiences?

Teacher Education uses reflection papers, portfolios, and a “purple sheet.” The sheet reflects how the students are purposely engaging with academic s (i.e., organization membership affiliated with profession, leadership skills, experience working with children, conference attendance, etc.).

Recreation Administration takes an event (homecoming race) and has (5) different courses focus on certain aspects of the event (i.e., marketing, programming for individuals with disabilities, statistics, economic impact, etc.).

Stronger reflection papers (of the overall purpose of hosting special events) result after the students engage in the event (and associated courses) several times. It was agreed by the group that maturity often assists with the reflection process.

In what additional ways can we foster an integrative experience at department, college, and university levels?

Scenarios presented: discipline issues in the classroom – get students’ reaction

Advertise road trips (e.g., field museum, visit another campus, etc.): collaborate with other faculty or groups (i.e., International Students Association, etc.)

Virtual Tours (e.g., virtual reality cave)

There was a discussion regarding the structure of the Senior Seminar course. The course currently looks at the use of critical analysis of the course though it may be more effective to look at integration in a more purposeful way. Possibly investigate values clarification (what is the student’s role in this society), integrating throughout academic career (not just senior seminar). Start with a premise – possibly like EIU Reads and / or link with the University Foundations and develop throughout EIU’s career.

Many students do not seem to be worldly; they do not take challenges; they try to stay in the boundaries of their comfort zone (natural human tendencies). Our job (as faculty) is to push the boundaries.

What else can we do to encourage students to be smarter and more intentional about their own learning and lives?

Study Abroad

NSE

Consortiums

Doesn’t have to associated with extensive travel – have experience that nudges them out of their comfort zone.

Where and how can we form stronger partnerships between academic and student affairs?

Student Affairs does a good job getting students involved though the assemblies, programs, guest lecturers, etc. are brain numbing at best (often the case). It is recommended that the Office of Student Learning work to develop ways that get the students involved, balancing enjoyment (entertainment) with knowledge attainment.