

2-21-2006

February 21, 2006

Faculty Senate

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### Recommended Citation

Faculty Senate, "February 21, 2006" (2006). *Minutes*. 103.  
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<b>FACULTY SENATE MINUTES FOR February 21, 2006 (Vol. XXXIV, No. 13)</b>
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The 2005 – 2006 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 Physical Sciences Building 1450, and on the third-level bulletin board in Booth Library. Note: These minutes are not a complete verbatim transcript of the Senate meeting.

**Notice to Faculty:** Nominations for the Distinguished Faculty Award are now being accepted. Please go to: [http://www.eiu.edu/~FacSen/dist\\_fac.html](http://www.eiu.edu/~FacSen/dist_fac.html) for the deadline and additional information.

**Notice to Faculty:** Faculty Elections are scheduled for Wednesday and Thursday, 29 and 30 March.

- 1. Call to order by Vice-Chair Jeff Ashley at 2:00 p.m.** (Charleston/Mattoon Room of the MLK Student Union)  
Present: J. Ashley, A. Brownson, L. Curry, M. Dao, R. Hoberman, R. Marshall, J. Pommier, T. Sinclair, J. Stimac, D. Van Gunten, and B. Wilson. Excused: Comerford, Fischer, HaileMariam, and New Freeland. Guests: B. Lord (Provost and VPAA), W. Hine (Dean of SCE), C. Frederick (Student VPAA), J. David (Student Government), J. Melanson (Student Government), and K. Crow (Reporter, *Daily Eastern News*).
- 2. Approval of Minutes of 7 February 2006.**  
Motion (Brownson / Sinclair) to approve the Minutes of 7 February 2006 with correction. Yes: Ashley, Brownson, Curry, Dao, Hoberman, Marshall, Pommier, Sinclair, Stimac, and Van Gunten. Abstain: Wilson.
- 3. Announcements**
  - A. Faculty Forum on 21 February.
  - B. African American Heritage Month.
  - C. Faculty Development on 22 February: “Culturally Responsive Teaching For the 21st Century Learner” by Drs. Fewell, Leitchuch, and Pearson in the 1895 Room from noon to 1:30 PM.
  - D. Faculty Development on 24 February: “International Study Abroad” panel discussion led by the Director of the Office of Study Abroad, Wendy Williamson, Martinsville Room from noon to 1:30 PM.

#### **IV. Communications**

#### **V. Old Business**

- A. Committee Reports
  1. Executive Committee: no report.
  2. Nominations Committee: no report.
  3. Elections Committee: Senator Ashley has attached a list of candidates running for the various positions as well as their responses to the questions on those positions to the end of these minutes. Please review the candidates prior to the elections scheduled for 29 and 30 March. There are several positions that have no candidate running. The deadline for those positions has been extended to Tuesday, 7 March at 5 PM. The positions for which we need candidates are:
    - Council on Academic Affairs
      - CEPS
      - CAH
    - Council on Teacher Education
      - CEPS - Phys. Ed./Leisure Studies/Health Studies
      - COS
    - Council on University Planning and Budget

Booth Library  
CEPS (1-year term)  
University Personnel Committee  
CEPS  
Admissions Appeal Review Committee  
CAH  
Enrollment Management Advisory Committee  
CAH  
Academic Program Elimination Review Committee  
CEPS -- Phys. Ed./Leisure Studies/Health Studies  
Council for Faculty Research  
LCBAS (one-year term)  
Sanctions and Terminations Hearing Committee  
one at-large position

Please send in your petitions and answers to questions, if applicable, to Dr. Jeff Ashley (Political Science Department, 2033 Coleman Hall, by 5:00 p.m. on Tuesday, February 28, 2006. Please send responses to questions via e-mail to: [jsashley@eiu](mailto:jsashley@eiu).

4. Faculty – Student Relations Committee: no report.
5. Faculty – Staff Relations Committee: no report.
6. Budget Transparency Committee: no report.
7. Faculty Forum Committee: no report.
8. Other Reports
  - a) Bylaws Committee: no report.
  - b) Provost’s Report: no report.

## VI. New Business

- A. Faculty Forum. The topic of this year’s agenda, Eastern Illinois University’s Future, was introduced by Senator Ashley. After a brief explanation of how the breakout sessions were to proceed, four breakout sessions were formed: two on Academics and two on EIU’s Image. Each breakout session had a moderator and recorder. What follows are the submitted notes from each breakout session.
  1. Academics. Attending: Minh Dao, Ruth Hoberman, Donald Holly, Jr., David Raybin, John Stimac, and Karen Whistler. Senator Stimac served as moderator and recorder. The discussion began with a distinction being made as to what a “first choice” program might mean to an undergraduate program may not be what makes a “first choice” graduate program. Common themes in making a “first choice” program at either the undergraduate or graduate level included support for the individual faculty and research. It was noted that what might make an undergraduate program a “first choice” may go against the grain of the nature of transfer programs in as much as the extreme the current general education core has become very broad and is no longer unique. One item that was recurring during the discussion was the fact that Eastern Illinois University’s upper-level courses are generally small and are usually taught by faculty holding terminal degrees in their disciplines. This is not the case with research-oriented institutions. This benefit however is a detriment to our graduate students who get very little experience in the classroom. A second item that was discussed at some length concerned the threat from variable funding levels. It was stated that Foundation Development efforts should make it clear that funds raised will be going to academic programs, which have suffered through “level” funding for four years. Enrollment management was also discussed in terms of recruiting better qualified prospects for the “first choice” programs. If Eastern Illinois University desire to have “first choice” programs, then more rigorous standards might be required. With respect to increased academic standards, it was noted that rather than raising the “bar” for acceptance, we should be raising the “floor”, i.e., helping those students already enrolled to excel. It was noted that program uniqueness is the quickest method to assure excellence. In terms of making a program unique, the infrastructure supporting the program must be present. For example, Booth Library is lacking some key databases that would greatly improve well-established programs, but owing to reduced funding, those databases cannot be purchased. It should be noted that the flourishing Honors College is a sign that Eastern Illinois University values, and is committed, to quality educational programs. The lack of a distinct core curriculum however, was noted as having a potentially

negative influence on the quality of the programs. Those programs that are already considered by many to be “first choice,” as well as the general reputation of Eastern Illinois University, owe much of it to the high retention rates, which are in themselves possible with infrastructure support. The question of competition with community colleges came up during the discussion. The consensus was that we are forced to compete with community colleges since they cost less than Eastern Illinois University. Eastern Illinois University already draws a great number of students from the collar counties since they know the value of their education here. How Eastern Illinois University is portrayed to prospective students was discussed in terms of Academics. Very little is shown on the web pages or in the pamphlets of students engaged in learning, research, and creative activities. Most of the publications emphasize the social atmosphere. It was noted that this might be a failing found in the general population, in so much as society does not value academics as much as it values social life. All aspects of Eastern Illinois University external appearance needs to be focused on the same thing; it is difficult recruit students by emphasizing the academic side when they are given materials that emphasize the social side. With respect to getting students socially involved in academic events, it was suggested that each college might be responsible for holding an “EIU Event of the Month.” Each college would be responsible for programming for that month with individual departments taking over some responsibilities for that months event(s). This would be a wonderful opportunity to showcase the new auditorium in the Tarble Fine Arts Center when it becomes available since it will be centrally located and would lend itself to community involvement as well. Another idea presented during the discussion was a “History of Ideas” course that would get all students involved. It would be a mandatory course for all students, e.g., maybe freshman, and could include all the colleges and would include aspects of global citizenship, critical thinking skills, writing, speaking, and current events. A question came up as to what is done during Freshman Orientation to present Eastern Illinois University academically. A possible solution would be to have a Freshman Year Experience as an academically stimulating course. It was also suggested that freshman might be required to begin one week early in order to promote academics, the social life on campus, and encourage a bonding experience – not just with other students, but with Eastern Illinois University for a lifetime. This would get students involved from the start and involved students are the greatest supports of any program. With respect to research, creative activities, study abroad, and internships, again getting students involved and those that are involved getting them to discuss their experiences would be the best method to expand their roles. Having students showcase their works, e.g., ScienceFest and public art displays, work very well.

2. Academics.
  - i. What are students looking for in a first choice institution?
    1. Student input
      - a. Publicity of university
      - b. Media exposure
      - c. High school recruitment
      - d. Word of mouth – where friends are going
    2. Parents input where they want children to go
    3. Program academic reputation
    4. Reputation as a teachers college
      - a. Double edged sword sometimes seen as just this with lesser other programs
    5. Need to clearly express all strengths and departments
    6. External credentialing bodies
    7. Uniqueness and clear vision in student language
    8. Faculty demonstrating quality through systematic assessment
    9. Honors program and reputation with school counselors
    10. Emerging programs – articulating strengths and vision
    11. New facilities to reflect program growth and development
    12. Professors teaching classes and smaller classes than other universities
    13. Research at undergraduate level
    14. Study abroad programs
    15. More faculty involvement in community

16. Web presence communicating program strengths, study abroad opportunities and undergraduate research activities
  - a. Faculty/student ratio
  - b. Specifically state programs strengths, benefits, in student language
17. News coverage of specific programs/projects
18. Exciting place to be attracts more skilled students
19. Personal touch in academics/website
20. Problem not academic programs but communication of these programs which exist across campus
21. Clearly stated high expectations of students – first choice for academic programs
- ii. Benefits of participating
  1. Learning different perspective, cultural awareness outside of the 4 walls of this university
  2. Increased interest/awareness of study abroad
  3. Study abroad do not want to glut the market with programs
  4. Sustainability of programs (study abroad)
  5. Importance of different experiences/cultures - communication of this is important
  6. Encourage academic possibilities
  7. Seeing what other nations do – fuller understanding
  8. Communication between departments of student presentations/activities
  9. Talking about internship programs across departments and colleges – a common forum
  10. Communication of regional conferences put on by faculty and students
- iii. Student participation
  1. Communication and interaction across departments
  2. Study abroad – get the barriers down, work collegially
  3. Fit experiences with other classes across university curriculum/departments
  4. More branches on study abroad program trees – options within one trip to study several topics or areas
  5. Explore more options within current study abroad programs
  6. Linking study abroad with language programs
- iv. Recommendations
  1. Market what programs currently do well – strengths
  2. Student language – match language with target market
  3. Send student to department webpage and give feedback to see where we need to go
  4. Link programs from department webpage – such as study abroad
  5. Inculturate departments
  6. Faculty education on resources, who to send student to for information and where to look for information themselves
  7. Celebrate strengths/activities/benefits
  8. More input from students on programs, activities, research. Internships and study abroad
  9. Faculty writing articles for newspapers to word into community about what we do
  10. Value-added – what outcome form education and academic experiences
  11. “good choice” vs. “First Choice” tied to outcomes and future success
  12. Coordination of program benefits across campus – build on strengths of programs and share across departments/colleges
  13. Forum for internship programs to communicate what different programs are doing well
3. EIU’s Image. Moderated by Senator Van Gunten. Senator Brownson acted as recorder during the session. We first looked at why students come to school at EIU:
  - Presidential scholarship
  - Smaller school

- Good preparation for grad schools
- Relationships-individual attention
- Inexpensive
- Tie between professors/students
- Focus on liberal arts
- Getting students into the community
- Rural but with access to additional resources
- Getting through in 4 years
- Parents said to come here
- Alumni connection

How do we heighten the university's state and national image?

For what audience? IBHE, parents, students, legislature

Need to focus on our size, personal attention, cost

"It should be easy to distinguish between us and other schools"

What do admissions staff say when asked what we are known for...education...need to be saying comprehensive, liberal arts

What does the campus look like...in the past it said "cheap", better now.

Past image, party school, suitcase school

Now, less of a party school, but this is still an issue, less of a suitcase school

Fraternities/sororities keep students on campus

Talk about students being able to get involved on campus, meet lots of people.

Charleston should be talked about as integrated with EIU. Town is part of campus, campus part of town.

What do we expect to gain by heightening our image—more students, better students, more diversity

Possible ways to heighten image:

Focus on New buildings—library, fine arts as well as opportunities they can bring to campus.

Service learning—meaningful out of class experience, include undergrad research opportunities. Should have an undergrad research day / mini-conferences.

Focus on interdisciplinary opportunities

Safety of campus,

EIU is efficient, not wasteful of resources.

We have high standards, but provide support to help students reach those standards

We should be able to provide information to any constituencies we meet:

- % job placement after graduation
- Avg. class size
- % that go on to grad school
- Information about student life
- RSO activities
- Need a COMPREHENSIVE campus calendar.
- Better information about our alumni
- Should be able to provide assurance of quality career opportunities after graduation

How do we foster partnerships with industries and agencies across the state...

When developing internship programs, need to look beyond Coles county.

How do we strengthen relationships and partnerships with the local community.

We talked about housing for students both on and off campus. Disparity in housing options on-campus—why not different price structures? Food is seen as good, but most students don't go to other dining facilities to get other types of food.

4. EIU's Image. Attending: Jeff Ashley, Lynne Curry, Will Hine, Frank McCormick, J.C. Miller, Ben Marcie, and Jeff Melanson. Moderated by Senator Ashley. Senator Curry acted as recorder during the session. Professor McCormick reported on an important initiative that, if successful, will do much to improve EIU's image: getting a Phi Beta Kappa chapter approved at EIU. Past applications have been unsuccessful, but the organization has been given helpful feedback for improving EIU's chances. At present EIU lacks a substantial foreign language curriculum, our ACT scores are generally lower, and our faculty salaries are low. Improving each of these areas will better EIU's chances of getting a chapter.

Dean Hine suggested that the service learning initiative will do much to improve EIU's image because it will increase contacts between the community and EIU and enable community and business leaders to see directly the high quality of faculty and students here.

Ben Marcie and J.C. Miller discussed the phenomenon of students coming to EIU intending only to spend two years before transferring to a "better" school. They reported that students believe their opportunities for things like internships are greater at other schools and that their post-graduate job prospects will be better if they have a degree from a higher-profile institution.

Ben Marcie mentioned that students often believe there is "nothing to do" at EIU. Lynne Curry replied that a great many activities go on at EIU but students don't attend them. This precipitated an extended discussion of ways to enhance communication about activities among all campus constituencies. Ben Marcie pointed out that opportunities for student leadership abound on campus as well as in the local community. The group agreed that increasing student involvement on campus would foster a stronger sense of commitment to EIU as an institution and is important to enhancing its image as a full four-year university.

Dean Hine suggested that increasing students' awareness of successful alumni is also important. High-profile alumni should be invited to return to campus to give talks, visit classrooms, etc. Professor McCormick followed up with the suggestion that faculty identifying our most talented undergrads and mentoring them to go on to prestigious graduate programs will greatly increase the image of EIU among other institutions. Students need to know that they can succeed admirably with a degree from EIU.

The group concluded with a discussion of efforts to enhance EIU's image in Springfield, including the work currently underway by the Student Action Team, a new arm of student government at EIU. It was generally agreed that EIU students don't make the connection between the quality of their experience at EIU and actively participating in the political process so that change can happen.

Jeff Ashley observed that many of this group's ideas regarding how to improve EIU's image are also applicable to improving academics.

## **VII. Adjournment at 3:50 p.m.**

### **Future Agenda Items:**

Future Agenda Items: Faculty Forum; External Relations; EIU Athletics; Alumni Association; Campus Atmosphere; Vision for Future; Long Range Planning; Housing; Conservation Committee.

Respectfully submitted,

John Paul Stimac

Council/Committee	#	Open Positions	Qualifications/Information
Faculty Senate	1	5 at-large <b>Bud Fischer</b> <b>Bill Joyce</b> <b>Rajit Mazumder</b> <b>John Henry Pommier</b> <b>Jeanne Snyder</b> <b>John Stimac</b>	Unit A members and chairs in at least their fourth semester of employment; Meets 2 p.m. Tuesdays
Council on Academic Affairs	2	1 from College of Education and Professional Studies	Unit A members and chairs in at least their fourth semester of employment; Meets 2 p.m. Thursdays
	3	1 from College of Arts and Humanities	
	4	1 at-large <b>Jean Dilworth</b> <b>Marshall Lassak</b>	
Council on Graduate Studies	5	1 from College of Sciences <b>Thomas Nelson</b>	Graduate Faculty by college; Meets 2. p.m. Tuesdays
	6	1 from College of Business and Applied Sciences <b>Peter Liu</b> <b>Cheryl Noll</b>	
Council on Teacher Education	7	1 from College of Education and Professional Studies – Special Ed. <b>Christy Hooser</b>	Faculty by area; no dept. may have more than two reps. Meets 2 p.m. Tuesdays
	8	1 from College of Education and Professional Studies – Phys. Ed./Leisure Studies/Health Studies	
	9	1 from College of Sciences	
Council of University Planning and Budget	10	1 from College of Business and Applied Sciences <b>Bill Joyce</b>	Faculty by college; Meets 3 p.m. Fridays
	11	1 from College of Arts and Humanities <b>Teresa Britton</b>	
	12	1 from Booth Library	
	13	1 from College of Education and Professional Studies (one-year term)	
Admissions Appeal Review Committee	14	1 from College of Arts and Humanities	Faculty by college
Enrollment Management Advisory Committee	15	1 from College of Arts and Humanities	Faculty by college; Meets 8:30a.m. Thursdays
Academic Program Elimination	16	1 from College of Education	Faculty by area



Review Committee		and Professional Studies – Phys. Ed./Leisure Studies/Health Studies	
Council for Faculty Research	17	1 from College of Sciences <b>Linda Ghent</b> <b>Henry Owen</b>	Unit A Faculty by college
	18	1 from Counseling/Library/Media Services <b>Stacey Knight-Davis</b>	
	19	1 from College of Business and Applied Sciences (one-year term)	
University Personnel Committee	20	1 at-large <b>David Kammerling Smith</b>	Tenured Faculty by college
	21	1 from College of Sciences <b>Alan Grant</b>	
	22	1 from College of Education and Professional Studies	
	23	1 College of Business and Applied Sciences <b>Hank Davis</b>	
Sanctions and Terminations Hearing Committee	24	1 at-large	Tenured Faculty at-large and by college
	25	1 from College of Sciences <b>Stephen Mullin</b>	
	26	1 from College of Business and Applied Sciences <b>Bill Joyce</b>	
	27	1 from College of Arts and Humanities <b>W. David Hobbs</b>	

## **Responses to Questions**

### **University Personnel Committee**

The main responsibility of the UPC member is to evaluate teaching performance, research accomplishments and service contributions of faculty (generally in a discipline other than his/her own) for the purpose of retention, promotion, and tenure, and to justify these decisions in a written form to the faculty. The decisions are made solely on the basis of documents provided by the faculty (i.e., student and peer evaluations and abstracts) without the benefit of observing faculty teaching ability or research potential. Please respond briefly and concisely to the following two-part question:

1. In your opinion, what characterizes a competent teacher and a competent researcher?
2. What sort of indications would you look for in faculty portfolios to establish this?

#### **David Smith**

Having previously served on UPC and been deeply impressed with the breadth and depth of activities by our faculty, I believe that competent teaching and researching can take many forms. There is no single model or piece of evidence to look for in a portfolio. Rather, the UPC members must look for evidence of engagement by the faculty member in the process of teaching, research, and service. Such evidence can be found in many forms: new teaching methods, scholarship undertaken and produced, participation in professional organizations and campus governance, involvement with students in and beyond the classroom. The job of the UPC is to look for evidence of such engagement and weigh its substance in relationship to the DAC.

#### **Hank Davis**

- (1) A superior teacher motivates students to learn. She/he ignites the "spark" and fuels the fire that produces a quest for life-long learning in students.

An individual that is competent in Research/Creative activities has the intellectual respect of colleagues and peers.

- (2) The key components of faculty evaluations are the faculty portfolio and the contents of the Departmental Application of Criteria (DAC) for that individual. Each faculty member must supply adequate documentation of her/his achievements/contributions in accordance with the relevant DAC. I would base my assessment on documented performance that meets the DAC criteria.

### **Council on University Planning and Budget**

What do you think should be the role of faculty in University planning and budget?

#### **Teresa Britton**

I believe that faculty should take an active role in participating in the University planning and budgeting process. It is also important to keep faculty informed of important decisions on the council and represent their interests at these meetings.

#### **William Joyce**

The faculty's role in university planning and budgeting should be to help insure that the budget best serves the educational needs of our students. During the planning phase of the budgeting process, all viewpoints (including faculty viewpoints) should be considered. Opportunities can be identified, and cost reduction opportunities can be assessed. As part of this effort, better decision making for the university is gained. The faculty are a key stakeholder at Eastern Illinois University and how it is governed. The university's budget charts a course for EIU by outlining the plans of the university in financial terms. A set of goals is often necessary to guide and focus the university. These goals motivate faculty, staff and administration to perform at high levels for our students. The university's budget charts a course for EIU by outlining the plans of the university in financial terms. Faculty can help to improve overall decision making.

### **Council on Academic Affairs**

How do you perceive your role as an individual CAA member? What would you like to accomplish as a CAA member? What do you see as the major challenges CAA faces in the next three years?

### **Marshall Lassak**

1. My role as CAA member would be to provide faculty representation on the council. I see that I would need to be informed about of major curricular issues and changes happening all over campus. Among my responsibilities would be to ensure that every item before CAA was afforded fair and diligent consideration.

2. I would like the opportunity to represent the faculty on this council. Having served on a college level curriculum committee, I am ready to work with others at the next committee level. I am also interested in exploring what it takes for new courses to be approved and consider if any changes to the process are needed.

3. General education will probably be an issue, if not a challenge, that CAA will continue to deal with over the next few years. There are other changes either coming or currently being implemented at Eastern, such as the new Banner system, EWP, and LiveText. While these may not be specifically CAA concerns, they certainly appear to affect the curriculum in a variety of ways.

### **Jean Dilworth**

1. I believe my primary role as a CAA member is to provide accurate information about the course and program approval process for undergraduate education as interpreted on each current council.

2. As a team member of CAA, I would like to clear the records of courses that remain on the records but have not been offered for a considerable amount of time. I believe CAA should monitor course proposals closely to avoid overlapping courses between or among departments that do not lead to a significant body of knowledge to adequately prepare students for a competitive job market.

3. I would hope that CAA would work toward more consistency and better publication of their expectations for the course and program proposal process and that process remain in place for a designate period of time. (e.g. three years). This would avoid faculty and administration retracing their steps for the sake of semantics.

## **Council on Graduate Studies**

What do you identify as the major issues facing graduate study at Eastern Illinois University today? How would you propose to address these issues as a member of the Council on Graduate Studies?

### **Cheryl Noll**

A major issue facing graduate education today is assessment. A concerted effort has been made to ensure that we have implemented a successful assessment program for undergraduate studies; however, at the graduate level, we could accomplish more toward this goal. Another issue that is critical to our graduate programs is recruiting top candidates for admission.

My role as a member of CGS would be to promote and support graduate education as an integral component of the mission of EIU. I will dedicate my time to carefully reviewing course proposals, policies, and procedures that support the mission of graduate education at EIU and ensure that the hallmarks of graduate education are upheld. I will carefully consider the unique needs of graduate students and faculty when reviewing and writing policies and procedures. As a member of CGS, I will work diligently to uphold the academic excellence of graduate education at EIU and participate in the development of appropriate assessment and recruiting activities to ensure this excellence.

## **Faculty Senate**

What issues and concerns do you think the Faculty Senate should address next year?

### **William Joyce**

In my opinion, the main issue and concern the Faculty Senate has is how the education of Eastern Illinois University students can be enhanced.

**John Pommier**

It would be my privilege to serve Eastern Illinois University's faculty as a member of the senate. Having served the previous (9) semesters as a faculty senate member, I understand how much time is involved - time most faculty do not have in excess today (if ever). I too find time to be limited though the commitment, sacrifices, and successes I have witnessed prior senators to endure and future agenda(s) I perceive the senate will engage are worth my true desire to represent Eastern Illinois University's faculty! I envision that the agenda for future senate members will be dynamic and require sincere thought and sound representation. As it has been for the past (9) semesters, it would be my honor to seek input from my colleagues and express myself through a collective, reflective voice.

**Jeanne Snyder**

An issue that I believe Faculty Senate should focus on is playing a vital role in promoting and advocating programs to more comprehensively and effectively examine the factors which will elevate them to "first choice" programs. Ultimately, this effort will, no doubt, serve to heighten the University's image by more productively communicating to prospective students as to exactly why Eastern Illinois University is a top Midwest public university. In order to promote this strong image it is necessary that all programs clearly demonstrate and convey their mission, goals, and strengths. Other faculty senate issues to be addressed include service learning, student/faculty research, assessment, and faculty impact on legislation affecting the university.

**Bud Fischer**

As Eastern Illinois University faces the challenges confronting higher education, the role of Faculty Senate as the representative voice of faculty on all matters effecting the university becomes an integral part in the future development of the university. For Faculty Senate to play a role in the future development of the University, the senate must establish open and productive lines of communication with the administration, staff and student senates and their constituents, the FACULTY. Faculty Senate activities over the past few years which include: 1) Senate Forums on Student Engagement and the Future of EIU 2) discussions on enrollment management, budget transparency, study abroad, and the electronic writing portfolio; and, 3) the development of a statement of ethics indicates that the senate has begun to identify and discuss topics of interest to faculty and laid the groundwork for a productive relationship with the entire campus community. I want to continue to be a part of a Faculty Senate that is proactive and will gather data from the faculty on important issues including: 1) ways to enhance faculty development; 2) the role of graduate education at EIU; 3) how to enhance the academic atmosphere on campus; and, 4) how to improve Eastern's image with the IBHE and the state legislature and then use that information to make informed recommendations to the campus community.

**Rajit Mazumder**

The following are some of the issues I hope the Faculty Senate would take up over the next year:

1. Research facilities for faculty - funding, travel grants, release hours
2. Library funding - e.g., preventing yearly cull of necessary journals
3. Drawing, and retaining, better students to EIU
4. Improving parking for faculty

**John Stimac**

I hope that the Faculty Senate continues to be proactive in dealing with all constituencies on campus. As such, I would like to continue to be part of the shared governance experience that makes EIU what it is and help faculty voice their concerns to the Senate. Recent faculty concerns brought before the Senate have resulted in significant policy changes, e.g., establishment of IGP 11.1 on Consensual Relations. I believe that items that are to be on future agendas should include increasing the academic atmosphere on campus at all levels - from EIU's web presence to involvement of students in evening programming, increasing faculty and student participation in both short-term and semester study abroad, and getting more faculty involved in our shared governance.

**Council on Teacher Education**

What issues do you believe the Council on Teacher Education should address and what contributions do you hope to make?

**Christy Hooser**

Across the state and the nation, teacher education has been called to demonstrate a higher level of accountability in the preparation of future teachers. Specifically, teacher education programs have been required to align with state and national professional association standards. Moreover, key assessments are to be identified and required of all candidates. The assessments are to cross the candidates' program, and result in data that show the degree to which candidate performance exceeds, meets, or does not meet mandated standards. Given that the Council on Teacher Education (COTE) is responsible for the development, implementation, and evaluation of policies and procedures impacting teacher education on this campus, the role COTE will play in program and Unit assessment will be critical if Eastern is going to remain accredited and offer nationally recognized programs.

As Unit Assessment Chair, I perceive my contribution to maintaining quality programs through assessment is one where I informally share the work of the Unit Assessment Committee. The sharing of updates to assessments and rubrics, information about the stages of assessment, and informal dissemination of data from the assessment system are all pieces of information that assist COTE in ensuring that programs are adhering to the policy put in place by COTE Fall 2005. This is also a chance to serve as a liaison between COTE and the Unit Assessment Committee whereby concerns of COTE can be voiced and shared with the assessment committee. An interchange such as this results in an assessment system that is constantly evolving and improving.