

3-8-2005

March 8, 2005

Faculty Senate

Follow this and additional works at: [https://thekeep.eiu.edu/facsen\\_mins](https://thekeep.eiu.edu/facsen_mins)

---

#### Recommended Citation

Faculty Senate, "March 8, 2005" (2005). *Minutes*. 130.  
[https://thekeep.eiu.edu/facsen\\_mins/130](https://thekeep.eiu.edu/facsen_mins/130)

This Article is brought to you for free and open access by the Faculty Senate at The Keep. It has been accepted for inclusion in Minutes by an authorized administrator of The Keep. For more information, please contact [tabruns@eiu.edu](mailto:tabruns@eiu.edu).

## FACULTY SENATE MINUTES FOR March 8, 2005 (Vol. XXXIII, No. 22)

The 2004 – 2005 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 Coleman Hall 3556 and on the third-level bulletin board in Booth Library. Note: These minutes are not a complete verbatim transcript of the Senate meeting.

### Notices to Faculty:

#### **Faculty who will need absentee ballots for the upcoming election must contact Jean Wolski, [cfjkw](#), 581-5919, by March 23.**

- I. Call to order by Chair David Carpenter at 2:00 p.m.** (Library Conference Room, Booth Library)  
Present: J. Allison, J. Ashley, R. Benedict, A. Brownson, D. Carpenter, L. Comerford, R. Fischer, A. HaileMariam, J. Kilgore, M. Monipallil, W. Ogbomo, J. Pommier, B. Wilson, and J. Wolski. Guests: B. Lord (Provost and VPAA); Brenda Ross (Director, Admissions), D. Muffler (VPAA, Student Government), Mary Anne Hanner (Dean, College of Sciences), JC Miller (Member, Student Senate) and J. Peryam (reporter, *Daily Eastern News*).
- II. Approval of Minutes of 1 March 2005.**  
Motion (Benedict/Ogbomo) to approve the Minutes of 1 March. Yes: Allison, Ashley, Benedict, Brownson, Carpenter, Fischer, HaileMariam, Kilgore, Ogbomo, Pommier, Wilson, and Wolski.  
Abstain: Comerford.
- III. Announcements**
  - A. The Faculty Retirement Reception, sponsored by Faculty Senate and UPI, will be held on Tuesday, 19 April in the Tarble Arts Center from 2:30 –4:00 p.m. Faculty Senate will meet that day, but only for the first half hour; then it will adjourn to the Faculty Retirement Reception.
- IV. Communications**
  - A. From Mildred M. Pearson, Director of Faculty Development, inviting Faculty Senate to New Faculty Reception, September 20, 2005, 4:00 PM, Tarble Arts Center.
  - B. From Mary Ann Hanner, Chair of CUPB: copy of information presented to CUPB by Jimmy Shonkwiler on February 25, pertaining to EIU budget requests and appropriations.
  - C. Minutes from Council of Chairs Meeting of January 26, 2005.
  - D. Minutes from Council of Chairs Executive Council Meeting, February 9, 2005.
  - E. From Keith Wilson, Psychology, supporting idea of Faculty Senate sending letter to Governor Blagojevich, proposing slight change in wording.
  - F. From William Weber, Acting Associate VPAA, requesting place on agenda to present Faculty Development office concerns, together with Mildred Pearson, incoming Director of Faculty Development.
  - G. From Jean Wolski, Chair of Elections Subcommittee: list of candidates for 2005 election. (**Attached.**)
  - H. From Dr. Barbara Warmouth, Director of the Charleston Community Daycare Center: expressing interest in current Senate discussions of child care and inviting members of the Faculty Senate to visit her daycare center.
- V. Old Business**
  - A. Committee Reports
    1. **Executive Committee:** no report.
    2. **Nominations Committee:** Senator Wolski reported that several new candidates did come forward after the extension of the filing deadline, but only three faculty members will be running for Faculty Senate.
    3. **Elections Committee:** Faculty who will need absentee ballots for the upcoming election must contact Jean Wolski, , [cfjkw](#), 581-5919, by March 23.
    4. **Student-Faculty Relations Committee:** An ad will appear in the *Daily Eastern News* tomorrow, asking student parents to sign up for the daycare needs study.
    5. **Faculty-Staff Relations Committee:** no report

6. **Distinguished Faculty Award Committee:** Senator Pommier reported that after review and extended discussion of all materials, the Subcommittee was pleased to recommend Professor Roger Luft of the School of Technology as the winner of the Distinguished Faculty Award for 2005. Professor Luft's record stands out for voluminous and distinguished publications in his field, extraordinary success in obtaining grant monies for Eastern, and exemplary student evaluations. Motion (Pommier / Kilgore) to approve Roger Luft as the winner of the 2005 Distinguished Faculty Award. Yes: Carpenter, Allison, Brownson, Haile-Mariam, Wilson, Comerford, Ashley, Monipallil, Benedict, Fischer, Pommier, Ogbomo, Wolski, Kilgore. Motion carried, 14-0.
  7. **Budget Transparency Committee:** Allison reported that the subcommittee will meet with business manager Jeff Cooley on Thursday March 9 at 3:00. Allison also reported that the search committee for a new Facilities Manager has so far reviewed 13 files and would meet on Wednesday to narrow this field to eight.
  8. **Drafting Committee:** Senator Ashley noted that Keith Wilson's suggestion for a minor change in the draft letter to the governor, substituting less confrontational language, seemed reasonable, and invited further suggestion and comments on the draft that was placed before the faculty with the March 1 minutes. Senator Comerford suggested that one important argument against the governor's proposed cutbacks in state pension benefits should be added: that such cuts might never produce the intended savings since they might pressure older faculty with higher salaries to delay retirement. Much discussion ensued concerning the relative advantages of keeping the letter short and focused, or expanding it to include what might prove a compelling argument. At length the proposed change was put in the form of a motion (Comerford / Pommier) to draft an expanded version of the letter. At Allison's suggestion, the motion was withdrawn so that the drafting subcommittee members could meet in session to include additional language and offer a complete document for the Senate to vote on. This procedure was agreed to. When the drafting subcommittee presented a revised letter, the letter was approved unanimously as follows: Yes: Carpenter, Allison, Brownson, Haile-Mariam, Wilson, Comerford, Ashley, Monipallil, Benedict, Fischer, Pommier, Ogbomo, Wolski, Kilgore. Discussion ensued concerning final distribution of the letter. Senator Allison suggested it should go as a separate mailing to representatives in Springfield and might be submitted as a guest column to local and Springfield papers. Senator Fischer suggested sending it to all members of the state legislature and to other faculty senates. Wolski said that she would be sure to take a copy to the Senate of Senates when it meets. Chair Carpenter thanked the Drafting Committee and Leo Comerford for their quick and effective work in drafting this statement.
  9. **Other Reports.** Senator Ogbomo announced that the search committee for the Vice President for Student Affairs will meet Thursday, March 10, to narrow the applicant field to 8-10 candidates. Senator Brownson announced that the next meeting of the search committee for the Director of Counseling has been postponed to April 7, partly to ensure that the position has been sufficiently advertised to possible minority candidates.
- B. Revision of IGP 14.1 Motion (Wilson / Fischer) to support the VPAA's proposed revision of IGP 14.1, pertaining to the retention of international faculty. Yes: Carpenter, Allison, Brownson, Haile-Mariam, Wilson, Comerford, Ashley, Monipallil, Benedict, Fischer, Pommier, Ogbomo, Wolski, Kilgore. Motion carried, 14-0. **Document is attached to Minutes of March 1, 2005.**
  - C. At this point the published order of business was suspended so that the Senate might expeditiously consider a motion (Kilgore / Allison) thanking Coach Rick Samuels for his years of service to Eastern. Chair Carpenter asked if there would be any objection to putting the motion to an immediate vote. No objection being heard, the vote was taken. Yes: Carpenter, Allison, Brownson, Haile-Mariam, Wilson, Comerford, Ashley, Monipallil, Benedict, Fischer, Pommier, Ogbomo, Wolski, Kilgore. Motion carried, 14-0. **The Text of the Motion is attached.**
  - D. **Child Care Committee.** Chair Pommier reported that a new mailing had gone out to all the EIU community, asking for participants in the day care needs study, and that well over a hundred students, faculty, and staff had signed up. The online questionnaire is being tested and will be administered very soon.
  - E. Invited Guest. Chair Carpenter welcomed Brenda Ross, Director of Admissions, whom he had invited to address the Senate regarding admissions issues.

Ross began by surveying some of the positives or strengths EIU can offer to prospective freshmen, as well as some of the challenges or areas where improvement is needed. EIU is the perfect size for students who find the University of Illinois too big and impersonal, yet desire the resources and stimulus of a full-fledged university. It has an outstanding reputation for the accessibility and engagement of faculty, and for

the overall institutional commitment to students and teaching. Its central location, making Chicago, Indianapolis, and St. Louis all easily accessible, is another important positive. It has a large body of loyal alumni who had good undergraduate experiences at EIU and are willing to contribute further to the institution, though this is perhaps an area in which more can be done. Admissions already has alumni actively engaged in recruitment, an area in which we appear to be ahead of the University of Illinois. Many of our alumni are educators and hence have early access to prospective students.

Among challenges facing our enrollment effort, Ross noted, is a certain lack of self-esteem and a reluctance to “think outside the box” in terms of recruitment efforts. An example of an innovative recruitment strategy that Ms. Ross would like to imitate is SIU’s admissions chat line; students seem to trust information received in this way. The Admissions Office is exploring the possibility of creating an EIU chat line.

Director Ross noted that there is a tendency to see the University of Illinois as our chief competitor and a daunting one, when in fact the biggest challenge we face is from community colleges, whose enrollment has grown rapidly while that of four-year institutions has been static. At present 51% of our students begin their careers at community colleges. Affordability is a huge issue favoring the choice of community college over Eastern. We need to promote the idea that EIU is not just a great place to complete a major, but a great place to discover or decide a major while completing general education requirements. Currently all state 4-year institutions except SIU-E are experiencing either static or declining admissions. For Eastern, new housing applications have declined even more than overall freshman applications, and this seems to show that EIU’s aging dormitories are beginning to be experienced as a substantial negative for prospective freshmen.

In the question and answer period which ensued, Senator Ogbomo asked at what level in high school Admissions first contacts prospective students. Ross replied that we lack the resources to contact students in sophomore year as many institutions do, and the first contact is usually in junior year. Senator Comerford asked how much of the current drop in applications seems to be due to rising tuition and other costs. The Director replied that the drop seems to result more from basic demographics and also from the loss of academically talented students, particularly minorities, to other states; Illinois is currently the third largest exporter of college students, nationwide. The best projection is that the number of high school graduates in Illinois should hold steady or rise for the next 3-4 years, then drop off. The number of transfer and non-traditional students will continue to grow. Senator Brownson noted that she had heard the average student at community college completes just 11 semester hours of work, and suggested that this might be stressed in recruitment. Ms. Ross thanked her for the good suggestion. Senator Fischer asked how far down applications had fallen, and Director Ross provided the following numbers: At this point last year, freshman applications received stood at 8200; currently they are down to 7213; admits stood at 5782; they are currently down to 5067. Transfer applications, however, have increased, from 1192 last year to 1269 this year. Our best opportunity for growth seems to lie in improving the yield rate of accepted students who actually matriculate; 35% seems like a reasonable target for this, and that would represent a very significant jump from the current rate, which is in the low 20s. Pressing for early financial aid notification to students is one current strategy for improving the yield rate. Senator Fischer asked how faculty could help in recruitment, and Ms. Ross replied that “we just need you to be available” to answer questions and occasionally meet with prospective students. Fischer said that we need to place more emphasis on academic values in our sales pitch; we are the classic case of an institution that is great but does not want to tell. Senator Kilgore strongly agreed, saying that he thought recruitment goals should be qualitative as well as quantitative. Senator Pommier asked if we could use the proposed construction of University Village to offset the negative perception of EIU housing. Ms. Ross thanked him for the suggestion. Senator Ashley noted that the zoning for the project had not yet been approved. Chair Carpenter thanked Ms. Ross for her very thorough and informative presentation.

F. Pending Motions.

The Senate returned to last week’s motion (Fischer / Monnipallil) that “The Faculty Senate calls for Eastern Illinois University’s increased involvement with the National Survey of Student Engagement, to collect and compare EIU’s findings with those of other universities.” Senator Wilson inquired as to the specifics of implementing the proposal: what office would handle it, and what would the costs be? Invited to answer by Chair Carpenter, VPAA Lord replied that when the study had been implemented on a trial basis in the past, the costs were relatively minor and that implementation was done through the Freshman Orientation office. The question was called. Yes: Carpenter, Allison, Brownson, Wilson, Comerford, Ashley, Monipallil, Benedict, Fischer, Pommier, Ogbomo, Wolski, Kilgore. Absent: Haile-Mariam. Motion carried 13-0. Discussion then moved to the parallel motion from last week (Fischer / Allison),

“The Faculty Senate calls for an *ad hoc* committee to be formed of appropriate constituents to continue the discussion of student engagement with the university.” After brief discussion the vote was called. . Yes: Carpenter, Allison, Brownson, , Wilson, Comerford, Ashley, Monipallil, Benedict, Fischer, Pommier, Ogbomo, Wolski, Kilgore. Absent: Haile-Mariam. Motion carried 13-0.

**VI. Adjournment at 3:55 p.m.**

**Future Agenda Items:** Board Trustees' Visit To/With Faculty Senate; Faculty Representation on BOT; Community Service Programs and Opportunities; EIU Foundation; Faculty Participation in Establishing Fundraising Priorities

Respectfully submitted,  
John Kilgore

## **RESOLUTION**

**Whereas, Coach Rick Samuels for 25 years has provided Eastern Illinois University dedicated, principled service as head basketball coach;**

Whereas, Coach Samuels' concern for the overall development and welfare of his student athletes has been evidenced by their outstanding graduation rates;

Whereas, Coach Samuels has served as a model for the profession of coaching and has been a source of great pride for Eastern Illinois University; therefore,

**Be it resolved:** that the Faculty Senate extends deep gratitude to Coach Rick Samuels for his long-time commitment and invaluable contribution to the athletic vitality and academic quality of Eastern Illinois University.

# 2005 Faculty Elections

The following candidates are running for vacancies on elected councils and committees. Attached please find their statements in response to questions posed by the committees.

Elections will be held from 8:00 a.m. to 4:00 p.m. on March 30 and 31 in the lobby of the bookstore in the MLK Union. If you need an absentee ballot, please contact Jean Wolski at cfjkw@eiu.edu *no later* than 5:00 p.m. on Wednesday March 23, 2005.

## Candidates for Elected Councils and Committees

### **FACULTY SENATE: 5 At Large positions**

Lynne Curry  
Minh Q. Dao  
Assege Haile Mariam  
Rodney K. Marshall

### **COUNCIL ON ACADEMIC AFFAIRS: 2 At Large positions**

Kathleen Bower  
Richard Foley  
Jeff Laursen  
Jeffrey R. Stowell

### **COUNCIL ON ACADEMIC AFFAIRS: 1 position from Lumpkin College of Business & Applied Science**

Christie Roszowski

### **COUNCIL ON GRADUATE STUDIES: 1 position from the College of Arts & Humanities**

Sace Elder  
Shane Miller  
David Raybin

### **COUNCIL ON GRADUATE STUDIES: 1 position from the College of Sciences**

Charles J. Costa  
Marshall Lassak  
Steve Mullin

### **COUNCIL ON GRADUATE STUDIES: 2 positions from the College of Education & Professional Studies**

Linda Morford

### **COUNCIL ON TEACHER EDUCATION: 1 At Large position from the College of Education & Professional Studies**

Mark Brown  
Melissa Jones

### **COUNCIL ON TEACHER EDUCATION: 1 position from the College of Sciences – Biology/Geography & Geology/Math/Physics**

Michael Cornebise  
Joan Henn

### **COUNCIL ON TEACHER EDUCATION: 1 position from Lumpkin College of Business & Applied Science – School of Business**

*No Candidates*

**COUNCIL ON UNIVERSITY PLANNING AND BUDGET: 1 position from the College of Sciences**

John Best  
Jonathon Blitz  
Steve Daniels

**COUNCIL ON UNIVERSITY PLANNING AND BUDGET: 1 position from the College of  
Education & Professional Studies**

*No Candidates*

**ADMISSIONS APPEAL REVIEW COMMITTEE: 1 position from the College of Sciences**

Gary Bulla  
Russell Gruber

**ADMISSIONS APPEAL REVIEW COMMITTEE: 1 position from Lumpkin College of  
Business & Applied Science**

Karla Kennedy-Hagan  
Stephen J. Larson

**ENROLLMENT MANAGEMENT ADVISORY COMMITTEE: 1 position from the College of Sciences**

Jim Davis  
Gordon C. Tucker  
Keith Wilson

**ENROLLMENT MANAGEMENT ADVISORY COMMITTEE: 1 position from the  
College of Education & Professional Studies**

Stacey L. Ruholl

**ACADEMIC PROGRAM ELIMINATION REVIEW COMMITTEE: 1 position from the  
College of Arts & Humanities – Communication Studies/ English/Foreign  
Language/History/Journalism/Philosophy**

Terri Lynn Johnson

**ACADEMIC PROGRAM ELIMINATION REVIEW COMMITTEE: 1 position from the  
College of Sciences – Biology/Geography & Geology/  
Math/ Physics**

Marina Marjanovic

**COUNCIL ON FACULTY RESEARCH: 1 position from the College of Education &  
Professional Studies**

Marylin Lisowski

**UNIVERSITY PERSONNEL COMMITTEE: 1 position from the College of Education &  
Professional Studies**

*No Candidates*

**UNIVERSITY PERSONNEL COMMITTEE: 1 position from the College of Arts &  
Humanities**

W. David Hobbs  
Onaiwu Wilson Ogbomo



## RESPONSE TO QUESTIONS

**FACULTY SENATE:** *What issues and concerns do you think the Faculty Senate should address next year?*

### 1. At Large Candidates:

**Lynne Curry:** The Faculty Senate will continue to face the challenge of addressing faculty concerns within the context of tight university budgets. The quality and vibrancy of EIU's faculty must be maintained despite serious fiscal constraints. The integrity of faculty self-governance, as reflected by the Senate, is essential to developing students' interest in their own campus governing bodies. Issues that affect the university community at large, such as exploring the feasibility of a day care center, will remain salient to the work of the Senate.

**Minh Q. Dao:** Since lately I have noticed that the Faculty Senate has been seeking input from the faculty at large with respect to issues and concerns, I think that may imply a lack of these as perceived by the faculty at large. My intention to run for the senate is to provide a more balanced representation on it and possibly a more objective view based more on objective analysis rather than subjective emotions.

**Assege Haile Mariam:** I would like to begin this statement by acknowledging that given the budget issues facing higher education in the state of Illinois, the EIU community is doing a fine job serving students. Maintaining this momentum, I believe, will continue to be a challenge at many levels. One concern I would like to see the Faculty Senate continue to discuss is how to engage students in academic life. In the last few years the culture seems to demand more skills learning and utility, what some refer to as the "factory model," rather than intellectual growth (learning for the sake of knowledge). To benefit students, faculty, and the citizenry in the long-run, I believe the Faculty Senate has the responsibility for addressing such concerns.

**Rodney K. Marshall:** First, I would like to commend the members of the Faculty Senate for their work. I would like to participate on the Faculty Senate because I believe it to be a very important venue to not only help faculty members of this university, but to promote the university itself. This being my fourth year here at Eastern, I believe I could bring in a fresh perspective to the Senate.

The first issue I have that the Senate should be concerned about next year is getting feedback from faculty. Faculty is the core of the university. Anything that involves or concerns the faculty needs to be a Faculty Senate discussion. For instance, one of the recent NCA findings was concerning assessment and the need to continue this important research for many years. Faculty needs to be involved in this process. Faculty needs to be polled and encouraged to participate in workshops. The information provided needs to be circulated to faculty. This is a very important area for future of EIU.

Another item that the report suggested was the ongoing intellectual development of EIU faculty. As stated in the report, this is essential to the quality and vitality of the institution. I would encourage the Faculty Senate to be responsible to the faculty and to do whatever possible to encourage and support faculty research, scholarship, and creative activity. I appreciate the work that has been done so far and would do what I can to help extend this type of support to our faculty. The Faculty Senate should continue to encourage and support the faculty.

All in all, I just want to support and help the Faculty Senate in whatever way I can. My concern for and interest in the teaching of our students, helping our faculty, and the general well-being of our EIU community motivates me to run for Faculty Senate.

**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?*

### 2. At Large Candidates

**Kathleen Bower:** I am running for a position on the Council on Academic Affairs. As a member of the council, it would be my role to assist in reviewing and developing standards and requirements of undergraduate education at EIU. I believe instructors should require a high standard of education of students within a classroom while facilitating this learning process. Students should be encouraged to learn as much as possible, both in their chosen field and in those areas that are a necessary part of a thinking citizen of the world. This education includes both background knowledge and those skills that make students life-long learners and thinkers. In the near future, the CAA will be reviewing potential changes to the general education courses. They will continue to look at course standards and graduation requirements. As a member of the council, I believe I can have a positive impact on the goal of the CAA; the education of our students.

**Rich Foley:** The most significant issue facing CAA is the revision to the General Education Program that is currently under way. I intend to maintain EIU's commitment to a Program that is truly general, with a foundation in the traditional liberal arts and sciences. I will work to see that any sensible modifications to the Gen Ed Program are made in a way that preserves the integrity of the system now in place. I also believe that CAA should work to clarify and simplify its assessment requirements. As chair of my college curriculum committee, I have seen how relatively insignificant issues have slowed the course approval process. I will argue that assessment standards need to be crafted with a sensitivity to the diversity of the programs in the various colleges, and that these requirements should not continue to take priority over more important issues like course content.

**Jeff Laursen:** 1. I would like to use my input in CAA to allow curricular decisions to drive record keeping and administrative issues, rather than the other way around. As the health professions coordinator and advisor on campus I oversee 100+ advisees. I have a good grasp of how changes in curricular, administrative, and record-keeping issues will impact students and hope that I can convey these concerns to the council.

2. I want to have an input into important academic and curricular issues addressed by this council.

3. There are a number of items of interest to CAA. The ongoing review of the general education program will be an important issue for the immediate future, and the council should evaluate the program in total, not just tweak a system if it isn't working. For example it should include a discussion of why we need "majors" gen ed courses, such as MAT 1441G, BIO1300G and others, that do not meet the guidelines of the gen ed curriculum but are designated as such for record-keeping. Math majors, Biology majors and others need a gen ed class in their discipline, rather than exempting them based on their major coursework. We need to have a working guideline for inclusion of courses in the gen ed curriculum, based on IBHE and IAI directives, and stick with it. Making EIU unique just by virtue of being different than the general education norm only complicates issues such as transfers and doesn't necessarily make us better.

Assessment issues such as the effectiveness of the EWP and writing across the curriculum, will be important discussions. The way the EWP is designed, with submission only from writing intensive classes, is threatening to influence curricular issues. Rather than repeating the gen ed precedent, by designating more courses as WI (even if they don't strictly fit the criteria) to meet the administrative need for more WI classes, I would suggest that it makes more sense to allow EWP submissions from any class in which students have a quality example of their writing.

Proposals to initiate speaking across the curriculum and any new concerns raised by the recent NCA review will also need to be addressed.

**Jeffrey R. Stowell:** Having served as the chair of our department curriculum committee, I would like to extend my service experience by being a member of the CAA. In this role, I would help maintain rigorous academic standards and help steer the future of general education requirements. With my experience of teaching technology delivered courses, I hope to contribute a valuable perspective to the approval and management of these courses. In my view, the major challenges that CAA faces in the coming years will be to balance the scale between increasing graduation requirements and timely graduation, and to consider the role of technology in undergraduate education.

### **3. LCBAS Candidates:**

**Christie Roszkowski:** 1. My role as a CAA member would be to serve the various constituents of the University. As a representative of the Lumpkin College of Business and Applied Sciences, my responsibilities would include being knowledgeable about the programs and curricula of the Schools of Business, Family and Consumer Sciences, and Technology and the Department of Military Science as well as understanding their learning and curriculum goals. Further, I should advocate on their behalf at CAA and keep them informed of CAA activities. Notwithstanding my role as a LCBAS representative, I would have a broader responsibility to the University and the students to help ensure that the university curricula continue to be rigorous and provide the foundation for learning and intellectual development throughout the students' lives.

2. As a CAA member, I would like to assist in the updating of the general education curriculum so that it better meets students' needs while still achieving the University's goals. Additionally, I would like to focus on increasing both student and faculty awareness that a meaningful curriculum includes not just gaining knowledge but also learning and developing skills and attitudes.

3. The major challenges facing CAA are to maintain excellent curricula despite the constraints imposed by the budget and external control. I am concerned that the state and IBHE emphasis on preparing students for jobs creates a risk of turning higher education into vocational education. A liberal education should prepare a

student for a lifetime of career and personal development; it should not merely be training for a job after leaving college. Achieving the goals of a liberal education depend on creating and implementing excellent curricula. Further, limited faculty hiring and an increasing reliance on annually contracted and adjunct faculty threaten the ability of the faculty to fulfill their responsibility for the curriculum. It is critical that the faculty maintain curriculum development as a central function of their roles within the University.

**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?*

**4. CAH Candidates:**

**Sace Elder:** In the current disadvantageous fiscal environment, I see the major challenges facing our EIU graduate programs as the following: 1) We need to continue to provide and improve quality education that meets the needs of our graduate students, many of whom are coming to Eastern as professionals in mid-career.

Addressing this issue will require working to diversify graduate offerings in terms of content and especially in terms of scheduling for our non-traditional graduate students. 2) Maintaining the quality of our graduate studies and the competitiveness with other programs requires being able to recruit excellent students; funding of graduate students is key to this recruitment, as is continued development of publicity, both regionally and nationally. Recruitment funding must be balanced, however, with providing the means for students to complete their programs.

As a member of CGS, I would advocate for the review of ways in which we can balance quality of education and the requirements of specific disciplines with flexibility of course scheduling and course offerings. I will also promote the development of recruitment assistantships and other kinds of financial support for incoming and continuing students. I will also work to find ways to continually improve the advertising of our programs regionally and nationally. If elected to CGS, I would come with experience as a member of the history department's curriculum committee and as the departmental honors coordinator. As someone who regularly teaches graduate courses, I have a good sense of the needs of our graduate students.

**Shane Miller:** I believe that one of the primary issues facing graduate study at Eastern Illinois University today is the need to support the growing amount of graduate student research coming out of our graduate programs. Over the past several years there has been a noticeable increase in the number of students completing and presenting research both on and off campus. The ability for such research to enhance graduate education here at Eastern is obvious and needs to be encouraged but will require creative ways to support such research. The Council on Graduate Studies is in a superb position to address this issue by exploring ways to maintain appropriate levels of funding for recognition and travel, by continuing to work with the development of the University's IRB as it relates to graduate students, and by re-examining the makeup of the CGS awards committee, which is quickly becoming burdened with the increasing number of award applicants for outstanding theses, William's Travel Awards, and research awards.

Another issue I would like to see the CGS address is the support and training available to our graduate students who plan on pursuing a Ph.D. in their respective disciplines. Exploring ways to provide additional training or preparation for taking the GRE as well as examining the feasibility of administering the exams here at Eastern would be beneficial to the growing number of our students who pursue advanced degrees.

Finally, on the heels of the Celebration of Fifty Years of Graduate Education I would like to see the CGS continue the momentum of this event by working to facilitate greater contact with our graduate alumni. It is not surprising that graduates from our M.A. programs go on to become very successful, inspiring members of their professions. At the current time, however, our ability to track and stay in contact with these graduates is neither centralized nor widespread. The CGS sits in an excellent position to encourage and if desired, coordinate these efforts.

**David Raybin:** The key challenge for graduate programs at Eastern is to attract strong students to strong programs. I hope to be part of a Council that assists (1) in the university's transition to on-line recruitment, and (2) in departments' efforts to maintain and strengthen their individual programs.

**5. Sciences Candidates:**

**Charles Costa:** Strong graduate programs are of great benefit to both faculty and the undergraduate students that have the opportunity to interact with graduate students. Perhaps the biggest challenge we face is to find ways to strengthen and encourage growth in graduate education at a predominantly undergraduate institution where

the value of having strong graduate programs is not universally recognized. This challenge is complicated by the diversity of graduate programs on campus: A one size fits all solution is not an option.

I will work with Dean Augustine and the other CGS members to put EIU graduate programs in the best light before those on and off campus that allocate the funds that can allow us to get better and to grow. While I appreciate the diverse needs of the graduate programs in the College of Sciences and across the campus, I will be an especially strong advocate in the CGS for those programs where research that culminates in a thesis is a major component.

**Marshall Lassak:** The structure and promotion of graduate studies at Eastern has undergone a few recent changes, but the focus and quality of each graduate program has not. With the change of the summer scheduling and removal of print graduate catalogs, CGS needs to stay aware of and be sure that these changes serve the needs of our graduate students, as well as the faculty and university. Activities such as the upcoming 50<sup>th</sup> anniversary celebration are excellent opportunities to showcase the diverse programs and academic rigor present in our graduate programs. It also provides a potential forum for enhanced and continued graduate alumni support of our programs. CGS needs to consider future such events and how these can help to best advertise and promote graduate studies at Eastern.

CGS may take the initiative and look at what departments across campus are doing regarding their individual programs. Recently, some programs have created new options, modified current offerings, or merged different degree tracks, all in effort to better fit potential and current graduate student's needs. Questions to consider are: What makes graduate program successful? What are the traits of such programs? Are there needs or issues not being addressed by the current graduate offerings at Eastern?

As a member of CGS, I would consider it my duty to work with other members on any and all issues before the council and give them my full attention for the enhancement or improvement of graduate education at Eastern.

**Steve Mullin:** With the 50th anniversary celebration of The Graduate School just around the corner, I contend that one of the most important issues for graduate students at EIU is the quality of their overall experience in a degree program. Knowing that EIU is able to attract excellent students for its graduate programs, I am most interested in fostering an environment that allows these students to continue their productivity and professional growth at EIU. This goal can be achieved by making funding a top priority. For instance, graduate students' awareness of current research in their field is enhanced if they are able to attend national conferences appropriate to their respective disciplines. Working with the other members of the Council on Graduate Studies, and in collaboration with the Graduate Student Advisory Committee, I will strive to identify additional resources to support graduate student research and travel for the dissemination of that research.

Another issue that should be addressed by the Council on Graduate Studies is the appropriate compensation for departmental graduate coordinators. These individuals spend a tremendous amount of time interacting with graduate students, from the months leading up to their enrollment in a degree program, to the day when their degree is awarded. It is unfortunate that this level of dedication is typically viewed as a form of service to the university, and is not uniformly compensated across all departments. I intend to work with the Dean of the Graduate School and other University administrators to develop a mechanism by which departmental graduate coordinators are remunerated for all that they do to increase the quality of graduate education at EIU.

#### **6. CEPS Candidates:**

**Linda Morford:** I have served on CGS for the past three years. In this role I have had the opportunity to learn a great deal about graduate education here at EIU. Some of the issues facing graduate study include expansion of programs, more money for graduate assistantships, and recognizing outstanding graduate work. As a member of CGS, I believe it is my role to advocate for both faculty and students in the College of Education & Professional Studies while working with the broader university community to improve graduate education. Much of this work will include identifying new sources of money to support program expansion and graduate assistantships. In terms of recognizing outstanding graduate work, I will work with CGS to identify other ways to publicly recognize student research and projects both internally and externally.

**COUNCIL ON TEACHER EDUCATION:** *What issues do you believe the Council on Teacher Education should address and what contributions do you hope to make?*

#### **7. CEPS At Large Candidates:**

**Mark Brown:** I believe that I can assist the other members on the Council on Teacher Education with making our university compliant with NCATE accreditation that is data driven through the implementation of "Live Text" in designated undergraduate courses.

In addition, I feel that the COTE should develop a pilot on-line survey that allows student/faculty to give their feedback on the benefits/challenges of "Live Text" in the classroom as well as how do they (students) possibly envision applying some application of "Live Text" to their practicum or student teaching experience.

I also feel that I can assist the members of COTE with aligning specific course content to the Illinois Professional Teaching Standards. I would also like for the COTE to think about adding the CEPS strands (i.e., diverse strategies, diverse students, diverse subjects, diverse societies and communities, and diverse technologies) as an additional assessment layer for important junior-senior level courses.

I feel that I can assist the other members of the COTE committee when graduate (non-education majors) students come back and wish to get certified in the field of education. The process that they take to get their new licensure should be straight forward and allow for the implementation of clear procedural steps that take them along a successful path to the final completion of their master's (MAT) degree.

**Melissa Jones:** The Council on Teacher Education (COTE) should continue to endorse and support high quality teacher education programs across the campus. By advising and providing leadership to all programs from which teacher certification can result, the committee assumes the task of ensuring alignment while maintaining specific expertise in discrete specialty areas. Further, by linking assessment and evaluation across programs, COTE facilitates the evaluation of the performance of individual departments, as well as the unit as a whole. A number of issues that should be addressed, or continue to be addressed by COTE in the future include: consideration of new programs and program revisions, the impact of future legislation on teacher education and accompanying requirements, and efficient incorporation of ISBE teacher certification rules and regulations.

If elected as a member of the aforementioned committee, I hope to serve as a team player, collaborating with others while representing the college. In addition, I hope to provide insight from the viewpoint of a practitioner as well that of a university faculty member. Finally, it is my goal as a member of COTE to objectively review information and participate in active decision making regarding teacher education programs at EIU.

#### **8. Sciences (Bio, G&G, Math, Physics) Candidates:**

**Michael Cornebise:** Educating the future teachers of our children remains a critical component of Eastern's mission and the last several years have brought forth sweeping changes to Illinois' teacher education programs. I believe that there are two key issues currently confronting the Council for Teacher Education (COTE). The first issue involves changes in methods of student assessment including the on-going implementation of the content-area examinations. The other key issue involves potential changes in the curriculum in an effort to better serve the students while at the same time meeting changing state teaching standards.

I currently serve as the academic advisor for students who have chosen the geography designation within the Social Science Teacher Certification program at the secondary level. I believe that my election to the council will prove mutually beneficial. First, serving on the COTE will allow me to become a better informed and more effective student advisor. Concurrently, I will be able to share and address concerns voiced by my advisees that affect their programs of study, thereby assisting the COTE in identifying ways to improve the teacher education program at Eastern.

**Joan Henn:** Eastern Illinois University has a long history of providing a quality education for both our future teachers and teachers already in the classroom. This has been achieved through a respect for tradition integrated with an openness to new ideas that make our program even better.

Right now, a major issue is the implementation of the Unit Assessment System, complete with the use of Live Text, which will be fully in place in the fall of this year.

As a former member of the Council of Teacher Education, I hope to once again be a part of the continuous effort to provide an even better educational experience for our students at Eastern Illinois University.

#### **9. LCBAS (School of Business) Candidates:**

**NO CANDIDATES**

**COUNCIL ON UNIVERSITY PLANNING AND BUDGET:** *What do you think should be the role of faculty in University planning and budget?*

**10. College of Sciences Candidates:**

**John Best:** I think that faculty can play an important advisory role in helping to protect the integrity of the university's academic mission during inevitable budget vicissitudes. I also think that faculty members on CUPB should be communicative with their faculty constituents to develop a distinct faculty voice, among all the other stakeholders on CUPB, in helping to shape the university's future financial policy.

**Jonathon Blitz:** Perhaps the largest component to the concept of "shared governance" is the role of faculty in the planning and budgeting process. If anything more than lip service is to be paid to the idea of shared governance, then faculty input is fundamental. In most institutions, workers have no say in these important decisions. That is not the nature of academic institutions. There is an understandable and all too human reluctance to share in the formulation of planning/budgeting policies and procedures. However faculty offer a unique and important perspective that can be lost after leaving the ranks. For the good of the institution, our constituency must be heard. While there may not be enough faculty to carry the day at CUPB, people often listen to reason. Faculty can and do have an influence. In any case a faculty perspective must be heard both within CUPB and sometimes more publicly throughout the university community.

**Steven Daniels:** The faculty should have a voice in the planning and budget of the University. Through shared governance the faculty should make sure that their voice is heard. The CUPB is a committee designed as an avenue for discussion about the University planning and budget. The faculty must take an active role in helping this committee to be proactive in the planning and budget process for the university. But the CUPB is more than that. It is a committee where constituents from all over campus get together and interact in a positive way. The meetings are more than a forum for faculty but also a conduit for passing information to the faculty and other groups on campus. The faculty needs to be open to the transfer of information on planning and budget in both directions along this pipeline. My experience on the council has given me some perspective on the planning and budget process that will help me to be active and a positive conduit for the faculty voice that is much needed in this group.

**11. CEPS Candidates:**

**NO CANDIDATES**

**ADMISSIONS APPEAL REVIEW COMMITTEE:** *What factors should be considered in reviewing admissions appeals? Which indicators could be considered to assess academic potential in reviewing admissions appeals? How can the Admissions Appeal Review Committee differentiate among students hailing from schools with significantly differing student bodies and/or academic standards?*

**12. Sciences Candidates:**

**Gary Bulla:** 1. Each student appeal should be handled independently, as a lack of previous academic success can stem from problems in several areas (some easily corrected, others more complex). The current admissions criterion (which includes the use of a grid which considers GPA, class rank and standard exam scores) is an adequate tool by which to evaluate applications. However, the appeals process should include questions regarding several components focusing on academic history. Has the student's academic performance dropped recently or is it a continuing trend? Does the student lack of study skills or is there a lack of motivation? If a lack of motivation, is there evidence of an anxiety disorder or lack of caring about performance? Has the student had adequate warning of academic problems in the past and failed to respond? Students should be given the opportunity to succeed, but failure of a student to respond to recognized opportunities should affect the committee's decisions.

2. The primary factors that should be considered address several questions: a) Has the student shown recent improvement that is not reflected in overall class standing? b) Are there documented underlying problems (e.g. anxiety disorder or depression) that have negatively impacted the student's standing, but which steps have been taken to correct? c) Is there other documented evidence that the student has "caught fire" and is truly motivated to succeed? Ultimately, the student should be responsible to provide proof that, despite a poor record, that he or she will be successful at Eastern. Those steps should be documented when possible (seeing a tutor, talking with professors, attending classes to help with study techniques). Accepting a student with the lack of such evidence may be setting the student up for continued failure and likely eventual dismissal, a situation which does not benefit anyone.

3. Decisions by this committee should come down to motivation of the student to succeed. The current GPA/Rank/ACT grid largely takes into account the differences between institutions. However, private institutions tend to have higher standards and often provide more rigorous preparation. In these cases, some knowledge of the institutional rigor needs to be taken into account. The overall goal should be to provide a suitable evaluation of the student's chances for success at Eastern.

**Russell Gruber:** 1. Any factors that indicate special circumstances that may account for weaknesses in an individual's application materials should be considered. The appeals process provides an opportunity to take a closer look at individual differences and circumstances that may not be immediately apparent during the initial review of applicants. There are numerous factors that a committee may find relevant in this regard.

2. Academic potential can be judged in several ways. Many candidates seeking admission through the appeals process may not have met admission requirements on first review. However a more careful review will at times lead to an appreciation of special circumstances that indicate that the potential to succeed at Eastern is present. These must be assessed on an individual basis. It is a disservice to a student to allow them admission to Eastern when they do not have a reasonable chance at success. On the other hand, an appeals letter may provide the committee with evidence of academic potential.

3. This is a difficult task, and again must be dealt with on a case-by-case basis. Students should not be penalized for coming from schools with very high academic standards. However, we should also be careful not to penalize students for the opposite reason. This requires a careful balancing of issues regarding academic background with attention to the special circumstances that the applicant is presenting.

### **13. LCBAS Candidates:**

**Karla Kennedy-Hagan:** 1. I believe that there are two main factors that need to be considered in reviewing admission appeals. First, the Admissions Appeal Review Committee needs to know why the student was denied admission to the University. This information is readily accessible in the letter that the student receives from the Admissions office. Second, the Admissions Appeal Review Committee needs to review the supporting documents that the denied student submitted to support their appeal. I believe all appeals should be reviewed by the Committee and treated with due respect.

2. Keeping the reason(s) in mind for the denied admission, the Admissions Appeal Review Committee could review numerous indicators, including: Student's transcripts, ACT score(s), letters of recommendation, personal statement for applying to Eastern Illinois University, and any written supportive documentation from the student explaining why they are appealing the University's decision to deny them admission. The exact indicator(s) would be case specific.

3. Each student appeal needs to be looked at individually. I do not feel that students coming from schools with significantly differing student bodies and/or academic standards should be looked upon differently than those students coming from more traditional academic settings. The ultimate goal of the committee is to assure admission of appropriate students, while maintaining the standards of quality that EIU is known for.

**Stephen J. Larson:** 1. The primary factor that should be considered in reviewing admissions appeals should be to check if the applicant does not meet Eastern's application guidelines. This will ensure our Admissions Office did not make an error.

2. The indicators we should consider to assess academic potential should be performance results in the applicants education (e.g. high school grades). We should also consider admissions test scores and writing ability.

3. We should consider relaxing admission standards when a student comes from a high quality high school. She may have a low average (e.g. C), but this low average may be equal to a B average at another school. I expect this committee considers such judgment calls.

**ENROLLMENT MANAGEMENT ADVISORY COMMITTEE:** *What criteria and procedures should the University use in determining the size and character of the student body?*

### **14. Sciences Candidates**

**Jim Davis:** The size of the student body of Eastern Illinois University should depend upon two primary factors. The first is the ability of the university to support the students with quality classroom facilities. The capacity of classrooms must be considered so that the students are not crowded into classes. Secondly, and more importantly to me is the student/teacher ratio. I feel that it is important to keep the student/teacher ratio under 20/1. This number should include tenured, tenure-track, and ACF faculty who teach full-time.

The composition of our student body should be average to above average in terms of their high school GPA's and ACT scores. It is important that we strive to attract the students with the highest potential possible. Another factor that should be considered is the involvement of the potential student in high school activities. These students tend to do very well once in the college setting.

**Gordon C. Tucker:** Here are a couple of ideas I have on the subject of enhancing our enrollment. We can improve student retention by increasing students positive experiences early on in their time at Eastern. Dual enrollment offers a possibility. Formal contact by faculty members with these students before they transfer to Eastern would be very beneficial, to help their educations go smoothly, and to show we genuinely appreciate them. The University might host an annual reception or open house, during which students could visit the department of their prospective major. They might also have a faculty member at Eastern assigned to them who would later serve as adviser. Another way to help students would be to get them in contact with their major department as soon as possible during their first semester, with advising by their department, rather than Academic Advising, for those who have chosen a major.

**Keith Wilson:** EIU as a mid-sized university has a reputation for providing favorable class size, faculty-to-student ratios and educational resources. I believe this should be maintained. The realities of dwindling state support (in constant dollars) have forced increased reliance on tuition and fees which in turn has created pressures for higher than ideal enrollments. I believe that EIU does not have the resources to expand its student body further and maintain the above standards of quality.

Although there is always room for improvement, I am generally pleased with the character of the student body with respect to issues such as diversity, retention rates and academic achievement. It would be beneficial if our students were more adequately prepared academically. Some advocate the use of ACT scores as a means of assessing preparation for college work. Although I do favor an increase in the ACT cut-off for application, I favor doing this gradually and cautiously. Although ACT scores are modest predictors of future grades, they are also correlated with one's economic and social status. I am concerned that too vigorous of a push for higher test scores would lead to fewer and fewer "first generation" students gaining access to an EIU education. I am especially pleased with EIU's tradition of providing this opportunity so central to our nation's values and hope this can be maintained.

With regard to the procedures for determining size and character of the student body, the structures currently in place, e.g., the enrollment management committee, are adequate. However, I think there is room to make improvement, especially with regard to shared governance. For example, faculty representatives make up a relatively small minority of the committee and the committee itself provides only non-binding advice to administrators. These practices bear further consideration.

#### 15. *CEPS Candidates*

**Stacey Ruholl:** Eastern Illinois University has a responsibility to provide opportunity to a diverse population of students while maintaining the academic excellence that prospective employers expect from this institution. The criteria and procedures used to determine the size and character of the student body should include consideration of the demand for academic programs, the teacher-to-student ratio, classroom sizes and availability, and the availability of teachers as mentors outside of the classroom, as well as the availability and capacity of student services. These criteria will differ for each academic program, and as a whole will determine the size and character of EIU's student body.

**ACADEMIC PROGRAM ELIMINATION REVIEW COMMITTEE:** *Under what circumstances do you consider it appropriate to eliminate an academic program? What kind(s) of information should the members have available in the decision-making process?*

#### 16. *Humanities Candidates:*

**Terri Lynn Johnson:** 1. A number of circumstances may make it appropriate to eliminate an academic program. In this time of dwindling operating funds and resources, the allocation of the resources that are available have to be carefully considered. Some possible circumstances are listed here:

- a. One of the most compelling arguments is that the program no longer fills a need for the students or for a critical mass of students at the institution. This occurs when programs fail to keep up-to-date and student interest and enrollment falls. The reason for the failure may be lack of funds to support the technical needs of the program, so students go elsewhere to study and the program has dwindling numbers of enrollees, for example. Whatever the reason, lack of enrollment is often an appropriate reason.



- b. Another compelling argument for eliminating an academic program is the duplication of the program in more than one department or college, where one may be eliminated so that duplication of effort and resources is not made. This has to be weighed very carefully, because what may seem duplicative at first glance, may really represent major differences between disciplines and approaches.
  - c. Societal need for students trained and educated in the program area may be a factor for eliminating some programs.
  - d. Availability of support for the program from other disciplines and other areas of the university may be a factor, for or against.
  - e. Dwindling resources so that the institution is unable to support all programs to the level needed to maintain a quality program is also a consideration.
2. Thorough research needs to be done before making decisions about eliminating programs. The program's importance to society, to the field of study and to the needs of students who wish to study in that area are all important. Budgeting and cost information is critical, but cost should just be one of many factors considered. Number of students being served is critical. Staffing needs can have an impact. Relative status of the program here compared to the program at other institutions may demonstrate that the program is not cost effective or that students would be better served studying the program at another university or that they may not be. The contribution of the program to the general education mission of the University must be considered. The positives and the negatives must all be weighed and the decision should be made based on all the data available. The more information available, the better the decision will be.

**17. Bio/G&G/Math/Physics Candidates:**

**Marina Marjanovic:** Elimination of an academic program should be considered only if there is a drastic drop in student interest for the program and if the program is not competitive with the similar programs at other institutions in the area, thus severely diminishing chances of our students on the job market. Members of the Academic Program Elimination Review Committee should have information about the history of the program, change in the number of students in the recent years, success of our students on the job market, feedback from the students and faculty in the program, as well as funding and administration concerns of the program. Members of this committee should also consider how the elimination of program would affect the faculty and staff that are part of the program and whether they could continue their activities in some other program.

**COUNCIL ON FACULTY RESEARCH:** *No Questions.*

**18. CEPS Candidates:**

**Marylin Lisowski**

**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?*

**19. CEPS Candidates:**

**NO CANDIDATES**

**20. CAH Candidates:**

**Dr. W. David Hobbs:** A teacher must be creative and inspiring in communicating the necessary knowledge for all students in the university. The professor must engage the student in the learning process through discussions, group projects, etc. A competent researcher expands their discipline through publishing, presentation, performance, etc. and at the same time enhances the University as a whole. As a past member of the UPC and twice on our DPC, I look for documentation of this criteria through evaluations, syllabi and tests, and outside material such as articles and supporting letters.

**Onaiwu Wilson Ogbomo:** A competent teacher must as a rule demonstrate a clear knowledge of his or her subject. He or she should devise and refine creative strategies for encouraging students to experience the intellectual excitement and pleasure that comes from grappling with the complex ideas and interpretations. In striving to encourage provocative discourse in the classroom, a competent teacher should as an article of faith be able to

encourage students to not only master the course content, but to also engage in the acquisition of life-long learning skills. Furthermore, it is my conviction that a competent teacher should understand that students differ in their approaches to learning and acquisition of knowledge. Hence, should create instructional tools which are tailored to the needs of diverse learners. A competent researcher on the other hand is one who is proficient in defining a research problem, present a clearly defined methodology, gather the relevant data, analyze research results and be able to present the outcome of the research in concise and readable form. A good researcher must strive to present research results which informs and educates the end users of the research.

In my opinion that a faculty's portfolio should contain documentations which seek to demonstrate the competence of the faculty in both teaching and research. For teaching, a competent teacher can demonstrate his or her competence in terms of student and peer evaluations, curriculum materials and evaluation instruments in the courses taught. On research, the faculty should be able to demonstrate proficiency in publications, conference and seminar presentations, and peer reviews of research findings, documentation of creative activities presented to diverse audience within and outside the university community and other related service activities which promotes and addresses the mission statement of the university.