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FACULTY SENATE MINUTES FOR September 17, 2002 (Vol. XXXI, No. 4)

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I. Call to order by Anne Zahlan at 2:01 p.m. (Conference Room, Booth Library)

Present: R. Benedict, D. Brandt, G. Canivez, D. Carpenter, D. Carwell, F. Fraker, B. Lawrence, M. Monippallil, J. Pommier, W. Ogbomo, S. Scher, M. Toosi, J. Wolski, A. Zahlan. Excused: J. Dilworth. Guests: L. Clay Mendez, J. Cooley, R. Deedrick, L. Hencken, H. Lasky, T. Lewis, B. Lord, J. Nilsen, S. Stewart.

Corrections to September 10, 2002, Minutes: IV. New Business: [1st paragraph] Nilsen, not “Nielsen”; Karla, not “Carla,” Evans; accomplishments, not “accomplishment”; [6th paragraph] the efficiency, not “he efficiency.”

II. Approval of the minutes of September 10, 2002

Motion (Benedict/Canivez) to approve the Minutes of September 10, 2002, as corrected. Yes: Benedict, Brandt, Canivez, Carpenter, Carwell, Fraker, Lawrence, Monippallil, Ogbomo, Scher, Wolski, Zahlan. **Passed.**

III. Announcements: Zahlan thanked Senators who participated in September 11 ceremony and congratulated Senator Ogbomo re: the recent birth of his child.

Hearing no objection, Chair Zahlan suspended published order of business to permit the Senate’s discussion with Interim President Hencken, Vice Presidents Lord, Cooley, Nilsen, and Stewart, and Tim Lewis.

IV. New Business:

- A. Hencken: Once each fall, the Illinois Board of Higher Education sends representatives down here to the campus, and we have what we call the “Big Picture Meeting,” although I think they’ve officially changed the name this year. You are all invited to attend this, and anyone you know of is invited to attend. It will be at 1:15 [p.m.] in the 1895 Room [September 23, 2002]. What we do at that particular time is we do a presentation on the things that are going on at Eastern; we show graphs, we usually put up goals, and we know some of the things that the Illinois Board of Higher Education is especially interested in, so sometimes we will put special emphasis on that. We know, for example, we will ask some serious questions of them about what the budget picture looks like for next year, and get their feedback on that. We also know that they’re very interested in what we’re doing, as is the legislature, to produce more teachers—that seems to be a hot-button item with them. So, Monday, September 23rd, 1:15 p.m., in the 1895 Room.

Also, just to let you know, the North Central Association comes for their every-ten-year visit during the 2004-2005 year.

I’d like to make a comment about enrollment. Our enrollment did go up [this year over that of last year], and we’re very pleased with that. What might the goal be for next year? The goal for next year is to continue to manage the enrollment, to manage what we have. If you take a look at the numbers this year, you will notice (these are approximates) about 2850 seniors (I’m talking about on-campus; I’m talking about undergraduates), about 2800 freshmen (those are not all new freshmen), and then you’ll see about 1600 sophomores. So what we have to do is level-out those classes a little bit; and it’s very difficult to go out and recruit sophomores, so you recruit them as freshmen and the second year they become sophomores. That’s pretty much one of the goals we’re going to have next year.

Let me tell you a couple of things we are going to put into effect—one immediately, and one will take place May 1st but actually is immediate for any people who are coming in. Number one: Beginning next fall, we’re going to require a 150-dollar advance deposit from incoming students, by May 1st. We’re requesting that students pay a 40-dollar orientation fee when they come during the summer, and that will be covered in the 150; and the other 110 dollars will be applied to the fall-semester tuition. The whole idea before this is to try to get people to commit by May 1. Item number 2, and this is the one that becomes effective immediately, is we’re eliminating the 100-dollar advance deposit that students have to pay to register, current students.

Cooley: One of the things we are looking at, as we’ve experienced some internet problems this fall as we began the semester, these are totally different problems than we experienced at the end of the

spring semester. If you remember last spring, we were experiencing some significant degradation of response time. Over the summer a project we instituted was to replace, or increase, the number of routers we had on campus. We installed six new routers. The other thing we've done is we've installed a firewall; what the firewall does is allows us to do some network shaping, meaning that we can prioritize some of the network traffic that goes around the network. We would have loved to have had this done prior to the beginning of the semester, but what we discovered was that IBM, due to 911, had committed to the east coast, delivery of all their routers and servers, to bring up the financial markets and everything else. They could not produce these machines fast enough for us. Therefore, we did not get the last machine that we needed until June, in order for us to do the installation on campus, to get the network configured the way we wanted. As a result, we did experience some difficulties at the beginning of this semester with some network traffic. Now I think you're seeing better response times; the local e-mail traffic is no longer dependent upon the availability of that space because we do have the excess capacity now, some excess band width; but we're still not where we want to be.

We currently have an RFP on the street for some consulting work, to come in and do a design of a new network infrastructure for us. So we [intend to hire an external consultant to come in] and take a look at our current architecture and make some suggestions as to how we can make some improvements and really move us into the next phase of where we want to be. So that's really what we're waiting on the consultants to come in and tell us, what's that architecture going to look like. The other thing we're waiting on those architects and engineers to tell us is what's going to be the cost of this new system. The other thing is Tim [Lewis] is looking for some consultants to come in immediately and to look at our existing architecture.

Benedict: Is communication from ITS to faculty and others something we can work on today, is that something that—when I go into Buzzard to use the technology, can I know ten minutes in advance, thirty minutes in advance it's not going to work? Cooley: We can't predict when the servers are gonna go down, or when something over here is gonna break; but if we're going to take something down for service we can certainly communicate that. That's the easy part. Hencken: We do understand that this [problematic, electronic infrastructure] is a very serious issue, and we are going to devote as much time and whatever dollars we have—we're gonna do whatever we possibly can because we understand how important this item is, and how important it's becoming everywhere in the world today.

Monippallil [to Nilsen re: possible capital campaign]: I think a big mistake we can make is to think small. My recommendation to you [Nilsen] is to think ambitiously. Some people believe that money spent on consultants, in this area, is money that is wasted; I don't think so because, if we are going to be ambitious, if we want to think big, we have to go out there and find resources. If we think small we lose big. We cannot afford to do that.

Published order of business remained suspended to permit the Senate's discussion with Dr. Herb Lasky.

B. Honors Program:

Lasky: We've had another banner year: as of August 12, we had 728 students in the Honors programs.

Dr. Lord and I have talked about the appropriate size of the program; and while a previous president had set a thousand students as the goal, I was never included in that conversation. So, looking at the resources of the university, and at our academic goals, we [Lasky and Lord] agreed that roughly 700 students is about the right size for this institution. To grow any larger would be making additional demands upon colleges and departments for courses, and we're pretty well set up for 700 students. Students in Honors are spread out throughout the university; they're in every major, in every minor, in every activity on campus; they're interested in everything, and we try to encourage them to be interested in everything because we want students who have multiple interests, multiple talents, so there's no such thing as inappropriate majors and minors. Every major, every minor is appropriate; every combination of major and minor is appropriate. We try not to prejudge; they're [Honors students] capable of all sorts of things.

The Honors programs themselves are now twenty years old, and I would like to introduce the notion of an organizational change. The [Honors] Program has grown from 56 students to 726, and I have been the only director of the program; I was the founding director. In many ways the program has no real, organizational home. I'm not included in any informational meetings on campus: I'm not at the deans' meetings; I'm not a dean. I'm not at the chairs' meetings; I'm not a chair. I've been here [at

Eastern] thirty-six years, now in my thirty-seventh, and I'm not going to be here that much longer; and I would like to leave the program in good, institutional shape. I'm not a person who thinks that only I can do it. I would like to leave the organizational structure in place so that it continues; therefore, I'm proposing that the program be turned into a college. There are no costs involved (the only costs involved would be letterhead and a sign change); but what it would do is to give the program entrée to information, would give us [in Honors] a place at the table, would give us the opportunity to make other proposals—and there are a lot of other things we can do now that we're stabilized at 700 students, but done more appropriately through a college. For example, Honors now runs undergraduate research for the university. The next step is to prepare our students (and I'm speaking about the university as a whole) for major scholarships, and there is no central mechanism to prepare our students for major scholarships. Provost Lord and I have talked about this; it's certainly a need that we have, and it's something that we might do in the future—not to take away direction of those scholarships from any department or faculty member, but rather to help them, to engage in a mentoring process, to identify students very early, to help them along and give them a realistic notion as to what is required, to identify winners of those scholarships on campus, to help them with the interview process. So there are many things we [in Honors] could do as a college that we really can't do as a program. We could probably do a lot better at fund-raising; we could certainly do a lot better at recruiting as a college.

We [in Honors] are in toe-to-toe competition with a number of out-of-state schools, and these schools have a lot more money than we have. We're in toe-to-toe competition with community colleges. Clemson University, Arizona State, for example, recruit in our backyard, and they have [Honors] colleges. While it's unlikely that I'll have a lot more scholarship money this year, I would certainly like this additional tool, to say, "I'm coming from an institution that is interested in academic quality, that has an outstanding faculty, that has an outstanding intellectual track record. . . ." This [Honors College] would be a way to highlight it.

Hencken: I'd just like to echo what Herb has said. We've talked about this, and I do think that definitely, when it comes to recruiting, this [Honors College] would really help. We have to keep up with what other schools are doing, and this seems to be a trend in a number of other universities, especially some of the better universities. We believe, for right reasons, that we are one of the better universities, and I echo what Herb said.

Toosi [to Lasky]: You mentioned there aren't going to be any additional costs. If [an Honors College] expands like other colleges [administratively], are we expecting 700 students to be a thousand, fifteen-hundred, or any additional staffing? Lasky: If we don't make the program a college it will be very difficult to maintain that 700; it's increasingly difficult each year, without the resources that competing schools have, to maintain that 700. This year we have a freshmen class of 173; it's a record class, but it takes a lot of traveling, a lot of contacts. . . . The [recruiting] effort is becoming more difficult, and what I'm asking for are some additional tools. Pommier: What would a degree be, from a College of Honors? Do you have a degree in Honors? Lasky: No. The structure will remain exactly as it is now. Honors students don't major in Honors. Honors students major in academic subjects; they graduate from colleges, from academic colleges, and Honors colleges have always been units that are helping units, that help to organize undergraduate research, that identify outstanding students, that bring scholarship money in and distributes it around [their respective] campuses. Scher: You say [an Honors College] is not going to cost anything more, but what it's going to give you is more resources to recruit students. Lasky: That's right. Scher: How is that? Lasky: It gives me a transcript that says, "Honors College." In recruiting, it's a matter of prestige, as well as quality of education; and parents are going to be more likely to choose, when a final decision is made, to send their children to Eastern and enroll them in an Honors College rather than in a program. It's a way of burnishing their transcripts, and it's a way to help us maintain that 700. Our commitment has been to help raise the average ACT score of the university. Now, the average ACT of the Honors Program hovers in the neighborhood of 28, plus or minus a fraction year by year. 28 times 700 students really makes a difference, in terms of the average ACT for the university.

Lord: What Herb is talking about is an Honors program with a new label on it, and more esteemable because of that. The point is to raise the visibility level to students, to prospective students, to parents, to donors. Herb is seeing the potential reality that, as others [universities] move in this direction, their visibility goes up and ours stays static; we're going to be relatively less competitive. I think there is some merit to that point. Monippallil: I believe an Honors College is an excellent idea;

I'm strongly in support of that. As for Mori's [Toosi] concern about possibly raising the number of [Honors] students from 700 to a thousand, or fifteen-hundred, all I can say is that would be wonderful [to] have fifteen-hundred very bright, young people here on campus. Even if there were additional costs, I would be in support of it. Ogbomo: My position is similar to Matthew's [Monippallil]. If we have an Honors College, we should do everything to support it. There's no need to pretend that we have scholars on campus, who are doing Women's Studies or African-American Studies, when there's no resources. Whatever is good costs money. Carwell: I see Honors students as enhancing the entire university. There's nothing better than having a really bright student that really wants to learn; [but] I see this perhaps as another step of sort of segregating the Honors students from the rest of the university. Lasky: Our students are not segregated. They are not allowed to take more than two Honors courses per semester. We insist that they're part of the general population. Honors scholarships are awarded not only on the basis of g.p.a., but on the basis of our students taking part in the life of the university, taking part in clubs and organizations, in the give-and-take of everyday student life.

Toosi: I wasn't saying we don't need more than 700 Honors students, and I'm not against forming an Honors College. According to Dr. Lasky, 700 is a good number and we'd like to keep it that way; but we have to remember we are here to serve the citizens, regardless if they are Honors, or not Honors, students.

Wolski: Legitimizing it [the Honors Program] by making it a college gives one more tool, in terms of recruitment of students. Benedict: I'd be hesitant to create an additional academic structure for a title.

We have 130-plus students you [Lasky] were able to recruit. How many did you lose? Given our financial woes for years to come, to create that [Honors College] I would be concerned as to what would follow financially. Lasky: I've looked at this very closely, and I have a track record of telling the exact truth even when it's painful; and I can tell you the cost would be about eighteen-hundred dollars. That includes repainting the sign in front of the building, the letterhead and some cards; otherwise there are no changes that I can see, but it gives me a leg up [for recruitment]. The other issue is also a major issue, and that is not being in the organizational chain. Benedict: The title seems, I guess, superficial to me. If the people are that shallow, to not know Eastern's clear record, that a student's parents are going to send him to somewhere else, we still have to find the problem that we have. To say, "I'm going to go with one institution because that person's got a dean's title versus another . . ." Carpenter: The issue of title is an important one, not just to philistines; otherwise we'd still have an "acting" vice president for external relations; we'd have an "acting" president, but we have an "interim" president because we don't like the pejorative connotations of "acting." The title is important, but apart from that the Honors Program has always seemed to me to be a college of colleges; it always has complemented this university and all the programs in which its students are enrolled. I can't see anything but advantages to making the Honors Program an Honors College, and any attendant costs down the line would certainly be monitored by the other deans and the provost, whoever he or she might be.

Lawrence: I think the establishment of a [Honors] college would tell, both internally and externally, that Eastern supports excellence in academics.

At this point the Senate returned to its published order of business.

IV. Communications:

- A. E-mail of 9/11/2002 from Carol Miller re: TRS Advisory Committee
- B. E-mail of 9/11/2002 from Kipp Kruse re: research funding
- C. Minutes of 8/21/2002 President's Council Meeting
- D. Minutes of 8/28/2002 President's Council Meeting
- E. Minutes of 9/4/2002 President's Council Meeting
- F. Responses to Call for Faculty Concerns from Tim Engles, John Kilgore, Devon Nau, Tim Mills, Jeff Boshart and Charles Eberly.
- G. E-mail of 9/11/1002 from Diane Schaefer urging importance of detailed Senate Minutes
- H. E-mail of 9/13/2002 from Anita Shelton re: Convocation "Affirmation"
- I. E-mail from Les Hyder re: IBHE hearings related to increasing minority faculty
- J. E-mail from Barbara Lawrence proposing topic for Faculty Forum

K. Copy of 7/8/2002 memo, received by Zahlan 9/16/2002, from Dean Johnson to Provost Lord re: the incorporation of Women's Studies Minor and Resource Center into the College of Arts and Humanities.

V. Old Business:

A. Committee Reports:

1. **Executive Committee:** No report.
2. **Nominations Committee:** A vacancy remains on the Library Advisory Board for someone representing College of Education and Professional Studies.
3. **Elections Committee:** No report.
4. **Student-Faculty Relations Committee:** No report.
5. **Faculty-Staff Relations Committee:** No report.
6. **Other Reports:** None

VII. Adjourn: Meeting adjourned at 3: 59 p.m.

Future Agenda Items:

Enrollment and Enrollment Management; Honors Program; Academic Computing and Electronic Infrastructure; IBHE Faculty-Advisory-Committee Report; Convocation "Affirmation"; Women's Studies Proposal; Honors College Proposal.

Respectfully submitted,
David Carpenter

REMINDER: Volunteer needed, from College of Education and Professional Studies, to serve on Library Advisory Board. Contact Gary Canivez or any other Faculty Senator.