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Faculty Senate

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## **FACULTY SENATE MINUTES FOR October 15, 2002 (Vol. XXXI, No. 8)**

The 2000-2001 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 all utterances made at the Senate meeting.

### **I. Call to order by Anne Zahlan at 2:06 p.m.** (Conference Room, Booth Library)

Present: R. Benedict, D. Brandt, G. Canivez, D. Carpenter, D. Carwell, J. Dilworth, F. Fraker, B. Lawrence, M. Monippallil, J. Pommier, W. Ogbomo, S. Scher, M. Toosi, J. Wolski, A. Zahlan. Guests: L. Baum, B. Donnelly, D. Fernandez, B. Fischer, H. Lasky, B. Lord, C. Prendergast.

**II. Approval of the Minutes of October 8, 2002**, with additions in IV. Communications: E-mail (8 October 2002) from F. McCormick re: proposed Honors College; e-mail (8 October 2002) from J. Kammerling re: proposed Honors College.

**Motion (Scher/Canivez) to approve the Minutes of October 8, 2002, with additions.** Yes: Benedict, Brandt, Canivez, Carpenter, Carwell, Dilworth, Fraker, Lawrence, Monippallil, Pommier, Ogbomo, Scher, Toosi, Wolski, Zahlan. **Passed.**

**III. Announcements:** Zahlan: The Board of Trustees will be here next Monday [21 October 2002]. I will attend the [BOT] meeting; and I will have two minutes [for the Faculty Senate report]. Also, on Monday afternoon, at 2:00 p.m. [in the Conference Room, Booth Library], we have a special meeting (I will be confirming that with Dr. Anderson, and I hope with Mr. Manion).

### **IV. Communications:**

- A. Letter (7 October) from Ken Baker re: proposed Honors College
- B. Letter (8 October) from Frank McCormick re: proposed Honors College
- C. E-mail message (9 October) from Vince Gutowski re: proposed Honors College
- D. E-mail message (9 October) from Alan Baharlou re: proposed Honors College
- E. E-mail message (9 October) from Bonnie Irwin re: proposed Honors College
- F. E-mail message (9 October) from Belayet Khan re: proposed Honors College
- G. E-mail message (14 October) from Charles Delman re: proposed Honors College
- H. E-mail message (9 October) from Mark Christhlf re: proposed Honors College
- I. E-mail message (8 October) and telephone call (14 October) from Steve Rich re: Distinguished Faculty Award Committee
- J. E-mail message (10 October) from Louis Hencken re: Distinguished Faculty Award Committee
- K. E-mail message (14 October) from James Glazebrook re: proposed Honors College
- L. E-mail message (14 October) from Russell Gruber re: proposed Honors College
- M. E-mail message (14 October) from Frank Hohengarten re: Visit to Senate
- N. E-mail message (14 October) from Campus Scheduling re: Faculty Forum
- O. E-mail message (10 October) from Bud Fischer re: proposed Honors College
- P. E-mail message (15 October) from Rick Sailors re: WEIU-FM programming

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

- A. Committee Reports
  1. **Executive Committee:** Zahlan: I called Campus Scheduling to arrange for our Faculty Forum in late January or early February, as decided by the Senate. All the usual places are taken for the semester: Charleston-Matton Room every Tuesday, Lumpkin Auditorium, Buzzard, Coleman every Tuesday. Available spaces include Effingham Room, which holds 103, an auditorium in Physical Science that holds 150, and the University Ballroom. I chose the UB as more accessible and bigger. It is huge, as we know, but can be divided and sub-divided with curtains, and it can be set up and configured as we wish. Half the room will hold 200-plus people and we'll be very lucky to get 100, but I think we can arrange for a configuration of part of the room that will be okay. As of now, we have the University Ballroom scheduled for 28 January, from 1:30 to 4:30.

The Executive Committee met for over an hour on Monday, 14 October, with Interim-President Hencken and Provost Lord. Among the topics discussed was the establishment of a standing

committee with cross-campus representation to consider proposed naming of campus facilities. The interim president will communicate a proposal to the Senate. We also discussed the meeting of the Council of Illinois University Senates to be held at EIU in the spring. The President's Office and the Provost's Office are assisting us with arrangements.

Resolutions and proposed lobbying efforts on the part of the CIUS, the IBHE Faculty Advisory Council, and UPI to reverse the State's refusal to fund health-care benefits for university employees were discussed. It was agreed that this take-back by the State is a serious blow to higher education, and that bringing its negative effects to the attention of legislators is necessary and useful.

Issues of stress on the faculty, due to increased teaching loads, were discussed, as were related issues of faculty distress about perceived university priorities set to the detriment of academic programs. The artificial turf to be purchased for the stadium was cited as a case in point. Interim-President Hencken affirmed his belief that the artificial turf would be an improvement for the stadium, requiring far less maintenance than grass. He also stated that the money available for the turf would not have been available for any other purpose or project. Those private donors who were willing to support this project were not willing to contribute for any other purpose. State funds were to come from a grant for projects that used recycled tires and there was no other campus project that would be eligible for the funding.

Asked about a current rumor that the Board of Trustees intends to remove "Interim" from his title, Interim-President Hencken denied that anyone had approached him with such a plan. Reasons that the Board might think such an action desirable were discussed, as was the probable unfavorable reaction on campus. (Such an action on the part of the Board would seem to many faculty members a violation of established search procedures and principles of shared governance.)

Discussion of this issue led to a conversation about differing perceptions among the administration on the one hand and faculty on the other, as to the best interests of the university as an institution.

2. **Nominations Committee:** Motion (Canivez/Brandt) to appoint Stacey Ruholl, of the College of Education and Professional Studies, to the Library Advisory Board. Yes: Benedict, Brandt, Canivez, Carpenter, Carwell, Dilworth, Fraker, Lawrence, Monippallil, Pommier, Ogbomo, Scher, Toosi, Wolski, Zahan. **Passed.**

3. **Elections Committee:** No report.

4. **Student-Faculty Relations Committee:** No report.

5. **Faculty-Staff Relations Committee:** No report.

6. **Other Reports:** None.

B. Honors College Proposal: Zahlan welcomed Dr. Herb Lasky, invited to the Senate meeting to respond to any questions Senators might have re: the proposed Honors College.

Fraker: Do faculty members teaching Honors courses get more pay for it, or how does it affect workload, or is there any difference? Lasky: There is no difference. The object, when we developed the program, was to make the courses inter-changeable, and to avoid all sorts of book-keeping and accounting differences, avoid all sorts of differences in the transcripts of the courses. They are one-for-one in every way, in terms of credit hours, in terms of teaching loads and so on. Scher: That doesn't make courses cost-neutral because Honors courses have lower enrollments than regular sections. That's probably universally true, so Honors courses are more expensive. Carwell [to Lasky]: It seemed to me that your three main arguments in favor of the Honors College was, one, not being a dean you were basically out of the loop, you weren't at the meetings, you didn't know a lot of things that were going on; two, that other schools were doing it [moving from Honors programs to Honors colleges]; and, three, that it was necessary in order to maintain the program, even at the level that it is, as far as recruiting. Lasky: Yes. I said I needed some additional tools for recruiting; in fact, the numbers [of Honors students] are down slightly from last year. 672 is the new count; the August 12 count was 728, and the current count is 672. I expect that number to go up at the beginning of January when we add students who have proven themselves in their first freshman semester on campus with a 3.5 g.p.a. and higher. The numbers are always a moving target, and that's why I always specify the date that we've taken that snapshot. So, it [the number of Honors students] is normally 700.

Carwell: When you say "additional tools," what additional tools—other than a title—are you talking about? Lasky: Well, the literature would be different—it would be an Honors College, and that

helps in recruiting; it really does. It would also help in development, in fund-raising. The experience at other universities suggests that you grow more; you have more visibility. It gives the school a better image; it helps to maintain enrollments. Carwell: [Regarding] that argument that other schools are doing it, what are you basing that on? Lasky: There's an ongoing movement in the National Collegiate Honors Council. The question is: Do you want to be a follower, or do you want to be a leader? I think we have a very strong program, and I'm suggesting it would be difficult to maintain that strength without that change—and it's merely an administrative change that would help us programmatically. Dilworth: What is the national percentage of Honors students in comparative colleges? Or what is an average or consistent number, in percentages, of Honors students? I don't want to become the junior-high school [where] ninety percent of all the students are Honors. So what is a reasonable percentage? Lasky: What we did, when we established the program, was we set our standards a bit higher than other institutions, and our minimum criteria for admission the top ten percent of the high-school class and a 26 or higher ACT [score], unless there are some extenuating circumstances...; but we certainly stick to ACT composite as a minimum score. One of the difficulties of Honors studies is that programs are organic—that is, they're not cookie-cutters; they don't all take the same form, and ours took the form that I thought was the most productive for this institution, that reflected our culture, that reflected our understanding of what Honors is and what Honors should be. We have the kind of program we have because it seemed most appropriate for this institution. Dilworth: Are you saying you want ten percent of all students to be Honors? Lasky: I haven't said anything of the sort. The ten-percent goal of all undergraduates was set by a former president, who did it without consultation. I don't know how he arrived at the number, but he certainly didn't ask me, and I think that ten percent is rather high. The provost [Lord] and I have certainly spoken about it, and I've argued that we are staffed and funded for about where we are now. So my goal at this point—and we've agreed on this goal—is that we would stabilize the enrollment and look at other issues to improve quality.

Pommier: You [Lasky] probably haven't seen all the e-mails that have [come to the Senate in support of the proposed Honors College], but there's incredible support for you and the Honors Program as it stands. Amazing. Is there a model that represents what an Honors College is, since you indicated that Honors doesn't have separate faculty? Do some Honors colleges have separate faculty? Lasky: Some Honors colleges do; some don't. I would see [a college that has separate Honors faculty] as an inappropriate model for this university. That would make things complicated; it would raise all kinds of other issues—union issues, governance issues, and so on. I'm always charmed by the argument for practicality, and the argument for practicality says that what we have now works pretty well; let's make sure it keeps on working, and let's do additions to that. Some [Honors] colleges have gone to their own freshman seminars, to classes called "Honors Science Seminar," "Honors Humanities Seminar." I have never particularly liked that because when someone reads the transcript [he/she] has no idea about what [such a seminar] is; and I much prefer the model we have, in which all the Honors courses are clearly identified in the catalogue the same way that every other class is identified in the catalogue, so the student has that transcript to support [him/her] with the additional notation that this was an Honors class. So, I think for our institution, the simpler, less-complicated course works best, and it certainly gives a chance for a variety of members of our faculty to teach Honors courses.

Benedict: As you're recruiting, what is your impression from parents and students regarding Eastern having an Honors program versus an Honors college? Are they being recruited by other places, and asking, for example, "Well, Western—or another school—has an Honors college; do you have that?" Lasky: No, they're not asking that question. What they are asking about is the commitment of the institution to Honors, and I'm telling them that it's a very substantial commitment. The problem is that commitment is always backed up with scholarship dollars, and I'm still unclear at this point what the scholarship dollars are going to be. It's always an act of faith—going out and recruiting people and saying there's going to be some money there. I have no idea how much money we're going to have; I never know. At least I'll be able to tell them we have an Honors college; we have a commitment on the part of the institution. It does sell with parents, especially in the northeast-corner of the state, the area north of interstate 80 and east of interstate 39. It's different in other parts of the state; but, in fact, it's become a difficult sell up there as the competition has grown greater and greater.

Fraker: When students come here, do you know where they also consider? What's our competition? Lasky: They are considering universities, such as Illinois State, some of the University of Illinois-Chicago circle, Butler, Indiana University.... We had a student who came here instead of

going to Brown. What attracts them is the size of the institution, its reputation for quality, and they know that in Honors a phone-call will be returned immediately. Fraker: Do any of those you've mentioned have Honors colleges? Lasky: Western has; the University of Illinois-Chicago circle has; Illinois State is working on it... Canivez: Do we have any data on students who we've recruited and lost, where they've gone to, and reasons perhaps why we didn't get them? Do we have any information like that? Lasky: The data is this: there's one cohort who come as pre-engineers, and they always transfer; so, in part, the program is seventy-two percent women because a disproportionate number of the pre-engineers are male, and they leave. They've always been successful transfers; they transfer primarily to U of I, and we're told students who begin here do better than students who begin there. A few go to the University of Missouri; a few go to Purdue, so we have that group [of pre-engineers]. There are some students who transfer because of family circumstances. We do have a number of freshmen every year who simply do not make it academically, which is the same percentage for the university as a whole. The largest single cohort go because of engineering. Also, a good number graduate early; so when we recruit, we explain that we're on the four-year plan, and parents smile broadly. A good number graduate in three-and-a-half years.

Canivez: The question I was asking is about the students we don't recruit: Where do they go? Lasky: Northwestern, U of I, Princeton, Iowa, Indiana. We're running on a fast track. Dilworth: Are you saying students come here because of Honors only, or other factors? Lasky: Other factors. Ogbomo: One of the strongest points for supporting [the Honors College proposal] was the fact that the name change is not going to cost more money; but my sense is that, some years down the road, there may be other programs, other initiatives that will come, and if it involves money people are going to kill it—not for its merit, but because it involves spending money. Most of the people who have spoken in support of the proposal are colleagues here on campus. Did you think of contacting former students of the program? Lasky: No, I didn't. Because this is merely an administrative change, there in fact is no cost. There is an article in the **Eastern News** today about the changes at Western, and how the director went from two-thirds to full-time. I'm full-time. The associate director here is full-time. The advisor is nine months; the recruiting officer is full-time. It's all there, and what happened at Western will not happen here; that's why I'm saying it's merely a title change—the structure is there. Of course, if we did additional things it would cost money, but I can't do additional things that cost money because my budget comes from the provost's office.

Toosi: You mentioned bringing in more grants. Are you thinking about individual faculty working with an Honors student, or a group of Honors students, going after grants? Or are you talking about grants coming to the college and then giving [them] to faculty and students? Lasky: What I was thinking about was raising money for the college, and following the model that we have, in that we've never taken any costs in terms of raising money. It's always been a hundred percent passed through because the bulk of what we've raised so far is scholarship money, and I can't see taking money from the scholarship fund. So we have absorbed those costs in various ways. There are possibilities of grants out there; there are possibilities of individual and corporate donors; but what they are going to ask is: What is the commitment of the university to the program? Brandt: You've mentioned the Honors Council. There's some perception about unfairness because of the way that committee is selected; it's not selected in an open election, or its members aren't appointed by the Faculty Senate... Would you be open to opening up Honors Council more? Lasky: I don't care. I was looking for the simplest mechanism, and the mechanism that's now in place is that the provost makes a recommendation to the Council of Academic Affairs; and they have frequently asked for more than one name, and have chosen from those names. Zahlan: What are the terms of the members of the Honors Council? Lasky: The terms are three-year overlapping terms; sometimes people ask to be renewed and sometimes they don't.

Carwell: Wouldn't it be a lot easier and solve a lot of the problems, and certainly be viewed as more cost-effective, to simply make you [Lasky] a dean, instead of re-organizing it all into a college? Have you be Dean of the Honors Program. I mean, the view is that, once you create that college structure, it is going to absorb more and more resources, until it ends up like every other college... So, wouldn't just being a dean solve a lot of the problems, without opening the door? Lasky: No. The college, again, helps in recruiting. Remember that an Honors college is different from [other colleges], in that our students are your students; we're simply a facilitating unit, a way to go out and get money, give it to your majors and say, "Go and study and be successful." We don't certify for graduation; we

don't do any of those things. Carwell: Evidently, we're looking at the demise of the Honors Program, at least the continual, gradual degradation of the Honors Program if we don't go this way. Would you be supportive, then, of a national search for the Dean of the new Honors College? Lasky: Do as you please; I'm not going to be here. I see myself as a transitional figure on a temporary basis. It's not about me. Traditionally, deans of Honors colleges, directors of Honors colleges, have come from the faculty of the institutions where they're at. It should be someone who has served on committees, who is a good teacher, who is a researcher, who is a known quantity to their colleagues on campus. It's almost invariably an internal search because you want someone who knows how the place works, and who brings with them that level of trust that is so important, rather than spending a year and a half-- Carwell: So what happened at Western Illinois? Lasky: What happened was they couldn't find an internal candidate.

Toosi: [re: the ideal number of Honors students to be enrolled at Eastern] What's your number?

Do you think it would be a good idea to put a cap on the percentage of Honors students? Lasky: I think we should be where we are now... I would like not to grow past where we are now. Toosi: My concern is this is a public university, and we have to serve every citizen in this region, or nation-wide, who desires to come to higher education. We have a responsibility to serve every single citizen, as a public institution, and we have to find a good proportion [of Honors students to regular students].

Monippallil: I'm not sure from where Mori [Toosi] has come to this conclusion that we have a responsibility to serve every citizen in this state, or in this country. In fact, if you look at the mission of Eastern Illinois University, it says that our mission is to provide a superior education to well-qualified students, and an accessible education in terms of reasonable cost. Ogbomo: In an intellectual process in any university, you don't just take all people... This whole idea that we have to serve everybody flies in the face of reality. Yes, there's no law that says you can't come here, but if you want to come here you have to meet certain criteria. Canivez: The Honors Program supports the general student population, as well [as Honors students], specifically with the undergraduate-research grants. You don't have to be an Honors student to apply for those and receive them. Brandt: In the Physics Department, you [Lasky] asked the chair if [the department] could offer a course, and we're all at full load, so it would be an overload. In the College of Sciences everything is decentralized, so that would be several thousands of dollars coming out of what we might use for equipment to offer the Honors class. Could being on the Deans' Council help you avoid that issue while you're planning the Honors courses to be offered? Lasky: Yes. Lord: The phenomenon you're talking about, Doug, is a fact when we're talking about the senior seminars, too. We're talking about our institutional responsibilities, and not necessarily department-specific..., as we try to spread scarce resources to competing needs.

Motion (Scher/Fraker) to call the previous question re: Senate Resolution of 1 October 2002 on Honors College Proposal. Yes: Benedict, Brandt, Canivez, Carpenter, Dilworth, Fraker, Lawrence, Monippallil, Pommier, Ogbomo, Scher, Toosi, Wolski, Zahlan. No: Carwell. **Passed.**

Motion (Lawrence/Carpenter) to approve the following resolution:

Whereas, The Honors Program of Eastern Illinois University has enhanced the academic excellence and reputation of the university since its inception in 1981;

Whereas, Competitive pressures on the recruitment of academically talented students are increasing;

Whereas, Designating the Honors Program as the "Honors College" would maintain and enhance the university's ability to recruit academically talented students;

Whereas, Designating the Honors Program as the "Honors College" would promote the continuation of the work the Honors Program has been doing;

Whereas, An Honors College at Eastern Illinois University would enhance the university's ability to solicit and raise funds for academic purposes; and

Whereas, Conversion to an Honors College would have no substantial increase in costs; therefore, be it

Resolved, That the Faculty Senate of Eastern Illinois University supports the proposal to change the name of the Honors Program to the "Honors College" and to change the title of the Director to that of "Dean of the Honors College," and

Resolved, That in making this recommendation, the Faculty Senate fully reserves its right and responsibility to consider any future proposals for structural reorganization or expansion of the Honors College, that would provide for "the addition of administrators at the rank of Assistant Dean or above," or that could "have a major effect upon curriculum structure and offerings or upon faculty staffing," according to the provisions of Article III of the **Faculty**

## **Senate Constitution.**

Fraker: If we hire someone as Director and then change the title [e.g., to Dean], does that come with any increase in pay? In recruitment of someone as Director, as opposed to recruiting someone as Dean, are we talking about making ourselves competitive—[i.e.,] you've got to offer certain salaries to get someone who is going to be called Dean? Lord: Not necessarily. That would depend upon negotiations between the provost's office and Herb. [Re: salary for a new dean] What would go into that consideration would be looking at what other deans on campus make.... One of my jobs in looking at what to compensate people is not only the market demand, but we're also trying to keep some sort of salary equity in the cadre of deans we have. I would have to look at that array. Scher [to Lord]: In the [Senate's] resolution, we added..that there is going to be "no substantial increase in costs" [as a result of converting to an Honors college]. That's an important component of the resolution. Lord: Every time any position opens on this campus, even if it's the same dean-ship, I would have to revisit what it would take to fill it. I would also reflect [re: a search for Lasky's successor, after his retirement] that it would not be my intention to start thinking outside... This is a position we could try to recruit for from within. Pommier: There is no set salary for certain titles, like for instance Dean? Lord: No. There is no state, officially set ranges for different kinds of positions in higher education. Carwell: The "whereas" clause [in the Senate's resolution]—that this isn't going to incur any significant cost—I think is absurd. Scher: I think it's been clear that we're all concerned about increased cost, and Blair [Lord], who has sat through all these meetings, knows that; and I trust him to consider that in the decision-making process.

Ogbomo: We have tried to understand all the ramifications of this [Honors] proposal; we have asked for contributions from our constituencies; and clearly, from the letters that we have received, we've made the best effort to allow every constituent and member of this university to comment on the document. The majority supports this program. Let us not second-guess other people. Fischer: I agree with you, David [Carwell]. I think ultimately down the line there's probably a cost to this program; but I also think that, in the short-term, maybe two or three years when Herb [Lasky] is here, there probably isn't a cost as the change goes through and we move from an Honors program to an Honors college..., but the benefits far outweigh the costs in this case.

Scher: I call for the vote.

Yes: Benedict, Brandt, Canivez, Carpenter, Fraker, Lawrence, Monippallil, Ogbomo, Scher, Toosi, Wolski, Zahlan. No: Carwell, Dilworth. **Passed.**

**VI. New Business:** None.

**VII. Adjournment:** Meeting adjourned at 3: 50 p.m.

### **Future Agenda Items:**

Enrollment and Enrollment Management; Lessons of Presidential Search; Administrative Search Procedures; Computer-Privacy Policy; Shared Governance Concerns; Evaluation of Chairs; WEIU-FM Programming; Temperature Control in Classrooms and Offices; Evaluation of Writing Portfolios; Facilities-Naming Procedures; Textbook-Rental Service; Faculty Representation on Board of Trustees; Increased Workload and Overload; Distance Education; Timing of Commencement; Efficient Use of Available Resources; Planning for University Events.

Respectfully submitted,  
David Carpenter