

Eastern Illinois University

The Keep

Minutes

Faculty Senate

2-11-2003

February 11, 2003

Faculty Senate

Follow this and additional works at: https://thekeep.eiu.edu/facsen_mins

Recommended Citation

Faculty Senate, "February 11, 2003" (2003). *Minutes*. 183.
https://thekeep.eiu.edu/facsen_mins/183

This Minutes 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.

FACULTY SENATE MINUTES FOR February 11, 2003 (Vol. XXXI, No. 20)

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 2:05 p.m. (Conference Room, Booth Library)

Present: R. Benedict, D. Brandt, C. Canivez, D. Carpenter, D. Carwell, L. Clay Mendez, J. Dilworth, F. Fraker, B. Lawrence, M. Monippallil, W. Ogbomo, M. Toosi, J. Wolski, A. Zahlan. Excused: S. Scher. Guests: J. Chambers, B. Donnelly, L. Dent, B. Lord, N. Marlow, A. Mostagh, G. Richard, M. Williams.

II. Approval of the Minutes of February 4, 2003.

Motion (Wolski/Fraker) to approve Minutes of February 4, 2003, with the following corrections: Under V.C., in third line of first full paragraph, "lilst" should read "list," and in the second full paragraph "cu's" should read "CUs." Yes: Carpenter, Clay Mendez, Fraker, Lawrence, Toosi, Wolski, Zahlan. No: Brandt. Abstain: Dilworth, Monippallil, Ogbomo. Present: Carwell. **Passed.**

III. Announcements: None

Hearing no objection, Chair Zahlan suspended published order of business and moved directly to VI.A. Athletic Programs at EIU.

VI.

A. Athletic Programs at EIU (Discussion with Gail Richard)

Richard: It's a pleasure to be here. My official title is NCAA Faculty Athletics Representative, which means that I am the liason between the Athletic Programs and the academic community on campus, and I do want to acknowledge some members of the Intercollegiate Athletic Board who are appointed by this body to serve: Nancy Marlow, Ali Mostagh and Linda Dent are all faculty members that you've appointed to serve on the Intercollegiate Athletic Board. ...I thought I would begin with high-lighting some information for you, and then leave you the opportunity to ask some questions that you might want to pursue. The first thing, the original invitation to attend the Faculty Senate was in regard to the year-end report that I did, and we were going through NCAA recertification, and they had asked for some additional information, and so we did not have closure on that at the time that I did the annual report to this body. And in that report, because it was open-ended, Anne had picked that up, and I was grateful that someone actually read this report that I put together. And I do want to inform you that, based on the additional information that they requested, at the June 24th through 26th meeting of the NCAA, we were officially recertified, and so there were no concerns that they expressed within that recertification.

The second thing that Anne thought might be helpful is to kind of talk about what the student athletes on the campus contribute to the student body in general; and I think it's important for you to recognize that we have the largest number of sports opportunities for student athletes of any school in the Ohio Valley Conference, and possibly of any school in the state of Illinois. We offer a very, very large number of sports, in terms of the opportunities we give students. We have 22 sports, and approximately 500 students athletes that are eligible. The graduation rate of our student athletes at Eastern Illinois University is the highest in the Ohio Valley Conference, and it's second in the state of Illinois, only second to the University of Illinois; so our student athletes do very well academically within the institution. About 45% typically have grade-point averages above 3.0, and what I included for you [in the handout] was the general student body, undergraduate grade-point average, as compared to student athletes. And what you can see is the grade-point average is pretty much a match; however, the graduation rate is a little bit higher. The diversity that athletics bring to this campus is really very significant. The undergraduate, student-body population of ethnic minorities is about 10%, but out of that 500 student athletes about 20% represent ethnic minorities; and so that minority-graduation rate is also something that is monitored very closely by the NCAA.

In addition to being academically competitive, I think that we also offer quality inter-collegiate athletic experiences. It's not that we're just kind of putting together a team; those teams are competitive in the Ohio Valley Conference, and last year we won what's called "the All-Sports Trophy," which is based on where the teams finished; it earns points, and we won the highest number of points for the finish of our

women' s teams, our men' s teams, and then overall. And so it' s also a very competitive athletic arena that' s provided by EIU. So that' s kind of a thumbnail sketch of student athletes at the university, what they bring.

In terms of funding, I know there were some questions about appropriated dollars, and when the Intercollegiate Athletic Board--their charge is in the *Internal Governing Policies*, as well as *NCAA Rules and Regulations*. And we review the budget as kind of an approval process each year. We also, in our meetings, get quarterly updates throughout the year, as to how we' re progressing through that budget. The appropriated dollars that Athletics receives amount to about 1.269 million, and almost 100% of that, less than like .5, almost 100% of that is in salaries, and most of those salaries are historically or currently people who also taught courses, academic-service courses, coaching classes, etc. So that' s the only thing those appropriated dollars are used for. When we look at the budget overall of Athletics, it has increased, I think, 400% in the last 5 years, and that has been through external funds, so they are relying less on appropriated dollars, and it is just salaries that they' re using appropriated dollars for. The other thing that I think is very important is, when we look at facilities, Athletics has to renovate the facilities so that they are competitive in the Conference, and we are in, by no means the, I would say we' re in the middle of the pack, in terms of our athletic facilities within the OVC. Some of our facilities are really a little bit of an embarrassment, compared to the other schools in the OVC, particularly a basketball arena; swimming is questionable because it' s not even in compliance at the current point and time. So our facilities are not state-of-the-art, but they have gone through the same kind of deferred maintenance that everything on campus has. And so one of the things Athletics has done is made a real, concentrated effort to upgrade the facilities and do some significant renovations in the last five years. The positive of that is that all of those renovations have been accomplished through the use of external funds, with no appropriated dollars; but yet the benefit is not just Athletics. The Lantz Arena is used for commencement; it' s used for concerts. The facilities that have been upgraded for soccer, etc., are used for activity courses; they' re used by the community; the lights in the baseball field are in constant use by the community through the summer. So the facilities' renovations, that are really funded by Athletics, get a benefit for the entire campus community, both for recreational sports, intramural sports and the community in the summer.

And I just want to mention, even within those appropriated dollars, it' s real important that you understand that the coaches and the athletic-staff members suffer the same woes that faculty do on this campus. Our coaches' salaries are sometimes an embarrassment when we compare them to other coaches, even within our own conference, of the OVC. We have several coaches that make less than, and full-time coaches with commitments, that make less than \$17,000 a year. I' m not real sure how they live on that; and many of our full-time head coaches' salaries are under \$30,000 a year, so even within those appropriated dollars we are not anywhere near the top. We' re, again, sitting in mid-to-low range for salaries.

The fourth area that I want just to share some information [about] is the Intercollegiate Athletic Board. There was some question about oversight on Athletics, and I think it' s real important that you understand that *NCAA Rules and Regulations* really mandate oversight on the Department of Athletics, and our *Internal Governing Policies* also state that. The Intercollegiate Athletic Board is the body that does that and has very set responsibilities. It has members that are appointed by this body, as the seated faculty members; we also have appointments from both the Student Senate and the Student Athletic Advisory Committee. Athletics Department personnel are ex-officio with no vote on the Intercollegiate Athletic Board. The responsibilities of the Intercollegiate Athletic Board is a very active body; the members who are sitting behind me will attest to the time-commitment that is involved to be on the Intercollegiate Athletic Board. There are several policies this Intercollegiate Athletic Board has actually put in place and will take to the coaches; for example, we had a missed-classtime policy, where every coach has to submit their competitive schedules. We run it in a formula and ensure that no student is, that a competitive athletic schedule is not in conflict with academic classes; it has to be below a certain percentage level, or the coach has to go back and reschedule. That' s monitored very carefully, to make sure that students are in classes. Another policy that we put in place a year ago, that was actually in anticipation of some NCAA rules and regulations that were changing, is we upped the academic progress toward a degree. The students have to have a declared major; they can' t just be accruing hours; it has to be progress toward a degree; there' s a formula they have to meet, and we increased that accountability before the NCAA did. We are usually a higher standard than what the NCAA sets.

We also put in place a policy last year that we did not want a student who was representing Eastern on [an] athletic field to not be representing Eastern in [an] academic arena. We know that the coaches have sanctions that the student doesn' t show up for practice they don' t play; and the Intercollegiate Athletic Board

put a policy in place that if a student is not showing up in classes they also do not play; and so there are some real regulations on the students' attendance in classes. If a class is in conflict with practice, the class takes precedent; if it is in conflict with a competition, the competition takes precedent because if they are on scholarship they basically have signed a contract to represent Eastern Illinois University in an athletic arena, in addition to the academic, and so they have that responsibility. We also do exit interviews with every student athlete who completes eligibility, to monitor their academic experience, as well as their athletic experience, to see if they were promised a car and, you know, wonderful things that shouldn't have happened; but also to look at if there was a balance in expectations, if they had time to do outside activities, in addition to sports. It's always interesting, when we look at that, that usually they are very pleased with their academic career at Eastern, also with their athletic experience. One of the questions we always ask is where they encounter problems, and we always have a few students who encounter extreme resistance from professors who will not allow them to make up work when they have to represent their team in a scheduled athletic competition; and we try to talk with those professors about the published absence policy in the catalogue, that students cannot be penalized for that and that they need to have the opportunity to make up that work.

So those are the four areas that I thought I would highlight and give you some information in, and I would be happy to expand on any of them or take any questions that you might have.

Toosi: [With regards to appropriated funds] spent on Athletics, at this time I do not want to discuss...that area; but the most important thing to me now is to evaluate and see how our athletic departments are doing at this university; then we can come back to the first discussion and say, okay, if they are doing excellent you've got to pay for what you get. So, I can name at least three things that I'd like you to discuss: ...One is sportsmanship, the second is quality of academics..., and the third--and the most obvious one--is the public-relations machine.... Richard: I'll try to remember your three points. The first one was sportsmanship, and the Ohio Valley Conference was the first conference in the nation to adopt a sportsmanship policy, and enforce it for all student athletes within the conference. Eastern has also adopted that, and we have had, and I've been involved in hearings for them, we have had coaches, as well as a few students athletes, in the eight years I've been the Faculty Athletics Rep, sanctioned for poor sportsmanship, removed from competition or had to sit out of an event for that reason. So it is a policy at Eastern that is enforced; it is also a very strong part of the mission statement of the Ohio Valley Conference.

Second part is quality of student athletes and if the Athletic Department is contributing to that. I think that's the reason I presented that data. The quality of our student athletes, and what they contribute to EIU, I think is outstanding. I think you also have to count the other people who are part of athletics in a peripheral role, such as the athletic trainers, the pep bands, the marching bands, the Pink Panthers, the cheer team--all of those individuals have opportunities for extra-curricular, as well as funding, because of athletics. Athletics has study tables; they have advisors; and they have people who are responsible for monitoring those students' progress toward their degree[s]. So there are some things in place to help ensure quality academics among student athletes that are funded by the Athletics Department. The third area was public relations. You know, the publicity that is generated out of a positive sports program is not something you can buy. The publicity of Tony Romo receiving the Walter Payton Award, you can't purchase that kind of national publicity, page one of *USA Today*; and those kinds of things are what often put Eastern Illinois University in someone's vocabulary because of the sports and the public relations it's generated out of doing well. That's what puts us on the map within Illinois, as well as the country; and then when they get here, I think, they also see the quality academic programs that are here. Many times students have said that they stayed at Eastern because of the academics, and wanted to finish here and transfer off, after they finished eligibility; but sometimes they're in a major that they really need to transfer after two years, like pre-engineering or something; they choose to stay here because they like the class size; they like what they're getting from professors in the academic arena.

Clay Mendez: Following up on the public relations, I want to share an experience I had a couple of years ago. I was at the airport in New York City, and the people waiting to board the same plane as I was, right behind me, were talking about EIU. ...I couldn't get over that; I turned around but didn't say anything. Unfortunately, they didn't know where in hell EIU was, but they knew we had a very good basketball team, and I just can't tell you how I felt when I heard that. Secondly, when I look at these comparative figures, and I take into consideration the amount of time these athletes are devoting to their sports, it is amazing that they achieve these kinds of rates and grades; and I have a new-found respect for them, in view of this. Finally, I'd like to say that I'm one of those professors that sometimes get a little upset

with athletes over their absences, and I always remind them that, when they present to me their schedules, it also says that they're not allowed to miss any other times. So when I get in trouble with them, or they get in trouble with me, is because they start missing days for other than when they compete; but, as far as I'm concerned, I am a whole-hearted supporter of the Athletic Department here and the programs that we have. Richard: Thank you, and it's all right for you to get mad at them and get them in trouble if they're missing other than those times. That's fine with me, but I would also enforce, when you look at those grade-point averages, they're in serious academic majors also. We've had a number of student athletes in Communication Disorders; it's not only the academic but also a clinic requirement. We have Business majors; we have Zoology/Science majors with labs. They're in some heavy majors, in addition to that time commitment....

Fraker: So those 22 sports include club sports? Richard: No, those are all official, sanctioned intercollegiate, but those are not club sports. We have a number of club sports in addition to those. Fraker: Do you have any connection with them, or support to them? How do the clubs fit in? Richard: The club sports are not under the *NCAA Rules and Regs*, so we don't have to do eligibility. I know the trainers are kind of adjunct to them..., so we don't have any official capacity with the club sports. Fraker: What do they do for coaches in the clubs. Richard: It's really up to them. Usually what they do is kind of designate one of their team members to coach.... That's actually how you get to intercollegiate status; that's how we got women's rugby, [of] which we are the premier test case in the country. We are the only women's rugby team that NCAA has approved, and it's kind of a test case for some of the gender-equity issues, and it was actually a club sport that we elevated to intercollegiate status so they they could have uniforms and travel support and meals and a hotel to be in safely, as they competed with other schools. Dilworth: Since a year ago in Family and Consumer Science we had 12 athletes, I'd like to be considered a "serious major" too. ...Mike Shanihan continues to do great public relations for us....

Carwell: The numbers that you [Richard] have here, comparing the undergraduate, student athletes, I assume that's the most recent numbers that you have? Richard: From the fall, 2000. Carwell: Do you have any sort of indication if...this is fairly constant? Has it been moving up and down, in any direction? Richard: If anything, the grade-point average is lower than it's been. We have always been above the student-body average..., but it is pretty consistent. Benedict: These numbers are not unusual. In the last five years or so, or more that I'm familiar with, Gail, our students have always been at the level of the general population of students, if not better. I just find this to be [admirable, compared to] the four institutions that I've been affiliated with, once as a student athlete.... How do you get your students to meet the same level, given the expectation of indoor track, outdoor track, lifting weights when they're not on the football field? I mean, the expectation is much more than [for] many students who work one or two jobs. You have an academic advisor or staff person? Do you have required study hall? Richard: It depends on what a student's performance level is.... If they maintain a grade-point average above a certain level, then we presume that they know the right things to do, and it's a more efficient use of their time to study on their own, or get an in-house departmental tutor, than to sit at a study table; and so if they're maintaining a grade-point average we let them be. If their grade-point average drops below a certain level, then they have required-check-in study tables. ...There's no point in a coach investing a lot of time in a student athlete who isn't going to cut the grades, because you've invested a lot of time and they won't remain academically eligible, so you won't get the benefit of their athletic skills. Benedict: ...I appreciate that, and it speaks highly for the Athletic Program.

Toosi: You mentioned the salary deficiency, but how do we move coaches' salaries to a comparable level without touching the appropriated budget? Richard: I don't have the answer to that. I just know that one of the reasons we have such an incredible turn-over of our coaches is...the salaries; but that's not any different [from] what we've experience among many of our faculty lines. Eastern has had very good coaches, but it's hard to stay here because you'll get a lot of support, except financial; you will have a lot of people who will really back you, and I think faculty stay here because they like the culture of teaching and the standards that are here, and it's not always about money; and I think that's true with some of our coaches also. Toosi: Are there universities that use ticket sales to cover the coaches' salaries? Richard: Probably, but they would be heavily investigated if they knew that. That [ticket sales] is a very different revenue stream than where your coaches' salaries [should be paid from]. I will say there are coaches who have incentives; for example, a coach could have a t.v. program, and that kind of p.r. revenue can go on top of his salary, and...that's how some coaches' salaries get so high, the incentives that are put on top of that. Eastern doesn't have a lot of opportunities for those incentives to enhance a coach's salary.

Ogbomo: In terms of salaries..., what about the coaches that make a lot of money. If you look at the numbers, it doesn't match the number of team sports that you have. What do the top-level coaches make? This [Richard's handout] says that our coaches are not well paid; but it doesn't tell the story of, say, the football team and the coach who gets an \$11,000 raise or whatever. So what, in big-time teams, what salaries are the coaches' average range? Richard: I would say it's similar to faculty salaries, in that you have some that are at the very top; but your concern is always with the people who are at this bottom end, and that's why I included that information; but our top coaches, none of them are competitive salaries in the state, in my opinion, in terms of top. I don't know those numbers off the top of my head, of what, for example, Coach Spoo's salary is, or Rick Samuels'. Ogbomo: Yeah, I mean, trying to tell a story about funding issues, we need to know--for instance, if we say professors are not well paid, and assistant professors receive \$30,000, we should also know what a full professor is paid or has an endowed chair; otherwise, the history is not complete. It is important to be sympathetic to the coaches, but I think it is also important that we know the people we treat well; otherwise, you are giving imbalanced information, and in that case the Athletic Department owes the university community that information. I can go to the library to look at the budget; but I'm saying if we have a report of this nature [Richard's], we should have both ends of the stick; otherwise the story is not complete. Richard: I appreciate that. Thank you.

Richard: I can certainly get that information and tell you our highest coach is paid this; and so, again, I think that's going to be an outlier. I'm not concerned about the coaches who are competitive; I'm concerned about these coaches; and, as I said, that's why I included that, but I can certainly get that.

Ogbomo: That has been a sticking point, in terms of how faculty have reacted to the Athletic Department....

I'm not faulting you as an individual; but at least if you get information from the Athletic Department, it should also tell us the story of how well we treat the top coaches. Richard: Yes, I mean that's public knowledge; we can certainly pull down a list of all the coaches' salaries. Monippallil: Several years ago, women students, with respect to allocation of funds, was a serious problem, and it was before the Senate. How has that problem been solved? Will you tell us what percentage of the total funds are allocated to female athletes roughly? Richard: We operate under what's called the Interests and Abilities Prong, on the gender equity, and we did settle with OCR three years ago now, with the concerns that they raised regarding gender equity; so we are in compliance with gender equity, and that was also part of the recertification, to make sure that we were in compliance with gender equity. Right now our participation within Athletics is about 60% female, 40% male [Dr. Richard indicated after the meeting, by phone on 2/12/03, that she misspoke, that she meant to say 40% female, 60% male.], and so that's the ratio [by which] we try to divide the budget, so that the funding is in that 60/40 [40/60], to be in compliance with our participation rate of 60% [40%] female, 40% [60%] male.

Donnelly: [Does that 60/40 split include external money?] Richard: Yes and no. External money, when somebody calls and says, "I want to give you, you know, \$3 million for this," the Athletics Department has to sometimes make a decision, as to whether we say we will not accept that unless we can find a matching one that's going to balance that, or if they can make a case that, if we accept this and renovate this facility, it means we can allocate other money, internally, toward the women's facilities or something to balance that. So sometimes when something is generated that is one-sided..., usually before Athletics can accept it what they've got to do is find a way to balance that, so they can report that to NCAA. ...Clay Mendez: When you compute salaries of coaches, are things like how well they do some programs, or enhancement programs like a t.v. show, the use of a university vehicle, are all of those factored into the salary, or are those extra perks? Richard: They would be factored in as an in-kind.... Their salary that is reported is what is actually paid by the university, so what is reported would not include those inducements. What Athletics has to do is balance those off, again, in terms of gender equity; so if we give a male coach a car, we've got to balance with a female coach also receiving a car.

Fraker: In scheduling, I heard, [at the beginning of any given season] you play big schools because you get on t.v. and you get a big chunk of money for playing these schools. Is that true, and to what degree does that drive scheduling? Richard: In the main sports, football and basketball, the coaches generally are asked to do what's called a "guarantee game," and a guarantee game is basically, for the school you play, they're hoping it's a guaranteed win; and what Eastern is hoping is that it's guaranteed money to run the program, and so a guarantee game is a high-ticket item where it is to bring in money to help that sport's operating budget; and so some of it is the recognition; and, of course, if you pull the upset and play close or beat one of those teams it's wonderful, but mostly it's about dollars to help your budget. That's part of external funds. Also part of--I should have mentioned this before, but NCAA has a revenue-distribution

program, that's based on, again, your scholarships, the number of sports; so the number of sports that we offer actually helps, in terms of our NCAA revenue distribution. Fraker: Is there pressure to schedule these [guarantee] games...? Richard: In football the coach doesn't actually do the scheduling. John Smith does the scheduling; but in basketball they're involved in the scheduling and know that they need to get a certain number of guarantee games.

Carwell: How many coaches do we have on payroll at Eastern? Richard: 22 sports, we have at least double that because we have an assistant with all the sports, although some of those assistants are actually graduate assistants.... So I would guesstimate around 50 coaches. ...Lawrence: Are all coaches' salaries paid out of the appropriated funds? Richard: No. Athletics supplements. The appropriated dollars do not cover all the coaches' salaries. Athletics supplements that. Lawrence: Do you know the percentage...of the coaches' salaries that are paid by appropriated funds? Richard: I don't off the top of my head, but I'm sure I can get it. Carwell: Where does that money come from? I thought you said you couldn't use tickets, or something like that, because the NCAA would come down on you. So where does the non-appropriated money come from that goes to pay coaches' salaries? Richard: The only other sources of external revenue for Athletics are student fees and external fund-raising.... Carwell: So some of that does go into paying salaries? Richard: Yes. Carpenter: There are also summer camps as a source of revenue. That's what Interim President Hencken told us the 11% increase to the Athletic Director's salary was paid out of. Richard: Summer camp is, yes, that is part of external funding. Carpenter: So it's a third source of revenue? Richard: Yes, well, it actually goes in under the Panther Club because it's considered a revenue source into the general pot; it isn't that line item that goes into the general funds.

Clay Mendez: What group negotiates the salaries of coaches? They're not part of the UPI, are they? Richard: They're not. Clay Mendez: Do they have a Council of Coaches like the chairs have? Richard: It could be considered similar to an administrator, where when it is up [a given coach] would renegotiate [his/her contract]. Zahlan: I think some of our concerns about the coaches is there's probably a class system among the coaches and among the sports, so that we have some very highly paid and some very low paid coaches; and if one studied that, one might see a pattern that would be disturbing. Would that be true? Would you comment on it? Richard: I think within, and this is also within NCAA and revenue distribution, there are what they call "tiers" within the sports, and your high-revenue sports of basketball, football, baseball, softball are kind of tier one at Eastern and most universities because those are the sports that you can charge fees for attendance; and so those coaches have, I would say, a little more pressure on them to perform. Many times, within their contract, they will have a certain win level for their contract to be renewed. So they have additional pressure on them, that goes along with that higher salary, and also a bigger time commitment. The lower-tiered sports are not as intense, in terms of a time commitment, and they also don't charge, so they're not revenue-producing; so basically we fund them without them generating any funds, and so that's a reason that it's very hard to pay them at a level as a sport that's actually generating the revenue to drive the other sports. One of the things that Eastern did, looked at doing, I guess now about 10 years ago, was cutting some of those minor sports because they were eating up a lot of dollars and there is no way for them to generate revenue; but it took away opportunities for students, and it actually would cut out a lot of tuition money and support teams that come in through that, and so we reversed that.

Zahlan: Do you see progress toward less use of appropriated funds for Athletics at Eastern, or do you see it as a steady proportion? Richard: Well, I think the proportion of appropriated funds is never going to increase. I think it will stay somewhat steady, other than the normal increase that you get; but I think the Athletic Department's dependence on appropriated dollars has decreased. It used to be a large percentage of their budget that was actually coming from appropriated dollars. They are now less dependent on that; it's only accounting for about 20% of their budget, so they are taking the initiative to not rely only on those appropriated dollars; and that's, quite frankly, why Athletics fell so far behind. They were relying on appropriated dollars to keep things going, and we all know the level of our facilities and deferred maintenance and level of competitiveness with that. When they went out and started doing more external fund-raising, and increased their budget externally, that's when we got some renovated facilities; we've become competitive; we can pull in more student athletes, so I think they are less dependent on it. I don't see huge increases coming in that. Zahlan: What I've read and heard is that the Bush Administration is trying to weaken Title IX.... Do you think that Eastern's commitment to women's athletics would remain, even if the laws were less enforced than they have been? Richard: I think they would because I think where Eastern was was very uncomfortable for a lot of people, and I think the fact that we are in compliance--there are a lot of watchdogs that sit on the Intercollegiate Athletic Board. We look very carefully at those

budgets and the scholarships, to make sure that it is an equitable opportunity for both men and women on this campus.

Canivez: The monies that are raised externally benefit athletics, but they also benefit the university as a whole. For example, renovations to the indoor track, in the Fieldhouse, benefits track-and-field athletes, in terms of training and quality, but it also benefits the larger university community because, at times that it' s not being used for athletics, it' s being used by individuals for recreational sports.... The same thing with O' Brien Track; now that the track is renovated, it' s a much nicer facility now; so there' s other benefits that come with that as well. So here' s an opportunity, too, where external dollars actually benefit the larger community, that didn' t come from appropriated dollars; so I think there' s sort of a mutual benefit in that way. Richard: In term of the business community also, when we upgraded that indoor track that allowed us to be the host for all the OVC conferences, which means you' re bringing in all the other universities and their teams and their families to this community for business for a long weekend.... At this point the Senate returned to its published order of business.

Communications:

- A. Letter from Allen Lanham re: Distinguished Faculty Award Plaque
- B. Statement on Technology from the Provost
- C. Memo (13 December) on "Community Trendbenders"(conveyed by the Interim President and Provost on 7 February)
- D. Memo (10 February) from James Tidwell re: Technology Governance
- E. Notes (29 January) from the President' s Council
- F. Symposium on "Toward a Globalization of Solidarity" Brochure from Keith Taylor
- G. E-mail message (11 February) from Nancy Marlow re: CAA Forum on Proposed Bylaws Revision

V. Old Business:

A. Committee Reports:

1. Executive Committee: Chair Zahlan reported that the Senate Executive Committee met on 2/7/03 with Interim President Hencken and Provost Lord, during which meeting Mr. Hencken and Dr. Lord introduced a community-development proposal from individuals at Sarah Bush Lincoln Health Center entitled "Community Trendbending." Mr. Hencken expressed the hope that the Faculty Senate could meet with individuals representing SBLHC to discuss the proposal, and Chair Zahlan said that, since the Senate' s agenda is very full, she wasn' t sure when such a discussion could take place but she would look into it. Four legislative initiatives, with potentially serious ramifications, were discussed: 1) A bill introduced that would require public universities' income funds (tuition money) be sent to the government in Springfield, and this would likely mean interest earned on such funds would be captured by the government instead of by individual universities; 2) a bill introduced that would mandate tuition caps at public universities, under which provisions tuition couldn' t be raised more than 5%, or more than the rate of inflation, whichever was lower; 3) a bill introduced that would, re: universities' budgets, mandate line-item budgeting and oversight by the legislature; and 4) a bill that would mandate tuition freezes, whereby the tuition rate for entering freshmen would remain the same for all four years of their undergraduate education. The Provost also reported that the Faculty Development Committee is working well and will soon present a progress report to the Senate.

2. Student-Faculty Relations Committee: No report.

3. Faculty-Staff Relations Committee: No report.

4. Elections Committee: Motion (Brandt/Ogbomo) to present to the faculty for approval the following proposed amendment to the *Faculty Senate Constitution*:

Proposed Amendment I.

Delete the words "at large" Article VII Section 1 and add part d. and e. to Article VII Section 2.

Current version	Amended version
-----------------	-----------------

<p>Article VII: Standing Committees of the Faculty</p> <p>Section 1. The Council on Academic Affairs, the Council on Graduate Studies, the Council on Teacher Education, and the Council on Faculty Research shall be standing committees of the faculty at large and shall have their recommending authority described below ...</p>	<p>Article VII: Standing Committees of the Faculty</p> <p>Section 1. The Council on Academic Affairs, the Council on Graduate Studies, the Council on Teacher Education, and the Council on Faculty Research shall be standing committees of the faculty and shall have their recommending authority described below ...</p>
<p>Section 2. Elections for such major elective councils shall operate as follows: a. The elections shall be supervised by the Faculty Senate. b. The electorate for such major elective councils shall be the faculty as defined herein. c. Any member of the electorate for these major elective councils who satisfies the conditions of Article V, Section 2, shall be eligible for nomination and election to a major elective council of the faculty.</p>	<p>Section 2. Elections for such major elective councils shall operate as follows: a. The elections shall be supervised by the Faculty Senate. b. The electorate for such major elective councils shall be the faculty as defined herein. c. Any member of the electorate for these major elective councils who satisfies the conditions of Article V, Section 2, shall be eligible for nomination and election to a major elective council of the faculty. d. Any elective council may, in its bylaws, limit particular seats and the electorate for those seats to faculty from particular academic units or areas to ensure balanced representation. Bylaws which so limit seats are subject to review by Faculty Senate. e. The Council on Graduate Studies may, in its bylaws, limit membership and electorate to graduate faculty.</p>

Rationale: The proposed amendment brings the constitution into agreement with current practice.

Yes: Benedict, Brandt, Canivez, Carwell, Carpenter, Clay Mendez, Dilworth, Fraker, Lawrence, Monippallil, Ogbomo, Toosi, Wolski, Zahlan. **Passed.**

Motion (Benedict/Clay Mendez) to present to the faculty for approval the following proposed amendment to the *Faculty Senate Constitution*:

Proposed Amendment II

Delete "all", ", or holding appointment as Department Chair ", and " and department chairs ", and add the word "faculty" in Article I.

Replace "herein" with "in Article I and department chairs" in Article VII Section 2 Part b.

Replace "electorate for these major elective councils" with "faculty as defined in Article I" in Article VII Section 2 Part c.

Current version	Amended version
<p>Article I: Membership</p> <p>The faculty is defined as all tenured/tenure track staff holding the rank of Instructor, Assistant Professor, Associate Professor, or Professor, or holding appointment as Department Chair (i.e., unit A and department chairs).</p>	<p>Article I: Membership</p> <p>The faculty is defined as tenured/tenure track staff holding the rank of Instructor, Assistant Professor, Associate Professor, or Professor (i.e., unit A faculty).</p>
<p>Section 2. Elections for such major elective councils shall operate as follows: a. The elections shall be supervised by the Faculty Senate. b. The electorate for such major elective councils shall be the faculty as defined herein. c. Any member of the electorate for these major elective councils who satisfies the conditions of Article V, Section 2, shall be eligible for nomination and election to a major elective council of the faculty.</p>	<p>Section 2. Elections for such major elective councils shall operate as follows: a. The elections shall be supervised by the Faculty Senate. b. The electorate for such major elective councils shall be the faculty as defined in Article I and department chairs. c. Any member of the faculty as defined in Article I who satisfies the conditions of Article V, Section 2, shall be eligible for nomination and election to a major elective council of the faculty.</p>

Rationale: The proposed amendment answers concerns that have been expressed by both faculty members and department chairs regarding membership held by departmental chairs on Faculty Senate and the major faculty councils. This amendment removes department chairs' eligibility to hold seats on the Faculty Senate and the major faculty councils, but maintains the right of department chairs to vote in elections of members to these bodies.

The Senate accepted Carpenter' s request to vote separately on amended version of Article:I Membership and amended version of Section 2.

Yes [on amended version of Article I: Membership]: Benedict, Brandt, Canivez, Carpenter, Carwell, Clay Mendez, Dilworth, Fraker, Lawrence, Monippallil, Ogbomo, Toosi, Wolski, Zahlan. **Passed.**

Re: amended version of Section 2. [Carpenter wondered why the inconsistency in, on the one hand, taking away chairs' right to be elected by faculty to serve on faculty councils and committees, but, on the other hand, guaranteeing them the right to vote in faculty elections. In one instance the Senate is asserting that chairs are administrators, but in another instance the Senate asserts chairs are faculty. Carwell said he didn' t see an inconsistency. Donelly reminded Senators that chairs teach classes. Toosi noted that allowing chairs to vote is allowing them to vote for faculty they believe will support their causes. Benedict said allowing chairs to continue to vote in faculty elections enfranchises chairs, rather than disenfranchising them. Brandt called for the vote.]

Yes [on amended version of Section 2.]: Benedict, Brandt, Canivez, Carpenter, Carwell, Clay Mendez, Dilworth, Fraker, Lawrence, Monippallil, Ogbomo, Toosi, Wolski, Zahlan. **Passed.**

5. Nominations Committee: Senator Canivez distributed a list of upcoming openings on university boards and councils. [See last page of these Minutes.]

VII. Adjournment: Meeting adjourned at 3:58 p.m.

Respectfully submitted,

David Carpenter

Openings for Faculty Senate Appointments to University Boards and Councils, 2003-04.

April 4, 2003 Deadline to contact Faculty Senate Nominations Chair of Interest (glcanivez@eiu.edu)

Apportionment Board (2-yr. Term)

Three Positions

Campus Recreation Board (3-yr. Term)

Two Positions (One as Alternate, One as Full Member)

Enrollment Management Advisory Committee (1-yr. Term)

Faculty Senator Position Appointment

Health Services Advisory Board (3-yr. Term)

One Position

IBHE Faculty Advisory Committee (3-yr. Term)

Two Positions

Intercollegiate Athletic Board (3-yr. Term)

Two Positions (First Year as Alternate)

Judicial Board (2-yr. Term)

12 Positions

Library Advisory Board (3-yr. Term)

Two Positions-Sciences Two Positions-COEPS

Two Positions-Bus/App. Sciences One Position-Arts/Humanities

Parking Advisory Committee (1-yr. Term)

Three Positions

Parking Appeals Committee (1-yr. Term)

One Position

Publications Board (3-yr. Term)

One Position

Radio-Television Center Board (2-yr. Term)

Two Positions

University Union Advisory Board (3-yr. Term)

Three Positions

Tuition and Fees Review Committee (1-yr. Term)

One Position

Achievement and Contribution Award Committee (1-yr. Term)

One Faculty Senator Position

Please Note: CAA' s Forum on Proposed Bylaws Revision will be held 20 February 2003, from 2 p.m. to 4 p.m.