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Faculty Senate

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FACULTY SENATE MINUTES FOR February 18, 2003 (Vol. XXXI, No. 21)

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I. Call to order by Anne Zahlan at 2:04 p.m. (Conference Room, Booth Library)

Present: R. Benedict, D. Brandt, G. Canivez, D. Carpenter, D. Carwell, L. Clay Mendez, J. Dilworth, F. Fraker, B. Lawrence, M. Monippallil, W. Ogbomo, S. Scher, M. Toosi, J. Wolski, A. Zahlan. Guests: J. Chambers, B. Weber, K. Wilson

II. Approval of the Minutes of February 11, 2003.

Motion (Dilworth/Clay Mendez) to approve Minutes of February 11, 2003, with the following corrections: After Guests, "L. Dent" should read L. Ghent, and, in VI.A., "Linda Dent" should read Linda Ghent. Yes: Benedict, Carpenter, Carwell, Clay Mendez, Dilworth, Fraker, Lawrence, Monippallil, Ogbomo, Toosi, Wolski, Zahlan. No: Brandt. Abstain: Scher. **Passed.**

III. Announcements: Chair Zahlan reminded Senators of the open meeting on this day, after the Senate's regular meeting, for discussion of proposed constitutional amendments.

Communications:

- A. E-mail message (9 February) from Joe Heumann re: Administrators' Travel
- B. E-mail message (12 February) from Nora Pat Small re: Statewide Testing Initiative
- C. E-mail message (12 February) from Bailey Young re: Statewide Testing Initiative
- D. E-mail message (13 February) from Keith Andrew re: COC Minutes (29 January)
- E. IBHE Report on Athletics: www.ibhe.state.il.us/Board/Agendas/2001/June/item09.pdf. (Reference from David Radavich in e-mail message (16 February))
- F. E-mail message (13 February) from Keith Andrew re: Statewide Testing Initiative (referring to <http://www.upilocal4100.org/text/comm/020403asemtPilot.html>)
- G. E-mail message (13 February) from Les Hyder re: Statewide Testing Initiative
- H. E-mail message (13 February) from Blair Lord re: Statewide Testing Initiative
- I. E-mail message (13 February) from Matthew Monippallil re: IBHE White Paper
- J. E-mail message from Melinda Mueller and Keith Wilson re: TRS discussion with Senate
- K. E-mail message (17 February) from Herb Lasky re: Honors Council Procedures

Hearing no objection, Chair Zahlan suspended published order of business and moved directly to

VI. A. Textbook Rental Service.

- VI. A. Textbook Rental Service (Discussion with Keith Wilson)** Zahlan: Some of us wanted to talk about Textbook Rental, and some of us wanted to talk about how the Faculty Advisory Committee actually does function, and whether you [Wilson] think it does function—and a specific example would be the fact that we were told there would be no new books for summer school, and apparently you [the advisory committee] had not been consulted. Wilson: It had been mentioned at last semester's meeting, that the budget was in trouble, that they had already seriously overspent compared to previous years and had relatively little money left. My understanding is they said hypothetically there would be a problem in the summer, but no one said definitely, and of course that was months ago. Apparently, since that time, budget troubles have continued.... If you're starting a new class, or if the book you're using has gone out of print, they will be able to get new books; but, otherwise, their formal policy will be not to be switching books. I don't know what your experience is, but my experience is they do have policies and they don't eagerly overturn them,

but I've always found them to be amenable—with some pleading and maybe some arm-twisting.... But they do have a budget problem.

Scher: Does the Textbook Rental fee totally fund the Textbook Rental System? Wilson: I'm not sure. It seems to me, when they talk about changing anything, like increasing the purchase price of books and all of that, it's always referenced back to what they are currently gaining in fees, can they afford it, and if they can't can they increase fees. Some overhead, I'm sure, is possibly covered by the university. [At this point Senator Ogbomo provided those present with a handout, 'Textbook Rental Service—Summary of Responses from History Faculty.'] Scher: I have some real questions about cost-efficiency [of the TRS] for the university and for the students, whether the value they're getting is anywhere near as great as it is made out to be. I think it's an empirical question.... Ogbomo: [In response to his queries of colleagues, he said, he received the following complaints and suggestions, presented on his handout: The TRS is cumbersome and counterproductive, not flexible re: the process of changing texts; our peer institutions do well re: enrollment numbers without a TRS; the dollar amount available for textbook orders is far too low; setting the price of books at retail, instead of what is actually paid, is dishonest; out-of-print books are still counted at their retail prices, with no depreciation value. Suggestions: Abolish the use of TRS for graduate students, as they need their own books to build personal libraries for professional careers; increase TRS flexibility to provide students with latest developments in their fields; faculty teaching graduate courses should be allowed to change titles every two years, rather than every three years; raise the amount available for texts in graduate courses to \$125, even if it requires raising fees for graduate students, given that our fee structure is way below our competitors; permit faculty teaching graduate courses to require students to purchase up to \$40 to \$45 of supplemental books; if we can't exempt graduate students from the current TRS system, then we need at least a partial concession for them to be able to buy books outside the system; in special-topics courses, each section should be allocated a specific amount; and TRS should work with publishers re: works with ancillary online materials.]

Toosi: We have to think in terms of reality. We have talked about this so many times. ...It [the TRS] is not going to go anywhere, and we're just wasting our time. \$600 or \$700 for parents [to pay for texts for students, per semester, at other institutions] will not work at this university, at this time, given the economic situation. What we can do is look at the committee that is running the Textbook Library, and see if we can make it more efficient. If the committee really is represented by students, the students are the ones for the Textbook System. [The TRS should be] a committee [that] has a good representation of faculty, of people who can crunch some numbers and do better management, [so] the committee has influence in running the Textbook System, but if the committee doesn't have any influence and is just a suggestive committee, that's something we have to [deal with]. A committee like that cannot just be suggestive; it has to be a committee that will have influence, that will demand changes in how the system is run. Clay Mendez: In our first-year Spanish program, we changed textbooks; we ordered new textbooks, but some of the textbooks that we got were used. When we change textbooks, do we go to a broker and take whatever books we can get? ...Is that a policy of the university? Wilson: ...I wonder if it happens much more that we realize. Zahlan: ...The students are issued books that are totally falling apart. In languages we don't necessarily change books all the time; but what one does expect is that new copies are ordered when the books [are falling apart], and I think there should be more inspection. ...Lawrence: Has there been a serious discussion about selling textbooks to students at lower than retail cost? ...Wilson: I have heard that addressed, if not recently, several years ago, and the argument was they have to recapture initial cost of the book; but it is indeed a fact students can often...go out on the internet and get a new one cheaper than they could if they bought their book from Textbook Rental....

Scher: What you just said is they have to capture back their initial cost. They're getting a fee, an allocation to support the program, so why do they have to capture back their initial cost? ...The other question is: Where is the Textbook Rental System located organizationally? You said it is not in Academic

Affairs. Wilson: It's in Student Affairs. Scher: Which would be the last place that it should be. Academic Affairs, Business Affairs I could understand, but that one doesn't seem to make sense. ...We need to figure out a way..to make the system work better. ... Monippallil: I haven't looked carefully at the fee structure here, but it appears that, if we are lumping the Textbook Rental as part of the total fees, then the total cost of going to Eastern will become not comparable with other institutions. By that I mean, if Textbook Rental is \$70 per semester, and this is part of the total fees, then we have actually overstated the cost of attending Eastern by \$140. What we should then do is to take the cost of Textbook Rental out of the total fees, and tell the students and the parents you can do one of two things: You can either purchase the textbooks, just like everybody else (in other words, the Textbook Rental System is voluntary) or you can subscribe to the Textbook Rental, and it's going to cost \$70 or \$80 or whatever it is.

...Toosi: I have two issues: One, if students can go to the internet and buy books more cheaply than here, we aren't running our system efficiently. Two, different majors have different [textbook] costs. Why don't we be fair; if we don't want to abolish the Textbook Rental System, have the committee do a study [of textbook costs for different majors, and make adjustments for students in majors that don't have as high textbook costs as some other majors]. Scher: I think the idea of making the Textbook Rental System voluntary is the most brilliant idea I've heard since I've been on the Faculty Senate. I think it's a great idea. Toosi: Four years ago, when we were reviewing this thing, it went across campus, and the Textbook Rental System came back and said, "If you do that then the overhead costs are going to be greater..." That option was discussed four years ago. Wolski: I agree with Barbara [Lawrence] because I've had several students, especially once they get into their junior or senior year (and a lot of ours go on to grad. school), who want to buy texts they have been using; and a lot of them have had the problem that they cannot acquire the text and hold onto it for research purposes the next semester... Another thing..is that, in dealing with publishers, we sometimes have difficulty.. [getting specialized books published for certain unique courses because] they do not consider us a viable market and therefore would not support the publishing of such a work—because of our Textbook Rental System... So it's a cost on a different level to the university.

Carwell: I speak for a great many faculty, probably the majority, in that Textbook Rental is an abomination, and it shouldn't exist at a university; I mean, this is like a junior high. All of the things, talking about fixing it, it's all going to come down to money, and they're only going to have x-amount of dollars, which is always going to determine what books you can get and when. I find it hard to believe this sort of myth that this is what makes Eastern different; if you get rid of Textbook Rental students are going to be dropping out in droves, nobody is going to come here and this is what allows students to attend Eastern. I just find it difficult to believe that Eastern Illinois University, almost alone of every university in the land, is the only one smart enough to realize you should have a textbook-rental system. Nobody else has it. I mean, it's absurd, and all of these talks about fixing it isn't going to change the fundamental that it shouldn't be here. Now, all of that being said, of course it's part of the myth of Eastern, and they do use it as a tool to recruit, but the absolute value of it is somewhat questionable. The only thing you should really do with it is haul it out to the crossroads at midnight, and drive a stake through its heart. We're not going to do that, so all the talk about fixing it isn't going to do anything... I think we're probably wasting our time. Dilworth: It is in my mind a myth also. We're a university of..incredible, capable faculty, but we let students run..what texts we can select, [according to] money. Whatever the system needs to be, accommodate the faculty decision to support the technology and our computer books that change annually... So get the decisions of what textbooks we use back in the hands of faculty. Carwell: Books are expensive, but when you compare that to the cost of a college education..., and when you put everything together that you spend on a college education, and the purpose of a college education, what we do here [at Eastern] has really undermined the value of books. ...Toosi: I remember, from that study [of TRS] that we did four or five years ago, eleven public universities had textbook rental.

V. Old Business:

A. Committee Reports:

1. Executive Committee: No report.
2. Student-Faculty Relations Committee: No report.
3. Faculty-Staff Relations Committee: No report.
4. Elections Committee: Senator Brandt has reserved the Booth Library Conference Room from 4 p.m. to 5 p.m. on this day for a general discussion of proposed constitutional amendments; he has also reserved the lobby outside the MLK Bookstore for Thursday, February 27, 2003, from 8 a.m. to 3 p.m., for voting on proposed constitutional amendments. Faculty elections will take place on March 25 and 26, 2003, Tuesday and Wednesday, voting to take place in the lobby outside the MLK Bookstore.
5. Nominations Committee: No report.
6. Other Reports: Senator Ogbomo reported that the Budget Director Search Committee has completed its evaluations of the four candidates and now the VPBA will make the selection. Senator Scher announced that the deadline for nominating someone for the Distinguished Faculty Award will be Tuesday, February 28, 2003.

B. Functioning of Council on University Planning and Budget.

Zahlan: Matthew [Monippallil] is reporting on the activity of the Senate's subcommittee for looking at CUPB, composed of—besides Matthew—Mori [Toosi], David Carpenter and non-senator John Allison, who is a member of CUPB and has been for a long time, off and on, and he helped out with this. [Monippallil distributed a four-page handout.] Monippallil: The committee met, and one of the first things we looked at was the enabling document, which is the *Board of Trustees Regulations* [Section 5, Part B]; and the role of CUPB, as specified by the Board of Trustees, consists of: "1) The setting of program priorities in the University budget. 2) The periodic review of the University Budget. And 3) Transfers of significant amounts among internal budget items." In my opinion, a very crucial part of this Board regulation is the last sentence there [on the first page of the handout]: "It is expected that broad committee representation will provide maximum opportunity for a voice for the faculty as a body." What that means, in my opinion, is that this is an important forum; the Council is an important forum for the faculty, to exercise its role in terms of shared governance; and the role of faculty, therefore, is of paramount importance on this particular committee.

On the second page [of the handout] is a document that was selected from the Minutes of the President's Council, March 22, 1995, and to some extent it expands upon the *Board of Trustees Regulations*. Right now there are some 36 or 38 members of the CUPB, and in the last four or five years the proceedings of the CUPB have been characterized by a considerable amount of squabbles, bickering and partisan voting. It appears to many people, including me, that in spite of the fact that the leadership and membership of the CUPB have changed over a number of years, these problems have persisted, and that indicates to me there are certain structural problems that need to be addressed. The structural problems of the CUPB appear to be both in terms of composition of the CUPB, as was designed by President Jorns, as well as the enormous number of members on the CUPB. It's very, very difficult, when you have 36 or 38 members, to conduct the business in a way that is going to be efficient and effective.

What we did was, on the third page—if you look on the third page : this was the composition of the CUPB before President Jorns introduced his grand design of CUPB as the ultimate decision-making body, in matters of planning and budgeting and governance at EIU. It consisted of—that is, the pre- Jorns CUPB—consisted of 17 members, that's 17 voting members, and a number of non-voting members, and the non-voting members consisted of the President and members of the President's Council. There are a number of resource staff that the CUPB could draw on, and these are people such as the Associate Vice President for Academic Affairs, Dean of Student Academic Services, Director of Planning Services, Director of Budget; so these are resource people who have no voting on CUPB. If you look at that document you will see that the faculty have a significant voice on the CUPB; and, again, the people on the CUPB are the Chair of the Faculty Senate and the Chair of the UPI... They are automatically placed on the CUPB. There were 2 deans at that time on the CUPB, and only one member from the Council of Chairs. There was also a presidential appointee, and a number of Senate appointees. At the discussion of the fourth page, we felt that going back to the structure that the CUPB had, before the introduction of the grand design by President Jorns, is probably the appropriate course of action for the university to pursue. Otherwise, the present

problems are going to continue indefinitely into the future, and the CUPB is likely to become nothing other than a sideshow.

So the committee is recommending to the Faculty Senate a CUPB consisting of 15 voting members and a number of non-voting members; and the 15 voting members will consist of the Chair of the Faculty Senate; the President of the UPI; 4 faculty members representing the 4 colleges and 1 faculty member representing the library/counseling center/Unit B faculty, etc.; the Chair of Staff Senate, or a designee; the President of AFSME, or a designee; 1 Dean, representing the Council of Deans; 2 Chairs, representing the Council of Chairs; the President of the Student Senate, or a designee; a student member, representing the Student Senate; and finally a person appointed by the President. This will constitute the 15-member voting body of the CUPB. The non-voting members would be the President and members of the President's Council; also there will be non-voting, resource personnel who may be there periodically, and we expect that the Associate Vice President for Academic Affairs would be there, and the Director of University Budgets and Planning, and the Director of University Facilities and Planning; and other resource persons may be there as necessary, depending upon the agenda of the CUPB.

So the shift in focus has gone from the CUPB as a forum for discussing and planning and setting university priorities, both in the economic area and in the budgetary and resources area. It appears to the committee that this is the appropriate course of action for the institution to pursue. So the committee places this document before the Senate for discussion, and on the basis of discussion the committee may come back with a resolution sometime in the future.

Motion (Toosi/Clay Mendez) to accept the report from the Senate Subcommittee on the function of the CUPB. Carwell: This makes perfect sense to me, going back to the way it used to be. Fraker: Is there going to be resistance; and if so, where might it come from? Monippallil: It's hard for me to predict where resistance is going to come from, other than that as you can see that the proposal would make a number of people non-voting members... The utility of the CUPB has been diminished over a period of time, and they may decide it makes sense to go back to a structure that worked and that was successful, as opposed to the exercise in constant bickering that..the CUPB can be currently described as. Carpenter: The majority of the CUPB will not vote to change the present composition of the CUPB, so if there's going to be any change it will have to come down from the new President—the next President—and the Board. The Board needs to be reminded that its own regulations, its own mandate isn't being followed. ...Canivez: [re: budgetary items being discussed within CUPB subcommittees that are associated with different administrative areas] It would seem virtually impossible to follow number 3 [of the BOT Regulations, Section 5, Part B]; this is, how would you transfer significant amounts from internal budget items if, in fact, subcommittees are looking out for their own areas. There doesn't seem to be a mechanism for that to work. It seems this [the proposed structural change of CUPB] would certainly be a plan that would make some sense....

Vote on the Toosi/Clay Mendez motion. Yes: Benedict, Brandt, Canivez, Carpenter, Carwell, Clay Mendez, Dilworth, Fraker, Lawrence, Monippallil, Scher, Toosi, Wolski, Zahlan. **Passed.**

Motion (Brandt/Carwell) to direct the Faculty Senate's Subcommittee on the CUPB's functioning to draft a resolution to recommend to the President restructuring the CUPB, as suggested in the report. Yes: Benedict, Brandt, Canivez, Carpenter, Carwell, Clay Mendez, Fraker, Lawrence, Monippallil, Scher, Toosi, Wolski, Zahlan. **Passed.**

VII. Adjournment: Meeting adjourned at 4:03 p.m.

Future Agenda Items:

Evaluation of Electronic Writing Portfolios; Athletic Programs; International Programs; Faculty Development; University Foundation; Administrative Search Procedures; Computer-Privacy Policy; Shared Governance Concerns; Evaluation of Chairs; Temperature Control in Classrooms and Offices; Facilities-Naming Procedures; Faculty Representation on Board of Trustees; Increased Workload and Overload; Distance Education; Timing of Commencement; Planning for University Events.

Respectfully submitted,
David Carpenter

PLEASE NOTE: Faculty should send their ideas and suggestions about future technological needs to Senator Doug Brandt (cfdeb@eiu.edu).