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Faculty Senate

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Faculty Senate Minutes  
February 9th, 2016, 2:00 – 3:00 PM

**Location: Doudna Fine Arts Center, CAH Dean's Suite Conference Room, Room 2211**

ATTENDANCE: Abebe, Brandt, Hugo, Lawrence, Ludlow, Robertson, Rosenstein, Scher, Smith, Sterling, Stowell, Waller, Wharram

GUESTS: Gary Aylesworth, David Cook II, Charles Delman, Kara Hadley-Shakya, Analicia Haynes (DEN), Clair Kaye, Jonathan Kaye, Blair Lord

These minutes do not comprise an exact transcript of the meeting proceedings.

I. Attendance and Welcome

Robertson: Thank you to the CAH Dean's office for allowing us to use this conference room.

Robertson: First item: how will we go about distributing the messages in these resolutions beyond this body. This will help us structure the language of the resolutions, so we aren't passing resolutions on behalf of people whom we do not represent. If we are going to distribute these messages within the community, how will we go about that?

Scher: Senator Wharram's draft is clear that the resolution comes from the Faculty Senate, representing the faculty. It is directed toward the Governor and the General Assembly, so we should send it to them and to newspapers (*DEN*, *JG-TC*, and *News-Gazette*) and news outlets in our area.

Wharram: I agree that our message needs to go, first and foremost, to our representatives and our Governor. A press release would also make sense, if we decide that is what we want. I did not intend my resolution to be a replacement for the earlier resolution we were sent. We don't speak for staff, for community. I think the Young draft resolutions are great, and I will be a part of any effort to get their message out. I will not be in any way offended by amendments. I did incorporate one sentence, almost verbatim, from Senator Young's drafts. When my resolution was photocopied, the conclusion was left off. I have a paper copy that includes the truncated final paragraph.

Robertson: Is it appropriate for us, as Faculty Senate, to adopt the draft resolutions Senator Young sent forward?

Rosenstein: We only represent faculty, so this is outside our purview. There is no reason we can't encourage Senator Young to collect signatures on a version of this from anyone, whether they are on Faculty Senate or not. But I think we as Faculty Senate should adopt a resolution that comes specifically from us. Senator Young's resolutions will have more power if they come from the faculty and university community in general.

Robertson: Do we have any contrasting opinions, anyone to speak on behalf of considering Senator Young's draft resolution?

Abebe: I prefer the resolution prepared by Senator Wharram because it sticks to facts and is presented in the form of formal resolution. It reflects the fact that we are spokespeople for the faculty, we represent the faculty.

Robertson: Do we have a motion?

Abebe moves that we adapt the resolution provided by Senator Wharram; second by Lawrence.

Robertson: I will send Senator Young a letter of thanks and encourage him to adapt his resolution as a petition to be circulated within the campus and larger communities.

II. Budget Resolution Discussion—Wharram resolution.

Robertson: discussion?

Scher: "We" should say "The EIU Faculty Senate," just so it says who we are.

Stowell: Aren't we a little more than just "sad and disappointed"?

Abebe: Bullet number one should say "additional" employees.

Rosenstein: “situation in Springfield” should be more specific—“inability of our elected officials to come to an agreement on”—because they created this situation.

Abebe: Can we say “budget impasse,” which is more neutral?

Scher: Like Sen. Rosenstein, I’d like to make this statement active and as specific as possible.

Waller: “unwilling to compromise?” It’s not just that they are unable.

Scher: “failure” is stronger.

Robertson: “the failure to pass a budget”

Scher: the failure to “come to an agreement”? And I like Sen. Waller’s “unwillingness.” It’s not that they cannot, it’s that they won’t.

Lawrence: Where there’s a will, there’s a way, right?

Ludlow, reading from the suggested amendment: So “the unwillingness of Governor Rauner and our General Assemblypersons to agree on a budget”?

Robertson: that seems balanced. Many people note that the responsibility here lies on both sides. It takes two to come to an agreement. Although perhaps the majority of us feel that the majority of the buck is stopping at the Governor’s desk.

Stowell: Could we remove “us” in parentheses—it makes it sound like we are part of the administration.

Wharram: Yes. That was a potential alternative wording.

Scher: It might be worthwhile to say “EIU” in order to counter some of the perceived antagonism between faculty and staff and President Glassman. President Glassman, in this case, is on our side. He wants to get funding, and our showing unity in that battle would be a good thing to do.

Wharram: Say “EIU” rather than “our administration”?

Scher: Yes.

Lawrence: On the other hand, it is the administration that is doing the planning. We are not planning to lay off people.

Scher: That’s why I am saying EIU. It is the organization that is planning.

Ludlow: The use of “force” implies strongly that we don’t think the administration is making this decision willingly.

Wharram: I think “EIU” is the best way around these concerns.

Rosenstein: I agree. “EIU” makes the most sense.

Robertson: Is everyone comfortable with writing “EIU” instead of “our administration”?

Lawrence: Not in the third bullet point. That one clearly indicates that UPI has been in conversation with the administration.

Scher: We could leave that one the way it is and change the first two to “EIU.”

Scher: I move to revise the first bullet point to change “our administration” to read “Eastern Illinois University.”

Stowell: Second.

Robertson: All in favor?

Scher: I believe that our Bylaws or Constitution says we should take a roll call vote.

Sterling: Since it is unlikely that we are going to finish revising this document before time for our presentation from Admissions, or possibly before we would need to adjourn, might it be wise to put this aside for now. We could have an informal discussion and bring a full, revised resolution to our next meeting.

Wharram: If we can get it done by next week—this is time-sensitive.

Waller: When it comes to MAP grant funding, this is the issue that is particularly time-sensitive, and we want to move forward as soon as possible.

Scher: I’d like to move that a subcommittee that includes Senator Wharram and Senator Waller revise the resolution based on our discussion today, that the revised resolution be distributed electronically to all faculty senators, and barring any objections from faculty senators, be distributed to the relevant parties.

Wharram: Can we vote electronically?

Robertson: As long as we publish the results of the vote. Do we have a second on Senator Scher’s motion?

Sterling: I’ll second.

Wharram: Two questions: 1) statistical accuracy of 96% (in bullet point 4)?

Stowell: That's pretty close, and I can look it up for you.

Wharram: Re: bullet points 4 and 5, parenthetical comments—is it OK to include this information?

Scher: Including it sounds defensive. In my opinion, we should say “We’re really good. We have the second lowest expenditures.”

Stowell: I’m sure the auditor has a definition of what constitutes instructional expenses; we should stick with that.

Robertson: Are we in a position to confirm or deny that the talks referenced in bullet point 3 are taking place?

Abebe: Do we need that? What would be the benefit to having such a statement in the resolution? Does it help us?

Rosenstein: Mentioning unions at all gives the Governor the opportunity to reject our information without considering it. At the same time, it is important to recognize that faculty are standing together and revisiting our working conditions in order to meet the diverse needs of our students, and that’s really what this point is about. We are working to make sure there are instructors in the classroom and that their research is continuing. We’re trying to make it work.

Scher: What if we say something like, “forced faculty to defer contractually guaranteed raises and to discuss deferred payment in order to insure that students continue to receive the highest quality of education.”

Scher: Calling the question regarding the revision and electronic distribution of the resolution.

Vote: Motion passed unanimously.

### III. Admission Update: Kara Hadley-Shakya, Interim Director of Admissions

Robertson: Welcome to Ms. Kara Hadley-Shakya

Provost Lord: By way of introduction, many of you had met with Mr. Dearth, former Director of Admissions. Upon his departure, we identified Ms. Kara Hadley-Shakya to become Interim Director. Kara was one of our Associate Directors of Admissions for approximately two years now. During her time with us there have been many significant changes regarding territory management, communication flow, yield events. Fortunately we had someone instrumental in those changes and able to carry them along to step up and provide leadership. Not a great surprise, the environment in the State of Illinois right now is not serving to forward our admissions interests the way we’d like. We are continuing to do all that is within our control.

Hadley-Shakya: Thank you, Provost Lord. I have some handouts, an overview of events, and our Future Panther schedule. I’ve been at EIU about 2 years. In my previous capacity as Associate Director, I oversaw all recruitment, both freshman and transfer, as well as events. I filled in overseeing communications. Previous to EIU, I served 8 years in admissions at St. Cloud State University, 5½ years as an admissions counselor. Like the Provost mentioned, when I moved to EIU, I really focused on improving what we were doing. Eastern has transitioned to a territory management model right before I arrived, which means each admissions counselor is responsible for a specific admissions territory. We use a tiered system and data analytics to look at what we are doing. We do analysis to improve what we are doing, what are our primary markets, what are our emerging markets. So you do a full analysis and decide where you are going to put your priorities based on that information and the goals set by the administration.

We also used our CRM (Customer Relations Management) technology to improve what we are doing. Every admissions counselor has a CRM dashboard and when they log in each day, they see how they are doing. They see their goals for inquiries, applications, admits, and enrolled students who have signed up for orientation. It uses a predictive model to determine where they should be and that yield rate.

So those are just some of the tools and processes we have used to try to improve. Overall, what we are doing in terms of data and territory management is on the cutting edge of the admissions field, so that’s exciting news. We also utilize CATS and our enrollment management team to help keep all that under control.

Transitioning to where we are in the current enrollment cycle—we are on the cusp of what we call the yield season, so we are working with our transfer and freshmen to yield them. There are key indicators we look for to have a student enroll. These include having students come to campus for a Future Panther event, which I will talk more about in a moment. For freshmen, it also includes paying deposits, filling out housing forms, signing up for orientation. So we are working on yield. Our strategies include targeted calling campaigns, which our admissions counselors and our calling center are doing throughout the week. We do follow-up visits to feeder schools in the spring, trying to yield our freshman class, and work with High School counselors to make sure we are following up on potential students. For transfer students, registration and orientation for signup is opened. We have targeted calling campaigns to reach out to students who are transferring to get them to sign up for orientation. For transfer students it is a little different process. Future Panther days are open to them, but we are more interested in their signing up for that orientation day. There are four of them in April.

On these handouts, I put all the events for the year, so you can get a sense of the scope. The plan is cyclical, so there are events we do throughout the year, plus there are some new events that we are doing. We have two of our larger admitted student days on campus: Mon., Feb. 15 and Sat., Mar. 5. We've been reaching out to Deans and Chairs regarding these programs. We've expanded the Future Panther program this year. I'm very excited about the departmental showcases, which provide more time for students to spend with departments; that is really where they want to envision themselves and connect with the faculty. Our standard offerings on these days always include Financial Aid counseling, a student involvement fair, and an admissions hub, where they can deposit while they are here and finish their admissions status if they want to do that as well.

Any questions about the Future Panther programs? In terms of numbers, for the Feb. 15 program, we have about 130 students signed up plus 60 Access Granted students who will be in attendance. We are just slightly down from last year but are continuously doing calling, emailing, and Facebook campaigns to increase momentum for these days.

We also have Future Panther Fridays, which we are expanding from last year. We have 5 additional visit opportunities for admitted students to come in April. If we have students still trying to decide between institutions, we have multiple opportunities for them to visit campus. We also have 2 new yield events, or programs for admitted students, that we have this year: Latino Admitted Student Day on April 16, which is a very exciting program—we're working with LASO, the Latin American Student Organization, to do an event for the Latino population and their families; and an admitted student event for 50 students from Chicago. The students are coming down on charter bus on the 14<sup>th</sup>. This is a similar tailored program for students from Chicago.

Rosenstein: What recruitment efforts are we making in central and southern Illinois?

Hadley-Shakya: We have recruitment events targeting our local populations throughout the year. A lot of our tailgate programs, local EIU basketball game which is strictly for our local student populations. We work with the Mattoon radio station to get the word out. We do have recruitment and a local EIU task force on campus made up of faculty, staff, and students that specifically talks about local recruitment and what we can be doing in the local area. We do have 2 full-time local admissions counselors and 1 transfer counselor for central/southern IL.

Robertson: I wondered whether you had considered a St. Louis-area admitted student day?

Hadley-Shakya: Yes we are considering St. Louis and Indianapolis for next year. These are emerging markets for us, and we want to continue working in these regions.

Smith: I worked for Access Granted every year, I went to Access Granted events. There are students from southern Illinois who come. Recruitment is down for them, but they do come. They are not left out at all. There are more from Chicago, but local students come too. Not just Chicago area. Access Granted is an all-weekend event. We bring them in to spend a weekend on campus.

Hadley-Shakya: Access Granted has been a very successful yield program. We see about a 65%-70% yield from that program. The Future Panther Friday program has about an 80% yield. For us, regarding that freshman group, it's getting them to campus. We do not have issues selling to them the qualities and opportunities available here at EIU, but we are just trying to get them to

come and experience EIU. That's partly why we offered more opportunities in April. Because our large Admitted Student programs are a great foundation, but we wanted those custom opportunities for April as well. That's part of that territorial management model, as well. Each counselor is constantly working with their territory and the high school counselors and the organizations to actively recruit students from their territories. Similarly, the Presidential Scholars event is coming up this Sunday and Monday, and our counselors are telephoning their students to say good luck, we look forward to seeing you on campus. So we really do strive to have that individualized experience. You get that personalized attention.

Rosenstein: Is recruitment in territories based on population numbers? How do you determine how much staff you will devote to a territory?

Hadley-Shakya: There's a whole process to determine that. There are established territories and territories that shift every year. Part of it is doing that analysis of where are students coming from. I use a 7-, a 5-, & a 3- year average to determine where students are coming from. This helps us determine what is a balanced territory for a counselor to handle. And that's been quite successful in helping us make changes.

Rosenstein: Do you use any kind of mapping, so students can see who is coming from a particular region of the state?

Hadley-Shakya: We use GIS mapping. Currently, on our website we have all the admissions counselors named for their territories. And on their MyEIU accounts, students know who their counselor is. We do show the prospective students and their parents who their admissions counselor is.

Rosenstein: But not who else might be coming from that same area of the state? My undergrad institution maps where people are and shares that with alums. If you could see, for each region of the state, the percentage of people who are coming from that area, it could be interesting and helpful to know where students are coming from.

Hadley-Shakya: That's a good suggestion; our website is being revamped. We are open to new ideas.

Stowell: It could be a 2-way sword—I mean if you find that no one from your home community is going to EIU, then I'm not going to go there. Aside from that, I have a question about admissions: recently I saw a stat that said 50% of students who apply are admitted. Is that correct?

Hadley-Shakya: 49%

Stowell: So what is the primary thing that keeps our potential students out of our admissions?

Hadley-Shakya: Our admissions criteria: GPA and ACT. That's what we use for a rubric. We do a comprehensive review of an applicant. We look at what school they come from, their academic record, what curriculum they are taking in High School to prepare them, and their ACT scores. Many times, it boils down to, if they do not do well academically, and that GPA or ACT is below our standard admission criteria, that can be a limitation. Then we look to see if they meet special admissions criteria, and there's a review committee for that process.

Waller: I know it's early, but do you have initial projections for what you expect enrollments to be in the fall?

Hadley-Shakya: It's difficult. FAFSA no longer does the ranking, and that was one way did our predictions. We look at who is submitting FAFSA, who is depositing, who is signing up for orientation, who is signing up for housing, and we project from there. Our applications are slightly down from last year but we are right on track for the year before that and the year before that. Our goal is to increase our yield of our population. We're constantly working that pool. We're doing targeted mailing for populations: for transfers, for freshmen, for parents, talking about enrollment steps. Associate Dir. of Financial Aid is doing a mailing to parents this week, talking about the importance of FAFSA, financial aid, and scholarships. That's part of the Communication plan for each phase of enrollment cycle for those populations. We do analysis on everything we do, an ROI analysis to ask was that an adequate use of our resources? And if not, we develop new strategy, modify to improve.

Waller: You mentioned that applications are comparable or only slightly down from the previous two years. Is that true for other indicators, too?

Hadley-Shakya: Right now our biggest challenge is the budget. Not getting our appropriations is having an impact. We continue to call, to reach out to potential students, but right now, that is having an

impact. We are getting calls, inquiring about the state of the institution, of Illinois as a whole. I am optimistic. We have opportunities to communicate to students and their families that we will be open, we are a viable option. The President just sent an email to prospective students and their families yesterday, a strong message about EIU. Hopefully, that can help us continue our recruitment efforts forward.

Scher: We know there are going to be problems because of the situation in Springfield. How are we doing compared to other state universities at this time? Is there any way to get that information from, say, Western?

Hadley-Shakya: All the directors of admission serve on the IAC, our governing organization. There is a commission of directors that meets several times throughout the year. They haven't met recently, but Chris touched based with everyone. Everyone is down. We are on a similar trend with our peer state institutions across the state. That information I do know. We are just trying to be as aggressive as we can.

Abebe: University of Illinois yesterday announced their huge increase in applications. Of course, they are not our peer institution.

Hadley-Shakya: Our fellow regionals are down.

Abebe: These are not normal times. Is it possible that perhaps we could involve departments in recruitment? Could we set a target, say 10%, 5%, and work them through all the way from admissions through the department? The second thing is, I notice that in this institution there are families that send all their students here—brothers and sisters in all of my classes. How are we utilizing those students in recruitment? Do we take them out into the community to speak about EIU? If we could find a distinct way to honor those families on our campus, they might send a second or third child to EIU.

Hadley-Shakya: Yes, we do ask our students to go back to their High Schools over breaks and speak about EIU. We have a great tour guide program, so we ask our tour guides to go back and speak, and our Latino ambassadors, which is a program supported by the president with our Latino recruitment and retention committee on campus. We train them, give them information. We have a training guide and walk them through the process. For faculty, we have been reaching out more and more. Our events coordinator has been reaching out to various people in departments, whoever her point of contact is. Usually it's the chair. I have a list, too, if you are wondering who it is for your area. We reach out to the admits and "work that pool," the freshmen, and invite them to hook up with faculty. We are doing postcards from faculty again next year. Those are being redesigned. Those strategies are crucial to the students. After a certain point, after admissions builds that relationship, they want to hear from you all. So I definitely think that is a good point. The chair of each department gets a list each week to communicate with.

IV. Adjournment no later than 3:00 PM—adjourned at 3

Robertson: Thank you very much, everyone. I am afraid we have reached the end of our time. We are adjourned.